

BOARD OF GOVERNORS MEETING AGENDA
December 10-11, 2015
Colorado State University System, 475 17th Street, 7th Floor, Denver

THURSDAY, DECEMBER 10, 2015

- Board of Governors Breakfast 8:30 a.m.
- COMMENCE BOARD MEETING – CALL TO ORDER 9:00 a.m. – 3:45 p.m.**
- 1. PUBLIC COMMENT 9:00 a.m. – 9:10 a.m.**
- 2. AUDIT AND FINANCE COMMITTEE – Nancy Tuor, Chair 9:10 a.m. – 11:00 a.m.**
- *Audit*
 - ♦ FY15 Audit Findings
 - *Finance*
 - ♦ Update on HB-1319/ FY17 Governor’s Budget Request
 - ♦ Campus Budget Update
 - ♦ CSU Foundation Flow of Funds
 - ♦ FY16 1st Quarter Financial Statements
 - ♦ CSURF Capital Lease Renewal (*action*)
 - ♦ Reserves Report
 - ♦ Treasury Update
- 3. STRATEGIC MAPPING UPDATE 11:00 a.m. – 12:00 p.m.**
- Value Proposition and Public Dialogue
 - CSU System Strategic Plan Update
 - CSU-Global Strategic Plan Update
- Lunch (*Working Lunch*) 12:00 p.m. – 12:15 p.m.
- 4. ACADEMIC AND STUDENT AFFAIRS COMMITTEE – Jane Robbe Rhodes, Chair 12:15 p.m. – 1:45 p.m.**
- Academic Degree Programs – CSU
 - ♦ Human Dimensions of Natural Resources – B. S. (*consent*)
 - ♦ Communication and Media Management – Plan C (*consent*)
 - Sabbatical Requests for 2016-2017 – CSU, CSU-Pueblo
 - Program Review Summary – CSU, CSU-Pueblo
 - CSU Academic Calendar for Fall 2020-Summer 2022 (*consent*)
 - CSU-Pueblo Academic Calendar for AY 2016-17 and AY 2017-18 (*consent*)
 - Enrollment/Student Success Report
 - Open Source Textbooks
- 5. REAL ESTATE/FACILITIES COMMITTEE – Scott Johnson 1:45 p.m. – 2:15 p.m.**
- CSU: Forest Legacy Conservation Easement – Sawtooth Mountain Ranch (*action*)
 - CSU: Easement: Medical Center Utilities to the City (*action*)
 - CSU: Approval of the Acceptance of Gifts and Naming Opportunities (*action*)
 - CSU: Medical Center Land Swap (*action*)
- 6. EXECUTIVE SESSION 2:15 p.m. – 3:45 p.m.**
- Chancellor’s and Board of Governors Holiday Reception (*social event*), Union Station, 1701 Wynkoop 5:00 p.m.

FRIDAY, DECEMBER 11, 2015

- Board of Governors Breakfast 7:30 a.m. – 9:00 a.m.
- Breakfast 7:30 a.m. – 8:00 a.m.
 - Conversation with Kim Day, Denver International Airport 8:00 a.m. – 9:00 a.m.

RECONVENE BOARD MEETING	9:00 a.m. – 11:45 a.m.
7. BOARD CHAIR’S AGENDA	9:00 a.m. – 9:05 a.m.
8. CSU-GLOBAL CAMPUS REPORTS	9:05 a.m. – 9:35 a.m.
<ul style="list-style-type: none"> • Student Report – Presented by Megan Schulze • Faculty Report – Presented by Robert Deemer • President’s Report – Presented by Becky Takeda Tinker 	
9. COLORADO STATE UNIVERSITY REPORTS	9:35 a.m. – 10:05 a.m.
<ul style="list-style-type: none"> • Student Report – Presented by Jason Sydoriak • Faculty Report – Presented by Paul Doherty • President’s Report – Presented by Tony Frank 	
10. CSU-PUEBLO REPORTS	10:05 a.m. – 10:35 a.m.
<ul style="list-style-type: none"> • Student Report - Presented by Sarah Zarr • Faculty Report – Presented by Michael Mincic • President’s Report – Presented by Lesley Di Mare 	
Break	10:35 a.m. – 10:50 a.m.
11. APPROVAL OF CONSENT AGENDA	10:50 a.m. – 10:55 a.m.
<ul style="list-style-type: none"> • <u>Colorado State University System</u> <ul style="list-style-type: none"> ♦ Policy and Procedures Manual: Policy 106, CSUS Board Officers Policy ♦ Minutes of the October 1-2, 2015 Board of Governors Meeting • <u>Colorado State University</u> <ul style="list-style-type: none"> ♦ New Degree Program: Human Dimensions of Natural Resources – B.S. ♦ New Degree Program: Communication and Media Management – Plan C ♦ Academic Calendar for Fall 2020-Summer 2022 • <u>Colorado State University-Pueblo</u> <ul style="list-style-type: none"> ♦ Academic Calendar for AY 2016-17 and AY 2017-18 	
12. CHANCELLOR’S REPORT	10:55 a.m. – 11:40 a.m.
13. BOARD MEETING EVALUATION	11:40 a.m. – 11:45 a.m.
ADJOURNMENT	11:45 a.m.

Next Board of Governors Board Meeting: February 3-5, 2016, CSU-Global Campus

APPENDICES

- I. Construction Status Reports
- II. Higher Education Readings

Section 1

Public Comment

10 December 2015
Todos Santos, Baja California Sur, Mexico

HANDOUT PUBLIC COMMENT
12-14-15

Board of Governors of the
Colorado State University System
475 17th Street, Suite 1550
Denver, CO 80202

Attn: William E. Mosher, Chair

Presented at the 10 December 2015 Board of Governors Meeting, Denver, Colorado

Re: CSU Todos Santos, BCS Campus

Dear Governor Mosher and CSU Governors,

Since we first communicated with CSU in July of 2014, and subsequent to our presentation at the 01 October 2015 Board of Governor's meeting, a great deal has happened, all of it negative, regarding Tres Santos and by association, CSU. The most glaring example being the environmental disaster fostered on Punta Lobos by the current construction for a boutique hotel and high-end condos, not to mention falsified environmental studies (MIA's), tapping into scare town water without a permit and then illegally using this water for agriculture purposes. Pardon the analogy but you're on a sinking ship...the accompanying articles from the regional press and other supporting materials should convince you that something has to be done to salvage CSU's reputation and mission in Todos Santos, which we suggest is abandoning the relationship with Tres Santos.

The community is willingly to work with CSU to create something positive from your investment; a curriculum designed for meaningful inclusion of the community, not as window dressing for a development that has little local popular support.

The silence from the Board of Governors of the Colorado State University System is deafening and your inaction unfathomable. The ball remains in your court.

Sincerely,



John McNerney



Lawrence Taub

Circulation List and Accompanying Materials, with Index follow

INDEX OF SUPPLEMENTAL MATERIAL
ACCOMPANYING 10 DECEMBER 2015 LETTER
TO
BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM

CIRCULATION LIST, 1 page

06 JULY 2014 LETTER TO PRESIDENT FRANK AND
21 OCTOBER 2014 LETTER TO PROVOST MIRANDA, 4 pages

LINKS TO 38 RECENT REGIONAL ARTICLES
REGARDING TRES SANTOS / CSU, 8 pages

MISCELLANEOUS LINKS REGARDING TRES SANTOS / CSU, 2 pages

3 GRINGO GAZETTE ARTICLES AND PUBLISHER'S EMAIL, 6 pages

CSU EMAILS, FROM KIM KITA 12 FEBRUARY 2014 AND
FROM KEITH MEYER 21 FEBRUARY 2015, 2 pages

THUMB DRIVE CIRCULATION LIST
OF
10 DECEMBER 2015 LETTER AND MATERIALS
TO
BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM

William E. Mosher, Chair (*)

Demetri E. "Rico" Munn, Vice Chair

Scott C. Johnson, Secretary

Nancy R. Tuor, Treasurer

Mark A. Gustafson, Voting Member

Dennis E. Flores, Voting Member

Jane Robbe Rhodes, Voting Member

Joseph C. Zimlich, Voting Member

Paul F. Doherty, Jr., Faculty Representative, CSU-Fort Collins

Jason Sydoriak, Student Representative, CSU-Fort Collins

Dr. Tony Frank, CSU Chancellor

Amy Parsons, CSU Executive Vice Chancellor

Dr. Rick Miranda, CSU Provost

Michael D. Nosler, CSU General Counsel

Sharon Teufel, Executive Assistant to the Board (*)

(*) Hard Copy Print-Out Provided As Well

06 July 2014
Todos Santos, BCS, Mexico

Anthony A. Frank, President
Colorado State University
Fort Collins, Colorado

Dear President Frank,

We are writing on behalf of local citizens who have become increasingly alarmed at our rapidly diminishing water supply. Severe drought coupled with the growth of the community has taxed our water resource far beyond its capacity to supply current local needs. Many homes receive water only once or twice per week. Climatic change is upon us and even the most optimistic forecasts for the future of our local water supply would not be adequate to supply the needs of the Tres Santos development or your satellite university designed for approximately 40 live-in students plus educators, visitors, administration, and staff.

We recently met with two representatives of CSU (Kim Kita and Oscar Felix) explaining our concerns over water in some detail. We emphasized that we were not opposed to a stand-alone learning center, especially if it were better designed to meet the needs of local students and greater community. We raised the question of why CSU was not partnering with the university in La Paz as it has done with the Universidad Autónoma de Yucatán. This would avoid the serious conflict of CSU's association with a real estate development whose only goal is profit. Apparently the only reason they have included CSU is so MIRA can offer their sales team the opportunity to market "life-long learning" to potential second homebuyers from Canada and the USA. It would be naive to believe MIRA's goal is for the future good of our community. If not for MIRA's self-serving interests - a legitimate question is: would CSU even have considered setting up its first international campus in Todos Santos?

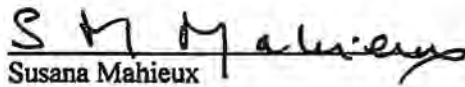
Your literature and that supplied by Tres Santos states that the local residents of this pueblo are enthusiastic about this coming development; we beg to differ. As community awareness increases as to the scope of this project, most specifically the threat to our local water supply, any such enthusiasm is waning, especially as more and more residents are turning on their taps to silence.

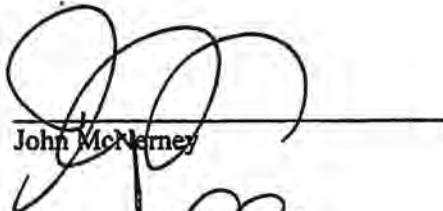
Baja has a number of failed developments, all begun with promises of community betterment, assurances that water and power would be provided so as not to tax the local resource and of course, all environmental standards would be met. Perhaps your personnel responsible for due diligence should investigate Black Creek Group with a bit more diligence, in particular Paraiso del Mar, in La Paz. This spectacular failure, which dominates the skyline of La Paz as it slowly crumbles, was apparently a past venture that included participation by Black Creek.

As citizens who are about to be severely and negatively impacted by the CSU / MIRA axis we deserve honest answers from those who are in charge. Two months ago Susana Mahieux wrote to you and has yet to receive a response from you, only a communication from the project director. Kim and Oscar are fine representatives of CSU, but honestly, they are staff carrying out directives, they are not the decision makers. Thus, we ask when will you be able to visit Todos Santos and honestly address our citizens and explain CSU's involvement, address how an institution that considers itself 'green' that will teach sustainability can justify this project and the MIRA association; and answer two pervasive questions from our local residents, being – why doesn't CSU just partner with USBCS in La Paz and not drain the resources of our town and secondly, when they open will our children be able to attend CSU here in Todos Santos and receive their degrees from an American university?

In conclusion we would like to state our position: it is appropriate for CSU and every other new institutional and commercial member of a desert community experiencing a severe drought, to identify and secure a source of water, both for construction and future operations, that supply being sole and separate from the town's limited resource, with that information being publically disclosed and the usage governmentally approved before starting or continuing any construction that involves the use of water.

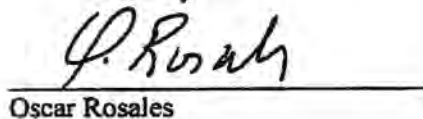
Working cooperatively we have a chance of making your presence here in Baja a success. We have only the best interests of our community as our motivation in writing you.

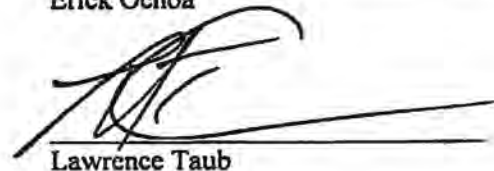

Susana Mahieux


John McNamee


John Moreno


Erick Ochoa


Oscar Rosales


Lawrence Taub

Via Federal Express

Circulation List Attached

21 October 2014

Dr. Rick Miranda
Provost and Executive Vice President
Colorado State University (CSU)
108 Administration Building
1001 Campus Delivery
Fort Collins, CO 80523-1001

Re: CSU – Todos Santos Project

Dear Dr. Miranda,

In response to your 29 July 2014 letter, we find it disingenuous for CSU to not address our questions regarding development impacts and ducking the matter by merely directing us to a general information email address for MIRA.

Our objective is to open up an avenue of communication between our community and CSU. A developer, attached to a failed development with a negative track record in La Paz, is hardly a reliable source of objective and independent information. You state ‘that MIRA is fully prepared to provide the information you’re seeking’; would you not, therefore, have this information on hand from your due diligence? We consider information obtained from a profit motivated developer, without independent analysis and verification, of dubious worth.

CSU is relying on MIRA having all water and other needs for their development which encompasses the CSU aspects and would leave CSU exposed if there were shortfalls in the required rights and permits after CSU has committed personnel and resource to this endeavor.

Why direct us to MIRA, if as you wrote “MIRA is fully prepared to provide the information you’re seeking”, wouldn’t CSU want to see that information regarding the development and impacts since CSU is standing behind their efforts for Tres Santos as apparently MIRA has permission to utilize the CSU name and brand in their publicity and marketing of Tres Santos. True to form, your letter contained predictable responses and platitudes but nothing to indicate true concern for Todos Santos.

We draw your attention to your July letter where you state “work...side-by-side with impacted communities and populations”; does our group not qualify as members of an impacted community? Is it unreasonable to provide us with the appropriate names, phone numbers and email contact information with the owners and key decision makers of MIRA/Tres Santos (and, please not marketing, PR, media spokespersons, or the local managers and staff in Todos Santos) so we can continue our search for answers to the initial questions we posed to Dr. Frank by our letter dated 06 July 2014.

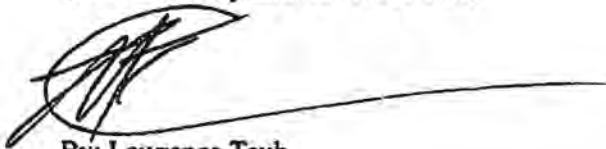
Page 2 of 2

It seems ironic that there is a distinct possibility that your neglect of these impactful consequences now, will cause your professors, researchers and students, to come to the realization that they are in Todos Santos to solve the problems, not inherent to the community, but caused by the development itself.

Thank you for your anticipated and timely cooperation.

Sincerely,

John McNerney and Lawrence Taub

A handwritten signature in black ink, appearing to be 'Lawrence Taub', is written over a long horizontal line.

By: Lawrence Taub

Via US Mail and email: Rick.Miranda@ColoState.EDU

cc: via email: Dr. Anthony A. Frank, Dr. Mary Stromberger, Amy Parsons, Kim Kita, Oscar Felix, Dr. Paul Doherty, Dr. Kate Huyvaert, Dr. William Farland, Oscar Rosales, John Moreno, Susana Mahieux

LINKS TO 38 RECENT REGIONAL ARTICLES REGARDING TRES SANTOS / CSU

05 diciembre 2015 | OCTAVO DÍA

Niegan entrada a comisión negociadora de pescadores a reunión en caso Tres Santos-Punta Lobos

<http://octavodia.mx/articulo/62453/niegan-entrada-a-comision-negociadora-de-pescadores-a-reunion-en-caso-tres-santos-punta-lobos>

05 diciembre 2015 | Alan Rubén Flores

Sin acuerdos Tres Santos y Cooperativa Punta Lobos; se mantiene el bloqueo

<http://elinformantebcs.mx/sin-acuerdos-tres-santos-y-cooperativa-punta-lobos-se-mantiene-el-bloqueo/>

03 diciembre 2015 | Melissa Domínguez

Poblado en Todos Santos lleva 7 años sin agua; “irónicamente” SAPAS sí abastece a Tres Santos

<http://www.bcsnoticias.mx/poblacion-en-la-paz-lleva-7-anos-sin-agua-exigen-apoyo-al-municipio/>

diciembre 2015 | Por Raymundo León Verde

Empresa de Estados Unidos despoja de playa a pescadores de Todos Santos Ejecutivos y Noticias BCS

<http://ejecutivosynoticiasbcs.blogspot.mx/2015/12/empresa-de-estados-unidos-despoja-de.html>

04 diciembre 2015 | OCTAVO DÍA

Alejandro Blanco dice nunca haberse comprometido a crear una comisión para caso Tres Santos

<http://octavodia.mx/articulo/62450/alejandro-blanco-dice-nunca-haberse-comprometido-a-crear-una-comision-para-caso-tres-santos>

03 diciembre 2015 | Por Raymundo León, corresponsal

Pescadores de BCS denuncian despojo de playa

<http://www.jornada.unam.mx/ultimas/2015/12/03/pescadores-de-bcs-denuncian-despojo-de-playa-1196.html>

02 diciembre 2015 | [Alex Olivera](#) / [BCS](#) / [Opinión](#)

Tres Santos, un proyecto enquistado en BCS

<http://www.bcsnoticias.mx/tres-santos-un-proyecto-enquistado-en-bcs/>

01 diciembre 2015 | [Iván Gaxiola](#)

Cumple 31 días la toma del desarrollo turístico Tres Santos, en BCS

<http://elinformantebcs.mx/se-cumplen-31-dias-de-la-toma-de-instalaciones-de-tres-santos-en-bcs/>

01 diciembre 2015 | [Melissa Domínguez](#)

Pescadores exigen en el Congreso de BCS que Tres Santos les devuelva su varadero

<http://www.bcsnoticias.mx/pescadores-exigen-en-el-congreso-de-bcs-que-tres-santos-les-devuelva-su-varadero/>

30 noviembre 2015

Sin solventar irregularidades Tres Santos: Oomsapas La Paz | SDP

<http://www.noticiasmexicanas.com.mx/index.php/405257/sin-solventar-irregularidades-tres-santos-oomsapas-la-paz/>

30 noviembre 2015 | BCS La Paz Portada 2 / Sociedad Redacción

Se reunió Tres Santos con OOMSAPAS La Paz por conflicto de agua, pero aún no hay contrato

<http://www.bcsnoticias.mx/se-reunio-tres-santos-con-oomsapas-la-paz-por-conflicto-de-agua-pero-aun-no-hay-contrato/>

29 noviembre 2015

TODOS SANTOS EN LA MIRA DEL CAPITAL. Mercado inmobiliario-turístico en Punta Lobos

<http://rzsud.org/2015/11/29/todos-santos-en-la-mira-del-capital-mercado-inmobiliario-turistico-en-punta-lobos/>

25 noviembre 2015 | Beiren Esliman

Asegura Semarnat que respetarán derecho de pescadores ribereños de Todos Santos a trabajar donde siempre lo han hecho

<http://www.vocescruzadasbcs.com/politica/asegura-semarnat-que-respetaran-derecho-de-pescadores-riberenos-de-todos-santos-a-trabajar-donde-siempre-lo-han-hecho/>

23 noviembre 2015 | Melissa Domínguez

Tres Santos sí toma ilegalmente el agua, insiste OOMSAPAS en La Paz

<http://www.bcsnoticias.mx/tres-santos-si-toma-ilegalmente-el-agua-insiste-oomsapas-en-la-paz/>

20 noviembre 2015

Tres Santos sí tiene un contrato con OOMSAPAS La Paz, aclara empresa

<http://www.bcsnoticias.mx/tres-santos-si-tiene-un-contrato-con-oomsapas-la-paz-aclara-empresa/>

19 noviembre 2015 | Iván Gaxiola

A los pescadores de Todos Santos, “los vamos a defender”: Armando Martínez

<http://elinformantebcs.mx/a-los-pescadores-de-todos-santos-los-vamos-a-defender-armando-martinez/>

19 noviembre 2015 | Claudia Avilés

Vamos a estar del lado que tenga la razón: Armando Martínez sobre conflicto Tres Santos

<http://www.bcsnoticias.mx/vamos-a-estar-del-lado-que-tenga-la-razon-armando-martinez-sobre-conflicto-tres-santos/>

17 noviembre 2015 | Alan Rubén Flores

Benefició SAPA a Tres Santos con servicio ilimitado de agua potable y sin contrato

<http://elinformantebcs.mx/beneficio-sapa-a-tres-santos-con-servicio-ilimitado-de-agua-potable-y-sin-contrato/>

17 noviembre 2015

Tres Santos usa agua potable sin contrato: OOMSAPAS La Paz; podrían iniciar juicio

<http://www.bcsnoticias.mx/tres-santos-usa-agua-potable-sin-contrato-omsapas-la-paz-podrian-iniciar-juicio/>

17 noviembre 2015 | Carlos Ibarra / SDPnoticias.com

Tres Santos usa agua de manera irregular de pueblo mágico en BCS

<http://www.sdpnoticias.com/local/baja-california-sur/2015/11/17/tres-santos-usa-agua-de-manera-irregular-de-pueblo-magico-en-bcs>

13 noviembre 2015 | Beiren Esliman

Pescadores de Punta Lobos afectados por Desarrolladora Tres Santos

<http://www.vocescruzadasbcs.com/uncategorized/pescadores-de-punta-lobos-afectados-por-desarrolladora-tres-santos/>

13 noviembre 2015

<https://www.facebook.com/photo.php?fbid=10153869179879587&set=a.396546019586.174280.783399586&type=3&theater>

12 noviembre 2015

Tres Santos deja plantados a pescadores y autoridades, en reunión en Todos Santos

<http://www.bcsnoticias.mx/tres-santos-deja-plantados-a-pescadores-y-autoridades-en-reunion-en-todos-santos/>

12 noviembre 2015

Semarnat 'culpa' al cambio climático, que la marea esté más cerca del proyecto Tres Santos

<http://www.bcsnoticias.mx/semarnat-culpa-al-cambio-climatico-que-la-marea-este-mas-cerca-del-proyecto-tres-santos/>

11 noviembre 2015 | SDP noticias.com

No asiste a reunión Tres Santos con pescadores de Todos Santos

<http://www.sdpnoticias.com/local/baja-california-sur/2015/11/11/no-asiste-a-reunion-tres-santos-con-pescadores-de-todos-santos>

11 noviembre 2015 | OCTAVO DÍA

Se manifiestan pescadores de Playa Punta Lobos ante Semarnat

<http://octavodia.mx/articulo/62310/se-manifiestan-pescadores-de-playa-punta-lobos-ante-semarnat>

10 noviembre 2015 | Fran Richart

Denuncian despojo en Todos Santos ante construcción de complejo 'ecofriendly'

<http://desinformemonos.org.mx/denuncian-despojo-en-todos-santos-ante-construccion-de-hotel-y-comunidad-ecofriendly/>

10 noviembre 2015 | Carlos Ibarra / SDPnoticias.com mar

Pescadores protestan en Semarnat BCS en contra de Tres Santos

<http://www.sdpnoticias.com/local/baja-california-sur/2015/11/10/pescadores-protestan-en-semarnat-bcs-en-contra-de-tres-santos>

05 noviembre 2015 | [Hugo Daniel Alvarez](#) / [BCS](#), [EnPortada](#)

Ya está el Gobierno estatal "tratando" el tema de Punta Lobos

Todo conforme a derecho, asegura el secretario general Álvaro de la Peña

<http://peninsulardigital.com/extra/ya-esta-el-gobierno-estatal-tratando-el-tema-de-punta-lobos/183219>

03 noviembre 2015 | [Iván Gaxiola](#)

Inversores de Tres Santos deben sentirse "engañados"

<http://elinformantebcs.mx/inversores-de-tres-santos-deben-sentirse-enganados/>

02 noviembre 2015 | Iván Gaxiola

Pescadores deben ser indemnizados por Tres Santos: Fedecoop

<http://elinformantebcs.mx/pescadores-deben-ser-indemnizados-por-tres-santos-fedecoop/>

01 noviembre 2015 | Erik Murillo

A través de fondeadora en internet, solicitan recursos para apoyar a pescadores de Punta Lobos

<http://www.bcsnoticias.mx/a-traves-de-fondeadora-en-internet-solicitan-recursos-para-apoyar-a-pescadores-de-punta-lobos/>

31 octubre 2015 | Iván Gaxiola

Se redujo la producción de pescadores de Punta Lobos, por proyecto Tres Santos

<http://www.bcsnoticias.mx/se-redujo-la-produccion-de-pescadores-de-punta-lobos-por-proyecto-tres-santos/>

30 octubre 2015 | Iván Gaxiola

Semarnat culpa al “mar de fondo” por la invasión de Tres Santos en la Zona Federal Marítima

<http://www.bcsnoticias.mx/semarnat-culpa-al-mar-de-fondo-por-la-invasion-de-tres-santos-en-la-zona-federal-maritima/>

29 octubre 2015 | Carlos Ibarra / SDPnoticias.com

Protestan pescadores de BCS contra megadesarrollo turístico "Tres Santos"

<http://www.sdpnoticias.com/local/baja-california-sur/2015/10/29/protestan-pescadores-de-bcs-contra-megadesarrollo-turistico-tres-santos>

29 octubre 2015 | OCTAVO DÍA

Cierran acceso y protestan contra megaproyecto Tres Santos

<http://octavodia.mx/articulo/62215/cierran-acceso-y-protestan-contra-megaproyecto-tres-santos>

29 octubre 2015

Manifestantes bloquean acceso a 'Tres Santos', en Todos Santos; acusan invasión de terreno

<http://www.bcsnoticias.mx/manifestantes-bloquean-acceso-a-tres-santos-en-todos-santos-acusan-invasion-de-terreno/>

13 octubre 2015

Pescadores de Todos Santos denuncian daños en pangas por rompeolas de 'Tres Santos'

<http://www.bcsnoticias.mx/pescadores-de-todos-santos-denuncian-danos-en-pangas-por-rompeolas-de-tres-santos/>

MISCELLANEOUS LINKS REGARDING TRES SANTOS / CSU

02 November 2015 | VIVIANE MAHIEUX

http://www.theecologist.org/campaigning/2986100/colorado_state_campus_megadevelopment_steals_mexican_beach_you_call_that_mindful.html

(*The Ecologist* - news and investigations on the environment, climate change, farming, energy, food, health, green living, eco friendly products)

<http://business-humanrights.org/en/mexico-community-activists-raise-concerns-over-impacts-on-water-community-local-fishermen-of-mira-companies-tres-santos-project#c130064>

(works to advance human rights in business)

CSU PRESS

26 October 2015 | Skyler Leonard

Group claims CSU Todos Santos center takes water from Mexican town's scarce supply

<http://www.collegian.com/2015/10/group-claims-csu-todos-santos-center-takes-water-from-mexican-towns-scarce-supply/140971/>

CSU SYSTEM BOARD OF GOVERNORS MEETING BOOK – 01 & 02 OCTOBER 2015

See Pages 4 through 11 – Public Comment Submission

http://www.csusystem.edu/uploads/files/2015_10_05_17_25_35_CSUS_BOG_Meeting_Book_20151001.pdf

FACEBOOK

<https://www.facebook.com/TRUTHSantos>

<https://www.facebook.com/SalvemosPuntaLobos/>

CENTRO MEXICANO DE DERECHO AMBIENTAL (CEMDA)

<https://docs.google.com/document/d/1Ztns7Vk8bhq6hUzhObL7zaNzYR2q319pv7rEIPLbVvM/edit>

<https://www.facebook.com/SalvemosPuntaLobos/posts/463927327113042>

TRUTH SANTOS

<http://truthsantos.org/>

VIDEO

Mesa de Trabajo #TresSantos y Cooperativa #PuntaLobos, 4 de dic. (Subtitled)

<https://www.youtube.com/watch?v=5EAvdQ-DpV8&feature=youtu.be&a>

#TresSantos no tiene contrato de agua: #OOMSAPAS

<https://www.youtube.com/watch?v=8OjUF3g-Uf4&feature=youtu.be&a>

Entrega de fondos de apoyo a pescadores en plantón #TresSantos [Eng Subtitles]

<https://www.youtube.com/watch?v=gzoxRCDHoXQ&feature=youtu.be&a>

Reportero Urbano /Alejandro Patrón

#IGNTV

<https://www.facebook.com/843404809110276/videos/846682215449202/?fref=nf>



Tres Santos Development Has No Water Meter

Not only are they taking water from the city, which they promised not to do, but they're not paying for it

BY CARRIE DUNCAN

The fight against the big development called Tres Santos, to be built in Todos Santos, took a bizarre twist last week when it was discovered that the development was not paying for the water they're using.

They have always claimed to be building their own desalination plant, but when this reporter asked to see that work in progress, she was shown a water storage tank and told it was a desal plant. When asked to see the well that would feed it, she was told it was "out in the fields" with a wave of a hand and a shrug of the shoulders.

But the big news this week was first, that the water agency

official in La Paz admitted they never even issued Tres Santos a water meter, so could not have been charging them all these years. The second bomb exploded when through the Colorado Open Records Act, (CORA), it was discovered in a series of emails that the Colorado State University campus built on the site in Todos Santos never planned on building a desal plant. Instead, they built a 120,000 gallon water storage tank that is one third larger than the town's pila and started drawing from the town's dwindling supply of water and stock piling it away. The tank sits on a hill behind the campus and feeds the fields of vegetables the university is growing as well as the \$425,000 homes Tres Santos is building and selling along the edge of the fields. It's a real estate feature: instead

of living alongside a golf course, these folks would be living alongside a cabbage patch. In true real estate speak, they call the houses garden cottages in a sub division called Town Farm. Wayne Trudeau, the development's liaison with the press, explained the water use was justified because the towns people could buy the veggies for home consumption or eat at the restaurant that would be built to serve them.

Another subject discovered in the big CORA email reveal was that to receive the \$4.3 million to build the campus, CSU personnel had to promise not to say anything negative about the developer, on pain of losing the facility. (CSU's so called sustainable agriculture program was

CONTINUED ON PAGE 15

TRES SANTOS DEVELOPMENT...

continued from page 6

funded by Black Creek/MIRA, built to look like a Mexican satellite campus.) Exact ownership percentages are blacked out in the documents obtained under CORA, but the agreement does bring into question the independence of faculty, researchers, and the entire CSU System to even be allowed to bring up the subject of sustainable water use. ✎

Tres Santos Development Picketed

Trouble in the paradise called Todos Santos

BY SHARON SHELDON

Tres Santos, a new master planned community currently under development in and around the town of Todos Santos, is scaring the beejesus out of the small town's residents. They say it hogs scarce water, and it is so big that it will overwhelm the current residents, and the current infrastructure.

The developers say, awe, c'mon, it's not going to be as big as it looks on paper, and we will eventually be using water we have desalinated at our expense, and anyway our new residents will contribute more than their share of taxes to increase the town's infrastructure.

But the locals point out that so far the developers are taking water

from the aquifer, and no matter how much the new residents pay for the new infrastructure, they simply do not want all that growth going on in their sleepy little village.

The developers shoot back that everything they plan on doing is sustainable, that they are as green as the Jolly Green Giant, and the townsfolk should feel lucky it is Mira backed by Black Creek money that has bought the land and is developing it. Mira is the Mexican builder hired by the Black Creek people who are from Colorado.

Throw in the picketers who have tried to block the construc-

CONTINUED ON PAGE 4

TRES SANTOS DEVELOPMENT..

continued from page 1

tion guys from getting to their job site, and you have the entire controversy in the first 227 words. You may move on to the funnies unless you want another 800 words of he said - she said. (Actually, you might as well read this, as we lied about the funnies: they're aren't any in this paper.)

One morning two weeks ago pickup trucks belonging to the pissed off fishermen of Punta Lobos blocked the dirt road leading to one phase of the development, the part that has come along the farthest, the 32 room two story hotel on the beach and the 40 homes. They say the Tres Santos has taken the best part of the beach, pushing them to the far south end, a less desirable place due to terrain and the presence of an arroyo.

Long before Gringos arrived in Todos Santos,

*I never
dreamed
of success, I
worked for it*

Pun-
t a Lobos has
been the beach where fisher-
men launch and retrieve their
boats. These men have been plying
the waters for generations and
feel, like most Mexicans, that this
beach is part of what they call

their patrimony. Generally, most Mexicans feel all of Mexico is for all Mexicans. As the oil in the ground is their patrimony, so are all the beaches. And, by law the beaches are for the public. But the 20 yards inland from the high tide line is open for grabs by anyone who wants to purchase a lease, called in Mexico, a concession. An example of a concession is Medano beach in Cabo. Each of those restaurants/bars on that beach is paying the federal government for leasing the land they are on. The cost is laughable, at less than a few hundred dollars a year.

It appears that these fishermen
CONTINUED ON PAGE 12

TRES SANTOS DEVELOPMENT...

continued from page 4

either didn't know about the importance of obtaining a concession or thought their generations of use of the land, or their being Mexican, (patrimony), would be enough.



But it isn't enough in these days of foreigners buying up what seems like every square meter of land in Baja. And when their simple way of life collided with the smart Tres Santos developer's attorneys who snatched up the Punta Lobos concession, the fishermen were goners.

So now the fishermen, along with their extended families and many supporters from town, are sitting in their lawn chairs under shade tarps, trying to draw attention to their displacement with placards.

When this reporter was taken out to the beach by Wayne Trudeau, spokesman for Tres Santos, she was told the fishermen were happy with their slice of the beach just to the south, and anyway they are going to build rest rooms,



Above: Gently sloping beach before Tres Santos built their seawall.

Below: The rocks are coming loose from the seawall and rolling down the beach, settling just under the water, harming the boats as they launch and retrieve.

The fishermen of Punto Losbos believe the wall caused much of the beach to wash away, Tres Santos, their engineers, and the federal agency that controls the beach say the beach naturally eroded away due to extreme weather this year.



a fish cleaning palapa, and bring in running water for them. In possibly the worst public relations move in the history of Baja development, they are building their hotel first, with no fish facilities in site. The



prize for the worst engineering advise ever could be blamed on the developer's alleged engineers. Tress Santos built a concrete seawall to hold back the ocean from their hotel, and then brought in hundreds of truckloads of rocks they dumped in front of the seawall.

The beach has now changed from a gently sloped stretch of

sand where it's easy for the men to mangle their fishing boats to a very steep beach with an incline they can't pull their boats up. Trudeau says this change in the beach is due to the natural cbb and flow of sand, exacerbated by the storms we've endured this year. He says his engineers have told him the sand will come back in December, and that the change in the nature of the beach has nothing to do with their seawall and rocks.

Semarnat, the agency that regulates the beaches, also says that Tress Santos is not to blame for the loss of beach, that the unusually large swells we got this year is the culprit. Their representative tells us Tress Santos was not in the Federal zone when they started building, but yes, they are now encroaching.

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TRES SANTOS DEVELOPMENT...

continued from page 12

Semarnat plans to check back in 8 to 12 months and if Tress Santos is still inside the 20 meter limit, they will not be required to tear down their hotel and move back, but to pay additional money for their concession.

The fishermen disagree and throw in their complaint that in addition to losing most of their beach, and being jammed up against the arroyo that floods them out, and up against the nearly sheer rock wall marking the end of that beach, Tress Santos' seawall is breaking up and washing up on their patch of sand. These rocks have caused damage to their outboard motors, some losing their lower ends, and sometimes if the prop is turning

when they hit a rock, the entire engine is kaputt. They produced some of these engines at the site of the pickets.

The fishermen feel frustrated, disrespected, displaced, and ignored and have reacted by publicly protesting in an attempt to draw attention to their concerns.

One observer of the confrontation, Jamie Madrazo, expressed the opinion, "Look, we all know that development will happen, but if you say it will be environmentally sustainable (as the Tres Santos developers promise), then it should truly be sustainable." And the first

CONTINUED ON PAGE 30

TRES SANTOS DEVELOPMENT...

continued from page 21

goal of sustainable might be to not lose Todos Santos' most beautiful beach to the Pacific Ocean adds another picketer.

Tres Santos representatives have agreed to a public meeting with co-op leaders on November 11. Hopefully this will go better than the shouting and sloganeer-

to talk. It wasn't productive," he said.

Maybe those against the development will be more calm this time, but given the emotional roots of their cause, and the fear they are losing their livelihood and their way of life, that looks doubtful. And maybe every foreigner should be concerned that these locals are treated with respect for their land, and with dignity, or we will all be disrespected ourselves. ✍

What Do Todos Santos People Want?

We asked some of them

What is your opinion about the pretty large Tres Santos residential and hotel development now under-way in Todos Santos?

Mark Catania, developer and vacation rental owner in the Pescadero/Todos Santos region for six years.

I'm for it. It's a responsible development that won't be like Cabo

tion. I settled here from a large city in Canada, and I like to share this beautiful place with others in a responsible way.

Shelby Branzanti, hotel owner in Pescadero area, has lived here full time for five years.

There are two parts to this project. The farm-to-table side and the beach side. Having been a frequent

always a joy to behold. Now that will all change. Yes, development brings jobs and will ultimately be good for the economy; and yes, the company doing the development is into wellness and has a picturesque plan in place, but I for one, am not ready to see the locals moved out in favor of development. I fear Todos Santos is morphing from a charming local artist destination to another gringo land. Look at Cabo 30 years ago and you will see what I mean.

Jennifer Walters, retired superintendent of schools, full time resident for two years.

I'm taking a wait and see position. We've seen road development that has been good for Todos Santos, but on the other hand there are legitimate concerns about natural resources like water. The building standards are different for an American-built project, so it might be an improvement.

And the Mexicans say this about the project:

Victor Hugo Lara, fishmonger who buys fish from the fishermen at Punto Lobos to sell in Cabo San Lucas, 20 year resident.

The same thing happened years ago in Cabo San Lucas when they built the marina. Over time, after a few years, the Mexican interests were set aside. Outside money and growth took over. Fishermen could no longer work out of that area. I heard it might bring in more tourists, but who knows? I would like more information about it.

Juan Carlos, Gardner who has lived in Baja for six years.

I think it's good, and will bring more work to Todos Santos. Growth is good for Todos Santos, good for Mexico, and good for everyone. ✍

Juvéderm
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PUNTO LOBOS

San Lucas with huge condos right on the beach. It is my experience as a developer in this area that people want the work, so I believe the project benefits the local popula-

visitor to Punto Lobos, the beach where the project is under way, I am kind of sad to see the changes. The local fisherman coming in daily with their catch of fish was

From: "Carrie@gringogazette.com" <[REDACTED]>
To: Drew Wilson <[REDACTED]>
Sent: Thursday, April 2, 2015 12:11 PM
Subject: Re: Meeting invitation from Colorado State University

We are not doing the video anymore, all those vids are a couple years old.

We print about 28,000 hard copy papers every two weeks, and are online, also. In addition we have several thousand subscribers in the States, mostly people who own down here or want to own. We are the voice for the Gringos in all of Southern Baja. No doubt we are where most people get their news, other than the silly blogs which usually get it wrong and don't care. This is why Tress Santos has a pretty substantial ad with us. Im sorry but unless I have a date of when we published that article I can't find it. Maybe your people in TS have that date?

We rarely go to ribbon cuttings, its just a ceremony, standing around listening to p. r. yak yak. If we are going to write something, we prefer to have that person's full time attention in an interview, and that person can't at a ribbon cutting, they need to be running around cutting ribbons and p r'ing, and yak yak'ing.

You are aware that most of the foreign community is against this project, aren't you? We did send a reporter to the protest meeting and interviewed the most vocal opposition after the meeting. They don't want it, which probably explains the stealth marketing plan, a good one, I think.

Its hard to get the real story on Tress Santos from their p r/sales people, as the theme is so throw back to the 60's hippie Birkenstock movement. And the woman I talked to, an over age hippie herself, seems to have drunk the Kool Aid and really believes her company's marketing angle. I know the money behind this project, respect their abilities, and respect them, but know that they have not partaken of the Kool Aid themselves, are very pragmatic, and that this flower child theme is just the idea of the marketing company they hired. And, of course, this university connection is part of that smart marketing.

So, when I return in June, I would be glad to meet with whoever from your team is down here. I don't want to send a reporter, I will handle this myself because my people are gullible.

They will drink the Kool Aid!

btw, I personally am all for development, so even though the paper may poke fun at their silly marketing, we're not going to hurt Tress Santos. Or their university connection. We want to see this succeed.

Im sorry to miss you this trip, Drew, but I gotta go.

From: Kita, Kim
To: Otto Pohl [REDACTED] Ernie Glesner [REDACTED]
Subject: Water
Date: Wednesday, February 12, 2014 1:48:00 PM

Hi Otto & Ernie,

I've heard you each talk about the plans for water for Tres Santos, and CSU buildings/farm. Would you mind giving me a summary in writing so that I can share it (accurately) with colleagues within CSU?

Does it make sense to break it down by sources of water?

- agricultural water - how much? Serving what portions of phase I? How much is estimated to be needed for the CSU farm acreage? Are there times of year that this water is not available? Do the shares owned by Tres Santos have any impact on the amount of water remaining for other shareholders?
- municipal water – this will be used for CSU's facilities, right? Will we have water storage capability (CSU, or Tres Santos)? Are there times when water is not available? Is there a limit on how much water we can draw or an impact on what is remaining for other users?
- De-sal – This will support phase II, I believe. Will any of the desal water be utilized at town farm, or will it be centered at Seaside Village? What does the disposal of the salts involve?

As various departments (Ag, environmental health, etc) begin to consider issues of water, I want to be sure we are starting from the same place with accurate information.

Also, from your perspective, what types of water research might CSU be able to provide that could help Tres Santos? I.e. if you had a wish list for CSU in this area, what would it be?

Thank you!

Kim Kita
Director of Special Projects & Partnerships
University Operations
Colorado State University
Campus Delivery 6001, Fort Collins, CO 80523
[REDACTED]
[REDACTED]

From: [Keith Meyer](#)
To: [Ernie Glesner](#)
Cc: [Kita, Kim](#); [Baily, Donna](#)
Subject: CSU Center and Farm - metered water
Date: Saturday, February 21, 2015 7:36:41 AM

Ernie –

Following on our meeting yesterday, we discussed that MIRA would be the “utility” responsible for delivering, metering and charging CSU for water at the main campus and farm. I have two clarifications on this point.

1. Are we sure the water distribution system will NOT be transferred to the municipality with them owning the pipelines, meters and ultimately charging CSU for the water?
2. At the farm, since you/we will be using municipal water for irrigation, do we need a special permit to use the water in this way?

Thanks for the follow up. I look forward to your response.

Keith Meyer, PE

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Section 2

Audit and Finance Committee

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
AUDIT/FINANCE COMMITTEE MEETING AGENDA
December 10, 2015**

Audit Issues

1. *Discussion/Presentation* – FY15 Audit Findings 15 min.

Finance Issues

2. *Discussion/Presentation* – Update on HB-1319/ FY17 Governor’s Budget Request 10 min.
3. *Discussion/Presentation* – Campus Budget Updates 15 min.
4. *Discussion/Presentation* – CSU Foundation Flow of Funds (Carryover from October meeting) 20 min.
5. *Discussion/Presentation* – FY16 1st Quarter Financial Statements 10 min.
Possible discussion on Year End FY 15 Financials
6. *Action Item* – CSURF Capital Lease Renewal 5 min.
7. *Discussion/Presentation* – Reserves Report 10 min.
8. *Discussion/Presentation* – Treasury Update 5 min.

Finance & Audit Committee Presentation

December 10, 2015

Item 1

FY15 Audit Findings



Audit of the Equine Reproduction Laboratory – Colorado State University

EXECUTIVE SUMMARY

September 25, 2015

Background Information

The Equine Reproduction Laboratory (ERL) is a department at Colorado State University (CSU) that is part of the Animal Reproduction and Biotechnology Laboratory, in the Department of Biomedical Sciences and the College of Veterinary Medicine and Biomedical Sciences. The ERL provides its customers with clinical and technological services for mares, foals and stallions.

The ERL is a prominent program at CSU that has provided leading-edge reproduction techniques for the equine industry for over 45 years. Techniques such as collection of semen and artificial insemination, recovery and transfer of embryos, shipping cooled semen, and shipping cooled embryos are now routine in the equine industry, due in large part to the research, education, and outreach efforts of the CSU Equine Reproduction Laboratory.

A fire destroyed the ERL in July 2011. During reconstruction, the ERL program provided the full complement of its services by operating out of temporary facilities. The new ERL was rebuilt and became operational (open to the public) in March 2013. The new ERL is a world class facility.

Scope and Objectives

The audit scope included information related to ERL financial activity and policies and procedures for fiscal years 2014 and 2015. The audit objectives were to:

- Determine whether the ERL's mission, goals and objectives are measurable, evaluated and that they significantly support University strategic objectives, and
- Evaluate the ERLs system of internal controls and whether the system is currently functioning as designed.

Results and Conclusions

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

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

1. Giving recognition to current efforts and to the importance of this issue, the Business Manager for the ERL should identify a completion date for documenting the accounts receivable and account reconciliation processes.

We have discussed the finding and recommendation with management, and are satisfied that completion of the proposed action will mitigate the issues noted. Details may be found in Audit Report 16-02 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



Audit of the Athletics Department: NCAA Compliance – Colorado State University

EXECUTIVE SUMMARY

September 30, 2015

Background Information

The University athletics program supports and complements the educational mission of the institution by providing student-athletes with academic resources to obtain a degree while participating in athletic competition. The mission of the Colorado State University (CSU) Department of Athletics (Athletics) is to educate, engage and excel. To achieve its mission, the Department has 134 full time employees. Athletics supports 16 NCAA Division I Teams (Men's: football, basketball, cross-country, indoor track, outdoor track, and golf; Women's: basketball, volleyball, cross-country, indoor track, outdoor track, swimming, tennis, softball, golf, and soccer). Currently, 384 student-athletes compete on CSU teams in the Mountain West Conference.

Beginning January 2015, the NCAA Bylaws no longer require member institutions to “demonstrate” rules compliance. In the past, Internal Audit worked with CSU Athletics to develop a review schedule so that over a four-year period, fifteen required compliance areas were reviewed. This year, Internal Audit collaborated with senior Athletics management to identify areas specific to its operation that are of interest rather than focusing on NCAA mandated subject areas.

Scope and Objectives

We completed an evaluation of Athletics' system of control in its Ticket Office, three sport camps and the Head Coaches' Culture of Compliance Plans.

The objectives of this evaluation were to determine if Athletics:

- has controls in place to assure compliance with NCAA and Mountain West Conference (MWC) rules,
- monitors the effectiveness of the controls,
- complies with University and sound financial policies during the operation of its Ticket Office and sport camps.

The scope of this review covered the 16 month period beginning January 1, 2014 through April 30, 2015. It included the following 2014 sport camps: women's basketball, soccer and football.

Results and Conclusions

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

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

1. To reduce external compliance and financial risk, the Ticket Office should comply with departmental policy.
2. To reduce external compliance risk, Camp Directors should comply with the Athletics sport camp record retention policy.

We have discussed the finding and recommendation with management, and are satisfied that completion of the proposed action will mitigate the issues noted. Details may be found in Audit Report 16-03 issued the same date as this Executive Summary.

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

Allison A. Horn – Director, Internal Auditing

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

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)	CVMBBS/Provost	Report 16-02
CSU	Athletics (Compliance areas)	President	Report 16-03
CSU	Agriculture Experiment Stations	College of Agricultural Sciences/Provost	Report 16-01
CSUP	Athletics (General review)	President	Exit conference 11/6/15; responses due 11/24/15
New for 2015-2016			
CSU	CEMML	WCNR/Provost	
CSU	Risk Management Office	VP University Operations	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	Fieldwork
CSU	Conflict of Interest	Provost	Fieldwork
CSU	College of Business - transition	COB/Provost	
CSU	College of Veterinary Medicine and Biomedical Sciences		Fieldwork
CSU	Special Projects		
CSUP	Housing	VP Student Services & Enrollment Mgt.	Planning
CSUP	Cashier Office	VPFA	
CSUP	Special Projects		

All Overdue Recommendations

Monday, November 23, 2015 36

Audit Number	Audit Name	Rec No	Recommendation	Audit Report Response	Target Completion Date	Revised Target Completion Date	Current Response
13-07	Warner College of Natural Resources	1	Update the WCNR strategic plan.	Agree. WCNR will begin strategic planning in Fall 2013 and intend to have a plan completed by June 2014.	6/30/2014	12/31/2015	
15-07	Extension Field Offices	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	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	
15-07	Extension Field Offices	3	If excess funds are indicated in the annual financial reports filed by the County Offices, Extension Administration should work with the County Directors to come up with a plan for proper use of the money and possibly set up a separate bank account.	Agree. County Directors will work with Administration to come up with a plan for proper use of excess funds in non- appropriated accounts. When possible, excess funds will be deposited into a separate bank account.	10/31/2015	03/31/2016	

15-07	Extension Field Offices	4	Extension Administration should either prohibit debit cards or allow them only if their use is well controlled. If the use of a debit card is to be allowed, rules should be developed to govern their use.	Agree. Extension Administration will work with County Directors to determine the need of debit card usage. When cards are deemed necessary, procedures will be established to ensure adequate control by the County Director.	10/31/2015	03/31/2016	37
15-09	OSP Cost Transfers	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	
16-01	Agricultural Experiment Station	7	Ensure that accounting staff members are reminded of the requirements of FPI 6-1 to ensure timely deposits and recording of accounting entries.	Agree. Director will implement new guidelines for deposits for all RCs. Emphasis will be on timely deposits of receipts. Time limit of one week will be implemented between time of bank deposit and time of CR Kualu entry.	10/1/2015		
16-01	Agricultural Experiment Station	8	Ensure that staff members are notified of the risks presented when scanning checks containing personal information into Kualu as supporting documentation for transactions, and that an alternative means of supporting such transactions is developed	Agree. Dean will communicate to the ABC and all RCs the importance of not attaching any copies of checks when processing CR documents in Kualu. The backup documentation is retained in the department, if needed.	10/1/2015		

Item 2

FY17 Governor's Budget Request

FY 2017 Governor's Budget

- There are \$830M in new costs and only \$457M in new revenues available creating a budget gap of \$373M.
- This includes TABOR rebates to taxpayers totaling \$289M.
- To balance the shortfall in revenues the Governor is proposing a \$20M (3%) cut to higher education operating budgets.

Impact to Higher Education

- \$20M cut to Higher Education equates to a \$4.2M reduction to the CSU System
- Tuition setting authority would be retained by higher education governing boards. There are no proposed tuition limits for FY 2017.
- No funding for new capital construction projects. Only \$10M will be available for Level 1 controlled maintenance across all state agencies.

Changes to the Hospital Provider Fee

- Legislation is being proposed that will designate revenues collected from the Hospital Provider Fee as an enterprise fund.
- Passage means Hospital Provider Fee revenues will no longer count against the TABOR cap.
- If passed and if state revenues exceed current expectations, proposed cuts can be restored.
- The Governor has a prioritized list and restoring the \$20M cut to higher education is #5.

Item 3

Campus Budget Updates

FY17 Incremental E&G Budget - V.2.2
Colorado State University - Fort Collins
Wednesday, December 02, 2015

New Resources

5.0%

Tuition		
Undergraduate-Enrollment Growth		
Increase in FTE	\$	7,015,800
Change in mix - RES vs. NRES		2,585,000
Undergraduate Rate Increase		
Resident		7,086,000
Non-Resident		3,934,000
Graduate Rate Increase		
Resident		37,000
Non-Resident		582,000
Professional Veterinary Medicine Rate Increase		433,500
Differential Tuition (Undergraduate and Graduate) 3% Rate Increase		1,350,601
Total Tuition		23,023,901
State Funding Impact		(3,815,706)
Facilities and Administrative Overhead		255,000
Other		-
Total	\$	<u>19,463,195</u>

New Expenses

Enrollment Growth Colleges - 1/2	\$	3,508,000
Enrollment Growth Provost - 1/6		1,169,000
Financial Aid/Scholarship Inflation - RUG		1,417,200
Financial Aid/Scholarship Inflation - NRUG (Triple Crown/INTO/Partner Discounts)		3,500,000
Scholarship Inflation/Athletics		350,000
Academic Tuition Sharing (PVM)		335,963
Graduate School Tuition Pool for GTA/GRAs		365,000
Salaries and benefits - Faculty and Admin Pro - 1.8%		5,509,000
Salaries and benefits - State Classified - 0%		-
Faculty Promotions		538,000
Fringe Benefit Enhancement - DCP - 0%		-
Other Mandatory Costs (utilities for new facilities and debt service)		4,093,000
Deployment of Differential Tuition and Graduate Program Charges		1,275,394
Commitments/Quality Enhancements:		211,638
Existing		2,263,000
Internal Reallocations		(5,072,000)
Total	\$	<u>19,463,195</u>

Net

\$ -

1% RUG Increase = student share \$83
1% Increase NRUG = student share \$250

\$1,000,000
\$1,000,000

Base Assumptions

Resident Undergraduate 5%; \$207.50
Non-Resident Undergraduate 4%; \$500.20
Resident Graduate 3%; \$140.20 and Resident Professional Veterinary Medicine 5%; \$687
Non-Resident Graduate 3%; \$343.70 and Non-Resident Professional Veterinary Medicine 1%; \$266.50
Salary Increases Faculty/AP - 1.8%
Salary Increases SC 0%
Internal Reallocations 2%
Fees around X%

FY17 Incremental E&G Budget - V.2.0**Colorado State University - Pueblo**

Monday, November 23, 2015

New Resources

	<u>6% Increase</u>
Tuition	
Undergraduate Rate Increase	
Resident	\$ 980,406
Non-Resident and WUE	416,238
Graduate Rate Increase	
Resident	29,586
Non-Resident	19,494
Resident Teacher Education Program	10,638
Differential Tuition	43,638
Total Tuition	<u>1,500,000</u>
Projected Enrollment Decline (5% decline)	(1,350,000)
Reduce One-time Revenue in FY 2015-16	(560,000)
Change in State Funding	(430,000)
Elimination of Tuition Discount for Students Taking More Than 12 CH	1,600,000
Total	<u>\$ 760,000</u>

New Expenses

Financial Aid/Scholarship Increase (6% inflation)	\$ 276,000
Financial Aid Increase for Eliminating Tuition Discount	400,000
Financial Aid Reduction for Enrollment Decline (5% decline)	(230,000)
Total Financial Aid Change	<u>446,000</u>
Salaries and benefits: 2% increase Faculty and Administrative Professionals	586,000
Salaries and benefits: State Classified Employees	-
Reduce E & G support of athletics (offset by \$5 per crh in mandatory fees)	(475,000)
Faculty Promotions	100,000
Fringe Benefit Rate Increase	267,000
Other Mandatory Costs (utilities and miscellaneous inflation)	527,500
Miscellaneous Adjustments	(991,500)
Repayment to CSU-Global (goal to repay \$440,000)	-
Commitments/Quality Enhancements:	-
Contingency Funds	300,000
Total	<u>\$ 760,000</u>

Net

<u>\$</u>	<u>-</u>
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Revenue generated by an incremental 1.0% change in UG tuition, net of financial aid (\$250,000 gross revenue minus \$46,000 in financial aid expenses).

<u>\$</u>	<u>204,000</u>
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Base Assumptions

Resident Undergraduate 6%
Non-Resident Undergraduate 6%
Salary Increases Faculty/AP 2%
Salary Increases Classified 0%
Fees around X% (TBD)

FY17 Incremental Educational & General Budget | As of November 2015



New Resources

Tuition (net)

Undergraduate- Retention Growth	\$9,973,893
Undergraduate- New Student Enrollment Growth	\$5,123,756
Graduate- Retention Growth	\$3,324,631
Graduate- New Student Enrollment Growth	\$1,707,919
Enterprise Revenue	\$11,846
Total	\$20,142,044

New Expenses

Academic Support and Student Services	\$6,473,104
Instruction	\$4,482,262
Institutional Support & Faculty Operations	\$3,052,658
Institutional Scholarships/Grants for Students	\$130,580
Total	\$14,138,605

Net

Total	\$6,003,439
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9,600

New student enrollment target

75%

Average annual retention rate

\$350/\$500

New student undergrad/grad
tuition rate per credit

75:25

Undergrad to grad ratio

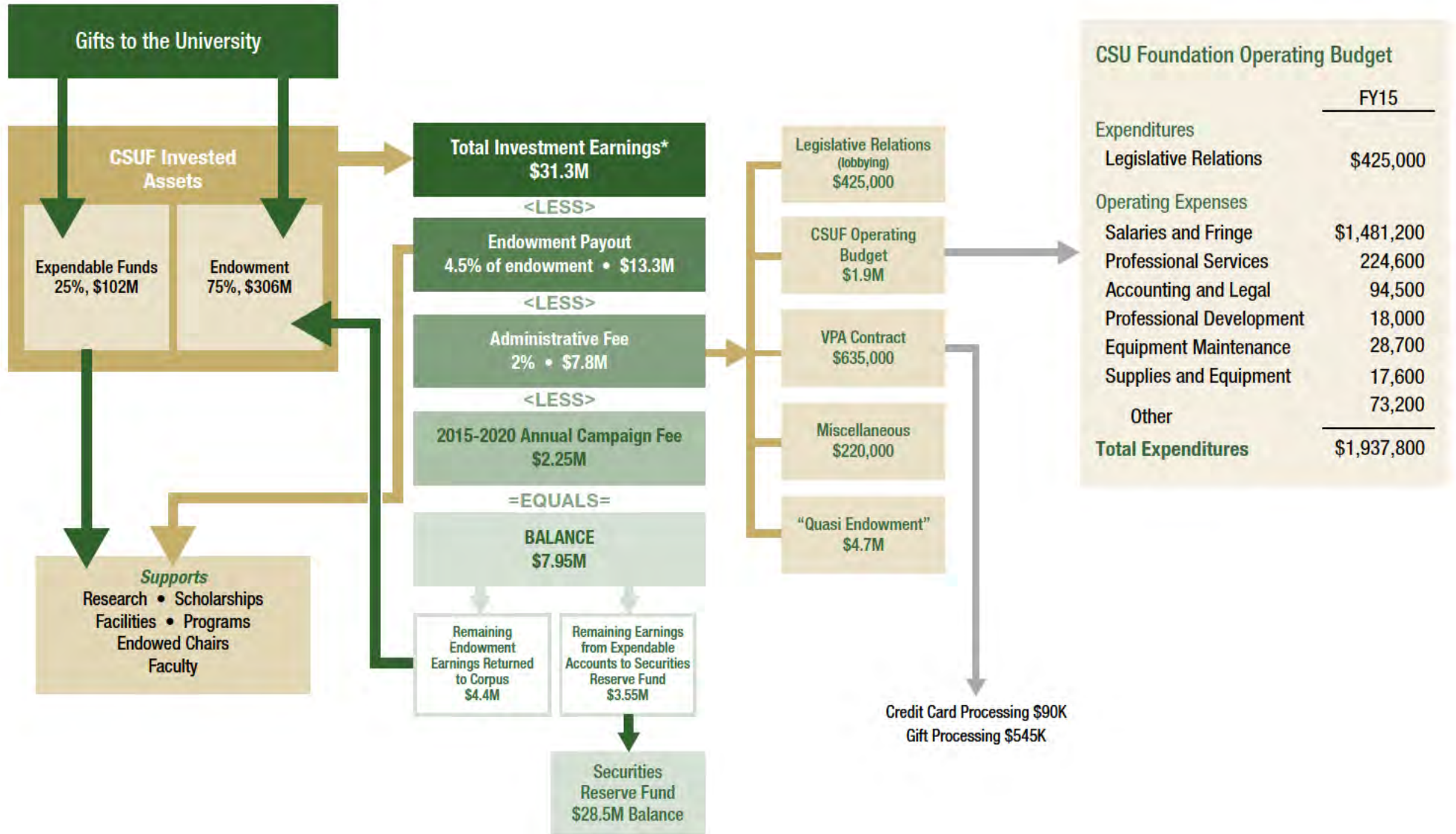
2%

Percentage of gross tuition revenue for
bad debt estimate

Item 4

CSU Foundation Flow of Funds

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 5

FY16 Q1 Financial Statements

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

	FY 2014 Actual	FY 2015 Actual	FY 2016 Original Budget	FY 2016 Adj. Annual Budget	FY 2016 Q1	% Variance
Operating revenues						
Student tuition and fees	409,616,622	460,303,854	497,528,534	245,237,310	246,373,934	0.5%
State fee for service revenue	72,024,958	78,930,768	90,643,546	22,661,263	22,661,265	0.0%
Grants and contracts	269,965,468	274,318,833	321,600,000	72,603,600	72,608,957	0.0%
Sales and services of educational activities	34,177,621	33,762,571	33,315,854	9,203,040	9,208,961	0.1%
Auxiliary enterprises	144,400,211	153,865,332	165,451,070	66,241,356	69,246,677	4.5%
Other operating revenue	8,127,766	10,132,729	10,578,922	2,229,908	2,359,439	5.8%
Total operating revenues	938,312,646	1,011,314,087	1,119,117,926	418,176,477	422,459,233	
Operating expenses						
Instruction	272,048,930	293,171,205	322,951,848	67,048,646	68,041,578	1.5%
Research	182,094,484	187,160,137	196,100,000	48,278,000	48,360,377	0.2%
Public service	83,702,686	90,677,017	108,190,000	23,792,300	24,134,856	1.4%
Academic support	78,803,754	79,861,280	84,118,738	20,730,575	20,785,819	0.3%
Student services	46,913,161	51,875,352	60,492,899	13,432,037	13,605,405	1.3%
Institutional support	56,194,005	63,831,081	69,911,361	19,739,116	18,667,919	-5.4%
Operation and maintenance of plant	65,492,562	73,589,578	76,019,690	17,953,305	18,204,982	1.4%
Scholarships and fellowships	24,557,517	30,660,619	33,388,369	9,056,985	9,126,479	0.8%
Auxiliary enterprises	137,458,684	144,310,094	146,264,773	40,247,235	41,338,195	2.7%
Depreciation	77,647,941	89,538,159	97,800,000	21,750,676	22,668,063	4.2%
Total operating expenses	1,024,913,724	1,104,674,522	1,195,237,678	282,028,875	284,933,673	
Operating Income (Loss)	(86,601,078)	(93,360,435)	(76,119,752)	136,147,602	137,525,560	
Non-operating revenues (expenses)						
State appropriations	2,472,452	2,355,000	2,355,000	980,000	980,000	0.0%
Gifts	42,804,532	44,404,784	48,100,000	12,383,000	12,374,390	-0.1%
Investment income	5,272,460	3,900,704	5,600,000	1,601,153	1,658,420	3.6%
Interest expense on capital debt	(24,048,096)	(26,971,190)	(31,000,000)	(8,073,000)	(8,073,388)	0.0%
Federal nonoperating grants and contracts	40,020,008	41,115,630	44,188,369	16,592,365	16,649,151	0.3%
Other nonoperating revenues (expenses)	5,245,861	10,788,905	5,303,718	2,819,000	2,819,573	0.0%
Net nonoperating revenues	71,767,217	75,593,833	74,547,087	26,302,518	26,408,147	
Income (Loss) Before other revenues	(14,833,861)	(17,766,602)	(1,572,665)	162,450,120	163,933,707	
Other revenues (expenses)						
State capital contributions	3,620,349	17,152,774	6,000,000	2,944,000	2,944,035	0.0%
Capital grants	4,513,900	12,591,382	8,018,352	1,755,000	1,754,735	0.0%
Capital gifts	21,192,762	21,054,584	21,000,000	6,000	5,881	-2.0%
Payments (to)/from governing boards or other institutic	258,034	629,140	1,543,713	(120,805)	(131,255)	8.7%
Additions to permanent endowments	1,838,405	(245,754)	1,800,000	-	-	0.0%
Total other revenues	31,423,450	51,182,126	38,362,065	4,584,196	4,573,395	
Special items						
Transfer of assets of OPEB plans to irrevocable trust	(22,185,126)	-	-	-	-	0.0%
Total special items	(22,185,126)	-	-	-	-	
Increase (decrease) in net position	(5,595,537)	33,415,524	36,789,400	167,034,316	168,507,102	

Notes

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

	FY 2014 Actual	FY 2015 Actual	FY 2016 Original Budget	FY 2016 Adj. Annual Budget	FY 2016 Q1	% Variance
Operating revenues						
Student tuition and fees	-	-	-	-	-	-
State fee for service revenue	-	-	-	-	-	-
Grants and contracts	-	-	-	-	-	-
Sales and services of educational activities	-	-	-	-	-	-
Auxiliary enterprises	-	-	-	-	-	-
Other operating revenue	-	-	-	-	-	-
Total operating revenues	-	-	-	-	-	
Operating expenses						
Instruction	-	-	-	-	-	-
Research	-	-	-	-	-	-
Public service	-	-	-	-	-	-
Academic support	-	-	-	-	-	-
Student services	-	-	-	-	-	-
Institutional support	5,579,035	5,395,974	6,921,810	1,730,453	1,640,636	-5.2%
Operation and maintenance of plant	-	-	-	-	-	-
Scholarships and fellowships	4,204	18,179	-	-	-	-
Auxiliary enterprises	-	-	-	-	-	-
Depreciation	-	-	-	-	-	-
Total operating expenses	5,583,239	5,414,153	6,921,810	1,730,453	1,640,636	
Operating Income (Loss)	(5,583,239)	(5,414,153)	(6,921,810)	(1,730,453)	(1,640,636)	
Non-operating revenues (expenses)						
State appropriations	-	-	-	-	-	-
Gifts	-	-	-	-	-	-
Investment income	43,153	(36,148)	-	-	6,569	
Interest expense on capital debt	-	-	-	-	-	-
Federal nonoperating grants and contracts	-	-	-	-	-	-
Other nonoperating revenues (expenses)	-	-	-	-	-	-
Net nonoperating revenues	43,153	(36,148)	-	-	6,569	
Income (Loss) Before other revenues	(5,540,086)	(5,450,301)	(6,921,810)	(1,730,453)	(1,634,067)	
Other revenues (expenses)						
State capital contributions	-	-	-	-	-	-
Capital grants	-	-	-	-	-	-
Capital gifts	-	-	-	-	-	-
Payments (to)/from governing boards or other institutic	5,163,512	5,259,678	6,921,810	1,730,453	1,719,750	-0.6%
Additions to permanent endowments	-	-	-	-	-	-
Total other revenues	5,163,512	5,259,678	6,921,810	1,730,453	1,719,750	
Special items						
Transfer of assets of OPEB plans to irrevocable trust	-	-	-	-	-	-
Total special items	-	-	-	-	-	
Increase (decrease) in net position	(376,574)	(190,623)	-	-	85,683	

Notes

Colorado State University						
Statement of Revenues, Expenses and Changes in Net Position						
Three Year Trend						
	FY 2014 Actual	FY 2015 Actual	FY 2016 Original Budget	FY 2016 Adj. Annual Budget	FY 2016 Q1	% Variance
Operating revenues						
Student tuition and fees	332,374,897	363,593,738	390,000,000	210,874,564	211,696,841	0.4%
State fee for service revenue	65,420,240	71,706,368	82,392,739	20,598,185	20,598,186	0.0%
Grants and contracts	260,314,497	261,659,846	308,900,000	68,158,600	68,143,816	0.0%
Sales and services of educational activities	33,870,326	33,749,510	33,000,000	9,083,040	9,086,112	0.0%
Auxiliary enterprises	133,329,255	144,809,559	154,500,000	61,861,365	64,924,724	5.0%
Other operating revenue	6,335,320	6,661,758	7,800,000	1,583,995	1,685,335	6.4%
Total operating revenues	831,644,535	882,180,779	976,592,739	372,159,749	376,135,014	
Operating expenses						
Instruction	239,212,135	261,240,321	286,000,000	58,020,340	59,275,914	2.2%
Research	181,970,518	186,131,875	195,000,000	47,970,000	48,051,567	0.2%
Public service	82,702,890	90,494,542	108,000,000	23,760,000	24,103,404	1.4%
Academic support	67,375,071	71,353,494	74,000,000	18,593,045	18,637,466	0.2%
Student services	26,940,458	29,482,324	32,000,000	7,096,524	7,357,575	3.7%
Institutional support	41,458,022	45,298,522	50,000,000	14,762,202	13,749,280	-6.9%
Operation and maintenance of plant	59,157,759	67,843,943	70,000,000	16,100,000	16,352,757	1.6%
Scholarships and fellowships	9,811,610	9,952,019	10,000,000	3,202,350	3,232,934	1.0%
Auxiliary enterprises	126,365,574	130,258,276	131,500,000	34,704,675	35,737,096	3.0%
Depreciation	70,883,954	82,575,435	90,000,000	20,306,040	21,208,671	4.4%
Total operating expenses	905,877,991	974,630,751	1,046,500,000	244,515,176	247,706,663	
Operating Income (Loss)	(74,233,456)	(92,449,972)	(69,907,261)	127,644,573	128,428,350	
Non-operating revenues (expenses)						
State appropriations	2,472,452	2,355,000	2,355,000	980,000	980,000	0.0%
Gifts	40,828,396	41,342,150	45,000,000	10,783,000	10,782,683	0.0%
Investment income	4,694,643	3,262,710	5,000,000	1,459,000	1,459,172	0.0%
Interest expense on capital debt	(19,652,589)	(22,218,575)	(26,000,000)	(5,840,000)	(5,840,040)	0.0%
Federal nonoperating grants and contracts	24,491,942	23,989,284	24,000,000	11,181,000	11,181,197	0.0%
Other nonoperating revenues (expenses)	2,951,232	10,415,187	5,000,000	2,756,000	2,756,093	0.0%
Net nonoperating revenues	55,786,076	59,145,756	55,355,000	21,319,000	21,319,105	
Income (Loss) Before other revenues	(18,447,380)	(33,304,216)	(14,552,261)	148,963,573	149,747,456	
Other revenues (expenses)						
State capital contributions	1,822,451	3,084,287	3,000,000	1,919,000	1,918,922	0.0%
Capital grants	4,513,900	12,573,030	8,000,000	1,755,000	1,754,735	0.0%
Capital gifts	21,171,264	21,054,584	21,000,000	6,000	5,881	0.0%
Payments (to)/from governing boards or other instituti	(2,830,773)	(3,351,010)	(4,000,000)	(1,489,000)	(1,488,974)	0.0%
Additions to permanent endowments	1,838,405	(245,754)	1,800,000	-	-	0.0%
Total other revenues	26,515,247	33,115,137	29,800,000	2,191,000	2,190,564	
Special items						
Transfer of assets of OPEB plans to irrevocable trust	(22,185,126)	-	-	-	-	0.0%
Total special items	(22,185,126)	-	-	-	-	
Increase (decrease) in net position	(14,117,259)	(189,079)	15,247,739	151,154,573	151,938,020	

Notes

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

	FY 2014 Actual	FY 2015 Actual	FY 2016 Original Budget	FY 2016 Adj. Annual Budget	FY 2016 Q1	% Variance	Notes
Operating revenues							
Student tuition and fees	28,787,507	33,106,680	36,468,490	16,597,735	16,700,963	0.6%	
State fee for service revenue	6,604,718	7,224,400	8,250,807	2,063,078	2,063,079	0.0%	
Grants and contracts	9,650,971	12,658,987	12,700,000	4,445,000	4,465,142	0.5%	
Sales and services of educational activities	307,295	13,061	315,854	120,000	122,849	2.4%	
Auxiliary enterprises	11,070,956	9,055,773	10,951,070	4,379,991	4,321,953	-1.3%	
Other operating revenue	600,021	1,627,879	764,422	365,675	384,936	5.3%	
Total operating revenues	57,021,468	63,686,780	69,450,643	27,971,479	28,058,922		
Operating expenses							
Instruction	22,603,811	19,324,890	20,447,922	5,210,000	5,130,933	-1.5%	
Research	123,966	1,028,262	1,100,000	308,000	308,811	0.3%	
Public service	999,796	182,475	190,000	32,300	31,452	-2.6%	
Academic support	8,468,091	4,050,700	5,219,256	1,271,000	1,280,218	0.7%	
Student services	6,776,334	5,487,765	6,099,390	1,705,000	1,714,817	0.6%	
Institutional support	3,882,002	6,829,814	6,426,316	1,725,000	1,839,511	6.6%	
Operation and maintenance of plant	5,915,807	5,253,925	5,527,661	1,727,800	1,725,221	-0.1%	
Scholarships and fellowships	8,190,667	12,216,201	11,900,000	3,599,270	3,581,909	-0.5%	
Auxiliary enterprises	11,093,110	14,051,818	14,764,773	5,542,560	5,601,099	1.1%	
Depreciation	6,670,696	6,675,608	7,500,000	1,350,000	1,365,129	1.1%	
Total operating expenses	74,724,280	75,101,458	79,175,318	22,470,930	22,579,099		
Operating Income (Loss)	(17,702,812)	(11,414,678)	(9,724,675)	5,500,549	5,479,823		
Non-operating revenues (expenses)							
State appropriations	-	-	-	-	-		
Gifts	1,976,136	3,062,634	3,100,000	1,600,000	1,591,707	-0.5%	
Investment income	286,733	341,869	340,000	82,000	81,678	-0.4%	
Interest expense on capital debt	(4,395,507)	(4,752,615)	(5,000,000)	(2,233,000)	(2,233,347)	0.0%	
Federal nonoperating grants and contracts	8,977,030	8,652,126	8,700,000	3,156,000	3,156,319	0.0%	
Other nonoperating revenues (expenses)	2,463,379	534,968	534,968	63,000	63,479	0.8%	
Net nonoperating revenues	9,307,771	7,838,982	7,674,968	2,668,000	2,659,837		
Income (Loss) Before other revenues	(8,395,041)	(3,575,696)	(2,049,707)	8,168,549	8,139,659		
Other revenues (expenses)							
State capital contributions	1,797,898	14,068,487	3,000,000	1,025,000	1,025,112	0.0%	
Capital grants	-	18,352	18,352	-	-		
Capital gifts	21,498	-	-	-	-	0.0%	
Payments (to)/from governing boards or other institutic	4,937,684	(1,826,763)	(654,041)	(187,000)	(186,774)	-0.1%	
Additions to permanent endowments	-	-	-	-	-	0.0%	
Total other revenues	6,757,080	12,260,076	2,364,311	838,000	838,338		
Special items							
Transfer of assets of OPEB plans to irrevocable trust	-	-	-	-	-	0.0%	
Total special items	-	-	-	-	-		
Increase (decrease) in net position	(1,637,961)	8,684,380	314,604	9,006,549	8,977,998		

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

	FY 2014 Actual	FY 2015 Actual	FY 2016 Original Budget	FY 2016 Adj. Annual Budget	FY 2016 Q1	% Variance	
Operating revenues							
Student tuition and fees	48,454,218	63,603,436	71,060,044	17,765,011	17,976,129	1.2%	
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	280,238	289,168	3.2%	
Total operating revenues	49,646,643	65,446,528	73,074,544	18,045,249	18,265,297	1.2%	
Operating expenses							
Instruction	10,232,984	12,605,994	16,503,926	3,818,306	3,634,731	-4.8%	
Research	-	-	-	-	-		
Public service	-	-	-	-	-		
Academic support	2,960,592	4,457,086	4,899,482	866,530	868,136	0.2%	
Student services	13,196,369	16,905,263	22,393,509	4,630,513	4,533,013	-2.1%	
Institutional support	5,274,946	6,306,771	6,563,235	1,521,461	1,438,492	-5.5%	
Operation and maintenance of plant	418,996	491,710	492,029	125,505	127,004	1.2%	
Scholarships and fellowships	6,551,036	8,474,220	11,488,369	2,255,365	2,311,635	2.5%	
Auxiliary enterprises	-	-	-	-	-		
Depreciation	93,291	287,116	300,000	94,636	94,263	-0.4%	
Total operating expenses	38,728,214	49,528,160	62,640,550	13,312,316	13,007,274		
Operating Income (Loss)	10,918,429	15,918,368	10,433,994	4,732,933	5,258,023		
Non-operating revenues (expenses)							
State appropriations	-	-	-	-	-		
Gifts	-	-	-	-	-		
Investment income	247,931	332,273	260,000	60,153	111,000	84.5%	1
Interest expense on capital debt	-	-	-	-	-		
Federal nonoperating grants and contracts	6,551,036	8,474,220	11,488,369	2,255,365	2,311,635	2.5%	
Other nonoperating revenues (expenses)	(168,750)	(161,250)	(231,250)	-	-		
Net nonoperating revenues	6,630,217	8,645,243	11,517,119	2,315,518	2,422,635	4.6%	
Income (Loss) Before other revenues	17,548,646	24,563,611	21,951,113	7,048,451	7,680,658	9.0%	
Other revenues (expenses)							
State capital contributions	-	-	-	-	-		
Capital grants	-	-	-	-	-		
Capital gifts	-	-	-	-	-		
Payments (to)/from governing boards or other institutic	(7,012,389)	547,235	(724,056)	(175,257)	(175,257)	0.0%	
Additions to permanent endowments	-	-	-	-	-		
Total other revenues	(7,012,389)	547,235	(724,056)	(175,257)	(175,257)	0.0%	
Special items							
Transfer of assets of OPEB plans to irrevocable trust	-	-	-	-	-		
Total special items	-	-	-	-	-		
Increase (decrease) in net position	10,536,257	25,110,846	21,227,057	6,873,194	7,505,401		

Notes:

1 Per Marco Vivas at Global Campus this was not budgeted properly.

Item 6

CSURF Capital Lease Renewal

MATTERS FOR ACTION:

EQUIPMENT LEASING-COLORADO STATE UNIVERSITY SYSTEM/COLORADO STATE UNIVERSITY RESEARCH FOUNDATION LINE OF CREDIT PROGRAM
Approval of resolution for Colorado State University Research Foundation to Undertake Certain Borrowing and Equipment Lease/Purchase Transactions on Behalf of the Board of Governors of the Colorado State University System to Acquire Equipment at Colorado State University, Colorado State University – Pueblo and Colorado State University – Global Campus.

RECOMMENDED ACTION:

Approval of the attached resolution.

EXPLANATION:

Submitted by: Dr. Anthony A. Frank, President

For several years Colorado State University Research Foundation (CSURF) has held a Line of Credit (with a tax-exempt interest rate) with First National Bank of Fort Collins, for the purpose of providing a lease/purchase mechanism for the Board of Governor's to acquire much needed equipment for use in departments/programs at Colorado State University, Colorado State University – Pueblo and CSU-Global Campus. CSURF acquires the equipment (valued at \$50,000 or less) (specified by a particular department or program) and leases it to the Board of Governors on an annual appropriation basis for a term of not more than five (5) 1-year periods. The Board of Governors makes lease payments to CSURF which CSURF then uses to repay First National Bank. When the lease is retired, and the equipment amount has been fully paid, CSURF conveys title on the equipment to the Board of Governors. The Board of Governors has been provided a quarterly activity report on the CSURF leases since the program's inception. Such reporting will continue in the future.

Approval to continue the lease/purchase arrangements through the line of credit must be obtained from the Board of Governors yearly. The total amount of the line of credit permitted to be outstanding at any time is \$1,000,000. Amounts previously drawn under the Line and currently outstanding total approximately \$220,387.00. Therefore, moneys available under the Line for calendar year 2016 are approximately \$779,613.00. CSURF will consult with the respective representatives of each Institution to discuss needs and allocations of available amounts.

The average total amount financed through the Leasing Program in thousands of dollars by year is as follows:

<u>YEAR</u>	<u>TOTAL AMOUNT</u>
1976-1990	\$ 211
1991-2000	214
2001-2010	124
2011	108
2012	121
2013	242
2014	40
2015	37

Mr. Dave Scott of Hogan Lovells will be providing the tax exempt opinion on the 2016 Line of Credit. In order to comply with the applicable federal tax requirements for an "on behalf of" financing in support of the tax exempt opinion, the attached resolution must be approved by the Board of Governors. The attached resolution and accompanying documents referenced in the resolution have been reviewed by the Board of Governors' General Counsel.

MATTERS FOR ACTION:

A Resolution, for the purposes of complying with Revenue Ruling 63-20, approving the purposes and activities of the Colorado State University Research Foundation (“Foundation”) and approving certain borrowing transactions by said Foundation on behalf of the Board of Governors of the Colorado State University System for the purpose of acquiring equipment to be used by and for Colorado State University, Colorado State University-Pueblo and Colorado State University – Global Campus (the “Institutions”).

RECOMMENDED ACTION:

For purposes of satisfying the requirements of Revenue Ruling 63-20, 1963-1 C.B. 24, the Board hereby approves the Line of Credit Agreements, the Security Agreement and the Note, in substantially the forms filed with the Secretary, and the Board hereby approves the execution and delivery by the Foundation of the Line of Credit Agreements, the Security Agreement and the Note and the issuance by the Foundation, on behalf of the Board, of the Note (provided, however, that the Board shall have no obligation to make any payment on the Note, which shall be solely the obligation of the Foundation, and the Board shall be obligated only to the extent provided under Lease Agreements entered into by the Board as provided in Section 3 hereof). The Foundation may make draws on the Line of Credit and thereby incur obligations to make payments on the Note from time to time, within one calendar year following the adoption of this resolution by the Board, but only for purposes of acquiring tangible personal property consisting of scientific, administrative support and research equipment to be used by and for the Institutions (the "Equipment"), and only with the written approval of the President or authorized delegate of CSU for Lease Agreements relating to CSU, the President or authorized delegate of CSU-Pueblo for Lease Agreements relating to CSU-Pueblo and the President or authorized delegate of CSU-Global Campus for Lease Agreements relating to CSU-Global Campus (together, referred to herein as the "Representatives" or, individually, a "Representative"), which written approval may be made by the execution of the corresponding Lease Agreement or in such other manner as the respective Representative may deem appropriate. Subject to the foregoing provision, the Note is hereby approved in a total principal amount not to exceed \$1,000,000 outstanding at any time (the unused loan commitment being increased by repayments on the Note as provided therein), bearing interest at a rate determined in accordance with the provisions of the Note and the Line of Credit Agreements but in no event to exceed eighteen percent (18%) per annum, and maturing on the calendar anniversary of the date on which it is executed and delivered by the Foundation (but no later than December 31, 2016).

Requests for Equipment to be financed through the Line of Credit shall be submitted to the respective Representative of the Institution requesting the Equipment. Upon approval of any such request, such Representative is authorized and directed to cause a Lease Agreement to be entered into for such Equipment on behalf of the respective Institution. Upon execution and delivery of such Lease Agreement to the Foundation, the Foundation

shall draw on the Line of Credit for the amount necessary to acquire such Equipment, which moneys shall be used to acquire such Equipment as soon as practicable; and the Board shall pay to the Foundation, from legally available moneys of the Board (but not from moneys drawn under the Line of Credit) an amount equal to the greater of \$800 or 4% of the amount so drawn, as compensation for the Foundation's administrative expenses and services in connection with the Line of Credit. Payments under a Lease Agreement shall be made from the Board to the Foundation either quarterly or semiannually, as negotiated between the Representative of the Institution on behalf of which the Lease Agreement has been entered and the Foundation, over a term to be negotiated between such Representative and the Foundation, but not exceeding the useful life of the Equipment (as determined by such Representative), and in no event to exceed five (5) years (subject, however, to the provisions of Section 7 of the Lease Agreement), and in such amounts as to provide for repayment of the principal amount drawn under the Line of Credit for such equipment, plus interest at rates to be determined as follows:

(a) The initial rate of interest for Lease Agreements to be entered into during calendar year 2016, which rate shall be effective for each such Lease Agreement from the date of delivery thereof through December 31, 2016, shall be 4.75 % per annum (subject to increase as provided in paragraphs (b), (c) and (d) below).

(b) During the month of December in 2016 and in each subsequent year while any Lease Agreements are in effect, the Foundation shall, based upon information furnished to it by the Bank and such other information as the Foundation may deem relevant, estimate the Average Rate of interest expected to accrue on the Note, in accordance with the current or anticipated terms of the Line of Credit Agreements, during the following calendar year. The Foundation shall notify the Board of such estimated average rate of interest on the Note, and the rate of interest for Lease Agreements to be effective during the following calendar year shall be such estimated average rate of interest on the Note plus .5% per annum (the .5% increment being added to provide for the possibility that interest on the Note will be higher than estimated).

(c) Notwithstanding the provisions of (b) above, the increment which is to be added to the estimated average interest on the Note to determine the rate of interest on Lease Agreements may be higher than .5% per annum to the extent that the Foundation certifies to the Board that such higher increment is necessary to make up, over the course of the following calendar year or such longer period as the Foundation may agree to, any excess of interest actually paid by the Foundation on the Note over the total interest received by the Foundation on the Lease Agreements; provided, however, that the higher increment certified to the Board shall not exceed 1.5% per annum.

(d) In the event that the rate of interest on the Note is increased as the result of a determination that such interest has lost its exclusion from gross income for federal income tax purposes under the Code (as defined in Section 7 hereof), or is treated as an item of tax preference for purposes of the federal alternative minimum tax imposed on individuals and corporations (except with respect to corporations, as such interest is required to be taken into account in determining "adjusted current earnings" for the

purpose of computing the alternative minimum tax imposed on such corporations), the rate of interest on the Lease Agreements shall immediately be further increased to the average rate of interest expected to accrue on the Note for the remainder of such calendar year on such "taxable" basis, as estimated by the Foundation in substantially the same manner as provided in paragraph (a) above, plus the increment in effect immediately prior to such increase as determined pursuant to paragraphs (b) and (c) above, plus any additional increment necessary to make up, over the course of the remaining calendar year or such longer period as the Foundation may agree to, any retroactive additional interest owed or paid by the Foundation to the Bank pursuant to the Note as a result of such determination.

(e) Notwithstanding any other provision hereof, the rate of interest on the Lease Agreement shall not exceed eighteen percent (18%) per annum. Notwithstanding any other provision thereof, all payment obligations of the Board under any Lease Agreement shall be subject to renewal and appropriation or availability of funds as provided in Sections 7 and 10 of the Lease Agreement. The Lease Agreements shall be in substantially the form filed with the Secretary, and the appropriate Officers of the Board, the Institutions and the State are hereby authorized to execute and deliver such Lease Agreements as may be approved by the Representatives or any one thereof. Any other obligations issued by the Foundation either to make improvements to the Equipment or to pay principal or interest on the Note will be discharged no later than the latest maturity date of the Note (including renewals).

The Board shall have the exclusive beneficial possession and use of any Equipment financed through the Line of Credit (except to the extent that the Bank may enforce its security interest in the Equipment in the event of a default by the Foundation under the Line of Credit Agreements, the Security Agreement, or the Note, and subject to the Bank's right to inspect the Equipment at any reasonable time as provided in the Line of Credit Agreements). When all payments due under a Lease Agreement have been made by the Board, or when payments on the Note allocable to the draw on the Line of Credit for the related Equipment have otherwise been made, full and unencumbered legal title to such Equipment shall be conveyed by the Foundation to the Board, without demand or further action on the part of the Board, and the Board shall then accept such title to any Equipment (including any additions thereto). This Section 4 shall operate independently of the Lease Agreements and notwithstanding any failure to enter validly into any Lease Agreement. Prior to making any draw under the Line of Credit, the Foundation shall furnish to the respective Representative an instrument of grant from the Foundation to the Board confirming the provisions of this Section 4.

All proceeds of the Line of Credit, and investment income thereon (if any), shall be used to provide tangible personal property for use by the Board. If any excess proceeds of the Line of Credit or investment income thereon, if any, remain after full payment of the costs of acquiring the related Equipment, such excess proceeds shall be applied to make payments or prepayments on the Note as soon as practicable, and the schedule of rental payments under the corresponding Lease Agreement shall be adjusted accordingly. Prior

to making any draw under the Line of Credit, the Foundation shall furnish to the respective Representative a certification confirming the provisions of this Section 5.

The proceeds of any fire or other casualty insurance policies received in connection with damage to or destruction of any Equipment financed through the Line of Credit, including any additions thereto, will, subject to any claims of the Bank or CSURF, at the direction of the respective Representative, either (a) be used to repair or replace the Equipment, regardless of whether the insurance proceeds are sufficient for such repair or replacement, or (b) be remitted to the Board.

The Board acknowledges that one of the purposes of this resolution is to establish that interest paid by the Foundation on the Note is not included in gross income under present federal income tax laws pursuant to the Code (as defined below), subject to certain exceptions, conditions and limitations as further set forth below, thereby resulting in more favorable interest rates on the Note and more favorable payment terms to the Board under the Lease Agreements. Accordingly, the Board hereby covenants for the benefit of the Bank and its successor and assigns that it will not (i) make any use of the proceeds of the Line of Credit or any other funds of the Foundation; (ii) make any use of the Equipment; or (iii) take (or omit to take) any action with respect to the Note, the proceeds of the Line of Credit, any other funds of the Foundation, or the equipment, or otherwise, if such use, action or omission would, under the Code, cause the interest on the Note to be included in gross income for federal income tax purposes or be treated as an item of tax preference for purposes of the federal alternative minimum tax imposed on individuals, trusts, estates and corporations (except, with respect to corporations as defined for federal alternative minimum tax purposes, as such interest is taken into account in determining adjusted current earnings for purposes of computing the alternative minimum tax imposed on such corporations). The Board further covenants, represents and warrants that the procedures set forth in a Federal Tax Exemption certificate hereby authorized to be signed by an Officer of the Board or Representative of the Institution implementing the above covenant shall be complied with to the extent necessary to maintain the above-described exclusions from gross income and alternative minimum taxable income or to avoid the application of any penalties under the Code (except to the extent noted in the foregoing provisions of this Section). The foregoing covenants shall remain in full force and effect notwithstanding the payment in full or defeasance of the Note until the date on which all obligations of the Board in fulfilling the above covenants under the Code and Colorado law have been met. References to the "Code" in the foregoing covenant and in Section 3(d) hereof shall mean the Internal Revenue Code of 1986, as amended, and all regulations and rulings promulgated or proposed thereunder or (to the extent the same remain applicable) under any predecessor thereto.

Notwithstanding any other provision hereof, this Section 7 shall be in all respects subject to the Board's right to decline to renew any Lease Agreement as provided in Sections 7 and 10 of the Lease Agreement. Prior to making any draw under the Line of Credit, the Foundation shall have received from the respective Representative a certification confirming the provisions of this Section 7.

Appropriate Officers of the Board, the Institutions, the State and the Foundation are hereby authorized and directed to execute such documents and instruments and generally to take such actions as may be necessary or appropriate to effectuate the transactions contemplated by this resolution. The Officers of the Board, the Institutions and the Foundation with the advice of counsel executing the Line of Credit Agreements and the Lease Agreements hereby approved may make such necessary or appropriate variations, omissions and insertions in such documents as may be required or appropriate under the circumstances, so long as such variations, omissions and insertions are not inconsistent with this resolution. In the event of any inconsistency between this resolution and any document or instrument hereby approved, the provision of this resolution shall be controlling.

If any section, paragraph, clause or provision of this resolution shall for any reason be held to be invalid or unenforceable, the invalidity or unenforceability of such section, paragraph, clause or provision shall not affect any of the remaining provisions of this resolution.

All bylaws, orders and resolutions, or parts thereof, inconsistent with this resolution or with any of the documents hereby approved, are hereby repealed only to the extent of such inconsistency. This repealer shall not be construed as reviving any bylaw, order or resolution, or part thereof, heretofore repealed.

This resolution shall be in full force and effect immediately upon its passage and adoption.

Approved

Denied

Board Secretary

Date

Item 7

Reserves Report

Colorado State University
 Unrestricted Net Position by Funding Source and Fund
 FY15 As of 06/30/2015 - Year End Final

Prepared by: Jessica Brunson
 Date Prepared: 11/12/2015

		6/30/2015	Compensated		6/30/2015	Commitments &	Year-End Budget Decisions		Current	Current	
		Unrestricted Net	Absences		Unrestricted Net	Restrictions	Central	Colleges/Units	Unrestricted/	Unrestricted/	
		w/Comp Abs		GASB	w/o Comp Abs &				Net Assets	Net Assets	
				Adjustments	GASB 31.68				6/30/2015	6/30/2014	
Education & General Funds											
Fund											
PRESE	PRESENTATION FUND	0.00	0.00		0.00						
EG	EDUCATION & GENERAL	80,122,277.90	30,996,604.33	A1	(2,014,796.67)	109,104,085.56	(34,036,434)	(7,598,526)	(20,073,698)	47,395,428	44,554,050
EG	Less EDUCATION & GENERAL PLEDGED NET	(8,012,227.79)	(3,099,660.43)	A1	201,479.67	(10,910,408.55)	-	-	-	(10,910,409)	(9,131,701)
						98,193,677.01					
										36,485,019	35,422,349
PVM	PROFESSIONAL VETERINARY MEDICINE	(11,080,067.14)	3,872,083.94		(7,207,983.20)	-	-	7,207,983	-	-	-
EXPST	EXPERIMENT STATION	(988,047.35)	1,035,978.09		47,930.74	-	-	(47,931)	-	-	-
EXPRH	EXPERIMENT STATION RESTR HATCH FORM.	0.01	0.00		0.01	-	-	-	0	-	-
EXPRH	EXPERIMENT STATION RESTR HATCH MULTI-	(0.01)	0.00		(0.01)	-	-	-	(0)	-	-
EXPRM	EXPERIMENT STATION RESTRMCINTRE STENNIS	0.01	0.00		0.01	-	-	-	0	-	-
RARSP	RESEARCH ADMIN RESOURCES SCHOLARLY	(321,848.96)	0.00		(321,848.96)	-	-	321,849	-	-	-
EXTEN	EXTENSION SERVICE	(1,099,750.45)	1,083,337.33		(16,413.12)	-	-	16,413	0	-	-
CSFS	COLORADO STATE FOREST SERVICE	(292,632.12)	291,452.93		(1,179.19)	-	-	1,179	(0)	-	-
COURS	STUDENT COURSE FEES	1,118,703.37	0.00		1,118,703.37	(1,118,703.37)	-	-	-	-	-
SPONP	SPONSORED PROGRAMS	(3,538,016.56)	0.00		(3,538,016.56)	3,538,016.56	-	-	-	-	-
GOVTR	INTERGOVERNMENTAL TRANSFERS	0.00	0.00		0.00	-	-	-	-	-	-
Total Unrestricted Education & General - CSU-FC		55,908,390.91	34,179,796.19		(1,813,317.00)	88,274,870.10	(31,617,120.91)	(7,598,525.65)	(12,574,204.54)	36,485,019.00	35,422,348.76
Self Funded/Auxiliaries Funds											
Fund											
CONTE	CONTINUING EDUCATION	2,940,854.27	357,607.53		3,298,461.80	-	-	-	3,298,461.80	5,050,241.28	
ONLPL	ONLINEPLUS	905,139.04	44,521.32		949,660.36	-	-	-	949,660.36	671,469.53	
RECHA	RECHARGE CENTERS	1,127,439.23	5,691,388.64		6,818,827.87	(6,818,828)	-	-	0.00	0.00	
GENOP	GENERAL OPERATIONS	5,689,648.15	255,612.25		5,945,260.40	-	-	-	5,945,260.40	5,580,063.63	
STUOR	STUDENT ORGANIZATIONS	1,914,000.17	174,907.39		2,088,907.56	(2,088,907.56)	-	-	0.00	0.00	
POOLE	POOLED ACCOUNTS	(463,407,370.58)	0.00	A1	462,734,590.84	(672,779.74)	672,779.74	-	0.00	0.00	
ATHLE	ATHLETICS	(365,940.06)	1,302,096.89		936,156.83	-	-	-	936,156.83	0.00	
INSURE	INSURANCE TRUST FUND	6,806,814.22	5,415.15		6,812,229.37	(6,812,229.37)	-	-	0.00	0.00	
ENTER	ENTERPRISE FUND	3,211,659.30	44,128.35		3,255,787.65	-	-	-	3,255,787.65	2,689,357.47	
DCESU	CONTINUING EDUCATION SUPPORT	11,853,905.43	976,191.05		12,830,096.48	(12,830,096.48)	-	-	0.00	0.00	
EXPSF	EXPERIMENT STATION-SELF FUNDED	2,579,679.96	32,096.14		2,611,776.10	-	-	-	2,611,776.10	2,176,227.64	
EXTSF	EXTENSION SVC-SELF FUNDED	1,857,166.18	47,070.89		1,904,237.07	-	-	-	1,904,237.07	1,710,012.53	
CSFSSF	FOREST SVC-SELF FUNDED	616,743.09	21,492.50		638,235.59	-	-	-	638,235.59	593,927.50	
INTLPR	INTERNATIONAL PROGRAMS	478,056.55	(0.02)		478,056.53	-	-	-	478,056.53	301,897.79	
SPWIP	SPONSORED WORK ORDERS	0.03	0.00		0.03	-	-	-	0.03	0.00	
WIP	WORK ORDERS	0.00	0.00		0.00	-	-	-	0.00	0.00	
Self Funded - Subtotal		(423,792,205.02)	8,952,528.08		462,734,590.84	47,894,913.90	(27,877,281.54)	-	20,017,632.36	18,773,197.37	
CONFE	CONFERENCES	0.00	0.00		0.00	-	-	-	0.00	(32,719.20)	
AUX	AUXILIARIES - GENERAL	6,072,139.98	518,251.04		6,590,391.02	-	-	-	6,590,391.02	5,546,065.30	
	AUXILIARIES - STUDENT HOUSING	12,204,360.62	1,863,899.19		14,068,259.81	-	-	-	14,068,259.81	11,259,210.30	
	AUXILIARIES - STUDENT CENTER	4,082,426.23	444,469.28		4,526,895.51	-	-	-	4,526,895.51	4,149,202.66	
	AUXILIARIES - STUDENT HEALTH CENTER	2,523,221.45	623,020.45		3,146,241.90	-	-	-	3,146,241.90	2,329,612.40	
	AUXILIARIES - STUDENT REC CENTER	5,724,239.44	165,874.75		5,890,114.19	-	-	-	5,890,114.19	5,699,201.07	
	Less AUXILIARIES PLEDGED NET ASSETS	(25,651,373.98)	(3,097,263.67)		(28,748,637.65)	-	-	-	(28,748,637.65)	(23,959,573.56)	
	Less FACILITY CONST FEE PLEDGED NET ASSETS	(1,387,071.22)	0.00		(1,387,071.22)	-	-	-	(1,387,071.22)	(831,733.30)	
Auxiliaries - Subtotal		3,567,942.52	518,251.04		4,086,193.56	-	-	-	4,086,193.56	4,159,265.67	
Self-Funded/Auxiliaries - Subtotal		(420,224,262.50)	9,470,779.12		462,734,590.84	51,981,107.46	(27,877,281.54)	-	24,103,825.92	22,932,463.04	
Unrestricted Plant											
Fund											
AEP	ACADEMIC ENRICHMENT PROGRAM	1,683,880.35	0.00		1,683,880.35	-	-	-	1,683,880.35	1,505,610.20	
RESER	RESERVE FUND	31,566,707.49	0.00		31,566,707.49	(13,707,538.58)	-	-	17,859,168.91	11,946,523.06	
	CAPITAL PROJECTS - TOTAL	1,083,335.93	0.00		1,083,335.93	(1,083,335.93)	-	-	-	-	
Total Unrestricted Plant - CSU-FC		34,333,923.77	0.00		34,333,923.77	(14,790,874.51)	-	-	19,543,049.26	13,452,133.26	
Total Unrestricted Net Position - CSU-FC		(329,981,947.82)	43,650,575.31	A1	460,921,273.84	174,589,901.33	(74,285,276.96)	(7,598,525.65)	(12,574,204.54)	80,131,894.18	71,806,945.06

@ 3% Inc over
2014
\$35,422,349
36,485,019

Colorado State University Pueblo
 Unrestricted Net Position by Funding Source and Fund
 FY15 As of 06/30/2015 - Year End Final

		6/30/2015			6/30/2015
		Unrestricted Net	Compensated	GASB	Unrestricted Net
		Position	Absences	Adjustments	Position
		w/Comp Abs			w/o Comp Abs
					& GASB 31,68
Education & General Funds					
Fund					
1EG	EDUCATION & GENERAL	(2,076,297 31)	963,005 97	(123,615 27)	(1,236,906 61)
1EG	Less: EDUCATION & GENERAL PLEDGED NET	203,856 14	(96,300 60)	12,361 53	119,917 07
1RARSP	RESEARCH ADMIN RESOURCES SCHOLARLY	78,906 86	0 00		78,906 86
1COURS	STUDENT COURSE FEES	(596,034 72)	4,120 65		(591,914 07)
1WORKS	FEDERAL WORKSTUDY	247 91	0 00		247 91
1SUSPE	SUSPENSE	(3,105 87)	0 00		(3,105 87)
1SPONP	SPONSORED PROGRAMS	(264,030 52)	89,631 27		(174,399 25)
Total Unrestricted Education & General - CSU-P		(2,656,457 51)	960,457 29	(111,253 74)	(1,807,253 96)
Self Funded/Auxiliaries Funds					
Fund					
1CONTE	CONTINUING EDUCATION	1,099,178 81	36,360 09		1,135,538 90
1LOANS	STUDENT LOANS	0 00	0 00		0 00
1COSFA	STUDENT FINANCIAL ASSISTANCE	81,502 27	0 00		81,502 27
1GIFT	GIFT FUND	(45,914 37)	0 00		(45,914 37)
1FEDSF	FEDERAL STUDENT FINANCIAL AID	(716 00)	0 00		(716 00)
1ENDOW	ENDOWMENT FUND	7,917,206 78	0 00		7,917,206 78
1AGENC	AGENCY FUND	(61,604 96)	0 00		(61,604 96)
1GENOP	GENERAL OPERATIONS	462,348 88	27,444 07		489,792 95
1STUORG	STUDENT ORGANIZATIONS	9,108 03	0 00		9,108 03
1POOLE	POOLED ACCOUNTS	(35,852,395 01)	0 00	35,854,124 10	1,729 09
1ATHLE	ATHLETICS	(1,032,103 31)	215,961 13		(816,142 18)
1DCESU	CONTINUING EDUCATION SUPPORT	56,907 00	0 00		56,907 00
Self Funded - Subtotal		(27,366,481 88)	279,765 29	35,854,124 10	8,767,407 51
1AUX	AUXILIARIES	6,134,255 78	120,132 81		6,254,388 59
	Less: AUXILIARIES PLEDGED NET ASSETS	(1,048,854 51)	(4,489 25)		(1,053,343 76)
	Less: FACILITY CONST FEE PLEDGED NET	(786,040 65)			(786,040 65)
Auxiliaries - Subtotal		4,299,360 62	115,643 56	0 00	4,415,004 18
Self-Funded/Auxiliaries - Subtotal		(23,067,121 26)	395,408 85	35,854,124 10	13,182,411 69
Unrestricted Plant					
Fund					
1AEP	ACADEMIC ENRICHMENT PROGRAM	114,757 07	0 00		114,757 07
1RESER	RESERVE FUND	887,425 44	0 00		887,425 44
1CAP*/1CP*	CAPITAL PROJECTS - TOTAL	(1,389,890 09)	0 00		(1,389,890 09)
Total Unrestricted Plant - CSU-P		(387,707 58)	0 00	0 00	(387,707 58)
Total Unrestricted Net Position - CSU-P		(26,111,286 35)	1,355,866 14	35,742,870 36	10,987,450 15

Colorado State University - Global Campus
 Unrestricted Net Assets
 as of June 30, 2015

	June 30, 2015 Net Position	June 30, 2015 Net Investment in Capital Assets	June 30, 2015 Restricted for Expendable Purpose	June 30, 2015 Unrestricted Net Assets	June 30, 2015 Compensated Absences	June 30, 2015 GASB 31: Adjustment for Unrealized Gain on Investment	June 30, 2015 GASB 68: Pensions	Current Unrestricted Net Assets @ 06/30/2015
Education & General Funds								
Unrestricted Operating Fund	\$ 48,364,321	1,243,564	32,093	47,088,663	373,771	148,781	2,350,112	\$ 49,663,765
Education & General Subtotal	\$ 48,364,321	1,243,564	32,093	47,088,663	373,771	148,781	2,350,112	\$ 49,663,765
Total Unrestricted Net Assets before adjustments	\$ 48,364,321	1,243,564	32,093	47,088,663	373,771	148,781	2,350,112	\$ 49,663,765

Item 8

Treasury Update

Section 3

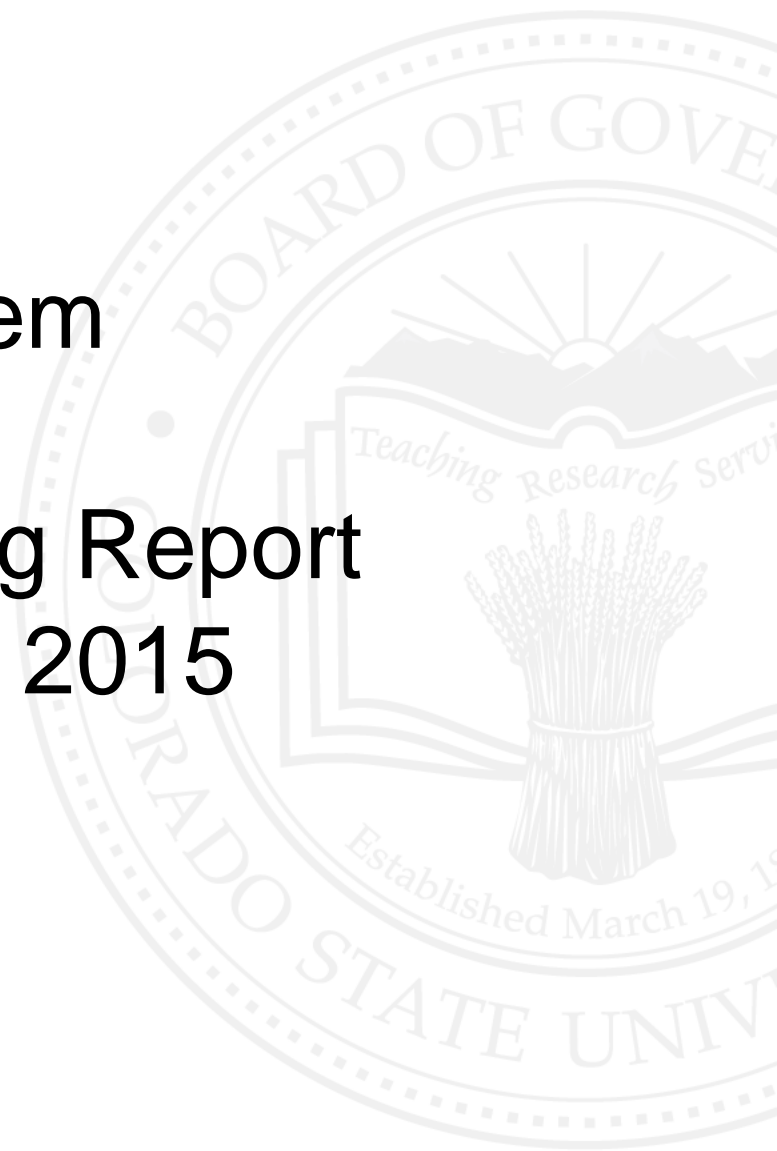
Strategic Mapping Update

CSU System

Strategic Mapping Report

December 11, 2015

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM



Road Map Ahead



- Funding/Cost Shifting
- CSU's strategic plan
- Update on System strategic plan

- Value Proposition and Public Dialogue
- CSU-Global's strategic plan
- Update on System strategic plan

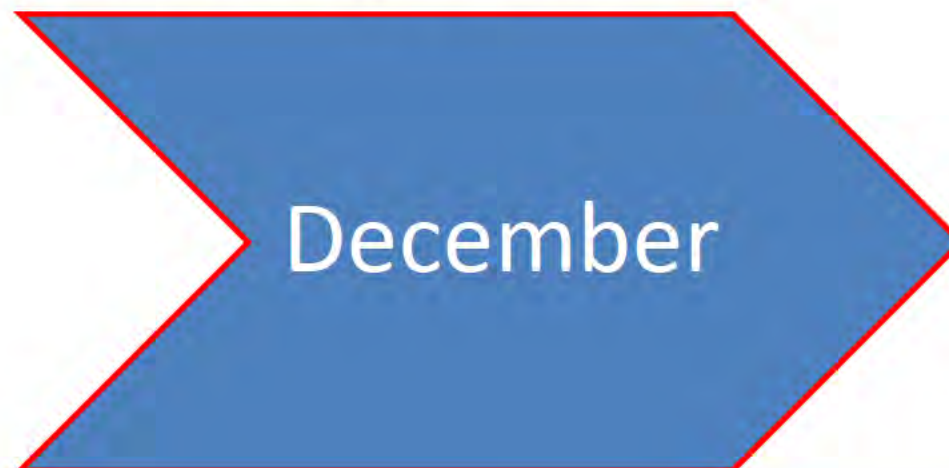
- Market Responsiveness
- CSU Pueblo's strategic plan
- Update on System strategic plan

- Talent Market
- Prepare for June retreat
- Update on System strategic plan

June Retreat

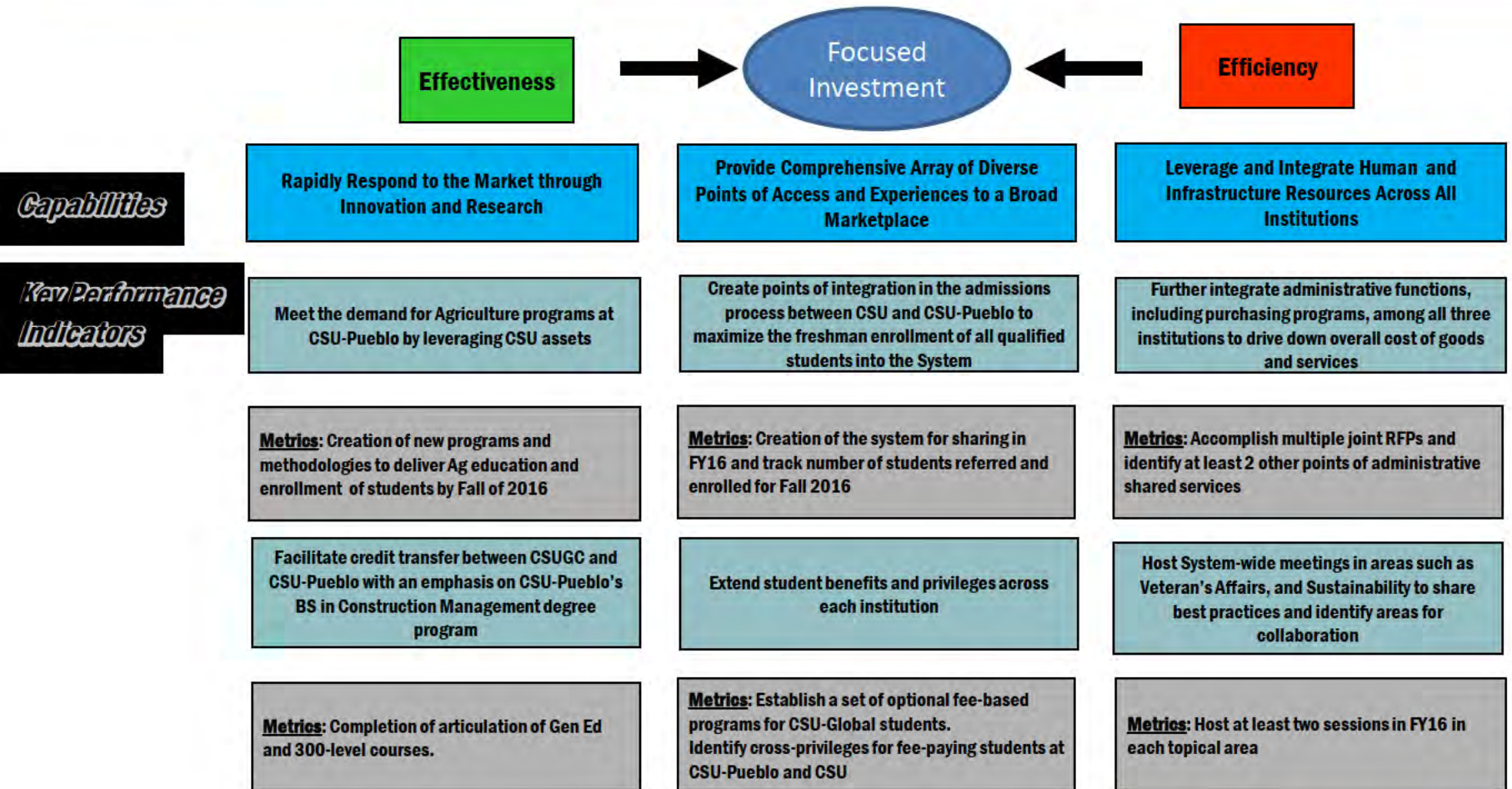
Review and Update the System strategic plan
 Discuss and plan for the 10 year outlook and beyond

Road Map Ahead



- Value Proposition and Public Dialogue
- CSU-Global's strategic plan
- Update on System strategic plan

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.



Continued

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

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

Efficiency

Capabilities

Leverage and Integrate Human and Infrastructure Resources Across All Institutions

Key Performance Indicator

Host System-wide meetings in areas such as Veteran’s Affairs, and Sustainability to share best practices and identify areas for collaboration

Metrics: Host at least two sessions in FY16 in each topical area

System-wide collaboration meetings in the following areas:

- CFO/Financial Services
- IT
- Policy Alignment
- Admissions
- Student veterans support

Efficiency

Capabilities

Leverage and Integrate Human and Infrastructure Resources Across All Institutions

Key Performance Indicator

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: Identify multiple opportunities for each institution to engage with the off-site locations and for cross-collaboration of programs

Faculty Collaborations:

- Todos Santos workshop held by Kim Kita and Kate Huyvaert at CSU-Pueblo for interested Faculty so they could learn how to develop programs at Todos Santos and explore collaboration opportunities.
- Kate Huyvaert also provided a guest lecture on her work in the Galapagos Archipelago: *Evolutionary Ecology of Galapagos Seabirds*.



Colorado State University
GLOBAL CAMPUS

STRATEGIC PLAN 2017-2020

**Board of Governor's Meeting
December 2015**

Wrap-up of 2014-2017 Strategic Plan

Enhancing the Foundation of success to be the leading university for nontraditional learners for high-quality, affordable education to achieve the Vision and Mission of CSU-Global.

- **Strategic Plan comprised 5 Goals to enhance:**
 1. Academic excellence
 2. Innovative delivery
 3. Stakeholder engagement
 4. Student success and advancement
 5. Institutional viability

Format of 2014-2017 Strategic Plan

The 2014-2017 Strategic Plan consisted of:

- **5 Goals**
- **57 Objectives**
- **120 Metric-based items for achievement**

To conclude the Strategic Plan, as of October 2015, in 24 pages CSU-Global detailed 151 Activities to Meet or Exceed the identified 120 metrics. The staff & faculty learned:

- **Not all of the originally-identified metrics were relevant within an 18 month timeframe**
- **Activities that needed to happen to meet our mission were not on the Plan**

2017-2020 Strategic Plan

Transformation Strategic Plan

CSU-Global will address the dynamic market challenges of nontraditional students in Colorado and beyond through its purposeful academic excellence marked by innovation of its stakeholder engagement, heightened integration of evidence-based practices, and a commitment to knowledge-sharing for global good.

VIDEO

Format of 2017-2020 Strategic Plan

- **3 Goals**
- **4 Broad Objectives**
- **15 Examples of evidence in goal attainment**

The Transformation Strategic Plan provides fewer Goals and Objectives while also allowing for flexibility in activities that facilitate goal achievement. The Plan is intended to provide focus without restricting natural movement needed to meet shifting market demands, needs, opportunities.

The Plan also accommodates CSU-Global's more natural movement of experimentation, leading to a pattern of data examination & small changes, before adopting a full-scale change.

Execution of 2017-2020 Plan

- In tandem with the Budgeting process, CSU-Global staff and faculty will identify the activities the university will undertake in the FY to meet Goals & Objectives, resulting in targeted, metric-based outcomes.
 - The Budget and its intended Strategic Plan activities will be shared with the Board at the October/May Board of Governor's meeting.
- Identified activities must address all three Goals each year.
- Additional activities that CSU-Global undertakes to meet its mission while meeting shifting market demands, needs, opportunities, will be added to the Evidence corresponding to one of the Goals.

FY17 Target Activities

Goal 1: Develop Innovative Stakeholder Engagement

Library development for additional services and learning resources, and increased, measurable student Information Literacy.
Communication strategy & additional development to engage students in taking industry-certification exams for initial score accumulation.
Phase 4 Curriculum revisions for 50% of CSU-Global courses.
Increased technology for centralization of information for student access, and for increased tracking of student behavior for increased retention.
Technology-integrated tools for faculty recruiting, onboarding information, training monitoring, mentoring feedback and review tabulation.
Scale the Learning Solutions Dept. for US-wide coverage via 2 new hires.
Create personas of students based on learning and communication styles to increase the effectiveness of interaction with staff & faculty.
Professional development via outside vendors for staff & faculty.

FY17 Target Activities

Goal 2: Utilize Evidence-based Practices

Implement an annual review process of department data needs.

Revise Provisional Enrollment rubrics to align with known retention data for increased retention of admitted students.

Implement Library metrics tracking of interlibrary loans.

Technology-driven process for student feedback aggregation & distribution leading to higher student satisfaction.

Technology tools to track student enrollment & marketing impacts and interactions with Student Advisors and student success metrics for increased retention.

Create predictive analytics program for student success.

Enhance e-communications with students.

Explore and identify gamification and video solutions for course enhancements leading to higher student retention and readiness for Millennial and GenZ students.

Increase the number and role of faculty in curriculum creation & revisions, and the tools & pathways for enhanced academic quality leading to heightened student satisfaction and workplace results.

FY17 Target Activities

Goal 3: Create Knowledge-sharing for Global Good

Investigate and adopt maker space concepts for application in our online library.

Create and execute comprehensive communication strategies across all CSU-Global departments for internal and external activities.

Enhance faculty training in their roles and assessment.

Increase faculty engagement through speaking engagements, publishing, site-based gatherings.

Create and provide cross-departmental trainings for all departments including faculty to build organizational knowledge, and increase collaboration and accountability leading to higher engagement, student retention, and organizational strength and agility.

Test new model of pneumatic tables & collaboration pods vs. cubes for space efficiency and to match how CSU-Global staff actually work.

Questions?

Section 4

Academic and Student Affairs Committee

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA
December 10, 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

- Human Dimensions of Natural Resources – B. S. (*consent*)
- Communication and Media Management – Plan C (*consent*)

Colorado State University-Global Campus

- none

Colorado State University-Pueblo

- none

II. Miscellaneous Items

Colorado State University

- Sabbatical Requests for 2016-2017
- Program Review Summary
- Academic Calendar – Fall 2020 to Summer 2022 (*consent*)

Colorado State University-Pueblo

- Sabbatical Requests for 2016-2017
- Program Review Summary
- Academic Calendar – AY 2016-2017, AY 2017-18 (*consent*)

III. Campus Reports

- Enrollment/Student Success Report
- Open Source Textbooks

Board of Governors of the Colorado State University System
Meeting Date: December 10, 2015
Consent Item

MATTERS FOR ACTION:

New Degree Program: Human Dimensions of Natural Resources, B.S.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Natural Resources, to establish a new B.S. Degree Program in Human Dimensions of Natural Resources. If approved, this degree will be effective Spring Semester 2016.

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:

Currently students in our Parks and Protected Area Management (PPAM) and Environmental Communication (EC) concentrations graduate with a B.S. degree in "Natural Resource Recreation and Tourism" (NRRT). We are combining and converting these concentrations into a new major to:

- (1) Accurately capture, through a more contemporary title, the range of expertise EC/PPAM students now receive;
- (2) Strengthen our ability to prepare students as future conservation and natural resource professionals; and
- (3) Keep stride with the desired future direction of our Human Dimensions of Natural Resources Department which, in recent years, has experienced a name change (formerly Natural Resource Recreation and Tourism, same as the major) reflecting our emphasis on social science applications to support conservation.

The new major would include remnants of the two existing concentrations' curricula as well as several new recently approved courses to complement existing offerings and augment the desired skill set. A survey of natural resource agency/organization partners was conducted in 2012 to inform development of this new major. Informed by this survey, the rationale for combining the two concentrations is that EC and PPAM are two important areas of emphasis that are

necessary components of the new major, which has been broadened in scope to provide for a more comprehensive skill set for conservation professionals. The new major will also build upon content and lessons learned from the Conservation Leadership through Learning graduate program.

Bachelor of Science (BS) in Human Dimensions of Natural Resources
Human Dimensions of Natural Resources
Warner College of Natural Resources

PHASE 1

1. Brief Overview of Proposed Program

Name of Major/Program:	Human Dimensions of Natural Resources
Degree Type:	Bachelor of Science (BS)
Department:	Human Dimensions of Natural Resources (HDNR)
College:	Warner College of Natural Resources (WCNR)
Coursework:	See proposed checksheet in appendix. All courses proposed for this major are already approved.

Expected total number of students enrolled in program (5 years post-implementation): Currently around 110 students in our Parks and Protected Area Management (PPAM) and Environmental Communication (EC) concentrations graduate with a BS degree in “Natural Resource Recreation and Tourism” (NRRT). We are proposing to combine and convert these concentrations into a new major¹ to: (1) more accurately capture the range of expertise that EC/PPAM students receive with a name of a degree that also reflects this scope of skills and knowledge; (2) strengthen our ability to prepare these students as future conservation and natural resource professionals; and (3) keep stride with the desired future direction of our department which in recent years has experienced a name change (formerly Natural Resource Recreation and Tourism, same as the major) reflecting our broadened emphasis on social science applications to support conservation. The new major, which would no longer have individual concentrations, would retain much of the current EC/PPAM curricula as well as include several new recently-approved courses to complement existing offerings and augment the desired skill set. We conducted a survey of natural resource agency/organization partners in 2012 to inform development of this new major. Informed by this survey, our rationale for combining the two concentrations is that EC and PPAM are two important areas of emphasis that we believe are necessary components of the new major which has now been broadened in scope to provide for a more comprehensive skillset for conservation professionals. The new major will also build upon content and lessons learned from our new Conservation Leadership through Learning graduate program. While we are not currently seeking to substantially grow our enrollment in the new major given limited departmental capacity, we expect a modest increase in students per year; therefore by year 5, we expect approximately 130 enrolled in this major.

Summary of Program and Rationale

The human dimensions of natural resources and conservation fields are in need of leaders *who can tackle the increasingly complex and multi-dimensional conservation problems* facing society. In talking with more than 40 principal employers of our students across the public, private, and nonprofit sectors, we identified a strong need to train students who

¹ It is worth noting that, rather than request a change of major, we have proposed this as a new major given that we still have two other concentrations under the umbrella of NRRT (Natural Resource Tourism and Global Tourism).

have a solid foundation in how the social sciences can contribute to conservation planning and decision-making as well as in the areas of conservation leadership and environmental communication. Such practitioners will need to be able to effectively collaborate in cross-disciplinary problem solving contexts, to work in cross-cultural and cross-boundary contexts, and to be comfortable with and skilled at managing in an environment of increasing complexity and uncertainty.

To strengthen our ability to train the next generation of professionals working in these areas, we are proposing to combine and convert the current curriculum concentrations of Environmental Communication (EC) and Parks and Protected Area Management (PPAM) in the Human Dimensions of Natural Resources Department (HDNR) into a new major: Human Dimensions of Natural Resources. Currently EC and PPAM are offered under the major titled "Natural Resource Recreation and Tourism" (NRRT). This label, NRRT, does not accurately capture the range of expertise that students in EC or PPAM gain during their training at CSU. In fact, over the years we have dropped all courses with "recreation" in the course name as requirements for these students as we adapted to the needs and demands within our field. Today, the core curriculum for EC and PPAM does not include a single course in recreation or tourism.²

Further, to keep stride with the recent name change and desired future direction of our department and, more broadly, the changes occurring in the field, we felt that a repackaging of existing coursework into a new major would better serve the needs of future human dimensions professionals. The new major, Human Dimensions of Natural Resources, would include parts of the two existing concentrations and curriculum as well as several new courses recently approved by UCC to complement existing offerings and augment the desired skill set. To support the rationale, a basic description of the EC and PPAM concentrations is provided below, followed by a brief discussion of additional areas of emphasis to be included in the new major.

It is worth noting that, rather than request a change of major, we have proposed Human Dimensions of Natural Resources as a new major given that we still have two other concentrations under the NRRT umbrella: Natural Resource Tourism and Global Tourism.

1.1. Summary of Environmental Communication Concentration

EC is the study of how individuals, organizations, and cultures communicate about and constitute their relationships with the natural world. Robert Cox (2009) identifies seven areas of study in EC: (1) environmental rhetoric and discourse, (2) media and environmental journalism, (3) public participation in environmental decision-making, (4) advocacy campaigns, (5) environmental collaboration and conflict resolution, (6) risk communication, and (7) representations of nature in popular culture and green marketing. This list is not exhaustive, but provides a framework for the curriculum offered in HDNR's

² Eventually, in line with this trend, we plan to pursue a name change for the NRRT major to "Natural Resource Tourism", to support the remaining concentrations (Natural Resource Tourism and Global Tourism) that also no longer emphasize recreation as a core focus.

existing EC concentration. Broadly, the concentration is intended to develop expertise in communicating with and educating the public to enhance enjoyment of natural resources and facilitate informed public participation in the decision-making process.

EC is a rapidly growing and maturing discipline. Since the early 1980s, scholarly interest in EC has led to: (1) books and edited volumes at major university presses, (2) lead articles in national and international academic journals, (3) an interdisciplinary, biennial conference on Communication and the Environment, (4) the establishment of an Environmental Communication Division within the National Communication Association, (5) an international, peer-reviewed journal, *Environmental Communication: A Journal of Nature and Culture*, and (6) many undergraduate textbooks including, *Environmental Communication and the Public Sphere* (by Robert Cox of UNC-Chapel Hill and President of Sierra Club) and *Communicating Nature: How We Create and Understand Environmental Messages* (by Julia Corbett at the University of Utah).

As illustrated by the areas of inquiry identified by Cox (2009), EC is uniquely positioned to link scholars in other areas of conservation-related expertise, including: collaborative conservation, public participation, and community-based conservation. Arguably, scholarly conversation across these areas is crucial for the advancement and coherence of the EC discipline, and cross-disciplinary dialogue is also needed to effectively address the complex conservation issues that society is facing. Continuing to emphasize EC as an important element within the new Human Dimensions of Natural Resources major will help students in managing the intersection of science, society, and policy, which is necessary for the next generation of human dimensions professionals. This continued emphasis on EC is also in line with key components of the desired skill set indicated by a 2012 survey we conducted with employers to inform development of the new major (survey results discussed in more detail below).

1.2. Summary of Parks and Protected Area Management Concentration

The PPAM concentration is arguably the best representation of HDNR's land management tradition and long history in preparing students for work in the public sector. In fact, the PPAM emphasis in HDNR traces back to 1947 when the department established a formal degree in park management. Core elements of this emphasis have included such topics as land use planning and policy, principles of protected area management, and provision of quality services and experiences to visitors.

Historically, the PPAM concentration has largely been oriented toward employment with U.S. government agencies, ranging from federal to local land management levels, including city and county open space and natural area programs. However, as that job market faces an uncertain future due to economic trends and government cutbacks, and as other sophisticated fields of study with relevance for management of protected area systems globally have emerged in recent decades (e.g., livelihoods, ecosystem services), PPAM is at a crossroads. A repackaging of existing PPAM course offerings as well as additions and updates to the curriculum that would occur through the new major would aid in addressing these challenges.

1.3. Additional Areas of Emphasis for the new Human Dimensions of Natural Resources Major

Following a review of existing PPAM and EC curriculum, as well as a survey of more than 40 employers in 2012-13 to determine the desired skill set of HDNR graduates, our faculty began planning for a merger of the two concentrations under the umbrella of the proposed Human Dimensions of Natural Resources major. Drawing upon the current emphasis in EC and PPAM and added content identified from our planning exercises, the new major would have the following primary focal areas: (1) social science applications in conservation; (2) environmental communication and conflict management; (3) protected area management; and (4) conservation leadership. Curriculum would also provide some training in collaborative conservation and environmental governance, conservation planning, and ecosystem services. As a whole, these areas of emphasis would represent a significant transition for the undergraduate program from a focus largely on land management issues to a more sophisticated and complex set of skills related to broader aspects of the field including livelihood considerations and ways to integrate social science into conservation practice.

2. Fit with CSU Role and Mission and University's Most Current Strategic Plan

2.1. Human Dimensions of Natural Resources Major Mission and Objectives

Human Dimensions of Natural Resources Major Mission:

Attract, educate and inspire a new generation of human dimensions professionals, with training in the social aspects of natural resources and an ability to understand and address complex conservation problems.

Human Dimensions of Natural Resources Major curriculum objectives:

1. To recognize the interdependence of human and natural systems and the critical role of the social sciences in conservation.
2. *To understand theories and concepts of:* human values, attitudes and behavior, environmental communication and conflict management, conservation leadership, and protected area management.
3. *To understand research methodologies related to:* quantitative and qualitative analyses of target audiences and stakeholder preferences for conservation, survey research to assess human attitudes and values, behavior change, and environmental communication campaigns.
4. *To be proficient in:* understanding and assessing the "human dimension" of natural issues, designing educational and persuasive environmental communication messages,

stakeholder engagement and conflict management processes, and protected area management strategies.

Upon graduation, students in this program will:

- Understand the tools required to contribute to the human dimensions of natural resources field in a meaningful and holistic way
- Be able to apply social science concepts and techniques to conservation problems
- Have a breadth of understanding of how different social science disciplines can contribute to conservation
- Understand the linkages between conservation and human livelihoods, and between ecosystem services and human well-being
- Practice and use adaptive and effective environmental communication techniques
- Practice and use core principles of protected area management
- Be adept at conservation problem-solving and linking knowledge, understanding, and practice

2.2. Supporting the University Mission and Strategic Plan

The Human Dimensions of Natural Resources major has been designed to capitalize on the strengths of CSU's land-grant heritage. By bringing together the three foundational pillars of CSU's mission, **(1) teaching and learning, (2) research and discovery, and (3) outreach and engagement**, in an integrated academic program, we feel that we will better prepare human dimensions of natural resources professionals for the workforce upon graduation.

Specifically, the proposed major supports the following goals identified in the University's most recent (2006-2015) strategic plan:

- **Teaching and Learning, Goal 1 – Enrollment Management and Goal 8 – Undergraduate Programs.** The EC and PPAM concentrations have grown by more than 100% in the past six and a half years. In light of a major with a name that more accurately reflects our curriculum and contemporary lexicon in our field, and the overall increase in university enrollment, we expect the new major will result in modest enrollment growth of 15-20%.
- **Teaching and Learning, Goal 3 – Curriculum.** The curriculum for the proposed major is focused on offerings designed to readily prepare students for a variety of human dimensions of natural resources and conservation-related careers. Students will be required to take classes in theory, tools, and techniques that have their roots in psychology and other social science disciplines, environmental communication, and

protected area management, and apply that knowledge to complex conservation situations.

- **Teaching and Learning, Goal 14 – Learning Communities.** As student interest in environmental issues continues to expand, the proposed major provides an obvious choice for students who participate in CSU’s environmentally-based living-learning communities. As one illustration, in Spring 2007, more than half of the living-learning on sustainability participants chose EC as their concentration, in the NRRT major.
- **Research, Goal 18 – Increase External Funding.** Programs emphasizing the human dimensions of natural resources or “conservation social science” continue to develop and expand within natural resource colleges across the country. The establishment of a new major representative of this increasingly-recognized focus will serve as an indicator to potential outside funders of CSU’s strength and commitment to this area of study designed to prepare the next generation of professionals in the field.
- **Service and Outreach, Goal 26 – Natural Resource Stewardship.** With its emphasis on learning how to communicate with and involve the public in natural resource-related decisions and issues, the proposed major naturally appeals to class-based outreach such as service-learning and fieldwork. Students in existing courses offered via the EC and PPAM concentrations lead environmental education programs for students in public schools, develop communication and management plans for natural resource agencies, assess conservation non-profit organizations, and participate in other related activities that link to public perceptions of stewardship. These activities would continue through the Human Dimensions of Natural Resources major.

2.3. Supporting the Department’s Long-Term Goals and Direction

HDNR has as a long-term goal and strategic direction to become a department that can contribute effectively to conservation through emphasis on the social sciences. There have been several events in the last five years that have supported the implementation of this long-term goal, including:

- Hiring faculty from diverse social science areas previously underrepresented in the department (e.g., Ecological Economics, Political Science).
- Shifting from a foundational emphasis in teaching and research on applications from outdoor recreation, social psychology, and land management to a focus on more integrated and varied social science approaches to support conservation and sustainable livelihood activities.
- Establishing the new Conservation Leadership Through Learning Master’s specialization, which mirrors much of the content to be emphasized at the undergraduate level with the proposed major.

- Organizing department activities into an integrated whole under the “human dimensions of natural resources” umbrella as a purposeful focus of teaching, research, and outreach.

By restructuring our undergraduate degree program through inclusion of the new Human Dimensions of Natural Resources major, we will build from these recent trends in the department and further strengthen our position as a leader in social science applications to conservation. Further, this transition is in line with the overall name change of the department, previously Natural Resource Recreation and Tourism (same as the NRRT major), which went into effect in 2007 to reflect our broader human dimensions focus.

2.4. Meeting the Needs of Colorado

A healthy natural resource base is directly related to healthy communities and healthy economies. As the state’s premier natural resource and land management university, CSU is uniquely situated to further influence the health and sustainability of Colorado’s abundant public lands and natural resources, which will require a public that is knowledgeable and appreciative of the need for sustainability. With anticipated population growth of 23% in the next 10 years, use and demand of the state’s resources will be under unprecedented pressure. CSU, via the proposed Human Dimensions of Natural Resources major, can have a valuable role in assisting conservation organizations, governments, and the public throughout the state in dealing with the social aspects of natural resource issues in the wake of this record-setting population increase.

A few specific ways in which a major in Human Dimensions of Natural Resources could support Colorado and its citizens include:

- The curriculum will include preparing students for internships that will directly benefit organizations in the state working on the social challenges of environmental issues.
- Through case studies, service-learning, and student research opportunities, the proposed major will strengthen and expand CSU’s network of connections to partners statewide. This will result in long-term benefits for the different parties involved as well as on-the-ground outcomes in the form of improved public outreach and conservation practice. For example, current partners in EC and PPAM student projects include: Arapahoe-Roosevelt National Forest, City of Fort Collins Natural Resource Department, City of Fort Collins Utilities, Colorado State Forest Service, Larimer County Department of Natural Resources, Legacy Land Trust, Resolution Planning Inc., Rocky Mountain Bird Observatory, Rocky Mountain National Park, and The Nature Conservancy.
- By focusing on particular places in the state (e.g., the Laramie Foothills north of Fort Collins), students will contribute to long-term research and data implementation in regional human dimensions and collaborative conservation projects. This will enhance the region’s and state’s capacity to respond conservation challenges rooted in social factors and accumulate knowledge about conservation success (and failure) that will

continue to position these areas in the state, national, and international spotlight as examples of innovative conservation practice.

3. Evidence of Need for the Program

3.1. Background and Formative Work to Inform the New Major

As indicated above in Section 1, students in the existing concentrations of EC and PPAM graduate with a BS degree in Natural Resource Recreation and Tourism, a label that no longer adequately describes the full range of training these students receive and that arguably can mislead potential employers regarding their knowledge and skillset. By combining and adding to the two concentrations via the new Human Dimensions of Natural Resources major, we would: (1) more accurately capture, through a more contemporary title, the range of expertise of EC/PPAM graduates; (2) strengthen our ability to prepare these students as future human dimensions of natural resources and conservation professionals; and (3) keep stride with the desired future direction of the HDNR department which is centered around the broad goal of supporting conservation through social science applications.

Two important efforts recently undertaken by our department have played a key role in further identifying the need for the new major and informing its development: (1) a 2012-13 survey of employers that was briefly referred to earlier in this proposal; and (2) the launching of HDNR's new Conservation Leadership Through Learning Master's specialization. Each of these efforts is described in more detail below.

3.1.1. A Recent Survey of Employers to Inform Development of the New Major

During the planning stages of the new major, we conducted a survey of more than 40 employers in 2012 and 2013. Respondents primarily consisted of representatives from natural resource / public land management agencies (local, state, and federal) as well as non-governmental and non-profit organizations involved in conservation-related activities.

Questions on the survey intended to inform the curriculum of the new major included:

1. Do you expect job growth within your organization in the next 5 years?
2. Do you expect job growth within your general field in the next 5 years?
 - a. If "yes" to either of the above, what types of skills and knowledge do you think will be needed to fill those jobs?
3. As of today, what are the most important skills/content areas for a college-educated entry level employee to have to be competitive for a job in your organization?
4. Thinking about your entry level college-educated employees within your organization in the past few years, what skills/content areas do you feel have been their strengths?

5. In what areas did they show room for improvement?

Results of the survey revealed the following “desired skillsets” which were then considered in relation to existing EC/PPAM courses and potential courses that could be added to strengthen current offerings and ensure these skillsets could be met:

- Communication and interpersonal skills
- Leadership abilities
- A broad-based (i.e., “generalist”) understanding of different scientific or management disciplines, including the social sciences, and how they contribute to conservation planning and decision-making
- Recognition of and an ability to assess diverse stakeholder perspectives
- Training in collaborative processes, including public engagement techniques and an ability to work in interdisciplinary teams consisting of multiple stakeholders
- Systems thinking and an ability to work across scales and land management boundaries
- Problem-solving skills and an adaptive ability to cope with change and complexity

3.1.2 Building on the Conservation Leadership Through Learning Master’s Specialization

As part of our planning for the new major, we were able to build upon the process for establishment and recent successes of HDNR’s new Master’s specialization in Conservation Leadership Through Learning (CLTL). During the three-year period spent developing this specialization, we surveyed many recently-employed graduates of WCNR, faculty and students in natural resource colleges at other universities, and potential future employers. The results of our inquiries can best be summarized in this way:

Universities do a great job of creating specialists – scientists with a deep knowledge in a very specific area of expertise – but generally they do not do a good job preparing generalist practitioners for the reality that awaits them in the field. These generalists need to be aware of cross-cutting issues and be able to see the “big picture.” This understanding coupled with a solid knowledge of the tools and disciplinary strengths will enable them to oversee projects and make better decisions about how to tackle complex environmental problems.

Specifically, respondents brought up the following issues:

1. Traditional natural resource education is too narrowly focused;
2. Existing programs emphasize general concepts with limited exposure to real-world problems; and

3. Students in natural resource programs generally do not receive training in conservation leadership and management.

Each of these conclusions is addressed in more detail below.

Traditional natural resource education is too narrowly focused. Current modes of educating natural resource and conservation professionals largely focus on training specialists – people who have strong technical knowledge in a particular topic area. While deep knowledge is essential to solving environmental problems, depth too often comes at the expense of a holistic understanding of the social-ecological context in which professionals work (Keller, 2002; Touval & Dietz, 1994; UNESCO, 1998). Context is fundamental to diagnosing real-world problems, and therefore to implementing effective solutions. The prioritizing of specialists results in a lack of effective models for educating “generalist” practitioners – people who understand environmental problems across disciplines and who are skilled at managing teams of specialists to create practical solutions. Notably, the International Commission on Education for Sustainable Development Practice (ICESDP, 2008) stated that “the lack of a cadre of generalist professionals trained across fields” represents a “major obstacle to achieving the Millennium Development Goals” for poverty, the environment, and other targets set by the United Nations. To address this shortcoming in our current educational system, there is a critical need to develop new models for generalist education that prepare students to be systems thinkers who link ideas across disciplines.

Existing programs emphasize general concepts, with limited exposure to real-world problems. A primary goal of natural resource education is to teach students about the theoretical principles of their discipline. These principles are designed to be general across study systems and environmental problems. While this knowledge is essential for student learning, concepts are too often presented in an abstract manner that is divorced from real-world context. As a result, students master principles that describe real-world problems but lack the skills needed to apply these principles in the field. While many programs include field trips or other activities that get students out of the classroom, these components are often isolated learning opportunities that give students a small taste of the complexity of real-world problems without requiring them to wrestle with this complexity throughout their educational experience. As a result, students are not fully prepared to succeed in their professional careers outside the classroom walls. To address this shortcoming, we need to develop programs that fully integrate real-world problems across classroom and field activities.

Students in natural resource programs generally do not receive training in leadership and management. Curricula in the natural resource and conservation fields emphasize delivery of technical knowledge for environmental problem solving, but the equally important aspects of leadership and management, to take ideas and put them into action, receive little attention, if any at all. As a result, students do not receive the mix of hard and soft skills needed to be effective real-world problem solvers. Notably, leadership skills become increasingly important as individuals rise up the professional ladder, moving from entry-level technical positions to higher-level management roles. Equally as important,

students do not get experience in working with partners across the public, private, nonprofit, and other relevant sectors – all of which are integral to environmental problem solving. The current mode of technical training is becoming outdated, as collaborative conservation has become a necessary approach for tackling complex problems. To address this shortcoming, we need to prioritize leadership skills in natural resource education and create meaningful opportunities for students to interact with field practitioners and community stakeholders as part of collaborative teams.

Over the past five years there have been several efforts to create new programs at varying levels that have a strong focus on conservation leadership – however, none in the form of a Bachelor’s degree. As an illustration, recent developments in this area include:

- In February 2010, the U.S. Fish and Wildlife Service Division of International Conservation convened a meeting in Latin America with invited universities from Mexico, Central America, and South America to discuss creating a network of Latin American universities offering programs in conservation leadership.
- In May 2010, University of California-Davis held a workshop entitled, “Exploring New Opportunities for Educating Conservation Professionals”, which brought together individuals from around the world to discuss how to more effectively educate future professionals. This meeting was held because conservation organizations have suggested that universities need to adapt their programs to meet the conservation challenges of today (CSU faculty were unable to attend, but one of our CLTL Master’s specialization partners spoke on our behalf during this meeting).
- In July 2010, a workshop track during the annual Society for Conservation Biology meeting focused specifically on conservation leadership and the increasing importance of catalyzing change in the conservation workforce through conservation leadership programs (CSU’s CLTL Master’s specialization and Yale’s Environmental Leadership program were the only two universities present on the panel).
- In October 2010, with European funding, Cambridge University began launching a Master of Arts in Conservation Leadership that looks to equip conservation leaders with the strategic skills they need to take effective action today.

Starting over five years ago now, WCNR has been on the leading edge of a movement within the conservation community to increase the leadership skills of future conservation professionals. HDNR moved quickly to help fill that niche at the graduate level with CLTL, and we would now like to expand our efforts in this area by offering similar skill development opportunities for undergraduates through the new Human Dimensions of Natural Resources major.

In summary of the overall need for the proposed undergraduate major, to better prepare students to solve today’s complex environmental problems, we must develop new models for generalist education that deliver a holistic understanding of real-world problems and the leadership skills to implement effective solutions.

To be effective, generalist training must provide students with more than limited exposure to concepts across disciplines. In response to this need, our new major (mirroring key aspects of the CLTL Master's specialization) focuses on integrating content across disciplines, particularly among the social sciences, by emphasizing the *relationships* of ideas between disciplines. Furthermore, we will develop critical thinking skills to see how the parts of a system fit together within the whole to driving meaningful change. Generalist conservation leaders will complement specialists by addressing key gaps in translating ideas into action. In particular, these individuals will be highly effective in: (1) asking the right questions to frame problems correctly, (2) bringing professionals, community members, and other stakeholders together in productive relationships, and (3) navigating real-world social and political systems to catalyze on-the-ground action and policy change. Such a cutting-edge program that can prepare students to work across disciplines and in complex social-ecological systems is expected to make our graduates more marketable for a diversity of human dimensions of natural resources and conservation-related careers in this highly competitive job market.

3.2. Employment Opportunities for Graduates

Due to the trends in the field, we anticipate ample employment opportunities for graduates in the new Human Dimensions of Natural Resources major. In fact, through the deliberate combination of field experiences, real-world and problem-based learning, and a learning community approach to education that closely involves students, faculty, and field practitioners, graduates of this program will be better prepared than graduates in traditional natural resource programs. We need leaders and practitioners who think differently, embrace complexity, see the human and environmental condition as one intricate system, and can address the social aspects of conservation issues. The new major will prepare students to be a part of the next generation of professionals who will tackle these dynamic challenges.

In addition to continuing to prepare students for various positions with local, state, and federal land management / natural resource agencies in the U.S., we anticipate greater opportunities both domestically and abroad with non-governmental and non-profit conservation and development organizations as well as private foundations. Examples of the types of positions our students could acquire with these agencies and organizations include: human dimensions specialists, environmental communication and conservation education specialists, public outreach and involvement coordinators, and protected area managers.

3.3 Projected Numbers and Characteristics of Students

Discussions about a new undergraduate major that would consist of a merger of EC and PPAM concentrations began in August 2010, the same semester HDNR launched the CLTL Master's specialization. Prior to the first offering, the CLTL specialization received 250 inquiries from 25 countries that resulted in 87 completed applications. We are now in the fourth offering of CLTL, each of which has consisted of at least 19 students. At the same time, the numbers in our EC/PPAM undergraduate concentrations have grown and then

remained steady, with currently around 110 students enrolled. In discussions starting in 2010 with junior and senior-level students in those concentrations, we discovered that they were equally excited about the new Master's opportunity and wanted to know more. As we described the curriculum, one student exclaimed: "That is what we're learning now! But I'll graduate with 'Rec and Tourism' on my diploma!" Continued discussions with our current undergraduate students over the past year as well as inquiries we've received from potential students who have begun to hear about our plans to restructure current offerings suggest a very high level of interest in the new major.

Based on the existing curriculum, the high caliber of EC/PPAM students, and the potential to provide our graduates in these concentrations with a stronger skillset for employment and a more meaningful degree name on their diploma, we believe that a new major in Human Dimensions of Natural Resources will serve them well now and in the future. As has been the case with CLTL and EC/PPAM concentrations, we expect to continue to attract a talented and high-achieving group of students with varied backgrounds and career interests. We anticipate, by year 5, to have approximately 130 students enrolled in this major (including roughly 110 students that we would typically attract in the two existing EC/PPAM concentrations).

4. Duplication/Similar Programs

To the very best of our knowledge, there are no programs in the state of Colorado that duplicate or are similar to what we are proposing for the new major in Human Dimensions of Natural Resources. However, there are a few other programs that resemble the interdisciplinary philosophy and systems perspective of the new major. The following section briefly describes each of these programs.

Environmental Studies Program, University of Colorado-Boulder

This Bachelor of Arts program at University of Colorado-Boulder is, in many respects, a common model among universities in the United States that offer an environmental studies degree. It has an interdisciplinary focus of natural and social sciences, often set within a context of environmental issues at various scales (local, regional, global). Its stated goal is to "train students in the cause, scale, and remediation strategies of the major environmental problems in the United States and the world. Students will acquire an awareness of the complexity of factors relating to human interaction with the environment."

In a review of the curriculum, this program has some initial similarities as our proposed major such as emphases on both the natural and social sciences, and a value on interdisciplinary approaches to understand the complexity of environmental issues. However, it requires only one social science course. Our proposed major places greater emphasis on the social aspects of natural resource management and is also more focused on environmental communication, conservation leadership, and protected areas; our students would be required to complete courses in those subjects including more than 18 credits in the social sciences.

Environment and Sustainability, Western State Colorado University

This Bachelor of Arts program at Western State Colorado University also has initial similarities in that it requires coursework in the natural and social sciences. After an initial core, though, students in their program must choose one of two options as upperclassmen: the water emphasis or an “individualized contract emphasis” which is developed on a case-by-case basis. This is where our two programs diverge.

Our program is not focused on water issues, and the individual contract emphasis is treated on a case-by-case basis by advisors. In a review of their course offerings, we found no coursework in conservation leadership, environmental communication strategies, or protected areas.

Environmental Science Program, University of Denver

This program at University of Denver is promoted as “a rigorous program of study in the physical and natural sciences.” It offers both a Bachelor of Arts and a Bachelor of Science in Environmental Science. The Bachelor of Arts includes four courses with a social science emphasis (as indicated by their course name), and the Bachelor of Science has minimal requirements. In a review of all courses available to students in this major, none had leadership, communication, or protected areas in their name.

Ties to Programs at Colorado State University

The new Human Dimensions of Natural Resources major would complement existing majors and concentrations within WCNR that, *as a whole*, offer training for natural resource and conservation professionals. One of the distinguishing features, however, that sets the new major apart from other degree programs within the College, including Natural Resource Management (NRM) and Ecosystem Science and Sustainability (ESS) for example, is that it places a heavy emphasis on the “human dimensions” of conservation. More specifically, illustrations of important focal areas for the Human Dimensions of Natural Resources major that attend to these social aspects include: the application of social science concepts and methodologies to conservation, environmental communication and conflict management, collaborative conservation and environmental governance, conservation leadership, and livelihood considerations in conservation. We also feel that the new major would complement but be distinct from existing degrees in the social science departments at CSU, including Sociology, Anthropology, and Political Science, that have environmental tracks, but not an entire degree program. In addition, our new major requires a balance of natural and social sciences, making it distinct from these other degree offerings which tend to have more emphasis on the social aspects.

5. Initial Budget

As described previously, this proposal is a repackaging of two existing concentrations into a more appropriately-named major that reflects contemporary topics and content in the field. There are no new resources requested in this proposal. We can deliver the proposed curriculum with our existing faculty, GTA, and equipment/supply resources.

Faculty: instruction and advising for the current concentrations in Environmental Communication and Parks/Protected Area Management are supported by seven faculty lines. Each of these faculty would teach two or three courses for the proposed new curriculum (in addition to courses unaffiliated with the proposed new major).

GTAs: using our existing major as a baseline, and our department policy to assign GTAs based on course enrollment in ALL courses in the department, we anticipate a total of 3.5 GTAs to be assigned to courses in the new major. These GTA positions would be drawn from our existing resources that support 6-7 GTAs annually for all courses in HDNR.

Equipment/Facility: the current demand for resources to support equipment and facilities in the Environmental Communication and Parks/Protected Area Management concentrations is low, amounting to typical administrative supplies (e.g., copies, instructional materials) for courses. Field-based expenses are addressed through fees that are attached to specific courses (e.g., NRRT 431, NR 440).

There are no additional program charges or tuition sharing plans associated with this request.

6. Library References

Please see the attached letter from the Dean of Libraries indicating that existing volumes and subscriptions are estimated to be sufficient to support the new proposed major.

Bachelor of Science (BS) in Human Dimensions of Natural Resources
Human Dimensions of Natural Resources
Warner College of Natural Resources

PHASE 2

7. Student Body

As outlined in Phase 1, our proposal is to repackage our existing two concentrations in Parks and Protected Area Management (PPAM) and Environmental Communication (EC) into a new major with one name – *Human Dimensions of Natural Resources* – that is more appropriate and relevant to the content and coursework in those concentrations. The current degree name, Bachelor of Science in Natural Resource Recreation and Tourism (NRRT), no longer reflects the scope and focus of those concentrations.¹

The history of the PPAM and EC concentrations provides a viable picture of what we can expect in terms of enrollment and growth. Currently, we have 110 students in the two concentrations. We expect enrollment in the new major to grow at roughly the equivalent rate of overall growth in undergraduate enrollment at the university. By year 5, we expect approximately 130 enrolled in this major.

Year 1	Year 2	Year 3	Year 4	Year 5
110	115	120	125	130

We do not expect the new major to have a substantial impact in terms of drawing students away from other majors at CSU, any more than our existing concentrations in PPAM and EC do so already. It will continue to attract students who are drawn to these concentrations by their own estimation from within the university, often do the “people” aspect that some students find appealing for their future in natural resources.

We do expect that this major will have appeal to new students (not currently at CSU) for a number of reasons. Based on our review of other programs around the state, and more broadly across the Rocky Mountain West, the proposed major is unique and innovative. It requires more science than traditional majors in “environmental studies” that are common at many universities, and it emphasizes numerous valuable skills in collaboration, conflict management, and leadership. In addition, we plan to have an innovative approach in the delivery of some courses – e.g., offering two courses back-to-back in a given semester, enabling instructors to combine their courses into one co-taught seminar-style presentation in which an issue is examined from multiple perspectives.

¹ It is worth noting that, rather than request a change of major, we have proposed this as a new major given that we still have two other concentrations under the umbrella of NRRT (Natural Resource Tourism and Global Tourism).

Anticipated Student Profile

Using the two existing concentrations as an indicator, we anticipate the student characteristics to resemble the current demographics:

Non-residents: 31.7%

Mean index score: 108.3

Male: 35%; Female 65%

Race other than Caucasian: 12.6%

Regarding the final statistic above regarding race, our major generally reflects the diversity within our College (WCNR), which is low. Increased diversity is an important priority of our College administration, and we are partners in the outreach and programmatic efforts to create a College culture that is welcoming and appealing to people from a broader suite of backgrounds than we see today.

New Student Transition to the New Major

New students to the major would be served by our existing protocols and process, which entails in-person meetings with an academic support advisor. During this process, the student is provided an orientation to the Department, and the advisor examines the student's prior university coursework (at CSU or other institutions) to make case-by-case determinations of the student's requirements going forward. In addition, our staff host 6-10 information sessions each semester for students interested in HDNR to provide an overview of the majors and review requirements and enrollment/advising procedures.

Recruitment Plan

Since this is a repackaging of two existing concentrations, we will first rely on current strategies used to promote these two concentrations, which include a presence on the HDNR and WCNR websites, information sessions hosted throughout the year, close relationships with offices and programs such as CASA, Preview and Key Communities that work with open-option students, and other public relations through various university media. In addition, we will continue to work closely with academic advisors at the College level who are often the first point of contact for students interested in natural resources, to be sure they are well-versed and informed about our new major, its areas of emphasis, and the types of jobs anticipated. We are also in the midst of developing a recruitment plan that includes outreach to high schools and community colleges along the Front Range to build greater awareness about HDNR program offerings, with an emphasis on the new major specifically. This outreach would consist of presentations to relevant high school courses (e.g., environmental science classes) and clubs, and courses in feeder programs at community colleges such as Front Range Community College's Applied Science Associate's Degree in Forestry, Wildlife and Natural Resources.

8. Program Learning Goals

The specific Student Learning Outcomes for the new major, which will also be referenced in future program review processes, are as follows:

Students will:

- Understand the tools required to contribute to the human dimensions of natural resources field in a meaningful and holistic way
- Apply social science concepts and techniques to conservation problems
- Attain a breadth of understanding of how different social science disciplines can contribute to conservation
- Describe the linkages between conservation and human livelihoods, and between ecosystem services and human well-being
- Practice and use adaptive and effective environmental communication techniques
- Practice and use core principles of protected area management
- Become adept at conservation problem-solving and linking knowledge, understanding, and practice

9. Course of Study

See *Appendix A* for a checklist that lists all course requirements. Courses that comprise the core are further outlined below. No new courses are proposed, as part of the curriculum. All courses have already been approved by the University Curriculum Committee.

Instructional formats will vary to ensure an ability to cater to all learning styles. Offerings will include traditional lecture format, small group work, facilitated classroom activities, and out-of-classroom experiences and field trips. Delivery of our existing concentrations reflects this diversity in instruction, and we expect that to continue. Also, consistent with current requirements of our existing NRRT major and concentrations, a 400-hour internship will be required. This long-standing requirement in our Department has proven to be an effective tool for professional development of our students, while also fulfilling a capacity need for many employers, particularly during their busier seasons of the year.

Courses that comprise the core of the new major include:

NRRT 262: Principles of Environmental Communication, 3 cr., no prerequisites. Catalog description: Principles of environmental communication, education, and interpretation for managing natural and cultural resources.

NRRT 231: Principles-Parks/Protected Area Management, 3 cr., no prerequisites. Catalog description: Tools and strategies used by managers in parks and protected areas.

NRRT 301: Conservation Leadership, 3 cr., prerequisites: NRRT 262; NRRT 231. Catalog description: Approaches to conservation leadership.

NRRT 330: Social Aspects of Natural Resource Management, 3 cr., no prerequisites. Catalog description: Conceptual frameworks of human dimension research and its application to resource management decisions.

NRRT 340: Principles in Conservation Planning and Mgmt, 3 cr., prerequisites: NRRT 231. Catalog description: Social, economic, legal, and ecological concepts that shape planning and management frameworks within conservation. Required field trips.

NRRT 362: Environmental Conflict Management, 3 cr., prerequisites: NRRT 262. Catalog description: Theoretical, critical and practical approaches to negotiation, mediation and conflict management strategies related to natural resources.

NRRT 376: Human Dimensions Research and Analysis, 3 cr., prerequisites: STAT 201. Catalog description: Must register for lecture and laboratory. Application of human dimensions (recreation) research and analysis techniques to natural resource issues.

NRRT 400: Environmental Governance, 3 cr., prerequisites: NRRT 231. Catalog description: Theory and practice of prevalent environmental governance approaches in diverse social and environmental contexts.

NRRT 401: Collaborative Conservation, 3 cr., prerequisites: NRRT 262 or NRRT 231. Catalog description: Guiding principles and practices for effectively engaging stakeholders in conservation issues and management. Required field trips.

NRRT 431: Protected Areas, Working Lands, Livelihoods, 3 cr., prerequisites: NRRT 231; LAND 220/LIFE 220. Catalog description: Management practices of protected areas and working lands that work at the interface of ecological, human, and economic dimensions. Required field trips.

NRRT 440: Applications in Environmental Communication, 3 cr., prerequisites: NRRT 262. Catalog description: Application of tools and techniques for communicating to audiences about issues related to conservation, environment and sustainability.

NRRT 463: Non-Profit Administration in Conservation, 3 cr., prerequisites: NRRT 231; NRRT 262. Catalog description: Role of NGOs in protected-area management and conservation education; models for development, including grant writing, in conservation.

NRRT 487: Internship, 5 cr., prerequisites: NR 387. Catalog description: none.

NR 220: Natural Resource Ecology and Measurements, 5 cr., prerequisites: BZ 110 and BZ 111 or BZ 120 or LIFE 103; MATH 118 or one course from MATH 141 to 161, or one course from MATH 229 or higher. Catalog description: Ecology of Rocky Mountains ecosystems. Basic measurements and integrated management of natural resources. Required residence at Pingree Park Campus. Must register for lecture and laboratory.

NR 300: Biological Diversity, 3 cr., prerequisites: NR 120A or NR 120B or one course in biology. Catalog description: Must register for lecture and recitation. Biological diversity examined in context of species; extinction. Principles, techniques of conservation biology utilized to understand and resolve issues.

NR 310: Ecosystem Services and Human Well-Being, 3 cr., prerequisites: AREC 202 or ECON 202 or ESS 211 or LAND 220/LIFE 220. Catalog description: Life-supporting and life-fulfilling benefits that nature provides to humans; theory, case studies, and policy.

NR 320: Natural Resources History and Policy, 3 cr., no prerequisites. Catalog description: History, values and institutions, and policy process guiding natural resources management and conservation.

NR 387: Internship I, 1 cr., no prerequisites. Catalog description: Preparation for field experience in natural resources management.

NR 440: Applications in Conservation Planning, 3 cr., prerequisites: NRRT 340. Catalog description: Conservation planning method applications that integrate natural resources by conservation organizations and government agencies. Required field trips.

10. Curriculum – Courses and Total Structure

See attached *Appendices* for the curriculum checksheet (*Appendix A*) and required, signed new major request forms for UCC (*Appendix B*).

11. Continuing Assurance of Student Success and Learning

Student Learning Outcomes for the new major are outlined in Section 8 of this document. Our plans for measuring student learning will follow common evaluation strategies in the classroom by instructors: exams, student presentations, written projects, etc. In addition, our Department is currently developing a *teaching excellence initiative* designed to identify a suite of innovative methodologies for assessing teaching excellence, which will have implications for enhanced student learning. These methodologies and lessons learned from the initiative will be applied to instructional offerings in the new major.

To further assess student learning, we will continue to utilize our existing method of evaluation that was developed initially for the PRISM model and adapted as a result of findings from the more recent overall program review completed in 2013-2014. This method consists of evaluations by faculty/staff of student capstone presentations and final projects, and includes a rubric which emphasizes demonstration of content knowledge as well as critical thinking, presentation, and writing skills.

The process to integrate evaluation findings into teaching, advising, and co-curricular activities will generally resemble what we do currently. During annual evaluations with individual instructors, an annual faculty/staff retreat, and as-needed faculty meetings, we will review our evaluation results to determine whether changes or adaptations to our curriculum and/or

instructional approach are needed. In these instances, we will review student performance and course evaluation surveys and facilitate individual faculty reflection about lessons learned and best practices to influence ongoing design and delivery of courses in the new major.

Our placement outcome goal is for 70% of students graduating in the new major to be employed in a field relevant to their major and/or personal interests within six months of graduation. Current surveys of students conducted by the College at the time of graduation (Fall 2014 results) indicate that 67% of graduates from our Department have jobs or graduate school opportunities lined up at the time of graduation, and we expect the percentage to be closer to at least 70% within six months of that time.

12. “Snapshot” of Faculty Resources

Nearly all courses in the new major will be assigned to tenured or tenure-track faculty. Faculty may opt to buy-out of a course with research funds, which will create opportunities for adjunct and/or affiliate faculty to teach. Below is a list of faculty who will contribute to the new major. For more detail on individuals’ qualifications and expertise, see *Appendix C* (faculty CVs).

Last, First	Tenure-track/Tenured	Highest Degree	Area of Specialization
Bruyere, Brett	Tenured	PhD	Environmental communication, conservation leadership
Gavin, Michael	Tenured	PhD	Conservation planning, conservation management
Gruby, Rebecca	Tenure-track	PhD	Environmental governance
Jones, Kelly	Tenure-track	PhD	Ecosystem services, environmental economics
Knight, Richard	Tenured	PhD	Conservation biology, collaborative conservation
Solomon, Jennifer	Tenure-track	PhD	Conservation planning, conservation and development
Teel, Tara	Tenured	PhD	Conservation social science, human dimensions of wildlife

13. Impact of Program Request on Other Programs

Our current (as of November 2014) Department enrollment by degree level includes:

NRRT Bachelor of Science: 322
 Masters: 55
 PhD: 14

Our department currently relies on Academic Support Coordinators to help with advising, and this model would continue with the new major. Given that the new major is a repackaging of two existing concentrations, we expect the additional demand on advising and Support Coordinators

to be minimal. Further, we will not need to cap other programs or make similar adjustments to accommodate the new major.

Following approval of the new major, no new students will be admitted to the EC/PPAM concentrations. For our current students, there will be a transitional phase in which those enrolled in the existing EC/PPAM concentrations will be given the option to either: (1) complete their degree within approximately a two-year “phase out” period; or (2) switch to the new major. For the former, we will continue to offer AUCC category 4A, 4B, and 4C courses, which are also part of the new major curriculum, but will require recently-approved courses (in anticipation of the new major) to substitute for other courses on the “old” checksheet. For many students, we have made these substitutions already, and have encountered few hardships or problems, as several courses on the old checksheet are no longer offered or seen as relevant to contemporary issues in human dimensions. For example, NRRT 401 (Collaborative Conservation) and NR 301 (Ecosystem Services and Human Well-Being) have been offered for multiple years, in place of other courses that addressed Interpretation, Recreation Programming, and similar content. For students who choose to switch to the new major, there is sufficient overlap between the “old” and “new” requirements which, when combined with our flexibility in advising, will enable students to make the switch without any additional coursework or delays in obtaining their degree.

Reallocation of Resources

Since the new major consists of a repackaging of two existing concentrations, we do not anticipate any reallocation of resources or caps on other programs in the Department. Currently, enrollment in most of the courses in the two concentrations come close to reaching their maximum enrollment. Therefore, should the new major experience growth that exceeds our current estimates for enrollment, we may need to consider expanding enrollment or restricting how many non-majors are able to enroll.

Collateral Expenses

Given the new major represents a repackaging of our existing offerings, we do not expect the collateral expenses to change.

Affected departments signed off on our new major request, indicating their support for the program overall.

14. Impact of Program Request on Staffing

There are no new faculty lines, support staff, or GTAs associated with this request. Consequently, no commitment of additional resources is needed. We currently support 7-8 GTAs annually on R/I funds so support all coursework in our department, with each responsible for serving as a teaching assistant for 2-4 classes per year (depending on class size), maintaining office hours, and providing support for students both in and out of the classroom. We will continue to assign GTAs to support courses that are in the new major, just as we have GTAs assigned to those courses now. We do not anticipate the need for any additional allocations to support the new major.

15. Library Reference Sources

Current library resources are sufficient for meeting the needs of the EC/PPAM concentrations. Therefore, we expect those same resources to be sufficient for the new major which combines the two concentrations. See *Appendix D* for an attached letter from the Libraries to support our request.

16. Facilities, Equipment, and Technology

The facility, equipment, and technology resources currently used for our degree programs are sufficient for delivery of the new major. Generally, we rely on traditional classrooms with internet access and LCD projector capabilities, classrooms with versatility to accommodate small group work, and vehicles to support periodic field trips. All of these resources are readily available and used for delivery of the current concentrations, so we expect they are sufficient for the new major as well.

17. Summary of Budget Needs

Overall, there are no foreseeable budget implications for the proposed major beyond the resources currently provided to support the existing EC/PPAM concentrations. We therefore are not requesting any new budget resources from CSU Central Administration. Attached to our Phase 2 proposal is the *completed financial planning form*. Also see *Appendix E* for a budget rationale to accompany this form as well as a signed memo from our Department, indicating the lack of financial implications for our request, that was submitted to CoSFP during the Phase 1 approval process.

Review of Library Resources**Phase 2 Proposal for an Undergraduate Major in Human Dimensions of Natural Resources****Warner College of Natural Resources, Department of Human Dimensions of Natural Resources**

Librarian: Jocelyn Boice

Date: November 26, 2014

Background:

The Department of Human Dimensions of Natural Resources is proposing a new undergraduate major in Human Dimensions of Natural Resources. This major will merge the curricular content of two concentrations in the existing Natural Resource Recreation and Tourism undergraduate degree: Environmental Communication, and Parks and Protected Area Management. The major will also place increased emphasis on the social science aspects of environmental studies, which is a core part of the department's Conservation Leadership Through Learning master's degree specialization. (See sections 1, 1.3, and 2.3 of the Phase 1 Proposal.)

Library Resources:*Books:*

Historically, CSU Libraries has collected books in support of the Parks and Protected Area Management and Environmental Communications concentrations, as well as the Conservation Leadership Through Learning program. The Libraries continues to collect in these areas through the use of a demand-driven collection development model, in which records for materials that meet specified criteria are automatically added to the library's catalog and become available for members of the CSU community to select and use. Faculty, students, and staff are also encouraged to suggest materials that would enhance the libraries' collection.

Journals:

CSU Libraries provides access to influential journals which support the proposed major. These include *Ecology and Society*, *Environment and Behavior*, *Environmental Communication*, *Human Dimensions of Wildlife*, *Journal of Park and Recreation Administration*, *Leisure Sciences*, and *Society & Natural Resources*, as well as other journals in the fields of environmental science, communication, sociology, and political science, all of which overlap with and are relevant to the major.

Databases:

The following are key databases for the proposed major in Human Dimensions of Natural Resources: CAB Abstracts, CAB Abstracts Archive, Communication & Mass Media Complete, Ecology Abstracts, GreenFILE, PAIS International, Sociological Abstracts, Sustainability Science Abstracts, and Web of Science. CSU Libraries currently subscribes to all of these databases.

Summary:

Current library resources are adequate to support the proposed undergraduate major in Human Dimensions of Natural Resources.

Budget Rationale for Financial Planning Form

Summary: Since our proposal is to repackage two existing concentrations (Environmental Communication, and Parks and Protected Area Management) into a new major in Human Dimensions of Natural Resources, our estimates on this spreadsheet reflect the current delivery of the two existing concentrations and are based on actual expenditures for FY 2015. We do not anticipate any budget implications or the need for any additional financial resources for delivery of the new major.

Faculty salary: Faculty salaries were calculated based on the current effort of department faculty/instructors who teach at least one course with Environmental Communication or Parks and Protected Area Management students. For example, a faculty member with a 50% teaching appointment who teaches two classes (out of a three course allocation) that are required only of students in the new major would be calculated as $.50$ (teaching appointment) \times $.66$ (percent of teaching allocation that supports Environmental Communication, and Parks and Protected Area Management) = $.33$ FTE. The 2.6 FTE estimate, therefore, is based on a full-time teaching responsibility. In reality, the 2.6 FTE required to teach/advise in the new major would be distributed across 10 faculty members.

Admin Pro salary: The two salaries that comprise this estimate consist of one academic support advisor and one internship coordinator. Each allocate approximately 33% of their time to students in the Environmental Communication, and Parks and Protected Area Management concentrations, and we expect this allocation would continue similarly with the new major.

Other salary: The one salary that comprises this estimate consists of a department office manager. We estimate that this position allocates approximately 20% of her time to support the Environmental Communication, and Parks and Protected Area Management concentrations, and we expect this allocation would continue similarly with the new major.

Operating: We estimate that 20% of our current operating is allocated to support the Environmental Communication, and Parks and Protected Area Management concentrations, and we expect this allocation would continue similarly with the new major.



Department of Human Dimensions of Natural Resources
Warner College of Natural Resources

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MEMORANDUM

Date: October 22, 2014

To: Katharine Leigh, CoSFP

From: Michael Manfredo, Chair, Human Dimensions of Natural Resources Department, CSU

Subject: HDNR new major request

A handwritten signature in black ink, appearing to read "M. Manfredo", with a long horizontal line extending to the right.

This memo is to confirm that we do not anticipate any financial implications for our request for a new major in "human dimensions of natural resources". As indicated in the new major request form (attached here for your reference), students currently enrolled in our Parks and Protected Area Management (PPAM) and Environmental Communication (EC) concentrations graduate with a BS degree in "Natural Resource Recreation and Tourism" (NRRT). We are proposing to combine and convert these concentrations into a new major to: (1) accurately capture, through a more contemporary title, the range of expertise that EC/PPAM students receive; (2) strengthen our ability to prepare students as future conservation and natural resource professionals; and (3) keep stride with the desired future direction of our department which in recent years has experienced a name change (formerly Natural Resource Recreation and Tourism, same as the major) reflecting our emphasis on social science applications to support conservation. The new major would include remnants of the two existing concentrations and curricula as well as several new recently-approved courses to complement existing offerings and augment the desired skill set. Rather than request a change of major, we have proposed this as a new major given that we still have two other concentrations under the umbrella of NRRT (Natural Resource Tourism, and Global Tourism).

At this time, based on required process for new major approval, we are routing the Phase I proposal for CoSFP review. The proposal has been vetted by the VPUA, and has also been sent to the Council of Deans for discussion. Again, because the new major represents a conversion of existing degree offerings in our department, we do not expect for it to have any financial implications. Please let us know if you have questions or need any additional information for review, and thank you for your assistance with this request.

New Program Planning Budget (submit with Phase 1 and Phase 2 proposals)

Revised Fall 2014

Name of Degree:

Bachelor of Science, Human Dimensions of Natural Resources

***Note: No new financial resources are requested, and we do not anticipate any budget implications for the new major.**

			FISCAL YEAR				
			2015	2016	2017	2018	2019
Expenses							
¹ 2.6 FTE							
Faculty Salary	Base + Fringe		240,550	248,969	257,683	266,702	276,037
(list once per new)	One-time		-				
.66 FTE							
Admin. Pro. Salary	Base + Fringe		40,271	41,680	43,139	44,649	46,212
(list once per new)	One-Time		-				
.20 FTE							
Other Salary	Base + Fringe		10,367	10,730	11,105	11,494	11,896
(list once per new)	One-Time		-				
#f.t.e.							
² GRA Salary	# New each year		-				
(list once per new)	Total Salary + Fringe						
#f.t.e.							
GRA Tuition Premiums	# New each year		-				
(list once per new)	Total Tuition						
4.5 GTA (GTA = .5FTE)							
GTA Positions	# New each year						
(list once per new)	Total Salary + Fringe		65,173	67,454	69,815	72,258	74,788
	Total Tuition		44,109	45,653	47,251	48,904	50,616
³ Operating	Base		5,850	6,055	6,267	6,486	6,713
	One-Time		-				
Equipment	Base		-				
	One-Time		-				
Library Resources	Base		-				
	One-Time		-				
Facilities & Technology	Base		-				
	One-Time		-				
Other	Base		-				
	One-Time		-				
Total Expenses	Base		362,211	374,888	388,009	401,590	415,645
	One-Time		-	-	-	-	-
	Tuition		44,109	45,653	47,251	48,904	50,616
	Total Expenses		362,211	374,888	388,009	401,590	415,645

Revenue		FISCAL YEAR				
		2015	2016	2017	2018	2019
	New Tuition Revenue					
	Resident Tuition	3934				
	Non-Resident Tuition	12023				
	⁶					
	# of Resident	74	78	82	86	90
	# of Non Resident	36	38	40	42	44
	# of International	-	-	-	-	-
	Resident Tuition	291,116	314,842	340,502	368,252	398,265
	Non-Resident Tuition	432,828	468,103	506,254	547,514	592,136
	Sub total Tuition	723,944	782,945	846,755	915,766	990,401
	Development					
	Other (e.g. program charges)					
Total Revenue		723,944	782,945	846,755	915,766	990,401
Total Revenue - Expenses		361,733	408,057	458,746	514,176	574,756

Notes and Comments:

Notes to help you prepare the budget:

1. When Base salary funds are listed, it is assumed these funds will continue in subsequent years. There is no need to list base funds (or their expansion for salary raises) in years after the request unless additional base funds are being requested. For example, in Year 1, you will list one new faculty FTE under Faculty Salary only in Year 1 (the base addition assumes this FTE will continue in out years). Under "Other", note any estimated proposed start-up costs for the new faculty member in Year 1 (and additional years, as one time funds). For example, a 3-year startup package for a new faculty member in Year 1 valued at \$300,000 would appear as \$100,000 under Years 1, 2, and 3 under "Other", one-time funds. Please see your Financial Coordinator for current fringe figures.
2. With graduate students, please show your GRA and GTA stipends and follow university policy for GRA Tuition Premium coverage (1st year, NR GRA's) - use your peer-competitive stipends. For all new GTA positions, please note tuition needs to be added in the year the new GTA stipends are incurred.
3. For Operating, equipment, library, facility, and other expenses, only add the new funds required for the year in which the base or 1x funds will be incurred. There is no need to list base funds in years after the request unless additional base or 1x funds are being requested.
4. Please see Registrar's website for graduate tuition rates.
5. On tuition revenue from students, please indicate students as "total in the program" and not as "new, incoming, first year". For example, in Year 1, a program may see 5 new students; in Year 2, 5 more added (total = 10); in Year 3, 5 more are added (total 15); and in Year 4, 5 more are added, but 5 graduate (total = 15).
6. Please provide a detailed budget rationale.

Board of Governors of the Colorado State University System
Meeting Date: December 10, 2015
Consent Item

MATTERS FOR ACTION:

New Degree Program: Master of Communications and Media Management (M.C.M.M., Plan C)

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the Department of Journalism and Media Communication, to establish a Master of Communications and Media Management (M.C.M.M., Plan C). If approved, this degree will be effective Spring Semester 2016.

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 new Master's (Plan C) in Communications and Media Management is designed for students with a bachelor's degree seeking to transition to a communication-related career or for those seeking to move into a management role in their present media profession. The rapid rate of technological change in media technology has created a need for constant retraining and the acquisition of new multimedia knowledge and management skills. The curriculum is designed to provide students with a comprehensive overview of "new media" developments. Upon completion of the program, students will be prepared to strategize and manage specific communications projects, as well as manage and direct staff members or contract workers in a communications unit within a corporate, educational, or non-profit organization. These management and strategic planning skills will apply to communication efforts through media channels such as online, print, video, audio, and satellite systems; strategic placement and utilization of media products in a corporate, government, or non-profit environment; communication techniques and aesthetics associated with these media products and channels; management, evaluation strategies, and budgeting for staff, projects, and consulting related to the use of media for public relations, advertising, promotions, and other external and internal communications.

The program will be based in Denver.

CSU-Fort Collins – M.S. in Communication and Media Management

JTC

Fall | 14

MCMM Plan C

Phase 1 and Phase 2

Colorado State University New Program Planning Proposal**Master of Communications and Media Management (MCMM)
(Plan C)**

Department of Journalism and Technical Communication

Greg Luft, Professor and Chair

Jamie Switzer, Curriculum Coordinator

Pete Seel, MCMM Planning Committee Chair

Marilee Long, Graduate Committee Chair

Ananda Luttet, JTC Program Manager

Colorado State University New Program Planning Proposal

Master of Communications and Media Management (Plan C):

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PHASE 1

1. Brief Overview of Proposed Program

- **Name of Major/Program:** Master in Communications and Media Management
- **Degree Type:** Plan C Masters Degree
- **Department/School:** Department of Journalism and Technical Communication
- **College:** College of Liberal Arts
- **Expected total number of students enrolled in program (five years post-implementation):** 50-60
- **New Courses:**
 - JTC 511 Communication Ethics and Issues
 - JTC 526 Digital Media Writing and Production
 - JTC 540 Corporate Digital Video Editing
 - JTC 545 Organizational Media Production
 - JTC 571 Digital Media Research and Evaluation Methods
 - JTC 572 Digital Content Management
 - JTC 573 Strategic Digital Communication

Summary of Program

From 1999-2005, the Department of Journalism and Technical Communication ran a successful cohort-based M.S. program out of the CSU Denver Center. This program was tabled in 2005 as the department ramped up a new Ph.D. program on campus. Since 2007, the Department has discussed and planned to re-start the Denver program, but with significant changes. In the process, we have interacted with hundreds of professionals and alumni through individual meetings; the CSU Media Festival; professionally-hosted portfolio reviews in capstone courses; guest speakers; alumni events in Denver, New York City, Washington, D.C., and in Fort Collins; and through electronic communication. The common thread in these communications is the significant interest in a professionally oriented, advanced degree program that addresses the need for knowledge and expertise related to digital and online communication theories and practices.

Professional media including television, radio, and newspapers, as well as corporate public relations and advertising agencies, governmental organizations and agencies, corporations at all levels who utilize communication, and independent contractors often express a certain level of desperation in terms of trying to keep up with changing communication technology. Based on our previous programmatic experience in Denver and our extensive research, we have designed a program to address these concerns, and we believe it is a program that will evolve each semester to identify and include new trends, practices, and theories that will keep the program fresh.

The Master of Communications and Media Management program focuses on the development of each student's professional knowledge in the understanding, creation, application, and management of digitally delivered communication content. The Department has identified significant demand and interest in this program, which is designed to bring professional communicators up to date with the latest in revolutionary and evolutionary communication concepts related primarily to digital and online communication channels, processes, tools, and practices.

This hybrid degree program (combination of in-class and online courses) is designed and will be managed by the Department of Journalism and Technical Communication on the main campus in Fort Collins in partnership with CSU Online Plus. Courses will be offered in the evening one night per week and online in order to facilitate scheduling accessibility. It is designed so that it will be accessible for a wide range of students, including unemployed and under-employed college graduates who want to enter the communication field, professionals currently working in a communication or media-related field who want to advance with their current or a future employer, and professionals who believe that a more complete understanding of communication trends and practices will be a benefit in even marginally-related professional fields.

The majority of core courses will be taught by tenure-track faculty at the CSU Denver Center at 475 17th Street in Denver. All elective courses will be offered online through CSU Online Plus utilizing a mix of tenure-track, special, and temporary faculty. This program will be self-funded. A budget, which has been developed and vetted with Online Plus, is included later in this document.

The Department took significant time developing this program during the recession and while retirements and other departures reduced the tenure track faculty to a precarious level in light of existing on-campus programs. Maintaining the quality of the current B.A., M.S., and Ph.D. programs was a priority. The Department sought to improve its operating capability by working with Online Plus, successfully establishing new online undergraduate courses, and expanding online enrollment. On campus, two new academic minors already in process were approved and implemented. These minors in Technical and Science Communication and Music, Stage, and Sports Production are now operating smoothly.

With four new, outstanding tenure-track hires in the past two years, along with several key full-time professionally-oriented faculty appointments and several outstanding Ph.D. candidates who can contribute to this program, this is an ideal time to launch the program. It has been carefully researched, crafted, and planned to meet the changing needs of a dynamic professional field.

Along with extensive personal contacts, a survey of Denver alumni working in communication identified key content areas for inclusion in this program. One hundred seventy-nine (179) alumni completed the online survey, which was conducted during a one-week period. We asked respondents to rate the importance of skills and concepts on a scale of one to five, with five being the most important. Here are a few indicators of need that we utilized to design our program:

<u>Key skills and training identified in survey</u>	<u>Most important (5) or Important (4)</u>
Optimization of social media efforts:	82%
Writing and producing messages for online delivery via website or blogs	80%
Website design and management	71%
Basic coding for use in website production	56%
Public relations practices and skills	57%
Publication design concepts and practices	91%
Digital marketing and advertising techniques	73%
Communication management techniques and theories	72%
Advanced writing skills and practices	69%

In addition to the survey that we conducted with alumni, Online Plus contracted with the *Education Advisory Board* for a survey that identified career openings and trends in the Denver area. Education Advisory Board conducts research and gathers information for higher education clients nationwide. The research conducted for Online Plus focused on the market for positions that would relate to a master's degree in Communications and Media Management. The research relied on keyword identification in jobs that were advertised in Denver during a one-year period ending September 30, 2013. This research identified roughly 25 each of key positions, companies, and types of job postings that align with program content of our program. This information supports what we already know is a strong market for individuals with advanced communication skills. Perhaps more importantly, the information gained can be used in crafting marketing materials for the program and reaching into allied fields for additional enrollment potential.

While the survey is too long for this short summary, it identifies several key data sets, discussed below. It is important to note that many of the jobs and companies identified in this survey involve areas in the realm of "integrated marketing and communication." For example, someone who needs a marketing director may be looking primarily for a business graduate, but based on our extensive contacts and conversations, we know that these marketing, sales, IT, managers, and others are those who desperately need the advanced communication skills in technology, advertising, public relations, and online media that our program will provide.

Key jobs, occupational listings, and companies identified by *Education Advisory Board*:

- a.) Top Communications and Media Management jobs that align with this program include, but are not limited to: Marketing manager, director of marketing, communications director, marketing specialist, director of communication, product marketing manager, senior product manager, account director, and others.
- b.) Occupations that dominated job listings in the area during the survey time frame included marketing managers, market research analysts, public relations and fundraising managers, computer and information systems managers, computer user support specialists, public relations specialists, communication teachers, and CEOs, among others.
- c.) Key communication companies with Colorado headquarters or branches that were identified include Dish Network, Level 3 Communications, all major Colorado universities, Charter Communications, the State of Colorado, Time Warner, Frontier Airlines, public school districts, and others.

Given this information, we believe that the **Master of Communications and Media Management** program will be advantageous to students with a bachelor's degree in a wide variety of business, non-profit, government, academic, and service areas seeking to transition to a communication-related career or those seeking a lateral move within their present media profession. Thirty percent of the respondents in the department survey indicated they would seek the program to improve opportunities with their current employer; 48% said they would seek to use these skills to get a better job with a new employer; 20% said they would consider switching careers completely; and 20 percent said they would use the new knowledge to improve their success as current business owners in a field related to communication.

The proposed program of study will require 30 credits earned over two years. Students ideally will complete two three-credit courses each fall and spring semester, in addition to one course each during two required summer sessions. The six core courses (18 credits) are scheduled over six sessions, one each fall, spring, and summer over a two-year period. The core courses will meet one night per week at CSU's Denver Center. Additional meetings for these core courses will use proven conferencing and distance-education technology through CSU's Online Plus program and will continue to incorporate CSU's innovative leadership in online education.

In addition to six three-credit core courses, students will complete four three-credit elective courses (12 credits) during the two-year program. All elective credits will be scheduled for completion online. It is expected that students will complete one elective each fall and spring semester during the two-year program. However, the Department anticipates being able to provide flexibility in the online course schedule once the program enters its second year, with two cohorts running simultaneously. For example, we hope to be able to offer online courses more than one time per year. Once this capability is established, a student may opt to complete more than one online elective per semester.

The six primary courses in the program will introduce students to the use and diffusion effects of new communication technologies, managing the use of these communication tools in organizations, writing and delivering content using digital communication media, using research tools to evaluate the effectiveness of these technologies, the implementation of strategic communication planning utilizing these tools, and media production and delivery using new digital technologies.

In summary, students in the MCMM program would learn to assess the information needs of diverse audiences, define ideal communication strategies to meet these needs, and then produce digital media content to effectively communicate the required information. Six additional courses focused on the enhancement of student media production skills will be offered online to complete the 30 credits required for the degree. The choice of these six elective courses will be tailored to each student's career and professional goals. All of these elective courses are presently offered online.

As noted earlier the department operated (1999-2005) a cohort-based, Denver version of its existing resident masters program. The difference is that students in that program completed all courses in session at the CSU Denver Center. The curriculum was almost identical to the department's resident M.S. Plan A/B program. A new class started each fall. Two cohorts ran concurrently. Classes ranged from 19 to 29 students. All students in the Denver version of the program completed plan B, with a major project/portfolio rather than a thesis with Plan A. The program was self-supporting.

However, when the Department's Ph.D. program was approved, faculty determined that the Denver program should be put on hiatus. When discussions began about bringing the program back, we talked extensively with our alumni base, and determined to make the curriculum more professionally focused with a Plan C designation. These decisions were based on feedback from students who completed the previous Denver program, from interactions with alumni who were interested in obtaining an advanced degree, and who expressed that a professional program, with an updated digital curriculum, would be preferable.

At present, there are few graduate programs in the western United States that offer a professional focus for students seeking a career shift in communications or for those seeking to enter the field of digital communications and media. Based on survey data collected from JTC alumni in Denver, we foresee an increased demand for job candidates with a professional master's degree that provides a focus on the management of digital media and Internet-delivered content. This content can be provided through one-to-many social media, the Internet, and corporate intranets, or many-to-many via websites operated by traditional print and broadcast media. Students in the program will learn strategies to select the ideal digital medium to reach precisely defined audiences internally in organizations or externally for marketing, public relations, or health and safety communication. Based on our extensive contacts with alumni and others in the profession, these are a few of the jobs that we believe fit the skills that students will gain in this program:

- Web operations manager-producer
- Social media writer/producer/editor/manager
- Manager of integrated media and communication marketing
- Website designer and design management
- Corporate/organization intranet manager
- Digital games development and management
- Multimedia production manager
- Corporate/organization media production manager (internal and external communications)
- Broadcast news web operations manager-producer
- Newspaper web operations manager-producer
- Radio broadcast web operations manager-producer
- Corporate/organization telecommunications manager
- Corporate/public relations manager
- Digital promotion manager
- Community media manager
- Director of communication for government agency
- Director of communication and media for school district

2. Fit with CSU Role and Mission and the University's Most Current Strategic Plan

The Master of Communications and Media Management program has the following mission:

- A. To provide students with knowledge and theories related to current practices in communication management.
- B. To provide students with knowledge and research findings on how social media may be used to communicate with, and market services and products to, distinct state, national, and global audiences.
- C. To provide students with hands-on experience with digital communication hardware and software tools.
- D. To provide an educational media environment that utilizes tools similar to those students will be managing after graduation, including teleconferencing and collaboration tools used by global teams.

The Master of Communications and Media Management program has a set of core values that guide our decision making in all areas.

- Decisions about curriculum, course scheduling, and financial aid that affect students in the program will be guided by the principle that “students come first.”
- A key component of each course in the program will focus on ethical decision-making as a media manager. Key areas of ethical concern related to digital media and communication include the protection of employee and customer privacy, surveillance issues, data protection, and the use of blocking and email screening programs within organizations.
- The program will model an emphasis on life-long learning that is required when working with constantly evolving communication technologies. Graduates of the program will carry these values on to their employers after graduation.

Fit with the Role and Mission of CSU

As a land-grant institution, Colorado State University has a unique mission within the state. The Master of Communications and Media Management program will enhance that mission by offering students specific media management knowledge and skills that will benefit themselves, their employers, and the overall state economy in the areas of media production and organizational/mass communication. **The program also fills the university’s value of innovation:**

- The curricular environment of blended face-to-face seminars (with defined distance elements) and some courses delivered completely via distance education will be unique in Colorado and will be compatible with the university’s land grant mission. It will also be a concrete example of the environmental benefits of hybrid courses, which will reduce the travel to and from CSU’s downtown facility required by students in completing their MCMM degrees. This may be a more sustainable model than present programs which require physical attendance for each class session held in downtown Denver.
- Graduates of the program will add to the state’s expanding talent pool of information and media technology innovators. The governor and state development agencies have made this a key development goal.
- Students will use innovative laptop, tablet, and mobile phone teleconferencing technologies to participate in class discussions from their work sites after hours and from their homes. Student knowledge of these digital communication tools will enhance their employability after graduation.
- Students in the program will experiment with the communication potential of wearable computers such as Google Glass and high-definition teleconferencing technologies such as Cisco’s Telepresence system.
- The new Master’s program will emphasize interdisciplinarity as an innovative way of bringing together students with diverse undergraduate degrees in a common program of study at the master’s level.

Fit with the Strategic Plan

The proposed program will support the following goals within CSU’s 2006-2015 Strategic Plan related to teaching and learning and research and discovery, as explained below:

Goal 1: Growth and Maintenance of the Faculty of the University.

The tenured/tenure track faculty will grow to a Stretch Goal of 1,385 through the creation of new, fully-funded tenure track positions correlated with new and over-subscribed degree programs and research growth areas.

Tenure-track JTC faculty with extensive teaching, research, and outreach experience will be assigned to teach the six core courses in the program. Interaction with professional students in the program will enhance their knowledge of current

media management practices in statewide industries and organizations. The information and communication flow will be two-way in the MCMM program.

The department will also draw upon Denver-based adjunct faculty (many of whom are JTC graduates) with extensive professional experience to teach the online elective courses. This will expand the pool of graduate-level faculty conversant with new communication technologies in the department. Ph.D. students in the department may also be called upon to teach some of the elective courses, which will add to their pedagogical résumés as instructors of record and enhance their employment prospects after graduation.

Goal 12: Ensure High-Quality Graduate Programs.

To be attractive to students with broad educational goals, the institution will create new graduate programs in areas of high demand that are consistent with the land-grant mission of the institution and will assess those needs using an aspirational model of the university commensurate with its stretch goals. These programs should comprise multidisciplinary, blended, or dual/partnership degrees where appropriate, especially programs that prepare students for success within a global workforce.

As stated above, the innovative nature of this blended residential-distance master's program will make it more accessible to graduate students who seek to continue to work full time while completing their coursework. The mixture of adjunct and full-time, tenure-track faculty will provide the breadth of experience needed to teach the state-of-the-art digital communication curriculum planned for this program.

Goal 13: Graduate Student Success Outcomes.

The university will increase the number of resident instruction graduate students to a Stretch Goal of 5,000 students to support the research interests of the faculty.

The unique nature of this program provides the potential for an annual doubling of JTC master's degree completions. A prior JTC master's degree program in Denver produced 20-24 graduates a year during its operation between 1998 and 2005. It was discontinued during development and implementation of a new doctoral program on campus, and due to a lack of faculty needed to staff that new Ph.D. program as well as the existing Plan A and B master's program on campus. The recent hiring of four tenure-track faculty in 2013 and 2014 (with science, technology, advertising, and marketing communication foci) provided the additional faculty needed to staff our graduate programs on campus and in Denver.

Goal 35: Campus Climate.

Colorado State University will continue to shape and maintain a campus climate designed to welcome, encourage, and embrace differences so all community members are recognized, affirmed, and valued.

The development of the MCMM program in Denver will encourage the enrollment of a diverse student body, largely from the greater Denver Metro area. However, we anticipate that the blended distance-education aspect will also appeal to prospective students from outside the Denver area. The program will likely have an older student population, as most will be early and mid-career professionals, and will likely have an even proportion of female and male students.

Needs of Colorado

The proposed program will prepare students to meet the needs of Colorado companies and organizations for communication managers who understand the potential of digital technologies for interpersonal, specialized, and mass communication. All organizations and companies in the state need to have an interactive Web presence (in addition to e-commerce business applications), and CSU-trained communication managers will enhance the attractiveness of Colorado as a potential site for high-technology companies seeking to re-locate or initiate operations here.

3. Evidence of Need for the Program

CSU will be one of the few public institutions west of the Mississippi that will offer a master's degree in Communications and Media Management. The program will provide unique education and training options with built-in corporate and organizational relationships. It is clear that the state of the art of communication management has changed in the 21st century, and students need to be armed with contemporary knowledge and skills that make each of them more competitive in a selective job market (e.g., working for HP, Gannett, IBM, Media News Group, Google, and CBS, among many other innovative companies statewide). This is our unique, land-grant response to that issue. Our students will bring creative thinking, entrepreneurial skills, and leadership skills to increase their competitive edge in the field of communication and media management.

We are confident that we can attract a *minimum* of 20 students in the entering class. In order to quantify some potential enrollment potential to accompany our very strong anecdotal information about program demand, the Department conducted an online survey of alumni living in Denver. One hundred seventy-nine (179) alumni responded in five days. Of those who responded, 52 (29%) indicated they were interested in the program and 66 (37%) said they may be interested in the program. Additionally, 127 (71%) said they knew someone who would, or may be interested in the program. We believe that these numbers and percentages indicate a very strong potential audience among professional communicators, especially considering that our alumni represent a small fraction of a very large base of communicators who need updated and specialized skills.

Our survey also addressed specific content needs and type of program that would attract potential students. After obtaining this data, it was used in our planning for the program. Content in our courses addresses the theory and skills that showed the strongest demand. The program was designed as a hybrid program based on feedback from the survey. Sixty-five percent of respondents (111) said they would prefer a hybrid program including both online and in-class course delivery. Only 23% of respondents preferred a program meeting twice a week in class, and only 5% of respondents indicated they would prefer an alternate delivery method that did not include a mix of in-class and online delivery.

Ultimately, we expect to have a minimum of 20 graduate students entering the program each year, and more than 40 graduate students enrolled each year after the second year. We plan to run two cohorts each year after the second year. The number of students per class is targeted to balance between providing enough income for the program to be self-sustaining and not overwhelming our ability to manage the program or advise students in the program.

We are actively connected to many alumni, and in discussions with these graduates, we found that many are anxious for the type of training this program will provide, and they would continue their education at CSU. They are looking for a professional program that provides the opportunity for them to update their communication and technology skills. The survey indicated the alumni were particularly interested in updating their writing, speaking, communication technology, and social media skills. Alumni were also very enthusiastic about the program's flexible scheduling approach, meeting one class per week at the Denver Center, with the second meeting accomplished using teleconferencing technology from student's place of employment or home, and then taking another class offered through Online Plus. This model will appeal to students to living outside Metro Denver.

4. Duplication/Similar Programs in the State and Nation

There are numerous communication-based master's programs at universities nationwide, but few incorporate the unique content developed for this new program, and we can find none that match exactly the style (hybrid in-class and online) and focus (professional development in advanced online and digital communication) that are presented in this program. Programs include traditional communication studies, public relations, strategic communication, online journalism, film and new media, online television, and integrated marketing communications. All of these programs are evolving into the online and digital arena but do not have the unique focus on addressing state-of-the art social, digital, and online media and communications practices that can be applied across professions.

For example, based on a recent assessment of related graduate programs in journalism and mass communication in Colorado and adjoining states, there is only one regional program that seeks to cover the areas covered in the **Master of Communications and Media Management**. Arizona State University offers a series of professional master's programs that feature state-of-the-art approaches to journalism and communication practices, including both in-house and online instruction. These programs, however, are focused primarily on specialized journalism fields, including sports, business, media innovation, immigration/border journalism, and media studies.

The University of Denver offers several advanced degrees, including a Master of Arts program in Emergent Digital Practices and a Public Relations and Marketing master's program. However, their degrees are aimed at a different audience of media practitioner/designers instead of managers, and the requirements for their degree are very different (D.U.'s 48 quarter-hour credits vs. our proposed 30 credits, and a considerably higher tuition/fee structure).

Below is a list of Colorado programs and tuition. Each of these programs have fee structures in addition to tuition that push the expense considerably past the proposed cost of our program. The University of Colorado's programs are closest in terms of cost, but they are significantly different in approach. It should be noted, however, that the University of Colorado is establishing a new college, and new degrees offered by this program may eventually provide more direct competition. Our sources indicate that if this is the case, the cost of these new programs likely will push expenses significantly higher.

Communication and media programs are extremely popular, which means that nationally, there are hundreds of programs offering a variety of approaches and master's-level degree programs. As with most other academic programs, private universities are universally more expensive than state schools. Here are a few examples of programs, with tuition and fees, in and out of state:

- **University of Washington: on campus**
Master of Communication in Digital Media
Master of Communication in Communities and Networks
45 credits at \$671 per credit: \$30,195 plus fees
- **Washington State University Global: online**
M.A., Strategic Communication
Some similarities to our proposed program
30 credits at \$587 per credit: \$17,610 plus fees
- **Full Sail University: online and on campus**
Growing very quickly and has a number of degree programs that specialize in various communication, media, journalism and entertainment areas.
36-60 credits at \$646-\$861 per credit: average program cost \$31,000
- **Kent State University: online**
One of the more popular online-only programs in public relations.
36 credits at \$617 per credit: \$22,212
- **University of Denver: online and on campus**
Master's in New Media and Internet Marketing
M.A., Emergent Media, M.S., Strategic Communication, M.A., Media, Film and Journalism
\$571 per *quarter* hour credit, 48 quarter hours required: \$27,408 plus fees
- **University of Colorado: on campus, traditional delivery**
MA in Communication and MA in Journalism
33 credits at \$568 per credit: \$18,744 plus fees

- **University of the Rockies: online**
MA in Organizational Development and Leadership – Social Media and Technology Specialization
39 credits at \$824 per credit: \$32,136 plus fees
- **Jones International University: online**
MA in Business Communications
36 credits at \$805 per credit: \$28,980 plus fees

5. Budget

See attached spreadsheet for budget. This spreadsheet was completed in conjunction with Online Plus. It features two scenarios, represented on two separate tabs. The first scenario suggests a beginning tuition charge of \$600 per credit hour. The second scenario suggests a starting tuition rate of \$649 per credit hour. Annual increases are suggested.

Budgets anticipate a minimum enrollment of 20 students per year. At minimum enrollment, margins are slim in year one, but improve considerably with a second cohort beginning in year two. Our goal is to enroll at least 25 students per class, which improves the financial scenarios by a considerable margin. Based on our previous Denver program, which enrolled from 19 to 29 students per year, we believe that this is a very reasonable goal, especially given the added flexibility of a resident/online hybrid program and increased professional orientation of the program.

The two budget scenarios offered are based on recommendations by Online Plus, and based on comparative programs. CSU professional master's programs that are self-funded and administered by Online Plus, as well as additional research data in the field of online and hybrid programs, were considered in these comparisons.

Note: Due to the professional nature of this program, students will be required to use their own laptop computers for this program. Computer labs will not be necessary.

6. Library Reference Resources

Because of the nature of this program, which will be offered online and in Denver, we do not anticipate significant additional resources to be provided by the library. This proposal is being provided to the Dean of Libraries for consideration of needs and identification of resources that might be used.

JTC Communications and Media Management Masters Degree Budget Projections

Tuition amount is preliminary, and noted per credit hour with the annual increases of 7.5%.

Tuition splits are based on standard rates for the College of Liberal Arts.

No special Program Fee anticipated at this time.

Only in-state students expected for this hybrid program.

Success may lead to an online only program accessible to a wider audience.

Students to complete 15 credits per year, six each fall and spring, three in summer.

Fall and spring, one course in session at Denver center, one course online. Summer course is in session, Denver.

Conservative budget assumes 20 students per year. Goal is 25-30 students per year, maximum of 60 students enrolled at any given time.

OnlinePlus will pay all new course development at \$1000 per credit hour outside of these revenue projections.

Anything paid to faculty above that amount would come from JTC.

Courses run in two year cycles, 15 credits per year. By second year, two groups in process at any given time, plus any students who are part time.

Assumes 3% salary increase each year.

10% annual increase assumed for mileage and expenses after second year.

	Fiscal Year	15	16	17	18	19	20
Estimated Revenues							
Resident tuition per credit hour		\$600	\$645	\$693	\$745	\$801	\$861
Non-resident tuition		N/A	N/A	N/A	N/A	N/A	N/A
<i>[Increase per FY 7.50%]</i>							
Number of resident students		20	40	40	40	40	40
Average credits per FY 6 ea F & SP, 3 SU		15	15	15	15	15	15
Total credit hours per FY		300	600	600	600	600	600
Gross tuition collected		\$180,000	\$387,000	\$416,025	\$447,227	\$480,769	\$516,827
CSU 10% overhead on all revenue		(\$18,000)	(\$38,700)	(\$41,603)	(\$44,723)	(\$48,077)	(\$51,683)
Net tuition collected		\$162,000	\$348,300	\$374,423	\$402,504	\$432,692	\$465,144
OnlinePlus revenue share	35%	\$56,700	\$121,905	\$131,048	\$140,876	\$151,442	\$162,800
Total revenue to JTC	65%	\$105,300	\$226,395	\$243,375	\$261,628	\$281,250	\$302,344
Expenses for department to consider							
Assumed number of courses annually		5	10	10	10	10	10
Instructional cost per course, salary plus fringe		\$10,000	\$10,500	\$11,000	\$11,500	\$12,000	\$12,500
Total instructional cost		\$50,000	\$105,000	\$110,000	\$115,000	\$120,000	\$125,000
Tech operating expenses faculty/staff		\$5,000	\$5,500	\$6,000	\$6,500	\$7,000	\$7,500
Cost of advising and fringe .5 fte		\$15,000	\$25,000	\$25,750	\$26,523	\$28,512	\$30,560
Cost of coordinator and fringe .5 fte		\$15,000	\$25,000	\$25,750	\$26,523	\$28,512	\$30,560
Travel/mileage		\$2,500	\$5,000	\$5,500	\$6,000	\$6,500	\$7,000
Supplies		\$2,500	\$5,000	\$5,500	\$6,000	\$6,500	\$7,000
Library resources							
Total expenses		\$100,000	\$181,000	\$189,500	\$198,045	\$209,024	\$220,120
Net dept. revenues with minimum enrollment		\$5,300	\$45,395	\$53,875	\$63,583	\$72,226	\$82,224

JTC Communications and Media Management Masters Degree Budget Projections

Tuition amount is preliminary, and noted per credit hour with the annual increases of 5%.

Tuition splits are based on standard rates for the College of Liberal Arts.

No special Program Fee anticipated at this time.

Only in-state students expected for this hybrid program.

Success may lead to an online only program accessible to a wider audience.

Students to complete 15 credits per year, six each fall and spring, three in summer.

Fall and spring, one course in session at Denver center, one course online. Summer course in Denver.

Conservative budget assumes 20 students per year. Goal is 25-30 students per year, maximum of 60 students enrolled at any given time.

OnlinePlus will pay all new course development at \$1000 per credit hour outside of these projections.

Anything paid to faculty above that amount would come from JTC.

Courses run in two year cycles, 15 credits per year. By second year, two groups in process at any given time, plus any students who are part time.

Assumes 3% salary increase each year.

10% annual increase assumed for mileage and expenses after second year.

Estimated Revenues	Fiscal Year	15	16	17	18	19	20
Resident tuition per credit hour		\$649	\$681	\$716	\$751	\$789	\$828
Non-resident tuition		N/A	N/A	N/A	N/A	N/A	N/A
<i>[Increase per FY 5.00%]</i>							
Number of resident students		20	40	40	40	40	40
Average credits per FY 6 ea F & SP, 3 SU		15	15	15	15	15	15
Total credit hours per FY		300	600	600	600	600	600
Gross tuition collected		\$194,700	\$408,870	\$429,314	\$450,779	\$473,318	\$496,984
CSU 10% overhead on all revenue		(\$19,470)	(\$40,887)	(\$42,931)	(\$45,078)	(\$47,332)	(\$49,698)
Net tuition collected		\$175,230	\$367,983	\$386,382	\$405,701	\$425,986	\$447,286
OnlinePlus revenue share	35%	\$61,331	\$128,794	\$135,234	\$141,995	\$149,095	\$156,550
Total revenue to JTC	65%	\$113,900	\$239,189	\$251,148	\$263,706	\$276,891	\$290,736

Expenses for department to consider

Assumed number of courses annually		5	10	10	10	10	10
Instructional cost per course, salary plus fringe		\$10,000	\$10,500	\$11,000	\$11,500	\$12,000	\$12,500
Total instructional cost		\$50,000	\$105,000	\$110,000	\$115,000	\$120,000	\$125,000
Tech operating expenses faculty/staff		\$5,000	\$5,500	\$6,000	\$6,500	\$7,000	\$7,500
Cost of advising and fringe .5 ft		\$15,000	\$25,000	\$25,750	\$26,523	\$28,512	\$30,560
Cost of coordinator and fringe .5 ft		\$15,000	\$25,000	\$25,750	\$26,523	\$28,512	\$30,560
Travel/mileage		\$2,500	\$5,000	\$5,500	\$6,000	\$6,500	\$7,000
Supplies		\$2,500	\$5,000	\$5,500	\$6,000	\$6,500	\$7,000
Library resources							
Total expenses		\$100,000	\$181,000	\$189,500	\$198,045	\$209,024	\$220,120
Net dept. revenues with minimum enrollment		\$13,900	\$58,189	\$61,648	\$65,661	\$67,867	\$70,616

REPORT ITEM:

Report: Sabbatical Requests Approved for AY 2016-2017

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

The purpose of sabbatical leave is to enhance the faculty member's professional growth, enhance the institution's reputation and the students' educational experience at the institution, and increase the overall level of knowledge in the faculty member's area of expertise.

The recommendations for sabbatical leave have been reviewed at the Department, College, and University levels and have received approval at each level. In every case, the proposal has been evaluated and judged appropriate with strict adherence to CCHE guidelines. As delegated by the Board of Governors, Dr. Tony Frank, President, has approved all of these sabbatical leaves.

Colorado State University
Sabbatical Leave Requests for AY 2016-2017

Requests were received for 44 Sabbatical Leaves to be taken during the academic year 2016-2017.

The College of Agricultural Sciences had two requests. Both of them are for full year sabbaticals. Both of the sabbaticals will be conducted off campus.

The College of Business had six requests. Three of these are for the full academic year, two are for fall semester only, and one is for the spring semester only. One of the sabbaticals will be conducted off campus, one will be conducted on campus, and four will take place in part on campus and in part off campus.

The College of Engineering had four requests. One of these is for the fall semester only, and three are for the spring semester only. One of the sabbaticals will take place off campus, one will take place on campus, and two will take place in part on campus and in part off campus.

The College of Health and Human Sciences had no requests this year.

The College of Liberal Arts had ten requests. Six of these are for the full academic year, three are for the fall semester only, and one is for the spring semester only. Eight sabbaticals will be off campus and two will have time spent both on and off campus.

The College of Natural Sciences had twelve requests. Six of these are for the full academic year, two are for fall semester only, three are for spring semester only, and one is for the 2017 calendar year. All of these sabbaticals will be off campus.

Warner College of Natural Resources had nine requests. Six of these are for the full academic year, one is for fall semester only, and two are from spring semester only. Five of these sabbaticals will be off campus and four will have time spent both on and off campus.

The College of Veterinary Medicine and Biomedical Sciences had one request. This request is for the fall semester and will be spent off campus.

Sabbatical Leave Requests by College and Year

	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017
CAS	3	2	5	4	7	4	2
CHHS	4	2	4	0	0	3	0
COB	1	2	4	3	5	11	6
COE	3	2	4	3	5	10	4
CLA	18	18	23	34	36	16	10
CNS	10	6	8	16	8	15	12
CVMBS	1	0	0	3	1	1	1
WCNR	7	5	5	4	5	3	9
Libraries	0	1	2	0	0	0	0
Total	47	38	55	67	67	63	44

The following sabbatical requests have been approved for the 2016-2017 Academic Year:

<u>Name</u>	<u>Department</u>	<u>Proposed Leave Dates</u>
<u>College of Agricultural Sciences</u>		
Hufbauer, Ruth	Bioagricultural Sciences and Pest Management	AY 2016-2017
Seidl, Andrew	Agricultural and Resource Economics	AY 2016-2017
<u>College of Business</u>		
Casterella, Gretchen	Computer Information Systems	Fall 2016
Gross, Michael	Management	AY 2016-2017
Hayne, Stephen	Computer Information Systems	AY 2016-2017
Henle, Chris	Management	Fall 2016
Johnson, Laurence	Accounting	Spring 2017
Ustuner, Tuba	Marketing	AY 2016-2017
<u>College of Engineering</u>		
Alciatore, David	Mechanical Engineering	Spring 2017
Arabi, Mazdak	Civil and Environmental Engineering	Spring 2017
Chong, Edward	Electrical and Computer Engineering	Spring 2017
Yang, Liuqing	Electrical and Computer Engineering	Fall 2016
<u>College of Liberal Arts</u>		
Alexander, Ruth	History	Fall 2016
Fahey, Patrick	Art and Art History	Spring 2017
Hamid, Idris	Philosophy	AY 2016-2017

<u>Name</u>	<u>Department</u>	<u>Proposed Leave Dates</u>
Harrow, Del	Art and Art History	AY 2016-2017
Iverson, Terry	Economics	AY 2016-2017
Kwiatkowski, Lynn	Anthropology	AY 2016-2017
Langstraat, Lisa	English	Fall 2016
Sebek, Barbara	English	AY 2016-2017
Sullivan, Patrice	Art and Art History	Fall 2016
Yalen, Deborah	History	AY 2016-2017
<u>College of Natural Sciences</u>		
Ackerson, Christopher	Chemistry	Calendar Year 2017
Anderson, Charles	Computer Science	Fall 2016
Harman, Jennifer	Psychology	Spring 2017
Ho, Pui Shing	Biochemistry and Molecular Biology	Spring 2017
Hoke, Kim	Biology	AY 2016-2017
Kraiger, Kurt	Psychology	AY 2016-2017
Mueller, Jennifer	Mathematics	Spring 2017
Pries, Rachel	Mathematics	AY 2016-2017
Rovis, Tomislav	Chemistry	Fall 2016
Simmons, Mark	Biology	AY 2016-2017
Toki, Walter	Physics	AY 2016-2017
Zhou, Yongcheng	Mathematics	AY 2016-2017

<u>Name</u>	<u>Department</u>	<u>Proposed Leave Dates</u>
<u>Warner College of Natural Resources</u>		
Aldridge, Cameron	Ecosystem Science and Sustainability	Fall 2016
Cottrell, Stuart	Human Dimensions of Natural Resources	AY 2016-2017
Fassnacht, Steven	Ecosystem Science and Sustainability	AY 2016-2017
Magloughlin, Jerry	Geosciences	Spring 2017
O'Leary, Joseph	Human Dimensions of Natural Resources	AY 2016-2017
Pejchar, Liba	Fish, Wildlife, and Conservation Biology	AY 2016-2017
Rideout, Douglas	Forest and Rangeland Stewardship	Spring 2017
Wallenstein, Matthew	Ecosystem Science and Sustainability	AY 2016-2017
Wohl, Ellen	Geosciences	AY 2016-2017
<u>College of Veterinary Medicine and Biomedical Sciences</u>		
Gilkey, David	Environmental and Radiological Health Sciences	Fall 2016

Board of Governors of the Colorado State University System
Meeting Date: December 10, 2015
Report Item

MATTERS FOR ACTION:

Report Item: Program Review Summary

EXPLANATION:

Presented by Tony Frank, President

Colorado State University, as per the *Academic Faculty and Administrative Professional Manual* (section C.2.4.2.2.d) and in accordance with expectations set forth by the Higher Learning Commission (our regional accreditor), conducts periodic quality reviews of our academic degree/certificate programs. The purpose of the academic program reviews is twofold: 1) to assess the quality of the degree/certificate program and 2) to assess the operation efficiency and effectiveness of the program in order to maintain and improve productivity.

Academic degree/certificate programs are reviewed at six-to-seven year intervals on a rotating basis. In 2014-15, the following nine programs, including 30 academic degrees, were reviewed:

College of Health and Human Sciences
Design and Merchandising

College of Natural Sciences
Biochemistry and Molecular Biology
Mathematics

College of Veterinary Medicine and Biomedical Sciences
Biomedical Sciences
Clinical Sciences
Environmental and Radiological Health Sciences
Microbiology, Immunology and Pathology

Interdepartmental Graduate Programs
Cell and Molecular Biology
Graduate Degree Program in Ecology (Special Academic Unit)

Process

In order to assess program quality, evidence of student learning is foundational to every program review. Each degree/certificate program is requested to identify a minimum of four student-learning outcome goals that identify the knowledge, skills, and behaviors that students are expected to acquire by the time of graduation. A combination of direct and indirect measures is assembled and results are analyzed as evidence of student learning. Additionally, each program identifies outcome objectives (aka placement outcomes) in order to demonstrate the contributions that graduates are making to the workforce and society at large. The contribution of co-curricular experiences on student learning is also evaluated as part of the review. All of the degree programs reviewed in this cycle provided evidence to validate that they provide high quality educational opportunities. Further, each program has thoughtful ideas of how to use their results to inform their continuous improvement.

Review of operational characteristics of each department or program is supported with comprehensive data from the Office of Institutional Research. These data are related to student success (retention and graduation); staffing; teaching effort (courses, credits, and enrollment); research accomplishments; outreach and service activities; budgets; and student demographics (<http://www.ir.colostate.edu/>). Programs are encouraged to supplement these data with peer comparisons and qualitative approaches.

For the 2014-15 cycle of program reviews, the University licensed Campus Labs' Program Review application to provide a common template and reporting platform. The template was evaluated based of feedback from the previous year to make the process more efficient and effective for programs to use.

Each program appointed a Review Committee of no less than three faculty members to draft a self-study. After completing the self-study, a unique University Review Committee was appointed for each program, consisting of three faculty members from outside the college of the program undergoing review and several administrators, as appropriate, representing the Offices of the Provost, Vice President for Research, and Vice President for Engagement. University Review Committee members provided comments and sought clarification of the self-study. A discussion was held to focus on strategies to improve the effectiveness of the program.

Provost's Program Review Awards

Beginning in Spring 2012, the Provost initiated an awards program to recognize and incentivize continuous improvement by providing one-time funds to support quality initiatives that emerge from the process. In this review cycle, departments submitted two-page proposals that were reviewed by the Office of the Provost. The Provost awarded \$150,000 in FY2016 as follows:

- Biochemistry and Molecular Biology: *Curricular enhancement in undergraduate and graduate instruction.* \$20,000
- Biomedical Sciences: *Increase experiential learning opportunities for undergraduates.* \$9,000
- Cell and Molecular Biology: *Kick-starting the CMB Special Academic Unit.* \$20,000
- Design and Merchandising: *Faculty professional development, undergraduate curriculum development, and alumni involvement.* \$20,000
- Environmental and Radiological Health Sciences: *Development of a Smart classroom to enhance off-campus instruction.* \$15,000
- Graduate Degree Program in Ecology: *Capstone graduate teaching assistantships.* \$25,000
- Mathematics: *GTA mentoring, capstone experiences, and online collaborative learning.* \$20,000
- Microbiology, Immunology, and Pathology: *Research training program for microbiology undergraduate students.* \$21,000

In addition to internal Program Reviews, the following programs were evaluated and received reaffirmation of programmatic accreditation:

- **Interior Design - B.S.** The review process by the Council for Interior Design Accreditation coincided with the Department of Design and Merchandising program review.
- **Doctor of Veterinary Medicine.** The review process by the American Veterinary Medical Association's Council on Education consisted of a comprehensive review of the College of Veterinary Medicine and Biomedical Sciences which far exceeded the scope and detail of internal program reviews.

The Executive Summaries of the 2014-2015 Program Reviews follow.

Executive Summary

Colorado State University Program Review 2014-15

Department of Design and Merchandising

VISION: The Design and Merchandising Department is a recognized leader in cultivating innovative and socially responsible solutions to local and global human-centered opportunities and challenges in apparel, interior design, and merchandising.

MISSION: An ongoing commitment to cultivating innovative and socially responsible solutions to local and global human-centered opportunities and challenges in apparel, interior design, and merchandising by:

1. Creatively/Innovatively assessing issues and communicating alternative viable solutions positively impacting quality of life for diverse stakeholders (Human Factors, Communication Processes).
2. Addressing and communicating future societal needs by analyzing historic and current needs, as well as considering national and international perspectives. (Human Factors, Global Factors, Communication Processes).
3. Incorporating a pragmatic and socially responsible approach to teaching, research, and engagement (Human Factors, Industry and Business Factors, Social Responsibility and Sustainability Process).
4. Applying technology in pursuit of creative/ innovative human-centered solutions to societal needs (Human Factors, Science and Technology Factors, Critical and Creative Thinking Process). (E-Commerce).
5. Designing, producing, and marketing industry-relevant products and services for diverse populations (Design Factors, Industry and Business Factors, Communication Processes).
6. Balancing ethical and profitable product and service lifecycle management. (Ethical Processes, Industry and Business Factors).
7. Enhancing students' preparedness through experiential, collaborative, community, and industry-based learning (Collaborative and Interdisciplinary Processes, Industry and Business Factors).
8. Fostering students' intellectual curiosity, creativity, objectivity, and independence, as well as their ability to critically evaluate information and to use resources in addressing problems. (Critical and Creative Thinking Processes, Professionalism and Business Practices).
9. Advancing interdisciplinary and global perspectives (Global Factors, Collaborative and Interdisciplinary Processes).
10. Maximizing business, cultural, and socially responsible opportunities enhancing and highlighting the principles of design (Design Factors, Industry and Business Factors, Human Factors, Ethical, Social Responsible, and Sustainability Processes).

The department offers the following academic programs:

- Interior Design - B.S.
- Apparel and Merchandising - B.S.

- Apparel Design and Production Concentration
- Merchandising Concentration
- Minor in Merchandising
- Design and Merchandising - M.S.
 - Apparel and Merchandising Specialization

Summary of strengths, challenges, and opportunities:

- The department provides high quality academic programs which are nationally ranked in top 20 programs of respective disciplines. Increasing enrollments in both undergraduate and graduate students is a goal that will require additional resources. A new concentration in Product Development is being initiated. We have initiated three to four recruitment events per year for high school and middle school students to provide them with an introduction to our programs. Approximately 350 students have come for a half-day visit with DM faculty and students. Our goal is to increase student numbers without sacrificing the highly rated student experiential learning, our successful student internship program, and strong industry placement upon graduation. Teaching and advising are the greatest apportionment of our faculty's responsibilities and we therefore consider teaching/advising the most important role of faculty. The focus on teaching is reflected in the NSSE report which indicates Senior DM Majors have a considerably higher mean score for Active and Collaborative learning compared to all other senior respondents (88% for DM vs. 45% all other). Though the Interior Design program and Apparel Design and Production concentration are somewhat limited by both accreditation guidelines, space, and equipment needs, the Merchandising and Product Development concentrations are unlimited in enrollment capabilities. The Graduate program now focuses on the MS degree but the possibility of a Ph.D. degree program will be explored along with increasing grant activities that will fund graduate research assistantships.
- Department visibility has been a challenge. Through increased branding and marketing efforts, the department will make itself widely known and clarify the variety and type of work conducted in both the social and physical sciences. The department is well-known for student design work, faculty scholarship, and focus on sustainability. Opportunities exist for promoting excellence through use of social media, video clips, and through sharing successful student 'stories' using these media platforms.
- Through internship experiences, the department has built strong relationships with industry, leading to the employment of graduates. Support in the form of resources has been a challenge that DM will address through building new connections with industry. An advisory council could provide curriculum insights and give students an additional perspective on the industry both nationally and globally. Facilitating Colorado's entrepreneurial and small business startups in apparel production will also enhance students' knowledge of self-employment opportunities. Additionally, funding opportunities may exist for faculty/student research via Federal agencies and foundations.
- Connections to the College's focus on 'healthy work and living' have increased through new faculty hires, securing of grants, and multidisciplinary collaborations. Challenges

remain in advancing curriculum with this focus. Interior Design curriculum has become more grounded in evidence-based design and is evident in student work (e.g. designs for pediatric rehabilitation center; current design work with the Temple Grandin School for Autism). Apparel and Merchandising graduate students are working with faculty to improve hospital gowns, fire fighter apparel, and recently won a CSU award for garments designed to prevent injury from falling. Health-related funding opportunities exist and faculty are generating grant proposals.

- The department is building upon faculty's expertise in creativity and has established classes at the graduate level and infused undergraduate curriculum with creativity and innovation. Opportunities for advancing creativity expertise will be generated through the approval of Fee for Services accounts. Creative design and merchandising work has been provided both across CSU and in a variety of communities. Approximately 8-10 requests per semester are received for DM faculty and/or student assistance. In an effort to restore and expand departmental equipment and resource needs, collection of fees is necessary.
- The department faces the challenge of diversity in gender and ethnicity. The recently approved Product Development concentration offers an opportunity to promote the outdoor sportswear industry connections that have been developed and may attract more males to the programs. DM offers numerous opportunities for international study in the form of study abroad, study tours, and the interlacing of cultural perspectives throughout the curriculum. The Avenir Museum of Design and Merchandising artifacts include over 20,000 pieces representing multiple countries historically and culturally. International connections to universities in China and India will be explored for expansion in the coming semesters. A delegation from a major Chinese university will be arriving in the spring of 2015 and a CSU delegation will be visiting the Chinese university in the fall of 2015. Faculty will work with the Office of International Programs to seek resources for advancing international connections.
- A significant challenge that underlines all previously described challenges involves meeting physical, technological, and financial resource needs. The department's capacity to accomplish the growth in enrollment, diversification of students, continued modernization of curriculum and equipment to meet industry needs, and expansion of research grant funding is all predicated on adequate student to faculty ratios and appropriate course loads. Space, required for labs and equipment, also dictates capabilities for expansion. The department is currently housed in three buildings with one building slated for demolition (no existing relocation plan). Additional resources are needed for completion of the Avenir Museum space and enlarging the capacity for outreach and research. The department accepts the responsibility to generate funding through raising enrollment, garnering grant support, implementing Fee for Services, and building alliances with industry. There is an expectation that along with department effort, corresponding support in resources will be forthcoming from the college and central administration to enhance opportunities.

Executive Summary
Colorado State University Program Review 2014-15
Department of Biochemistry and Molecular Biology

Mission:

The disciplines of biochemistry and molecular biology have evolved from the application of the principles of organic and physical chemistry to the molecular characterization of biological systems. The current emphasis in all areas of biological sciences and biotechnology is the molecular analysis and manipulation of life processes. Thus, in order to appropriately train individuals and to increase competitive funding in any area of biological science, a research university must sustain quality instruction and faculty expertise in biochemistry and molecular biology. The following missions of the Department of Biochemistry and Molecular Biology are designed to achieve this goal.

1. To teach undergraduate lecture and laboratory service courses in biochemistry for majors in chemical, biological and agricultural sciences, engineering, and health sciences;
2. To provide advanced undergraduate instruction including didactic and problem-solving laboratory courses and independent research experiences for chemistry, biochemistry, microbiology, and related biological sciences majors;
3. To provide graduate instruction and research opportunities necessary to train independent investigators in biochemistry and molecular biology;
4. To sustain productive research programs investigating novel and topical problems in biochemistry and molecular biology which compete effectively for external funds;
5. To establish interactions that foster the development of collaborative research in biological and biomedical sciences, that promote the development of biotechnology and that provide service to federal agencies, professional societies, and scientific publishers;
6. To maintain a congenial and collaborative environment that fosters the scientific and intellectual development of all participants regardless of their gender, religion, ethnicity, or economic condition.

The Department of Biochemistry and Molecular Biology (BMB) is the molecular biosciences department at Colorado State University (CSU). The discipline sits at the interface between the physical sciences (chemistry, physics, mathematics, and computer science) and the biological sciences (biology, evolutionary biology, microbiology, physiology, and medical and health sciences, including cancer biology and infectious disease). As such, the department is central to the College of Natural Sciences (CNS), where it resides as one of eight degree granting departments, and to various other colleges, including pre-professional programs. The Graduate

Program in BMB is recognized as one of 19 Programs of Research and Scholarly Excellence (PRSE) by the Office of the Vice President for Research.

The department offers the following academic programs:

- Biochemistry - B.S.
 - General Biochemistry Concentration
 - Health and Medical Sciences Concentration
 - Pre-Pharmacy Concentration
 - Minor in Biochemistry
- Biochemistry - M.S.
- Biochemistry - B.S./M.S. Integrated Degree Program
- Biochemistry - Ph.D.

Summary of strengths, challenges and opportunities:

In the past six years, the Department of Biochemistry & Molecular Biology at CSU has grown its research program by >60% (from \$3.35 million to ~\$6 million) and its undergraduate majors by >46%, while seeing only a 23% increase in the size of the faculty and essentially no increase in available space to accommodate the increased size of the Department. At this point, the program has reached its capacity and, if the undergraduate and associated teaching loads continue to grow at its current rate, the research program will necessarily suffer unless there is an increase in the size of the faculty and a concomitant increase in space and resources. The clear picture from this self-study is that BMB is highly cost effective in delivering high quality instruction and mentoring to students.

Faculty: The Department is still 3-4 positions short of its goal of 20 regular members of the faculty, which would place it in the range of its peer institutions. The department is committed to identifying a strategy for growth that positions the program for success in the next five years, to find research space to accommodate that growth, and to ensure sufficient resources to successfully recruit the best scientists to the Department. Members of the faculty are active participants in the interdisciplinary programs across the CSU campus, including the Cellular and Molecular Biology (CMB) Graduate Program; the Molecular, Cellular, and Integrative Neuroscience (MCIN) Program; the Infectious Disease Supercluster; the Cancer Supercluster; and the Chemical Biology graduate program (joint with Chemistry).

Research/Scholarship: Since 2008, the Department faculty has seen increases in publications, presentations, and research funding -- not only overall, but more importantly on a per faculty basis. Given the reductions in federal dollars and the loss of senior members of the faculty, the department must remain vigilant to maintain its level of research funding. We see some potential opportunities from our concerted efforts to grow the faculty in specific research areas. Such opportunities will be greatly enhanced if the University supports the Institute for Genomic Architecture and Function, as proposed by members of this faculty.

Undergraduate Program: The unique character and quality of the undergraduate program in Biochemistry & Molecular Biology at CSU can be articulated as "A small college experience at a large research-intensive university." In keeping with the strength of our students, 18% are in the honor's program. The Department of Biochemistry is the only department within the University (aside from the honor's program) that currently requires all of their graduating seniors to write and defend a senior thesis. This requirement is a vital means of assessing the overall effectiveness of our curriculum and is an excellent means to better prepare our graduating students with skills they will need to effectively communicate biochemistry. Since student growth is exceeding the rate of faculty growth, additional faculty and/or instructors will be required to teach additional sections of many courses required for the major.

Graduate Program: The graduate program in Biochemistry & Molecular Biology provides personalized training in research and teaching. In order to maintain a vibrant graduate program and better serve our students, the Department needs to provide Ph.D. students with opportunities to compete for fellowships and advice on alternative (non-academic) career paths. In addition, the Department needs to establish a more focused, self-sustaining M.S. degree program. Faculty growth is essential to providing new expertise that allows students in the Department a broader range of research training opportunities and to offering elective courses in new areas of biochemistry and molecular biology. With the establishment of the Professional Science Masters (PSM) degree program in the CNS, we can now start to develop a PSM degree in areas that align with the interests of the department and the industrial partners in the field.

Executive Summary
Colorado State University Program Review 2014-15
Department of Mathematics

Mission:

The mission of the Department is:

- A. To maintain an outstanding program of research in pure and applied mathematics.
- B. To maintain high quality undergraduate and graduate programs in mathematics.
- C. To offer service courses for the other Departments of the University.
- D. To serve the University and the state with outreach programs.

The department offers the following academic programs:

- Mathematics - B.S.
 - Actuarial Science Concentration
 - Applied Mathematics Concentration
 - Computational Mathematics Concentration
 - General Mathematics Concentration
 - Mathematics Education Concentration
 - Mathematics of Information Concentration
 - Statistics Concentration
 - Minor in Mathematical Biology
 - Minor in Mathematics
- Mathematics - M.S.
 - M.S. in Mathematics
 - M.S. with Outside Specialization
 - M.S. in Applied and Computational Mathematics
- Mathematics - Ph.D.

Summary of strengths, challenges and opportunities:

Faculty Development: Due to the budget cuts and several retirements, leaves, and deaths of faculty, the number of regular faculty in the department decreased from 28 FTE in Fall 2008 to 22.1 FTE in Spring 2010, the lowest number since 2000. After four consecutive hiring phases, the number of regular faculty increased again to 26.8 FTE in AY 2014-15, including seven women. The department has now reached a balance among full, associate, and assistant professors, yet is still understaffed and operating on low resources in the face of the growth of the student population at CSU and the corresponding high instructional demand on our faculty.

Faculty Research: All current regular faculty members are research active. Important progress has been made by advancing from rank 90 in 2008 to rank 73 in 2014 in the ranking of mathematics departments (*US News and World Report*). The department faculty embraces a wide

variety of mathematical disciplines spanning both pure and applied mathematics. Several faculty members have a strong interdisciplinary component in their research with multiple collaborations across campus. The average number of publications per year increased from 33 during the previous review period 2000-2008 to 52 during the current review period 2008-2014. In FY 2014, the department had the second highest publication number and the highest research expenditures per faculty among the 9 peer institutions chosen in our peer comparison. Most of our recently hired assistant professors have a high potential for interdisciplinary research with faculty from Physics, Chemistry, Life Sciences, Education, and Engineering.

Teaching and Advising: Undergraduate Students

Major in Mathematics: The department offers a major in six concentrations that are based on foundational mathematics as well as aimed at particular professions (actuarial, education, applied and computational mathematics, information technology). Strong measurements for learning outcomes have been defined and major completion maps have been created for all concentrations. The department has appointed an Academic Support Coordinator to increase retention rates. While the basic structure of the concentrations remained unchanged during the review period, numerous changes for continuous improvement were implemented, including adjustments of prerequisites as well as the introduction of new courses.

Service Teaching: At 36,000 SCH/year the department produces a large number of student credit hours, primarily in service courses for AUCC 2 and by providing the mathematical core of programs in STEM disciplines (primarily calculus). Considerable effort has been focused on finding new and efficient ways of active learning in these courses and to improve success rates, in particular in the freshmen courses MATH 155, 160, and 161. These include the use of recitation groups, a “flipped classroom” structure, and the development of new sequences for specific majors. The DFWU rates in these courses have declined substantially.

Teaching and Advising: Graduate Students

The department offers three M.S. degrees (mathematics, mathematics with outside specialization, applied and computational mathematics) and a Ph.D. degree. Retention, time to completion, and graduation rates have significantly improved and are meeting goals. During the review period, considerable effort has focused on broadening co-curricular opportunities as well as providing orientation and continuous mentoring of graduate students to become effective instructors in their GTA appointments.

A GTA mentoring program has been introduced in which several experienced GTAs are chosen to serve as mentors for first-year GTAs. The mentors' duties include classroom observations to evaluate the teaching of the mentees with suggestions for improvement, and ongoing mentoring regarding teaching and preparation as well as balancing teaching and coursework. The GTA mentors are also very involved in the orientation and training sessions that take place the week before classes start in the fall.

Challenges

Teaching Capacity: The most significant issue evidenced in this review is that we are now at the limit of our instructional capacity, caused by the increased demand in service instruction due to the growth of the student population at CSU. In FY14, the average ratio SCH/FTE of our peers was 1,035:1, whereas our ratio was 1,232:1, the second highest among the peers. Likewise, the average ratio of the number of undergraduate students at the institution to the number of graduate students in the department among the peers was 372:1, whereas our ratio was 478:1. With the expected continued growth of the student population at CSU, the department faculty should grow to about 35 and the number of GTAs to about 50 in the foreseeable future in order to enable us meet the increased demand in service instruction and at the same time continuously improve our teaching practice.

Facilities: With the necessary growth in faculty and graduate student numbers, the space in Weber building will no longer suffice. Additionally, while many renovations have taken place in Weber to make the building function more effectively for the department, there are several important controlled maintenance issues such as leaks in the roof and in pipes as well as with heating and cooling that continue to be a problem. Another space issue concerns the shortage of large classrooms available at CSU. In order to change several courses to a faculty-taught format it is imperative to change to a large lecture format. It has been extremely difficult for the department to reserve a sufficient number of classrooms for such large classes.

Executive Summary
Colorado State University Program Review 2014-15
Department of Biomedical Sciences

Vision Statement: The Department of Biomedical Sciences is dedicated to fostering a supportive, inclusive, and collaborative environment conducive to achieving excellence in biomedical research and scholarly activity, teaching and advising, and service and outreach.

Mission Statement: The Department of Biomedical Sciences focuses on discovery, dissemination and application of new and foundational knowledge in the broad field of biomedical sciences. We are committed to constantly improving our operations and financial sustainability to:

1. support our primary research efforts in reproductive biology, cardiovascular physiology, and neurobiology;
2. deliver creative and effective learning experiences at the undergraduate, graduate, PVM, and post-graduate levels;
3. achieve excellence in all our service activities and seek and reward innovative outreach activities in our community;
4. align our departmental culture, activities, and behaviors with the College values of Transparency, Team, Collaboration, and Accountability.

The Biomedical Science Department offers the following academic programs:

- Biomedical Sciences - B.S.
 - Minor in Biomedical Sciences
- Biomedical Sciences - M.S.

Summary of strengths, challenges and opportunities:

Undergraduate Education: BMS is a high demand major currently with an enrollment limit but plans are evolving to remove the enrollment capacity if resources and space can be identified. Academic potential of majors is high: 43% of majors are in the Honors Program; the average gpa for all BMS students is 3.42. The demand for the BMS undergraduate major is sufficiently high that the Department will most likely develop a funding model which allows the removal of the enrollment capacity on the major by the Fall of 2017. The Department is committed to working with the College and the University to develop a financial model that will allow for new facilities which will remove impediments to the enrollment increase. Based on historical data we predict that this will result in approximately 50 new students per year resulting in a total enrollment (at new steady state) of approximately 500 undergraduate BMS majors.

Graduate Education: Achieving stable numbers of research focused graduate students despite difficult funding climate for research is an opportunity. 76% of matriculating M.S. (course work based) students have attained their goal of entering professional school over the past 10 years.

DVM Program: One challenge is the significant commitment of BMS faculty (10 instructors) to DVM student instruction. Another challenge is the international adoption of “virtual animal anatomy” (virtual canine and virtual bovine) programs developed by BMS faculty.

Service and Outreach: A new staff position was created to facilitate the highlighting of outreach activities by the Department. The Equine Reproductive Laboratory was rebuilt following the devastating fire in July, 2011. The unit continued to function and deliver world class clinical service during the rebuilding and is now stronger than before the fire.

Research Focus: The Department has historically focused its research efforts in reproductive biology and in neurobiology. The third area of emphasis, cardiovascular physiology, has been gaining momentum but recently the numbers of core faculty in this area have declined. The Department continues to believe this is a critical area for emphasis and will continue to partner with other units and the CSU Cardiovascular Center to grow and strengthen cardiovascular research and expertise at CSU. As with teaching, facilities are a major obstacle in expanding and enhancing our research activities. Laboratory space is almost filled to capacity and building infrastructures (e.g. mechanical and electrical) fall well short of the needs of state of the art research programs.

Facilities Expansion Needs: Undergraduate and graduate level studies in anatomical sciences continue to be a critical and popular activity within the Department of BMS. We have recently provided additional laboratory sections in human anatomy to address demands but instructional space which is shared among the DVM students, domestic animal anatomy students, and human gross anatomy students has reached such a critical level that an additional space devoted to anatomy instruction has been proposed (\$21,000,000). Funding this addition to the Anatomy-Zoology building will utilize a variety of funding sources to include a tuition sharing model. Space in the Department has reached a critical phase due to competing priorities from other units in CVMBS and as we assist units outside the Department in finding space when remodeling occurs (Animal Science). The need for teaching laboratory expansion is also critical not only in association with our anatomy program but also in several laboratories focusing on physiology (BMS302, BMS480).

Executive Summary
Colorado State University Program Review 2014-15
Department of Clinical Sciences

Mission: Advance medicine for the benefit of animals and people.

The department offers the following academic programs:

- Clinical Sciences - M.S. degree
 - Plan A M.S. degree
 - Plan B M.S. degree (non-thesis)
- Clinical Sciences - Ph.D. degree

Summary of strengths, challenges and opportunities:

- Strategic planning in the department is guided by the departmental and college active strategic planning efforts. The departmental strategic planning effort was initiated in November 2012. The CVMBS strategic planning effort began in 2014 and has resulted in the development of a strategy map for the college. Our goal is for the departmental and college planning efforts to be closely aligned, complementary, and non-duplicative.
- Strategic goals completed in 2014 included a needed restructuring of the departmental organization and revision of our procedures for annual evaluation. Restructuring of the department included adding an Associate Department Head and defining roles and responsibilities for members of our leadership team. This restructuring effort was adopted into our departmental code in 2014. A revised procedure for annual evaluation will be in effect for 2014 evaluations.
- The department has seen a 48% increase in research funding dollars over the last 5 years. This is despite the difficult federal funding environment over last several years. Departmental faculty members continue to receive recognition for their achievements in research and scholarship through national and international awards.
- A primary mission of the department is to provide clinical service to the James L. Voss Veterinary Teaching Hospital (VTH). About 70% of our faculty have clinical appointments to the VTH. Overall number of patient visits to the VTH for all species has increased 32.5% over the last 5 years. VTH revenue has increased 46% over the last 5 years (\$18M in FY14).
- The department has been the principal contributor to the highly successful CVMBS Development Program which has seen growth of 286% in gifts and endowments over the last 5 years, highlighted by \$48M in FY14. Successes included the first two Presidential Endowed Chairs (\$6M each) in the university.
- The major constraint on future growth and success of the department is inadequate and aging facilities to accomplish our principal missions. The number one priority for the department and south campus is to upgrade and build new facilities for teaching, clinical service, and research. To this end we are developing a South Campus Facilities Master Plan. Under this plan we have identified several projects for upgrading and building new

facilities. Work in progress to date has included upgrading the South Campus infrastructure plan, and developing master plans for the translational research building (IBTT) and equine veterinary teaching hospital. A significant accomplishment is that we have received major lead naming gifts for both the translational research building (\$42.5M) and the equine veterinary hospital (to be announced in the spring of 2015).

Executive Summary
Colorado State University Program Review 2014-15
Department of Environmental and Radiological Health Sciences

Mission:

The Department of Environmental and Radiological Health Sciences (ERHS) houses academic, research, and clinical programs that address the promotion of human and animal health. One focus of our department is on monitoring exposures of living organisms to environmental agents such as radiation and air pollution, understanding the biological mechanisms underlying the detrimental effects of such exposures, and preventing or minimizing exposures and their effects. A second focus concerns diagnostic and therapeutic uses of radiation with a major emphasis on cancer in both clinical veterinary medicine, and basic cancer biology/radiobiology. The mission of the department is to deliver excellent undergraduate, graduate, and professional veterinary medical education in environmental and radiological health to prepare students to contribute to society; to conduct state of the art research in human and animal health focusing on environmental exposures and clinical applications; and to promote excellence in outreach and service to the citizens of Colorado, the United States, and globally through information transfer, research, continuing education, and technical assistance. ERHS is unique in its multifactorial approach to disease that involves chemical, physical, and biological factors. ERHS provides undergraduate and graduate programs leading to B.S., M.S. and Ph.D. degrees. Training is offered in a broad range of environmental and radiological health areas including biosafety, cancer biology, cell and molecular radiobiology and toxicology, contaminant ecology, health physics, medical physics, human and veterinary epidemiology, industrial hygiene, veterinary diagnostic imaging, radiation oncology, occupational safety, ergonomics, and risk assessment.

The department offers the following academic programs:

- Environmental Health - B.S.
 - Minor in Environmental Health
- Environmental Health - M.S.
 - Epidemiology Specialization
 - Ergonomics Specialization
 - Industrial Hygiene Specialization
- Radiological Health Sciences - M.S.
 - Health Physics Specialization
- Toxicology - M.S.
- Environmental Health - Ph.D.
 - Epidemiology Specialization
 - Ergonomics Specialization
 - Industrial Hygiene Specialization
- Radiological Health Sciences - Ph.D.
- Toxicology - Ph.D.

Summary of strengths, challenges and opportunities:

Faculty: Current ERHS faculty are internationally recognized for their outstanding research programs, and the faculty are very strong in teaching, academic service, and clinical service in the Veterinary Teaching Hospital. There are two critical gaps in our faculty: Applied Biostatistics, and Industrial Hygiene/Occupational Health/Occupational Safety. The current faculty are barely sufficient to deliver our curricula and impending retirements exacerbate this problem.

Degree Programs: ERHS offers undergraduate and graduate degrees in radiological and environmental health sciences with a breadth of specializations. Accredited degrees include the undergraduate environmental health degree, and graduate degrees in environmental health and health physics. Co-training of EH and HP graduate students is a particular strength as these opportunities are unique in the U.S. The strength of the ERHS degree programs is fostered by use of expert external advisory boards, and reflected in the long history of student success particularly in the EH and HP fields into which our students are heavily recruited in private and public sector settings. A large fraction of ERHS undergraduate and graduate students pursue further education and training in professional degree programs including M.D. and D.V.M. degrees, and Ph.D. degrees.

Both EH and HP programs have mature outreach programs that foster internships and other experiential learning opportunities. A key challenge (and opportunity) is to expand the number of undergraduate EH majors, both through better advertising and recruitment, and by removing bottlenecks in the curriculum by adding sections to key courses; this latter goal will require additional faculty but at present it seems unlikely that funds for additional faculty could be secured from university or college resources (e.g., via cluster hires), or 2-3-6 funds from increased enrollment.

Research: Occupational and environmental health research at Colorado State University is at a key point in its evolution. OEH faculty are national and international leaders. Current research support exceeds \$7.5 million per year in grants from NIOSH, NIH, EPA, NIEHS, DOL-OSHA, and other organizations. Recognition of campus-wide activities in One Health and Microbiome/Metagenomics approaches to animal and human health bring an unparalleled opportunity to ERHS and the CVMBS. Faculty in these programs are uniquely positioned to capitalize on national funding priorities including Total Worker Health, EHS Management Systems, emerging infectious diseases, energy production, and more. These large research programs, which are largely focused on human subjects, require high-level biostatistics support that is currently lacking and a major threat to the continued success of these programs. Research opportunities in radiological health sciences are similarly rich, as evidenced by the recent awarding of a \$9M NASA grant, new opportunities in radioecology through our now-established collaborations with Fukushima University, and in radiobiology through our collaborations with the Japan National Institute of Radiological Sciences. The latter has opened up unique opportunities in the field of heavy ion radiotherapy that are being pursued in partnership with the NIRS and CU Denver. There are significant opportunities in clinical (veterinary) research in

radiation oncology and radiology, but efforts in these areas are hampered by difficulties in hiring and retaining qualified tenure-track faculty, and by heavy clinical case loads which limit faculty time for research.

Facilities: In general ERHS facilities' infrastructure ranges from very poor to barely adequate, and in particular the EH and Physiology buildings are underpowered, have poor HVAC systems, and many labs are in need of significant renovation for which funds are generally not available. The quality and quantity of office and lab space is insufficient to sustain current programs let alone capitalize on these new opportunities. This is exacerbated by pending retirements of key faculty. With the completion of the new Biology building, ERHS labs and offices in the EH and Physiology buildings will be able to relocate to current Biology department space in the east wing of Anatomy/Zoology. While this move will greatly improve ERHS facilities, the move-in date is still 2+ years away. Some of the A/Z space has been renovated recently, but central or college support to remodel older sections of A/Z should be a high priority given the fact that neither CVMBS nor CNS has enjoyed new buildings for several decades. One positive note is that the new IBTT research and clinical facility, planned for construction on South Campus, will provide new opportunities for radiology and radiation oncology faculty. The generally poor condition of ERHS facilities on main campus is a major impediment to faculty recruitment and retention.

Executive Summary

Colorado State University Program Review 2014-15

Department of Microbiology, Immunology, and Pathology

Mission:

The mission of the Department of Microbiology, Immunology, and Pathology is to pursue excellence in undergraduate, graduate, and veterinary medical education, biomedical research, diagnostic service, and outreach. The department faculty collectively should excel in basic and applied bacteriology, virology, pathology, immunology, parasitology, vector biology, molecular biology, and the integration of these disciplines through programs in infectious diseases. The impact of this expertise should bring new knowledge into the clinical setting to improve animal and human health.

The department offers the following academic programs:

- Microbiology - B.S.
 - Minor in Microbiology
- Microbiology - M.S.
- Microbiology - Ph.D.
- Pathology - Ph.D.

Summary of strengths, challenges and opportunities:

The major strengths of MIP include: breadth and depth of faculty expertise; differentiation of faculty workloads for stronger focus on special areas of expertise; research programs in infectious diseases; excellent graduate education; emphasis on research experiences for undergraduate majors; and veterinary laboratory diagnostic services.

The major challenges/opportunities were identified as: recruitment/funding of best graduate student candidates, research and teaching facilities, refocusing and resourcing research activities, faculty development/mentoring, and enhancement of undergraduate education.

The size and geographic distribution of the faculty and programs within MIP presents challenges and opportunities. As needs change, MIP must adapt with appropriate professional development plans for existing staff that allow and encourage development of new skills in, for example, grant management and web development. Maintaining a cross-trained staff committed to a team approach is essential to provide the breadth of service needed, at our four major locations, as efficiently as possible. A key challenge is to maintain a cohesive and collaborative faculty in the face of silos created by physical separation and job diversity.

There are several exciting opportunities for the degree programs in MIP and a couple of significant challenges. With the addition of faculty dedicated to pedagogy, the undergraduate

major is poised for a significant curricular update and expansion as well as growth in the number of resident majors and online offerings. The major obstacle is the lack of infrastructure, particularly dilapidated classrooms and laboratories without the technology to execute innovative teaching methods. Similarly, the professional masters program will be limited until a dedicated, well-equipped laboratory is available to add a hands-on experience. The graduate program will undoubtedly contract as funding for students continues to decline and job opportunities for graduates are limited. It is essential that the department take the opportunity to explore new student funding options and restructure the graduate program to optimally prepare our students for a wider scope of career opportunities.

While the department has the opportunity to grow revenue from teaching efforts, research funding is flat or declining. The research faculty are effectively diversifying the funding portfolio of the department. However, the challenges are to adapt to the new emphasis of big science, big data, and translational funding opportunities by developing a more nimble team approach to research that exploits the expertise across the department, college, and university. Greater efficiencies must be gained by sharing and supporting key technologies, services, and specialized personnel.

Executive Summary
Colorado State University Program Review 2014-15
Cell and Molecular Biology Program

Mission:

The mission of the Cell and Molecular Biology (CMB) Graduate Program is to recruit and mentor graduate students and award Master of Science Degrees and Doctor of Philosophy Degrees in Cell and Molecular Biology.

Academic programs:

- Cell and Molecular Biology - M.S.
- Cell and Molecular Biology - Ph.D.

Summary of strengths, challenges and opportunities:

Strengths:

The CMB Program fosters interactions between faculty in multiple colleges and departments at Colorado State University who share a teaching and research interest in the areas of Cell and Molecular Biology, and thus promotes the development of expertise in this sub-discipline of the biological and biomedical sciences. The Program provides a ready-made consortium of faculty to support interdisciplinary funding applications (such as the recently funded GAUSSI grant from the National Science Foundation).

The CMB Program offers interdisciplinary graduate courses, administers a Seminar Program in Cell and Molecular Biology, and organizes an annual Graduate Student Poster Symposium to showcase the breadth of research and graduate training available at Colorado State.

Given the unique composition and mission of the CMB Graduate Program, it is well positioned to assume a leadership role in interdisciplinary graduate education and the development of effective graduate recruiting programs in the biological and biomedical sciences.

Challenges:

Limited funding for students: After the first year, CMB students select a laboratory and their new PI, or the department becomes responsible for their funding. It is becoming increasingly difficult to fund students for their entire Ph.D. given the current NIH budget and CMB has no surplus funds to provide stipends for students working in labs that lack grants. This results in some students TA-ing in later years which in turn increases the time to degree completion. Moreover, as CMB has limited access to TA slots, students may struggle to find TAships, or we are forced to reduce our enrollment to allow current students access to the 2 TA-ships we are assigned.

Lack of Faculty/Departmental/University Support for the Program: The interdisciplinary nature of CMB is a huge asset, but also creates challenges as faculty effort directed towards the CMB program does not always have clear benefit to the home department and is often not fully recognized in promotion and tenure decisions. In some departments, providing teaching support to interdepartmental programs like CMB requires that faculty salary be bought out. This is something that CMB simply has no resources to do. In addition, because there is no "weight" associated with the program it has proven challenging to generate monetary support from the Graduate School and other sections of the university.

Limited availability of bioinformatics training at CSU: A large proportion of the research going on in CMB faculty labs relies on generation and analysis of bioinformatics data. Moreover, bioinformatics analyses are prevalent in the literature. Some understanding of bioinformatics has become essential for today's cell & molecular biologist to contribute effectively to research projects and understand the literature. Yet the bioinformatics training available to our students is woefully inadequate.

Opportunities:

CMB will become a Special Academic Unit: Although this will not fundamentally change the program a great deal, the process of becoming an SAU will give us the opportunity to reevaluate and reaffirm what the expectations are for faculty and departments that want to be members of the program and increase our visibility within the university.

CMB will apply to become a Program of Research and Scholarly Excellence: This opportunity arises every four years and would provide sufficient funds for one student TA and perhaps allow us to offer an undergraduate concentration or certificate in Cell and Molecular Biology.

CMB will continue to apply for and administer training awards: Our recent success with the GAANN training award has encouraged us in this type of endeavor. Last summer an NSF-NRT application for Data Enabled Science and Engineering was submitted which was funded starting April 1, 2015. We will also encourage CMB students to apply for fellowships through NIH, NSF, and other funding agencies.

CMB will actively participate in the drive to increase the availability of bioinformatics training at CSU: Through the development and implementation of the curriculum for the NSF-NRT award mentioned above, CMB faculty and students will both benefit from accessible training and enhance the quality and quantity of bioinformatics research ongoing at CSU.

Executive Summary
Colorado State University Program Review 2014-15
Graduate Degree Program in Ecology

Mission:

The mission of GDPE is to “provide the highest quality education in ecology...by drawing on the great depth and breadth of ecological expertise at Colorado State University...” and the vision is to be “national and international leaders in graduate education in ecology.” To accomplish both requires that GDPE serves as a flexible educational platform capable of delivering highly specialized training as well as a skill and knowledge base that is broad and diverse. This will enable GDPE graduates to successfully fill a variety of professional positions spanning educational, research, outreach and policy-level opportunities in academia, government, NGOs and private enterprises globally.

Academic programs:

- Ecology – M.S.
 - Human-Environment Interactions (HEI) Specialization
 - Ecological Risk Assessment and Management Specialization – (not active, to be discontinued)
- Ecology – Ph.D.
 - Human-Environment Interactions (HEI) Specialization
 - Ecological Risk Assessment and Management Specialization – (not active, to be discontinued)

Summary of strengths, challenges and opportunities:

- Considered to be the model SAU of CSU
- High demand by prospective students - don't have to recruit to fill all positions
- Increase recruitment of students from under-represented groups
- Increase the number of research fellowships awarded to graduate students
- Review curriculum to insure it meets the needs of students and helps achieve the mission of GDPE
- Increase the number and impact of research papers published by graduate students
- Track publications produced by graduate students
- Track post-graduate career success of GDPE Students

Board of Governors of the Colorado State University System
Meeting Date – December 10, 2015
Consent Item

MATTER FOR ACTION:

Colorado State University – Academic Calendar – Fall Semester 2020 through Summer 2022

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the Colorado State University Academic Calendar for Fall Semester 2020 through Summer 2022

EXPLANATION:

Presented by Tony Frank, President

The Colorado State University Academic Calendar for Fall Semester 2020 through Summer Session 2022 was approved by the Colorado State University Faculty Council at its November 3, 2015 meeting.

**ACADEMIC CALENDAR
FALL SEMESTER 2020 THROUGH SUMMER 2022**

Fall Semester 2020

Aug. 20-21	Thursday-Friday	Orientation
Aug. 24	Monday	Classes Begin
Aug. 28	Friday	End Restricted Drop
Aug. 30	Sunday	End Regular Add
Sept. 7	Monday	Holiday - University Offices Closed - No Classes
Sept. 9	Wednesday	Registration Closes – last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Oct. 19	Monday	End Course Withdrawal (“W”) Period
Nov. 21	Saturday	Fall Recess Begins, No Classes Next Week
Nov. 26-27	Thursday-Friday	Holiday – University Offices Closed - No Classes
Nov. 30	Monday	Classes Resume
Dec. 11	Friday	Last Day of Classes; University Withdrawal Deadline
Dec. 14-18	Monday-Friday	Final Examinations
Dec. 18-19	Friday-Saturday	Commencement
Dec. 22	Tuesday	Grades Due
Dec. 23-25	Monday-Wednesday	Holiday – University Offices Closed
(79 Days, Including Final Examinations)		

Spring Semester 2021

Jan. 1	Friday	Holiday – University Offices Closed
Jan. 14-15	Thursday-Friday	Orientation, Advising and Registration for New Students
Jan. 18	Monday	Holiday – University Offices Closed
Jan. 19	Tuesday	Classes Begin
Jan. 22	Friday	End Restricted Drop
Jan. 24	Sunday	End Regular Add
Feb. 3	Wednesday	Registration Closes –last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Feb. 11	Thursday	Founder’s Day – CSU’s 151 st birthday
Mar. 13	Saturday	Spring Break Begins – No Classes Next Week
Mar. 22	Monday	End Course Withdrawal (“W”) Period
Mar. 22	Monday	Classes Resume
May 7	Friday	Last Day of Classes; University Withdrawal Deadline
May 10-14	Monday-Friday	Final Examinations

May 14-15	Friday-Saturday	Commencement
May 18	Tuesday	Grades Due
(79 Days, Including Final Examinations)		

Summer Session 2021

May 17	Monday	1st 4 Week and 12 Week Term Begins
May 31	Monday	Holiday University Offices Closed - No Classes
Jun. 11	Friday	1 st 4 Week Term Ends
Jun. 14	Monday	2 nd 4 Week Term and 8 Week Terms Begin
Jun. 23	Wednesday	Census
Jul. 5	Monday	Holiday – University Offices Closed - No Classes
Jul. 9	Friday	2 nd 4 Week Term Ends
Jul. 12	Monday	3 rd 4 Week Term Begins
Aug. 6	Friday	8, 12 and 3 rd 4 Week Terms End
Aug. 10	Tuesday	Grades Due

SUMMER WITHDRAWAL PERIOD: Because Summer classes have different time periods, the last day a student can withdraw from a course with “W” entered on the record is ten days into the session for a four-week course, 20 days into the session for an eight week course, and 30 days into the session for a 12 week course. If there are any questions, please consult the Registrar’s office.

Fall Semester 2021

Aug. 19-20	Thursday-Friday	Orientation
Aug. 23	Monday	Classes Begin
Aug. 27	Friday	End Restricted Drop
Aug. 29	Sunday	End Regular Add
Sept. 6	Monday	Holiday - University Offices Closed - No Classes
Sept. 8	Wednesday	Registration Closes –last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Oct. 18	Monday	End Course Withdrawal (“W”) Period
Nov. 20	Saturday	Fall Recess Begins, No Classes Next Week
Nov. 25-26	Thursday-Friday	Holiday – University Offices Closed
Nov. 29	Monday	Classes Resume
Dec. 10	Friday	Last Day of Classes; University Withdrawal Deadline
Dec. 13-17	Monday-Friday	Final Examinations
Dec. 17-18	Friday-Saturday	Commencement
Dec. 21	Tuesday	Grades Due
Dec. 22-24	Wednesday-Friday	Holiday – University Offices Closed
(79 Days, Including Final Examinations)		

Spring Semester 2022

Dec. 31	Friday	Holiday – University Offices Closed
Jan. 13-14	Thursday-Friday	Orientation, Advising & Registration for New Students
Jan. 17	Monday	Holiday – University Offices Closed
Jan. 18	Tuesday	Classes Begin
Jan. 21	Friday	End Restricted Drop
Jan. 23	Sunday	End Regular Add
Feb. 2	Wednesday	Registration Closes – last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Feb. 11	Friday	Founder’s Day – CSU’s 152 nd birthday
Mar. 12	Saturday	Spring Break Begins – No Classes Next Week
Mar. 21	Monday	End Course Withdrawal (“W”) Period
Mar. 21	Monday	Classes Resume
May 6	Friday	Last Day of Classes; University Withdrawal Deadline
May 9-13	Monday-Friday	Final Examinations
May 13-14	Friday-Saturday	Commencement
May 17	Tuesday	Grades Due
(79 Days, Including Final Examinations)		

Summer Session 2022

May 16	Monday	1st 4 Week and 12 Week Term Begins
May 30	Monday	Holiday - University Offices Closed - No Classes
Jun. 10	Friday	1 st 4 Week Term Ends
Jun. 13	Monday	2 nd 4Week Term and 8 Week Terms Begin
Jun. 22	Wednesday	Census
Jul. 4	Monday	Holiday – University Offices Closed - No Classes
Jul. 8	Friday	2 nd 4 Week Term Ends
Jul. 11	Monday	3 rd 4 Week Term Begins
Aug. 5	Friday	8, 12 and 3 rd 4 Week Terms End
Aug. 9	Tuesday	Grades Due

SUMMER WITHDRAWAL PERIOD: Because Summer classes have different time periods, the last day a student can withdraw from a course with “W” entered on the record is 10 days into the session for a four week course, 20 days into the session for an eight-week course, 30 days into the session for a 12-week course. If there are any questions, please consult the Registrar’s office.

Board of Governors of the
 Colorado State University System
 Meeting Date: December 10-11, 2015
 Report Item

MATTERS FOR ACTION:

Report on CSU-Pueblo approved sabbatical leaves for 2016-2017

RECOMMENDED ACTION:

No action required -- report only.

EXPLANATION:

Presented by Richard Kreminski, Provost and Executive Vice President for Academic Affairs.

This report provides the names and term for sabbatical requests for the 2016-2017 academic year.

REPORT ON APPROVED SABBATICAL LEAVES FOR AY2016-2017

Sabbatical leave requests for AY2016-2017 were submitted in fall 2015. Per section 2.11.2 (Sabbatical Leaves) of the Faculty Handbook, "The purpose of sabbatical leave is to provide tenure contract faculty an opportunity to engage in research, scholarly or creative activity, or otherwise enhance professional stature as teachers and scholars." 2.11.2.2.i states in part that "Sabbatical leaves will be granted on the merits of the faculty member's application, the availability of funds, and institutional priorities... Faculty members must demonstrate in writing, as part of their application, a well structured plan involving research, scholarly or creative activity, study for advanced degrees outside their primary discipline, or other activities which will result in the faculty member's professional growth, increase the overall level of knowledge in the leave holder's area of expertise, and enhance the institution's reputation, and the students' educational experience." The following individuals submitted proposals that were reviewed and approved at the department, college and university levels.

Ms. Beverly Allen	Associate Professor of Library Services and University Archivist	half year (January-June 2017) (12-month faculty)
Ms. Maya Avina	Professor of Art	academic year 2016-2017

Dr. Bill Brown	Professor of Physics	academic year 2016-2017
Dr. Dora Luz Cobian-Klein	Professor of English/Foreign Languages	fall 2016
Dr. Carol Foust	Professor of Exercise Science	fall 2016
Dr. Rick Huff	Associate Professor of Computer Information Systems and Accounting	fall 2016
Dr. Dana Ihm	Professor of Music	spring 2017
Dr. Joel Johnson	Associate Professor of Political Science	spring 2017
Dr. Alan Mills	Associate Professor of Music	academic year 2016-2017
Dr. Ida Whited	Professor of Finance	spring 2017
Dr. Ding Yuan	Associate Professor of Engineering	spring 2017
Dr. Frank Zizza	Professor of Mathematics	fall 2016

In addition to the above sabbatical leaves, two faculty have requested Educational Leave, i.e. enhancement leave without pay:

Dr. Kristy Proctor	Professor of Chemistry	academic year 2016-2017
Dr. Igor Melnykov	Associate Professor of Mathematics	academic year 2016-2017

Board of Governors of the
Colorado State University System
Meeting Date: December 10-11, 2015
Report Item

MATTERS FOR ACTION:

Report on CSU-Pueblo program reviews completed in AY2014-2015

RECOMMENDED ACTION:

No action required -- report only.

EXPLANATION:

Presented by Richard Kreminski, Provost and Executive Vice President for Academic Affairs.

This report consists of the outcome of our program review process in AY2014-2015.

REPORT ON PROGRAM REVIEWS COMPLETED IN AY2014-2015

As outlined in 1.2.6.2 of the Faculty Handbook, the duties of the Curriculum and Academic Programs (CAP) Board include being responsible for review of existing academic programs. From the "Guideline for Academic Program Self-study" maintained by the CAP Board:

"The primary purpose of systematic self-study is to maintain and support academic departments: teaching and learning; research, professional, and creative activity; and university service, community service, and outreach. It's a vehicle by which departments can better understand if and how well programs are achieving their purpose and if not, what courses of action to take to make them more successful. The program review process... represents a shift away from input-based evidence to a learning centered, outcomes-based approach to on-going improvement and planning. It is a conceptual and practical change in emphasis from conducting a program review to a useful meaningful inquiry into the program's purpose and its effectiveness in achieving that purpose. The results of the program review should be integrated into the department and campus process of planning and budgeting. It also represents a shift from an episodic snapshot of the program's effectiveness to a more relevant and useful on-going, continuous plan of action the department can use for renewal and improvement. The conclusions drawn from the program review are to be informed by evidence; that is, all claims about a program's strengths, weaknesses, and proposed improvements are to be supported by relevant,

valid qualitative and quantitative evidence. This contrasts with program reviews that are largely descriptive and based on advocacy of the program.”

In addition, the document notes that “Programs on a professional accreditation self-study cycle will complete the self-study required by the accrediting agency. The documentation used in the accreditation self-study for new or continuing accreditation may also be used for the campus self-study...”

The timeline for self-study development begins in the fall semester with a data-informed self-study draft submitted to the dean, an external reviewer selected in consultation with dean and chair, a report prepared by the external evaluator after a site visit and examination of the self-study, the convening of a campus seminar panel, with the CAP Board final analysis sent to the Faculty Senate for approval at the last Senate meeting in the spring semester. The explicit contents of the self-study report are as follows, with the caveat noted above (namely that programs with external professional accreditation may deviate slightly from the details below, since they must complete the self-study required by their accrediting agency):

Contents of Self-Study

- I. Cover Page
 - A. Program name
 - B. Program college/school
 - C. Year of review
 - D. Date self-study submitted
 - E. Name of program chair
- II. Executive Summary (maximum of two pages)
 - A. Key findings
 - B. Planned action steps
- III. Response to Review Standards (see below for the precise standards)
 - A. Response to each review standard
 - B. Supporting documents and data
- IV. Supporting Documents
 - A. External Reviewers Report
 1. Program strengths
 2. Program challenges, areas for improvement
 3. Summary of recommendations
 - B. Dean’s Seminar Review Panel results summary
- V. Program Development Plan

Program review standards contextualize the review in the larger planning and effectiveness framework of the campus. Required documentation is included as appendices and referenced in the body of the review.

Standard 1. The purpose of the program reflects and supports the mission and strategic vision of Colorado State University-Pueblo and the mission of its school or college.

Please reflect on the following:

1. Purpose of the program
2. Alignment of the purpose with the campus mission and the program's school or college
3. Distinctive aspects of the program
4. The primary strengths and challenges of the program

Required documentation:

1. Mission/purpose of the program
2. Campus mission statement
3. Campus strategic plan

Standard 2. The program engages in on-going, systematic planning that reflects the campus strategic priorities.

Please reflect on the following:

1. Program's goals (desired big-picture results or purposes) and objectives (specific, measurable things the program will accomplish, at least one of which will be related to teaching and learning)
2. Process for developing and revising the goals and objectives
3. Relationship of the programs goals and objectives to program activities (i.e., describe the activities that accomplish the goals and objectives of the program)
4. Process of implementing the program goals and objectives

Required documentation:

1. Description of the program's ongoing planning process
2. Program's strategic plan

Standard 3. The program provides and evaluates a high quality curriculum that emphasizes student learning as its primary purpose.

Please reflect on the on the following:

Curriculum

1. Alignment of the curriculum with disciplinary standards
 - A. Establishment of and adherence to pre- and co-requisite courses
 - B. Rationale for selection and organization of courses in the curriculum
 - C. Logic, sequence, and coherence of the curriculum
2. Amount of time needed to complete the program
3. Multi-or interdisciplinary strengths of the programs
4. Alignment of curriculum to meet general education needs
5. Role of service course offerings that support other programs
6. Statement of course objectives that reflect the expected student learning outcomes of the program in all syllabi, including general education course offerings
7. Internal processes employed by the program to modify the curriculum

Learning Outcomes Assessment

1. Learning outcomes are observable, measureable statements of what students will know or be able to do upon completion of the program
2. The curriculum (i.e., course objectives) is aligned with the program's student learning outcomes

3. Assessment measures effectively evaluate the student learning outcomes and inform curricular decision-making
4. Assessment results are consistently used to make changes to the curriculum
5. The assessment process, including program improvements, is documented.

Required documentation:

1. Catalog copy of program curriculum
2. Curriculum and advising checklists
3. Frequency of course offerings and mean class size for each of the previous five years
4. Number of majors and minors for each of the last five years
5. Time to degree for program graduates for each of the previous five years
6. Program's current assessment plan
7. Program's assessment reports for the previous five years
8. Current curriculum map
9. Transfer Guide and Four-Year Plans

Standard 4. The program has sufficient faculty resources to meet its mission and goals.

Please reflect on the on the following:

1. Credentials of full-time and part-time faculty and instructional staff
2. Appropriateness of background of faculty for teaching in the program
3. Representativeness of faculty in terms of demographics, tenure, and diversity
4. Continuing growth of faculty as teachers and scholars
5. Adequacy of professional and pedagogical development opportunities for faculty
6. Presence of a positive, productive work environment in the department
7. Evidence of equitable distribution of instructional loads among faculty
8. Standards for faculty review, tenure, and promotion
9. Orientation of faculty and instructional staff, including teaching assistants, to goals and student learning outcomes of program

Required documentation:

1. Distribution of age, tenure status, gender, and ethnic origin of faculty
2. Credentials for all full- and part-time faculty for the last academic year
3. Summary of sponsored research activities for all faculty
4. Summary of scholarly and creative activities by tenure-line faculty
5. Summary of service activities by tenure-line faculty
6. Current CV for full-time faculty
7. FTE for program faculty for previous five years
8. SCH production for previous five years
9. Course load by instructor for the past five years

Standard 5. The program attracts, retains, and graduates high-quality students.

Please reflect on the on the following:

1. Diversity of student populations
2. Enrollment patterns relative to institutional and national enrollment patterns
3. Future viability of the program in terms of enrollment
4. Academic qualifications of students admitted compared to those of all CSU-Pueblo students

5. Accuracy and consistency of student advising, mechanisms to monitor progress toward degree and use of training to provide quality advising
6. Opportunities for students to engage in faculty research, independent study, study abroad, internships, honors courses, student organizations and other enriching activities that promote retention and graduation.
7. Processes and activities to recruit and retain students
8. Student performance on licensure or professional exams relative to regional and national standards
9. Adequacy of financial support/opportunities to recruit and retain high-quality students

Required documentation:

1. Five-year program profile to include 1) the number of women, first generation, ethnic minority, and international students in the program; and 2) number of students graduated each year.
2. For programs with specified admissions standards, 1) entry requirements for admission to the program, 2) the number of applicants to the program, 3) the number of students admitted to the program, and 4) the academic qualifications of admitted students;
3. Number and types of minors completed by students in the past five years.
4. Employment or graduate degrees held (or in progress) by graduates
5. Summary of student, alumni, and/or employer survey responses

Standard 6. The program has an administrative structure that facilitates achievement of program goals and objectives.

Please reflect on the following:

1. Processes in place to ensure efficient and effective decision-making, and shared governance.
2. Support for department chairs/associate deans and others in department or program leadership roles
3. Faculty involvement in ongoing program activities such as assessment; curriculum development, review, and revision; and tenure and promotion standards.
4. Involvement of students, alumni, and other program stakeholders in program decision-making
5. Evaluation of chairs/associate deans, faculty, and staff

Required documentation

1. Organizational chart
2. Minutes of relevant department meetings

Standard 7. The program has adequate resources to meet its goals and objectives.

Please reflect on the following:

1. Adequacy of the budget to support the mission and goals of the program
2. Currency and adequacy of facilities and laboratories, instructional technology, and library resources to support the mission and goals of the program
3. Documentable program faculty and staffing needs
4. Effective and appropriate use of faculty and staff

Required documentation:

1. Equipment, travel, technology, and operating budgets for the past five years.

2. List of major facilities and equipment
3. List of major hardware and software used by the program
4. List of major library resources, databases, and journals
5. List of support personnel, including non-teaching graduate students

In AY2014-2015, the following programs were originally scheduled to undertake a program review:

Music (BA)

Sociology (BA, BS)

Foreign Language (Spanish BA)

Accounting (BSBA)

Business Management (BSBA)

Master in Business Administration (MBA; including Joint BSBA/MBA)

The Sociology Department requested a one-year delay (due to timing issues, e.g. the previous review happened just four years previously, not five as is typical; the department chair was serving as faculty senate co-president and had increased service duties; and recent loss of one third of the tenured/tenure-track faculty to retirement led to increased service duties on the remaining full-time faculty including advising over 300 majors). The one year delay was granted.

Each program review is generally hundreds of pages long. Sample materials from the program reviews are included below; first from music, then foreign languages, then the business programs.

MUSIC SAMPLE: The executive summary from the department chair is copied below.

EXECUTIVE SUMMARY

- | | |
|---|---|
| New Department Chair | The 2014 Music Program Review is spearheaded by a new department chair who arrived at CSU-Pueblo in August 2013. Given this timing, the review provides requisite historical data, assesses current departmental effectiveness, and focuses primarily on strategic planning moving forward. |
| Focus on undergraduate education | An accredited member of the National Association of Schools of Music (NASM) since 1962, the CSU-Pueblo Department of Music is dedicated to expert undergraduate education while providing the opportunity for PreK-12 teacher's licensure in Music within the Bachelor of Arts and Master of Education curricula. |
| Program Strengths | The department harnesses unique strengths. In 2014, at a time University enrollment fell 3%, Department of Music enrollment grew 18.8% (up to 107 majors from 90 in 2013). |
| <ul style="list-style-type: none"> • Enrollment growth • Expert and Dedicated | <ul style="list-style-type: none"> • CSU-Pueblo Music faculty are experts in their fields. Many have built |

- Faculty** national and international reputations. Each are highly dedicated to the collective vision of what the CSU-Pueblo Department of Music can become: the premier institution in Colorado for undergraduate Music education. Toward this goal, CSU-Pueblo benefits as the only small, public, university on Colorado's front range with broad Music offerings.
- **Pueblo Symphony** The department enjoys a long partnership with the Pueblo Symphony. University support of PSO provides expert faculty lines, regular, professional concerts on our campus, and unique performance opportunities for our students.
 - **Marching Band** Development of the University marching band has provided new resources and equipment, a distinct public face for our department, and an important curricular focus within our instrumental Music Education program.
- Facilities:** Departmental performances are held in Hoag Hall (dedicated 1975), a 600 seat venue with a large proscenium stage and pipe organ (added 1978). The Capps Capozzolo Academic Arts Center, an adjacent wing added a few years following, houses the department. The facility adequately supports the size and scope of our current program, but shows its age and wear. The department is aggressively pursuing cosmetic improvements so that the appearance of the facility does not negatively impact recruiting.
- functional, but old**
- Program Challenges** Our current enrollment growth is the result of increased scholarship offerings in 2014. The Department of Music and the CSU Pueblo Foundation have not agreed, however, on a spend-down horizon for the Caroline Cramer Voss scholarship fund to sustain this level of funding. If previous limits remain and a University plan for arts fundraising is not developed, the enrollment gains of 2014 will be lost.
- **Scholarship Allocation**
 - **Adjunct Pay** It is hoped the recent University Salary Equity Study will spur a campus-wide plan to address low wages. Pay for Artist-in-Residence and adjunct positions is especially concerning. The department undertook specific initiatives in 2014-2015 to address adjunct pay and is encouraged by recent University pronouncements that adjunct compensation will be addressed campus-wide.
 - **Faculty positions** The department lost an open, tenure-track line in January 2014 as part of a University reduction-in-force. At that time, the possibility of losing additional Artist-in-Residence lines was raised in light of enrollment declines in Music prior to 2014. (It was under this pressure that the department pursued more aggressive scholarship offerings in 2014). It is hoped this review fosters a dialog with the University on the timetable for restoring the lost tenure-track line as well as a plan for developing new Artist-in-Residence lines tied to enrollment growth and, potentially, private

support.

- **Relationship to University support offices** Given the co-curricular nature of our program, the department depends on the direct support of numerous campus partners: Athletics, Facilities Management, Residence Life, Student Services, and Dining Services, among others. These partnerships are occasionally strained by limited resources, conflicting priorities, and disparate goals. The department needs on-going assistance to promote dialog on equal-footing with various support offices.
- Program Strategies**
- **Curricular development** Recently proposed Minors in Music Technology, Jazz Studies, Composition/Theory, and Organ Performance Studies will provide BA-Music (General or Performance emphasis) majors pertinent concentration areas in fulfillment of college requirements, attract new students, and bolster various upper division courses which, in years past, suffered low enrollments as elective courses. A proposed option for initial teacher's licensure within the Master of Education curriculum will revitalize a program all but abandoned in recent years.
 - **Faculty ensembles** Establishment of Faculty Brass and Woodwind Quintets followed re-auditions for brass and woodwind adjunct positions that attracted new and continuing performance talent for our department. Upcoming quintet performances provide new recruiting opportunities and promotion for the department and will supplement adjunct pay.
 - **Community involvement** The department benefits from numerous community connections, notably with public school Districts 60 and 70 (Pueblo city and county). New initiatives include a grant-funded afterschool Music program at the El Centro Recreation Center on Pueblo's eastside and continuing conversations with the Pueblo Arts Alliance to promote student performances along Pueblo's Historic Riverwalk. Strengthening community engagement is crucial to program growth.
 - **Fundraising development** Although departmental fundraising has not been actively pursued in recent years, new initiatives are being considered. On November 11, 2014, various CSU-Pueblo ensembles will present a 'Home of Heroes' concert to honor service veterans. The ticketed concert will provide an annual event upon which to build fundraising efforts.
- Strategic Goal** Cultivating sustained and substantial private support is essential to the long-term success of the CSU-Pueblo Department of Music.

FOREIGN LANGUAGE SAMPLE: For foreign languages, an excerpt of the introduction from the program director is provided, then an implementation plan based on the external reviewer comments.

1.1 Dean's Brief Five Year Program Review: Spanish Program – Fall 2014

In 2006 our Spanish program began a radical change in program philosophy and curriculum that aimed to provide our students with strong translingual and transcultural competence. We have now become a proficiency oriented program that focuses not on what students know about the language but what they can actually do with the language. Furthermore, we strive to engage them in significant cultural experiences that help them function in the target cultures. Through this innovative approach we prepare our graduates for the complex professional and personal lives that define our global modern society. This pedagogy has transformed our program for the better. Such a transformation does not happen overnight. It is the result of years of tireless work by dedicated faculty and administrators. We continue to develop and improve our program year by year as we stay current with the most cutting edge approaches in language teaching through research and professional development. Our desire to serve our students is unfaltering, and these last five years prove our commitment to excellence. Since 2010 we have made tremendous strides in every area of our program. We embrace the fact that good work is never done; instead, it is a process in which we must constantly participate. The Spanish program now stands on a strong foundation supported by three pillars that outline best practices for the teaching of languages: The 2007 Modern Language Association (MLA) report on Foreign Languages and Higher Education, the language proficiency guidelines set by The American Council on the Teaching of Foreign Languages (ACTFL), and the recommended pedagogical approaches set by the National Heritage Language Resource Center (NHLRC) for the teaching of Heritage Languages.

As this document will attest, our program is strong. We have developed clear learning objectives. Our program serves our students, the university, and the global need for educated bilingual people in all fields. Our faculty is excellent and constantly participates in academic activities that impact the quality of our students' education. Our curriculum map and program assessment show we are meeting our student learning outcome goals. Our former graduates are employed and show high satisfaction with what they learned in our program. Our statistics show that our number of registered Spanish majors and minors, as a percentage of total student headcount, has continued to grow, as have our number of graduates. Finally, in the last five years we have enacted the great majority of recommendations from our previous five year program review. At the same time we have come up with a new list of goals for the next five years. This is a program we are proud of, but more importantly it is a program that serves our students well.

Next is an excerpt from the program director's action plan based on the external reviewer recommendations, in abbreviated form. The reviewer was Dr. María M. Carreira (Professor of

Spanish, California State University, Long Beach, and National Heritage Language Resource Center, UCLA, Co-director).

PROPOSED TIMELINE FOR IMPLEMENTATION OF RECOMMENDATIONS:

SPRING 2015: (1) Review new textbooks for beginning Spanish – technology component (2) Help lecturers participate in conferences and professional development (3) Have a conversation about a way to compensate lecturers (release time or payment) so they can function outside the classroom

SUMMER 2015: (1) Conversation course for working teachers. (2) Prioritize research and other scholarly activities that are connected to the mission of the program and that speak to the experiences and needs of its student population.

FALL 2015: (1) Translation / Interpretation course (2) Sigma Delta Pi (3) Begin spreading the introductory Spanish book to three semesters (4) Have the Language Center supported by release time (5) Have a lecturer in place to replace Ms. Dehdouh

SPRING 2016: (1) Undertake a study of how to increase access to study---abroad opportunities (2) Formalize this organizational structure and to allocate funds to support the critical work of the Associate Chair.

SUMMER 2016: (1) Offer short trips to U.S. destinations as a way to provide horizon---expanding opportunities.

FALL 2016: (1) Supplement SPN 331 and 391 with a field experience course (2) Work with other departments to design coordinated courses with common themes and learning objectives (3) Add another tenure track faculty to address instructional gaps in Latin American Literature and Spanish linguistics.

SPRING 2017: (1) Grant writing

SUMMER 2017: (1) Expand our field experience courses and possibly make it a requirement

To be determined contingent on utilization of lecturers: (1) Establish a Spanish Club (2) Create a bilingual student newsletter (3) Give students a role in recruitment and retention efforts by creating a cohort of student advocates to promote the study of Spanish. (4) Form an Advisory Board

BUSINESS SAMPLE: Key selections from the business program seminar panel dean’s report for the undergraduate and graduate business programs and the introductory portions of the external evaluator for the business programs are provided below.

**Dean’s Seminar Panel Report
Master of Business Administration Program Review
February 3, 2015**

Presented by Bruce C. Raymond, Dean
Malik and Seeme Hasan School of Business
Colorado State University-Pueblo

Procedure:

The MBA Seminar Panel – Paul Orscheln (Provost’s Representative), Kristyn White-Davis (HSB MBA Director), Bruce C. Raymond (HSB Dean and Acting Faculty Chair) – convened on Tuesday, January 27, 2015, at 9:30 a.m. in the Farley Conference Room. All members had individually reviewed both the self-study prepared by the HSB faculty and the external reviewer’s report in preparation for the meeting.

The seminar panel members asked questions and provided analysis regarding the MBA program.

This report represents the distillation of the self-study, the external reviewer's report, and the discussion by the seminar panel; and it is presented to the CAP Board as required by campus policies and procedures. Detailed information is found in the program review and the external review.

MBA Program Strengths

The Master of Business Administration program is one of the larger masters level degree programs at CSU-Pueblo with an average number of students enrolled in the program of more than 80 students per year in the past five years including large numbers of international students. These students describe the value they place on personal interaction with the HSB faculty and the expertise of the faculty regarding business, economics and organizations.

A unique strength of HSB's MBA program is the broad preparation, background and cultural diversity of the HSB faculty. Since the faculty is comprised of individuals from all across the globe students gain diverse cultural and business perspectives. This broad business and cultural influence is valued in the global economy today. We are grateful that CSU-Pueblo includes diverse students and that HSB's diverse faculty complements our student diversity. Another characteristic of the HSB faculty which benefits our MBA program is the scholarly profile of the faculty. A large majority of the HSB faculty are published scholars who regularly share their research results through reputable, refereed journals. In aggregate the scholarly profile of the HSB faculty is noteworthy.

Other strengths of the MBA program include the strong relationship between the Pueblo professional community and the great reputation of the program in Pueblo and Southern Colorado. These statements are supported by the many MBA graduates who reside and work in Pueblo and the many MBA graduates who hold leadership positions in major Pueblo organizations. While many grads stay in Pueblo it is also true that our MBA alumni span the world with a strong pocket of graduates in Germany and now many graduates returning to Asia with great organizational placement in large reputable firms.

Another strength of the MBA program is the continuing AACSB Accreditation held by the Hasan School including the MBA program. This accreditation provides external validation of the quality of HSB including the degree programs, the faculty and the organization and management. This accreditation is held by only 5% of business schools worldwide.

MBA Program Challenges

The Hasan School of Business MBA program faces many challenges due to the changing nature of higher education, increased competition for potential students and decreased state funding for higher ed. Specifically we have fallen behind many competitors in the flexibility of our course offerings such as hybrid and online options. Potential students have these other opportunities provided by our competitors, consequently we face declining enrollments. And to date, we have not been able to take advantage of opportunities for program expansion into Colorado Springs as well as program collaborations such as Health Care Administration, Information Technology Management and Tourism, Recreation and Sports Management. These opportunities will be referenced in the opportunities section of this report.

Recent large increases in the MBA tuition charged at CSU-Pueblo also have reduced our cost edge in the minds of cost conscious student populations. The CSU-Pueblo office of International Programs staff members recently related that potential international students have changed their minds about coming to HSB for the MBA program due to the increased tuition. While our MBA tuition is still cost competitive when compared to other accredited schools in Colorado it is no longer true that we are the "value" option among AACSB Colorado schools for an MBA degree.

Additional challenges include the lack of elective courses for MBA students due to the recent reductions in faculty numbers (budgets), the lack of MBA level internship credits for interested graduate students and the limited available lab space specifically for graduate students.

MBA Program Opportunities

As noted previously there is a great opportunity to expand our MBA program into the Colorado Spring market. We are cost competitive with MBA programs in Colorado Springs, particularly with the other accredited program at the University of Colorado-Colorado Spring. And, we have great opportunities for expanding program breadth through collaborations with Health Care, Technology and Recreation.

We have a great opportunity to expand our MBA program to include more hybrid and online courses. Since our domestic target market includes working professionals these students would be better served through more flexibility using technology, particularly the internet. Another opportunity for collaboration would be to offer our 3+2 MBA program to other majors including potentially AIM and Construction Mgmt.

Another opportunity for improvement is to greatly expand our international student recruiting. International students, particularly in China are eager to come to the United States for a value MBA that is AACSB accredited. International students are revenue positive since they pay full out-of-state tuition and must have the funds up front before traveling to the US.

Lastly we could benefit greatly by improving our advertising, promotion and public communication regarding the value and quality of our MBA program through improved promotional materials and broader development of social media including Facebook and LinkedIn. One potential market that needs greater attention is our own bachelor alumni living here in Pueblo.

Recommendation	Timeline	Budget
1. Broaden hybrid and online course offerings	Now	\$3,000/class - Cost of faculty training and \$30,000 - some campus cost for technology and infrastructure
2. Expand international student recruitment	Now	\$25,000 – cost of sending CSU-P recruiters to Asia, Europe and S America
3. Create curricular collaborations with other CSU-P Departments <ul style="list-style-type: none"> • Nursing/Health Care Administration • CIS/Engineering • Recreation and Health 	1-5 years	Unknown – develop graduate level curricula for joint masters degrees, and develop 3+2 with select departments

Dean's Seminar Panel Report
Bachelor of Science in Business Administration (BSBA) Program Review
February 26, 2015

Presented by Bruce C. Raymond, Dean
Malik and Seeme Hasan School of Business
Colorado State University-Pueblo

Procedure:

The BSBA Seminar Panel – Paul Orscheln (Provost's Representative), Hailu Regassa and Abhay Shah (HSB BSBA Faculty Members representing program areas, FIN, ACCT, ECON: Hailu and MGMT, MKTG: Abhay), Bruce C. Raymond (HSB Dean and Acting *Faculty Chair) – convened on Friday, January 16, 2015, at 12:30 p.m. in the Farley Conference Room. All members had individually reviewed both the self-study prepared by the HSB faculty and the external reviewer's report in preparation for the meeting. The seminar panel members asked questions and provided analysis regarding the BSBA program.

This report represents the distillation of the self-study, the external reviewer's report, and the discussion by the seminar panel; and it is presented to the CAP Board as required by campus policies and procedures. Detailed information is found in the program review and the external review.

BSBA Program Strengths

The Bachelor of Science in Business Administration program is one of the larger bachelors level degree programs at CSU-Pueblo with an average number of students enrolled in the program of about 775 students per year in the past five years along with about 40 Business Admin minors per year. In meetings with our external review team, these students described the value they placed on personal interaction with the HSB faculty and the expertise of the faculty regarding business, economics and organizations.

Our primary strengths include AACSB accreditation, a diverse scholarly faculty, effective teaching and advising, access to success for all incoming student populations including students at risk, a safe campus environment, a loyal alumni population in Pueblo, strong relationships with the business community in Pueblo as well as contemporary classrooms and up-to-date instructional technology.

Teaching and student success – Our graduates are well received in the community. Many local students are encouraged to enroll by alumni. The majority of our classes are taught by full-time Scholarly Academic faculty, many of whom involve students in their research. Effective teaching and learning at HSB is a shared responsibility of the faculty and the professional advising staff. Our faculty is deeply committed to assessment of learning outcomes and to regularly taking steps to ensure continuous improvement in teaching activities.

Our professional advisors provide personalized and consistently competent advising for every student. The tutoring provided by HSB offers one-on-one tutoring, free of charge, for all students enrolled in any business course.

Research – Our faculty in aggregate continues to maintain substantive research productivity, with an emphasis on applied research and pedagogical topics. The Hasan endowment has provided instrumental, ongoing support for these research efforts. In the most recent five-year period faculty research productivity as measured by publications in peer-reviewed journals averaged over four articles per individual. This research performance is threatened for the future by the recent 12/12 teaching load policy implemented by the central administration. A continuing program of faculty research release is critical for maintenance of scholarly success.

Community Support – We are fortunate at HSB to enjoy the broad support of the local business community, built to some degree on the large number of HSB alumni who have stayed in Pueblo. In addition, the HSB Board of Advisors reviews our activities, offers guidance, provides critical networking opportunities and helps with our fundraising and development agenda.

A unique strength of all HSB programs is the broad preparation, background and cultural diversity of the HSB faculty. Since the faculty is comprised of individuals from all across the globe students gain diverse cultural and business perspectives. This broad business and cultural influence is valued in the global economy today. We are grateful that CSU-Pueblo includes diverse students and that HSB's diverse faculty complements our student diversity.

BSBA Program Challenges

Our greatest challenge is the perception of Pueblo's declining regional relevance when compared to the Front Range communities from Colorado Springs northward. These public perceptions carry over to perceptions of the quality and relevance of the academic programs at CSU-Pueblo. This burden necessitates formalized, aggressive local-, regional-, and state-wide promotion of our quality and strength.

Additional challenges for HSB's future include (1) the continuing decline in state funding for higher education; (2) increased competition from in-state peer institutions, particularly from Denver, Ft. Collins, Boulder and Greeley; (3) continually increasing opportunities for our students to access competing educational content using distance technology; and (4) difficulty in maintaining competitive faculty salaries in the current budget environment.

- Legislative funding per student in Colorado has decreased dramatically over the past 20 years. This trend puts increasing pressure on institutions like CSU-Pueblo providing open enrollment to a broad set of incoming students including many students who are the first in their family to go to college as well as many students who come from families of lower socioeconomic status.
- The implementation of the Colorado Opportunity Fund in 2005 created an intense competitive environment for every in-state student. Historically, CSU-Pueblo competed directly for students with regional universities in southern Colorado including the University of Colorado at Colorado Springs and Adams State University (Alamosa, CO), as well as with for-profit institutions including the University of Phoenix and Colorado Technical University. Currently, universities such as Northern Colorado University and Colorado State University-Ft. Collins are also recruiting aggressively in Pueblo area high schools, particularly for the best and brightest students.
- Collegiate-level online- and distance-delivered content is available to southern Colorado students in high school, at community colleges and at the collegiate level. Since we offer minimal online content ourselves, our total student credit hour (SCH) production has suffered as students respond to flexible offerings from a variety of sources. Our own students are free to enroll in online courses offered by our sister institutions – CSU-Global and CSU-Ft. Collins – decreasing our SCH production.
- In our current budget situation we are faced with increasing demands on faculty time to teach larger sections with more course preps. For many years faculty raises have been minimal. The prospects of faculty continuing to work more for less increases the possibility of faculty seeking opportunities elsewhere. At the bottom of the national economic recession, many faculty members were grateful to have a secure job; but as the economy strengthens, we will be challenged to keep our productive faculty in place.

BSBA Program Opportunities

The BSBA is a large stable degree program with continuing student interest and demand, but there a number of opportunities to stabilize student demand providing greater budget stability for the future. Opportunities include

- greater collaboration with admissions and enrollment management to develop a unique HSB recruitment plan with greater involvement by HSB faculty
- similarly, cooperation with CSU-Pueblo career services to enhance and improve unique HSB career preparation and placement opportunities unique to business students

- expand elective offerings for all majors
- work cooperatively with other majors on campus to offer targeted minors in business and/or joint degree programs
- recruit faculty in lean areas to build critical mass for all disciplines
- improve promotion and public relations of HSB and HSB programs

Over the past few years we have built strong relationships with the DECA and FBLA advisors in each of the local high schools; nurturing these relationships has allowed us to host more than 1,000 students per year over the past two years and to promote our quality undergraduate programs to these high school students. Each year we have submitted about 500 names to the CSU-Pueblo admissions office for recruiting. We can build on these past successes through faculty presentations at local high schools and through other collaborations. An example new collaboration leading to HSB enrollments is the sponsorship of the Business Leaders Academy to be held this June at HSB welcoming 25 top middle school students to expand their interest in business topics.

Similarly, due to the strong linkages between HSB and the regional business community HSB's student recruitment efforts, as well as our student placement efforts could be enhanced by working more directly with admissions and career services. For example we work closely with many local business organizations to provide interns to meet their needs; these internships often lead to job offers. Increasing our efforts to create more internships will likely lead to greater success in local job placement efforts.

One opportunity which is difficult for us to address is the need for more elective courses and/or collaborations with other majors on campus. Since our faculty numbers are small and are declining we do not have the ability to staff generous numbers of options/elective courses, particularly in Finance and Marketing. In addition we are not free to develop service courses created specifically for other CSU-Pueblo degree programs.

Lastly we could benefit greatly by improving our advertising, promotion and public communication regarding the value and quality of our BSBA program through improved promotional materials and broader development of social media including Facebook and LinkedIn. One potential market that needs greater attention is our own bachelor alumni living here in Pueblo.

Recommendations, Timeline and Budget

The following table lists a set of recommendations that will help improve the quality and sustainability of the CSU-Pueblo BSBA program. While other recommendations exist these were viewed as those that had the greatest potential for success.

Recommendation	Timeline	Budget
1. Formalize past successes with DECA and FBLA to work directly with CSU-Pueblo Admissions office	Now	No cost
2. Increase the number of internships available to HSB students to improve job prospects for our graduates	Now	No cost
3. Recover faculty positions as tenurable which were converted to visiting positions due to budget cuts.	2: 2014-2015; 2: 2015-2016	Will require funding which was swept from HSB budgets to bring four faculty positions back to previous salary levels. Marketing: \$20,000 CIS: \$12,500 POM 1: \$15,000 POM 2: \$60,000

		Note: An additional two tenure-track positions were abolished permanently due to the 2014-2015 budget cut.
4. Continue to develop evening and COS Tower bachelor degree programs	Now-5 Years	These sections have to be self funded. We will revenue share with Extended Studies to pay for these classes including many with adjunct faculty.
5. Create stand-alone majors in Finance and Marketing.	3-5 Years	New faculty lines in marketing (\$100,000 + benefits) and finance (\$125,000 + benefits)

**CONTINUOUS IMPROVEMENT REVIEW - BUSINESS
PEER REVIEW TEAM VISIT REPORT
Colorado State University - Pueblo
Malik and Seeme Hasan School of Business**

Team Recommendation

A. Accreditation Recommendation:

The recommendation of the Peer Review Team is that the accreditation of the undergraduate and master's degree programs in business offered by the Malik and Seeme Hasan School of Business be extended for an additional five years with a Continuous Improvement Review to occur in year five. Concurrence by the Continuous Improvement Review Committee and ratification by the Board of Directors are required prior to the confirmation of the accreditation decision. Following ratification by the Board of Directors, the applicant will be notified. The applicant must wait for this official notification before making any public announcement. AACSB International provides a list of applicants achieving accreditation to its members and the public.

B. Team Recommendation Review Schedule: Date that the appropriate Continuous Improvement Review Committee will meet to review the team recommendation: March 24, 2014.

II. Identification of Areas That Must Be Addressed Prior to Next Continuous Improvement Review :

The Hasan School of Business is in compliance the AACSB standards. The school has an appropriate mission statement that is guiding decisions; a transparent planning process that links to appropriate financial strategies; mature AoL strategies for the BSBA and MBA degree programs and a developing AoL for the CIS degree program that the school is bringing under AACSB accreditation. The school supports a qualified and participating faculty and these are appropriately distributed across disciplines and programs. From conversations with the school's leadership team, individual faculty members, and with students it is evident that the school is engaged, innovative and having an impact. As expected, the processes for documenting engagement and impact are immature.

Summarize the team's analysis of the applicant's response and actions to address concerns that were stated during the last accreditation review:

The Hasan School of Business has successfully responded to all of the concerns identified through it previous Maintenance of Accreditation Review. Assurance of Learning is embedded in the schools strategic planning process; the school has established appropriate faculty development programs; the school has appropriate financial strategies in place to support the school's strategic plan, and it is evident that the school has a mature Assurance of Learning program that has resulted in curriculum and delivery improvements to enhance student learning.

1. Prior to the next Continuous Improvement Review, specific recommendations relative to AACSB standards that should be addressed and reported in the next CIR application and at the time of the next Continuous Improvement Review.

In the spirit of continuous improvement, the following areas should be addressed prior to the next visit:

1. The school should have a mature CIS AoL process in place that is fully implemented, including completing the loop. The school has established learning goals and objectives, along with a curriculum map showing where learning

goals are introduced, developed and mastered. Data have been collected and these have been discussed by the CIS faculty.

2. The school should review and refine as appropriate the school's mission statement: The mission statement does not recognize some distinctive features that surfaced in conversations with members of the Pueblo business community, faculty and students. For example, numerous stakeholders feel that HSB is distinctive in that its faculty has a high degree of concern for student success and are very accessible to students. Given that increasing student enrollment is a goal of the college, a mission statement that focuses on those features that distinguish HSB from its competition from a prospective student's perspective is key. Other individuals, including individuals from the business community and students, commented on the professionalism of the faculty. We believe the HSB should engage in a process of refining the mission statement to better embrace the distinguishing characteristics that seem to characterize the school.

3. The school should establish structured processes for collecting and reporting on engagement data. The school reports dispersed data and other evidence that demonstrate that both students and faculty are actively engaged with the practitioners and the practice of business. However, it is not possible to judge the full extent to which engagement is occurring from the data presented. For the next review, the HSB should identify the most important strategies for promoting student engagement and implement systematic processes for collecting data and other relevant information that could be used to more fully report on the extent to which students are engaged. Mature processes should be in place by the next review.

Similarly for faculty, the HSB should identify the most important strategies for promoting faculty engagement and establish systematic processes for collecting data and other relevant information that would be used to reporting on the extent to which faculty are engaged. Mature processes should be in place by the next review.

4. The school should establish structured processes for collecting and reporting on impact data. There is sufficient dispersed and anecdotal data to conclude that the school is impactful, but it is not possible to gauge the full magnitude of the school's impact because immature processes are in place to collect and report impact data. For the next review, the HSB should identify the most important metrics for measuring impact and establish systematic processes for collecting data and other relevant information that would be used to describe the impact of the school's instructional activities and the faculty's scholarly program (scholarly contributions). Mature processes should be in place by the next review.

III. Identify and assess the business school's success in demonstrating innovation, impact, and engagement outcomes.

The Hasan School of Business has clearly demonstrated that it is innovative, impactful, and engaged with practitioners and the practice of business in ways that are consistent with the school's missions. Specifically the school has (this list of examples is not exhaustive):

(a) innovated to promote continuous improvement; e.g. (1) establishing a purely professional student advising staff that promotes student success and retention through appropriate follow-up and intervention strategies, (2) establishing an early warning system that identifies incoming students at various levels of risk and intervening through mentoring and tutoring programs, (3) reestablishing a summer research grant program to support faculty scholarly programs, (4) undertaking course re design and moving to online and blended delivery of courses, (5) establishing a writing-coaching class at the graduate level to improve writing skills among MBA students (6) revising the undergraduate curriculum to improve problem solving skills by distinguishing between quantitative problems and qualitative problems and developing a five-step problem solving protocol, and (7) established the Pueblo Entrepreneurship Competition – a competition may provide the school with equity positions in award winning proposals.

(b) Developed strategies to engage students and faculty. In regard to students, for example, engagement is promoted through (1) internships, (2) student practical/consulting projects imbedded in courses, (3) student involvement with faculty research and outreach activities under the Healy Center for Economic and Business Research. In regard to faculty, engagement has been encouraged through the (1) active involvement of faculty with practitioner/professional organizations, (3) the supervision of internships, (4) the mentoring of student practical/consulting projects, (4) faculty consulting, and (5) intellectual contributions focused on the practice of business, and faculty driven outreach efforts to understand and enhance the local/regional economy and business environment.

(c) had positive impact on the business disciplines through (1) a solid record of published research that has been cited extensively by others, (2) the placement of graduates in the local and regional economies (consistent with the school's mission statement); (3) the benefits to organizations that sponsor internships and student consulting projects, (4) the extensive outreach by the Healy Center for Economic and Business Research; (5) presentations and seminars by faculty to the local and regional business communities, (6) the leadership positions faculty have held in regional and national organizations, and (7) the advancement of graduates to more responsible and senior positions, locally, within the region, and statewide.

[end of sample]

Board of Governors of the
Colorado State University System
Meeting Date: December 10-11, 2015
Consent Item

MATTERS FOR ACTION:

Colorado State University-Pueblo – Academic Calendar AY 2016-17 and AY 2017-18

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the Colorado State University-
Pueblo Academic Calendar for AY 2016-17 and AY 2017-18.

EXPLANATION:

Presented by Richard Kreminski, Provost and Executive Vice President for Academic Affairs.

The CSU-Pueblo Academic Calendar historically is prepared by the Registrar and presented to the Board for approval. (No campus body is required to approve it in advance of the Board meeting. Nevertheless, on November 12, 2015, the schedule below was reviewed by Academic Council, which consists of the academic deans, the assistant provost, the registrar, the faculty senate president, and other campus faculty and administrators). Once approved by the Board, the calendar is posted with wording that states that these calendars are planned in advance and are subject to change, and unless otherwise stated, the University is open and classes will be held as scheduled.

UNIVERSITY CALENDAR 2016-2017 & 2017-2018

FALL

Registration Begins
 Classes Begin
 End Add Period (full-term courses)
 End Drop Period (full-term courses)
 Fall Graduation Planning Sheet Deadline
 End of Full-term Course Withdrawal Period
 Thanksgiving Break
 Classes End
 Final Exams

2016

Mar. 7
 Aug. 22
 Aug. 26
 Sept. 5
 Sept. 16
 Oct. 21
 Nov. 21-25
 Dec. 2
 Dec. 5-9

2017

Mar. 13
 Aug. 21
 Aug. 25
 Sept. 4
 Sept. 15
 Oct. 20
 Nov. 20-24
 Dec. 1
 Dec. 4-8

SPRING

Registration Begins
 Classes Begin
 End Add Period (full-term courses)
 End Drop Period (full-term courses)
 Spring Graduation Planning Sheet Deadline
 End of Full-term Course Withdrawal Period
 Spring Break (tentative for 2018)
 Classes End
 Final Exams
 Commencement

2017

Oct. 17 (2016)
 Jan. 16
 Jan. 20
 Jan. 30
 Feb. 10
 Mar. 17
 Mar. 20-24
 Apr. 28
 May 1-5
 May 6

2018

Oct. 16 (2017)
 Jan. 15
 Jan. 19
 Jan. 29
 Feb. 9
 Mar. 16
 Mar. 19-23
 Apr. 27
 Apr. 30-May 4
 May 5

SUMMER

Registration Begins

2017

Oct. 17 (2016)

2018

Oct. 16 (2017)

First 4, 6 and 12-week Sessions

Classes Begin
 Memorial Day (University Closed)
 Summer Graduation Planning Sheet Deadline
 Classes End
 First 4-week
 First 6-week
 12-week

May 15
 May 29
 June 2
 June 8
 June 22
 Aug. 3

May 14
 May 28
 June 1
 June 7
 June 21
 Aug. 2

Second 4-week Session

Classes Begin
 Independence Day Observed (University Closed)
 Classes End

June 12
 July 4
 July 6

June 11
 July 4
 July 5

Second 6-week Session

Classes Begin
 Independence Day Observed (University Closed)
 Classes End

June 26
 July 4
 Aug. 3

June 25
 July 4
 Aug. 2

Third 4-week Session

Classes Begin
 Classes End

July 10
 Aug. 3

July 9
 Aug. 2

Board of Governors of the Colorado State University System
Meeting Date: December 10, 2015
Report Item

MATTERS FOR ACTION:

Report Item. No action necessary.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President; Jon Bellum, Provost;
Rick Kreminski, Provost and Executive Vice President for Academic Affairs

Report to the Board of Governors that provides an overview of the enrollment trends
from fall 2011 through fall 2015.

Colorado State University: Fort Collins Campus (FA10-FA14)

	FY11	FY12	FY13	FY14	FY15	One Year Change	
Degrees Awarded	6,176	6,615	6,838	6,937	7,181	244	3.5%
Bachelors	4,436	4,676	4,879	4,962	5,049	87	1.8%
Masters	1,399	1,577	1,587	1,606	1,755	149	9.3%
Doctorate	204	235	232	230	251	21	9.1%
D.V.M.	137	127	140	139	126	13	-9.4%
STEM Degrees	1,875	2,046	2,172	2,320	2,489	169	7.3%
Non-STEM Degrees	4,301	4,569	4,666	4,617	4,692	75	1.6%
	FA11	FA12	FA13	FA14	FA15	One Year Change	
Student Credit Hours	354,229	355,814	358,230	357,648	364,995	7,347	2.1%
Headcount	26,735	26,769	27,034	27,086	27,566	480	1.8%
Undergraduate	22,300	22,412	22,565	22,506	23,009	503	2.2%
Freshman	5,953	5,835	5,798	5,604	6,096	492	8.8%
Sophomore	4,844	4,928	5,006	5,145	4,965	180	-3.5%
Junior	5,099	4,939	5,177	5,127	5,314	187	3.6%
Senior	6,404	6,710	6,584	6,630	6,257	373	-5.6%
Graduate	3,887	3,808	3,927	4,047	4,008	39	-1.0%
Graduate I	2,401	2,351	2,438	2,608	2,507	101	-3.9%
Graduate II	1,486	1,457	1,489	1,439	1,415	24	-1.7%
Professional	548	549	542	533	549	16	3.0%
New Undergraduate	4,504	4,544	4,443	4,353	4,737	384	8.8%
Female	13,812	13,829	13,909	13,891	14,102	211	1.5%
Male	12,923	12,940	13,125	13,195	13,464	269	2.0%
Nonresident, Non-WUE	4,992	5,291	5,721	6,259	6,781	522	8.3%
Nonresident, WUE	509	567	613	665	700	35	5.3%
Resident	21,234	20,911	20,700	20,162	20,085	77	-0.4%
Not First-Generation	20,446	20,403	20,852	21,038	21,285	247	1.2%
First-Generation	6,289	6,366	6,182	6,048	6,281	233	3.9%
Not Pell (undergraduate only)	16,864	16,912	17,155	17,304		Unavailable	
Pell (undergraduate only)	5,436	5,500	5,410	5,202		Unavailable	
Nonminority	22,825	22,584	22,603	22,456	22,725	269	1.2%
International	1,133	1,226	1,506	1,859	1,981	122	6.6%
Unknown	1,568	1,653	1,533	1,191	1,290	99	8.3%
White	20,124	19,705	19,564	19,406	19,454	48	0.2%
Minority	3,910	4,185	4,431	4,630	4,841	211	4.6%
Asian	468	468	528	609	681	72	11.8%
Black	508	515	511	569	589	20	3.5%
Hawaiian/Pac. Islander	42	36	22	27	37	10	37.0%
Hispanic/Latino	2,066	2,254	2,401	2,560	2,797	237	9.3%
Multi-Racial	718	808	873	726	565	161	-22.2%
Native American	108	104	96	139	172	33	23.7%

Agricultural Sciences	1,549	1,576	1,518	1,610	1,646	36	2.2%
Business	2,333	2,395	2,456	2,477	2,495	18	0.7%
Engineering	2,474	2,653	2,920	3,012	3,308	296	9.8%
Health and Human Sciences	4,866	4,592	4,670	4,832	4,765	67	-1.4%
Intra-University	2,897	2,934	2,888	2,908	2,990	82	2.8%
Liberal Arts	5,538	5,354	5,065	4,786	4,640	146	-3.1%
Natural Sciences	4,003	4,150	4,346	4,282	4,337	55	1.3%
Sci	1,543	1,518	1,481	1,474	1,618	144	9.8%
Resources	1,532	1,597	1,690	1,705	1,767	62	3.6%

Note: Unless otherwise specified, all data reflect student headcount; fall 2014 Pell Grant data are not



STUDENT SUCCESS SUMMARY

Retention, persistence and graduation rates are calculated annually for the entering full-time, first-time (FTFT) student cohorts and many subpopulations. In addition to this summary, success rates are also available online (<http://www.ir.colostate.edu/retention.aspx>).

Highlights

- 86.6% of the fall 2014 cohort was retained (still enrolled) in fall 2015.
- The 4-year graduation rate increased by two points to a record high of 43.9%; **students are graduating faster than in the past which not only saves them tuition dollars but also allows them to enter the workforce sooner.**
- The 6-year graduation rate increased by one point to a record high of 67.6%; **a higher proportion of students are graduating than ever before.**
- **78% of our graduates earn their degree in four and a half years or less and 61% do so in just four years.**

Cohort Term	Cohort Size	Freshman Retention	4-Year Grad Rate	5-Year Grad Rate	6-Year Grad Rate
FA06	3,971	82.5%	37.9%	59.6%	63.8%
FA07	4,288	82.8%	37.7%	60.5%	65.2%
FA08	4,308	83.6%	39.4%	63.0%	66.6%
FA09	4,203	84.6%	41.2%	63.5%	67.6%
FA10	4,369	83.5%	41.9%	63.3%	
FA11	4,419	84.7%	43.9%		
FA12	4,449	86.6%			
FA13	4,373	86.0%			
FA14	4,284	86.6%			



Subpopulations (FTFT Cohorts)

	Return to Second Fall (FA14 cohort)			4-Year Graduation (FA11 cohort)			6-Year Graduation (FA09 cohort)		
	Cohort Size	Rate	Pt. Change	Cohort Size	Rate	Pt. Change	Cohort Size	Rate	Pt. Change
Overall	4,284	86.6	0.6	4,419	43.9	2.0	4,203	67.6	1.0
Resident	3,106	87.8	0.6	3,407	43.7	1.8	3,299	69.0	0.8
Non-Resident	1,178	83.6	1.1	1,012	44.5	2.5	904	62.4	1.7
Non-Resident - WUE	198	90.4	1.1	204	61.8	-2.4	139	81.2	10.0
Non-Resident - Non-WUE	980	82.2	1.2	808	40.1	2.9	765	59.1	0.2
Minority	877	84.4	0.1	839	37.9	7.4	653	62.2	5.0
Hispanic/Latino	512	82.6	-2.3	469	35.7	10.6	343	60.7	4.8
Multi-Racial	63	81.0	2.6	158	44.3	7.8	109	64.2	5.8
Native American	40	85.0	3.7	18	16.7	-11.9	24	60.9	-7.1
Asian American	141	87.2	3.9	80	42.5	5.6	81	66.7	7.2
Black	113	89.4	-4.5	109	37.6	-0.7	80	65.0	7.1
Hawaiian/Pac Islander	8	~	~	5	~	~	14	50.0	7.1
Non-Minority	3,407	87.2	0.8	3,580	45.3	1.1	3,550	68.6	0.5
International	81	87.7	1.0	37	29.7	-5.6	25	68.0	18.0
White	3,266	87.3	1.0	3,307	45.7	1.7	3,270	68.8	0.5
No Response	60	81.7	-5.6	236	41.3	-6.5	257	66.1	-1.7
Resident Minority	700	85.0	-1.3	674	38.2	7.3	523	64.9	5.4
Resident Non-Minority	2,406	88.6	1.2	2,733	45.1	0.9	2,776	69.8	0.2
Non-Resident Minority	177	81.9	5.6	165	37.0	8.2	130	51.2	5.2
Non-Resident Non-Minority	1,001	83.9	0.3	847	45.9	1.7	774	64.3	1.7
Female	2,354	86.4	0.6	2,456	50.2	2.2	2,330	70.0	1.4
Male	1,930	86.8	0.6	1,963	35.9	1.7	1,873	64.6	0.5
Pell Recipient	891	82.8	0.0	1,070	36.6	-0.1	767	58.9	-1.0
Not Pell Recipient	3,393	87.6	0.8	3,349	46.2	2.8	3,436	69.6	1.8
First Generation	1,018	79.7	-1.3	1,138	36.8	4.8	1,032	61.4	2.6
Not First Generation	3,266	88.8	1.3	3,281	46.3	1.4	3,171	69.6	0.5
STEM	1,658	87.0	-0.9	1,492	42.5	1.5	1,358	69.9	3.6
Non-STEM	2,626	86.4	1.6	2,927	44.6	2.2	2,845	66.5	-0.3
CCHE Index 0 - 100	458	77.3	-1.7	439	30.1	3.5	438	55.1	1.1
CCHE Index 101 - 114	1,560	85.4	1.8	1,704	35.9	2.6	1,720	61.2	-0.5
CCHE Index 115 - 124	1,137	88.0	0.4	1,190	46.9	-0.4	1,077	72.6	0.2
CCHE Index >= 125	1,065	90.8	-0.2	1,043	59.6	-0.4	937	79.8	0.1
CCHE Unknown	64	90.6	6.4	43	34.9	-1.9	31	54.8	-0.5

CSU - Global Campus
Enrollment and Demographic Trends: Fall 2011 - Fall 2015

	Fall 2011 ⁽²⁾ [6 months]		Fall 2012 ⁽²⁾ [6 months]		Fall 2013 ⁽²⁾ [6 months]		Fall 2014 ⁽²⁾ [6 months]		Fall 2015 ⁽²⁾ [Trimester/4 months]		Fall 2015 ⁽²⁾ [6 months] Estimate	
Student Credit Hours⁽¹⁾	34,832		46,285		67,184		83,191		66,690		-	
Headcount⁽¹⁾	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Undergraduate	2,721	70.7%	3,686	70.1%	5,282	71.4%	6,506	70.3%	6,831	69.4%	8,876	69.4%
Graduate	1,015	26.4%	1,404	26.7%	1,824	24.6%	2,352	25.4%	2,643	26.9%	3,440	26.9%
Non-Degree Seeking	112	2.9%	168	3.2%	296	4.0%	401	4.3%	364	3.7%	473	3.7%
Total	3,848	100.0%	5,258	100.0%	7,402	100.0%	9,259	100.0%	9,838	100.0%	12,789	100.0%
New Undergraduate^(1,3) (% UG)	1,002 37%		1,321 36%		1,930 37%		2,155 33%		1,782 26%		- -	
Attendance Status⁽¹⁾											Estimated ⁽⁴⁾	
Full-Time Students	1,629	42.3%	2,132	40.5%	3,092	41.8%	3,734	40.3%	2,084	21.2%	5,269	41.2%
Part Time Students	2,219	57.7%	3,126	59.5%	4,310	58.2%	5,525	59.7%	7,754	78.8%	7,520	58.8%
Total	3,848	100.0%	5,258	100.0%	7,402	100.0%	9,259	100.0%	9,838	100.0%	12,789	100.0%
Gender⁽¹⁾											Demographic Data are not provided for the Fall 2015 [6 Month] Estimate	
Male	1,747	45.4%	2,557	48.6%	3,552	48.0%	4,247	45.9%	4,400	44.7%		
Female	1,891	49.1%	2,701	51.4%	3,850	52.0%	5,012	54.1%	5,438	55.3%		
Unknown	210	5.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Total	3,848	100.0%	5,258	100.0%	7,402	100.0%	9,259	100.0%	9,838	100.0%		
State of Residence⁽¹⁾												
In Colorado	2,990	77.7%	3,471	66.0%	3,929	53.1%	4,413	47.7%	4,400	44.7%		
Out of Colorado in US ⁽⁵⁾	823	21.4%	1,741	33.1%	3,363	45.4%	4,743	51.2%	5,316	54.0%		
Foreign Country ⁽⁵⁾	35	0.9%	46	0.9%	110	1.5%	103	1.1%	122	1.2%		
Total	3,848	100.0%	5,258	100.0%	7,402	100.0%	9,259	100.0%	9,838	100.0%		
First Generation⁽⁶⁾ (% UG)	417 15.3%		1,153 31.3%		1,786 33.8%		2,666 41.0%		2,871 42.0%			
Financial Aid⁽⁷⁾	Count	% UG	Count	% UG	Count	% UG	Count	% UG	Count	% UG		
Not PELL Recipient	NA ⁽⁸⁾	NA ⁽⁸⁾	2,599	70.5%	3,674	69.6%	4,297	66.0%	4,406	64.5%		
PELL Recipient	NA ⁽⁸⁾	NA ⁽⁸⁾	1,087	28.1%	1,608	30.4%	2,209	34.0%	2,425	35.5%		
Federal Loans Recipient ⁽⁹⁾	NA ⁽⁸⁾	NA ⁽⁸⁾	1,929	52.3%	2,715	51.4%	3,871	59.5%	3,904	57.2%		
Total Undergraduate	NA⁽⁸⁾	NA⁽⁸⁾	3,686	100.0%	5,282	100.0%	6,506	100.0%	6,831	100.0%		
Race/Ethnicity⁽¹⁾												
Asian	72	1.9%	110	2.1%	175	2.4%	284	3.1%	323	3.3%		
Black or African American	208	5.4%	325	6.2%	458	6.2%	600	6.5%	596	6.1%		
Hawaiian/Other Pacific Islander	6	0.2%	18	0.3%	30	0.4%	41	0.4%	38	0.4%		
Hispanic	429	11.1%	560	10.7%	801	10.8%	1,049	11.3%	1,130	11.5%		
Native American/Alaskan Native	29	0.8%	44	0.8%	57	0.8%	80	0.9%	80	0.8%		
White	2,659	69.1%	3,589	68.3%	5,030	68.0%	6,327	68.3%	6,102	62.0%		
Two or More Races	53	1.4%	95	1.8%	124	1.7%	76	0.8%	117	1.2%		
Non resident Alien	46	1.2%	89	1.7%	181	2.4%	30	0.3%	42	0.4%		
Race/Ethnicity Unknown	346	9.0%	428	8.1%	546	7.4%	772	8.3%	1,410	14.3%		
Total	3,848	100.0%	5,258	100.0%	7,402	100.0%	9,259	100.0%	9,838	100.0%		

(1) Data Source: SURDS Reporting

(2) Data are reported for each Fall term, as per SURDS reporting. Fall 2015 reflects the Fall Trimester (4 months), while Fall 2011 - Fall 2014 reflect July 1 - Dec 31 of each given year (6 months). An estimate for comparison is provided, and was calculated by increasing overall enrollment by 30% and distributed based on the Fall 2015 Trimester Undergraduate and Graduate mix

(3) Data regarding "New Undergraduates" reflect students new to the institution; at CSU -Global students must have 12 or greater transfer credits, thus these data do not reflect first time undergraduates

(4) The estimate for Full Time and Part Time was calculated by using the average full time/part time mix across years Fall 2011 through Fall 2014, and then distributing the mix across the estimated Fall 2015 [6 months Estimate], outlined in footnote (2)

(5) 'Out of Colorado in US' - includes Washington DC, but excludes US Commonwealths and Territories. The category of 'Foreign Country' includes US Commonwealths and Territories (e.g. American Samoa, Guam, Puerto Rico), and may include American Service Members or dependents stationed abroad.

(6) First Generation Status is self-reported by the student and used internally at CSU-Global; these data are not reported via SURDS (Source: CampusVue)

(7) Student Financial Aid Data are not reported via SURDS (Source: CampusVue)

(8) During these years, CSU-Global did not administer financial aid directly, but rather administered aid to students through CSU-Pueblo and CSU-Fort Collins Campuses

(9) Students receiving loans may also have received PELL, that is, these categories are not mutually exclusive, and as such the percentages do not equal 100%

CSU - Global Campus
Enrollment and Demographic Trends: Fall 2011 - Fall 2015

	Fall 2011 ⁽²⁾ [6 months]		Fall 2012 ⁽²⁾ [6 months]		Fall 2013 ⁽²⁾ [6 months]		Fall 2014 ⁽²⁾ [6 months]		Fall 2015 ⁽²⁾ (Trimester/4 months)		Fall 2015 ⁽²⁾ [6 months] Estimate
Age Category⁽¹⁾											
24 or younger	353	9.2%	511	9.7%	790	10.7%	1,051	11.4%	1,060	10.8%	Demographic Data are not provided for the Fall 2015 [6 Month] Estimate
25-34	1,651	42.9%	2,244	42.7%	3,291	44.5%	4,184	45.2%	4,443	45.2%	
35-44	1,175	30.5%	1,589	30.2%	2,154	29.1%	2,650	28.6%	2,837	28.8%	
45-54	539	14.0%	732	13.9%	964	13.0%	1,139	12.3%	1,251	12.7%	
55-64	101	2.6%	159	3.0%	191	2.6%	219	2.4%	234	2.4%	
65 and older	6	0.2%	6	0.1%	5	0.1%	8	0.1%	12	0.1%	
Unknown	23	0.6%	17	0.3%	7	0.1%	8	0.1%	1	0.0%	
Total	3,848	100.0%	5,258	100.0%	7,402	100.0%	9,259	100.0%	9,838	100.0%	
	AY2010-11		AY2011-12		AY2012-13		AY2013-14		AY2014-15		
Degrees Awarded⁽¹⁾	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	See Degrees for AY2014-15
Bachelors	274	65%	438	69%	701	68%	896	70%	1,334	73%	
Masters	150	35%	201	31%	323	32%	380	30%	498	27%	
Total	424	100%	639	100%	1,024	100%	1,276	100%	1,832	100%	

(1) Data Source: SURDS Reporting

(2) Data are reported for each Fall term, as per SURDS reporting. Fall 2015 reflects the Fall Trimester (4 months), while Fall 2011 - Fall 2014 reflect July 1 - Dec 31 of each given year (6 months). An estimate for comparison is provided, and was calculated by increasing overall enrollment by 30% and distributed based on the Fall 2015 Trimester Undergraduate and Graduate mix

(3) Data regarding "New Undergraduates" reflect students new to the institution; at CSU -Global students must have 12 or greater transfer credits, thus these data do not reflect first time undergraduates

(4) The estimate for Full Time and Part Time was calculated by using the average full time/part time mix across years Fall 2011 through Fall 2014, and then distributing the mix across the estimated Fall 2015 [6 months Estimate], outlined in footnote (2)

(5) 'Out of Colorado in US' - includes Washington DC, but excludes US Commonwealths and Territories. The category of 'Foreign Country' includes US Commonwealths and Territories (e.g. American Samoa, Guam, Puerto Rico), and may include American Service Members or dependents stationed abroad.

(6) First Generation Status is self-reported by the student and used internally at CSU-Global; these data are not reported via SURDS (Source: CampusVue)

(7) Student Financial Aid Data are not reported via SURDS (Source: CampusVue)

(8) During these years, CSU-Global did not administer financial aid directly, but rather administered aid to students through CSU-Pueblo and CSU-Fort Collins Campuses

(9) Students receiving loans may also have received PELL, that is, these categories are not mutually exclusive, and as such the percentages do not equal 100%

CSU-Global
Fall to Fiscal Year Retention/Graduation Rate – Full-time Undergraduate

CSU-Global does not currently have a cohort of full-time, first-time undergraduate students, therefore does not have retention and graduation metrics based on these cohorts like CSU and CSU-Pueblo.

CSU-Global has developed its own metrics to measure graduation and retention which it shares on its web-site and which are designed to help the public understand student retention and persistence at CSU-Global.

Based on data from *Complete College America*, national averages for six-year graduation of full-time students 25 and over is 27 percent and for part-time students it is 10.6 percent; based on this data, CSU-Global is well above the national average with a six-year graduation rate of 71 percent.

Fall to Fiscal Year Retention/Graduation Rate – Fulltime Undergraduates

			Year 4			Year 5			Year 6		
Cohort	Size	First Year Retention	Graduated	Retained	Total	Graduated	Retained	Total	Graduated	Retained	Total
Fall 2009	123	86%	69%	10%	79%	71%	4%	75%	71%	1%	72%
Fall 2010	307	82%	58%	9%	67%	61%	4%	65%			
Fall 2011	350	79%	55%	9%	64%						
Fall 2012	437	81%									
Fall 2013	767	82%									

Methodology:

'Retention' is based upon whether or not the student attempted credit at any time in the subsequent fiscal years from their 'start' Fall

'Total' reflects the rate of graduates plus the rate of students still attending.

If a student was truly retained but not graduated, they are counted as retained. If a student was both retained and graduated then the student is only counted as graduated, therefore each student is counted once.

Start "Fall" is determined by earliest course, rather than date started or expected start date and aligns to SURDS/IPEDS (Fall = Terms beginning in months beginning July through December).

Full-Time and Part-Time Statuses are determined as outlined by federal methodology and are based upon credits attempted within the student's first term. Once determined, full-time and part-time status is not updated for this analysis.

Colorado State University - Pueblo Enrollment Report (FA10-FA15)*

	FY10	FY11	FY12	FY13	FY14	FY15	One year change	
Degrees Awarded								
Bachelors	781	738	785	889	870	852	-18	-2.1%
Masters	96	133	90	102	121	100	-21	-17.4%
STEM** Degrees	132	145	108	116	125	153	28	22.4%
Non-STEM** Degrees	745	726	767	875	866	797	-69	-8.0%
	FA10	FA11	FA12	FA13	FA14 Census	FA15 Census	One year change	
Student Credit Hours	65,380	66,479	61,932	59,219	57,207	53,295	-3912	-6.8%
Headcount	5,152	5,230	4,868	4,679	4,528	4,243	-285	-6.3%
Undergraduate	4,817	4,960	4,609	4,394	4,269	3,990	-279	-6.5%
Freshman	1,533	1,429	1,290	1,198	1,207	1,205	-2	-0.2%
Sophomore	1,003	1,004	882	839	759	720	-39	-5.1%
Junior	930	1,089	1,009	945	919	804	-115	-12.5%
Senior	1,078	1,170	1,174	1,156	1,114	1,007	-107	-9.6%
Graduate	335	269	259	285	243	242	-1	-0.4%
New Undergraduate	1,416	1,443	1,296	1,124	1,248	1,162	-86	-6.9%
Female	2,742	2,803	2,609	2,523	2,413	2,233	-180	-7.5%
Male	2,410	2,427	2,259	2,156	2,115	2,010	-105	-5.0%
Nonresident, Non-WUE	272	294	296	279	337	333	-4	-1.2%
Nonresident, WUE	298	324	310	290	301	293	-8	-2.7%
Resident	4,582	4,612	4,262	4,110	3,890	3,617	-273	-7.0%
Not First-Generation***	3,155	3,195	2,972	2,921	2,952	2,549	-403	-13.7%
First Generation***	1,997	2,035	1,896	1,758	1,576	1,694	118	7.5%
Not Pell****	2,832	2,809	2,702	2,626	2,689	2,667	-22	-0.8%
Pell****	2,320	2,421	2,166	2,053	1,839	1,576	-263	-14.3%
Nonminority								
International*****	129	111	122	119	135	134	-1	-0.7%
Unknown	259	219	194	165	137	123	-14	-10.2%
White	2,811	2,773	2,513	2,396	2,259	2,086	-173	-7.7%
Minority								
Asian	105	103	82	78	60	54	-6	-10.0%
Black	454	423	370	343	333	291	-42	-12.6%
Hawaiian/Pac. Islander	2	4	6	8	5	8	3	60.0%
Hispanic/Latino	1,290	1,448	1,417	1,394	1,405	1,320	-85	-6.0%
Multi-Racial	37	96	125	144	166	202	36	21.7%
Native American	65	53	39	32	28	25	-3	-10.7%
College of Education, Engineering and Professional Studies	1,296	1,361	1,531	1,473	1,492	1,457	-35	-2.3%
College of Humanities and Social Sciences	1,947	2,030	1,695	1,552	1,406	1,274	-132	-9.4%
College of Science and Mathematics	525	549	499	503	475	455	-20	-4.2%
Hasan School of Business	964	934	835	817	804	743	-61	-7.6%

NOTES: *Unless otherwise specified, all data reflect student headcount

**STEM programs as designated per Immigration and Customs Enforcement (ICE)

***As reported on student FAFSA forms

****Preliminary count (census) for FA14 and FA15

*****Based on citizenship

CSU-Pueblo Enrollment Summary - Fall 2015

CSU-Pueblo fall census enrollments	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	5-year change (f2010 to f2015)
Undergraduate (RI)	4347	4731	4815	4981	4549	4387	4269	3990	-17.1%
Graduate (RI)	263	320	330	265	251	282	259	253	-23.3%
Total* (RI)	4610	5051	5145	5246	4800	4669	4528	4243	-17.5%

*Does not include off-campus concurrent enrollment in f2014 and f2015 for comparison purposes. Note that CSU-Pueblo has over 2500 other (non-RI) headcount enrollments (over 750 FTE) through extended studies offerings - f2014 unduplicated nonRI enrollment was 2581 headcount, 756.1 FTE, not including an additional 140 headcount, 29 FTE in off-campus RI concurrent enrollment

- Our (RI) student population is 53% female, 47% male (both fall 2015 and fall 2014 census)
- 31.6% of fall 2015 census students self-identify as Hispanic (including 38% of our new freshmen). Another 6.9% self-identify as African American.
- Our (preliminary) fall 2014-fall 2015 FTFT freshman retention rate, 64.5%, is the highest since fall 2010.
- Our (preliminary) 6-year graduation rate, 33.3%, for the fall 2009 cohort, is higher than the previous two years (i.e. is the highest since the fall 2006 cohort and second highest since the fall 2003 cohort).
- The academic preparedness of new freshmen has increased. For instance, the average and median HS GPA of new freshmen are up (average has increased from 3.1987 at fall 2014 census to 3.2488 at fall 2015 census; median has increased from 3.19 at fall 2014 census to 3.26 at fall 2015 census; and the first quartile has increased, from 2.73 to 2.83). Similarly, the average index score is up (from 100.78 at fall 2014 census to 101.19 at fall 2015 census). And the percentage of students with an index score below 86 has decreased from 13.2% at fall 2014 census to 10.5% at fall 2015 census.
- The number of STEM degrees awarded increased 22.4% over last year, and was the highest over the past five years (i.e. highest since FY2010).

Retention/persistence*

Cohort term	Cohort count	2nd fall	3rd fall	4th fall	5th fall	6th fall
Fall 2005	665	61.5%	45.5%	42.6%	38.5%	37.3%
Fall 2006	642	62.9%	44.1%	41.6%	38.5%	38.3%
Fall 2007	608	65.6%	49.7%	42.8%	40.1%	37.2%
Fall 2008	1007	65.6%	46.7%	39.4%	36.5%	35.2%
Fall 2009	1016	63.6%	44.7%	38.1%	36.1%	35.3%
Fall 2010	979	65.6%	44.0%	38.8%	36.8%	34.5%
Fall 2011	1025	57.8%	45.8%	41.3%	38.5%	
Fall 2012	867	62.6%	43.6%	38.8%		
Fall 2013	764	63.2%	45.3%			
Fall 2014	877	64.5%				

*The most recent values in each column are preliminary (i.e. are based on fall 2015 census)

Graduation rates*

Cohort term	Cohort count	3rd year	4th year	5th year	6th year
Fall 2003	695	1.0%	13.6%	24.9%	27.4%
Fall 2004	753	2.6%	15.7%	26.8%	30.7%
Fall 2005	665	1.8%	18.6%	28.1%	30.8%
Fall 2006	642	2.8%	17.5%	26.9%	33.8%
Fall 2007	608	1.8%	18.4%	28.3%	32.9%
Fall 2008	1007	1.5%	16.2%	27.7%	31.8%
Fall 2009	1016	1.2%	17.3%	29.5%	33.3%
Fall 2010	979	2.9%	18.7%	29.6%	
Fall 2011	1025	2.0%	18.6%		
Fall 2012	867	2.9%			

*The most recent values in each column are preliminary (i.e. are based on fall 2015 census)

Colorado State University - Pueblo Enrollment Report (continued)

Subpopulations (FTFT Cohorts)*

	Return to Second Fall (FA14 cohort)			4-Year Graduation (FA11 cohort)			6-Year Graduation (FA09 cohort)		
	Cohort Size	Rate	Pt. Change	Cohort Size	Rate	Pt. Change	Cohort Size	Rate	Pt. Change
Overall	877	64.5%	1.3%	1025	18.6%	-0.1%	1016	33.3%	1.5%
Resident	725	65.7%	1.6%	873	19.5%	0.4%	903	32.7%	0.9%
Non-Resident	152	59.2%	2.1%	152	13.8%	-2.1%	113	38.1%	7.1%
Non-Resident - WUE	84	70.2%	6.1%	81	16.0%	-0.9%	63	49.2%	11.3%
Non-Resident - Non-WUE	68	60.3%	12.9%	71	11.3%	-3.3%	50	24.0%	2.7%
Minority	433	63.7%	-0.3%	518	16.2%	5.1%	450	27.1%	1.2%
Hispanic/Latino	286	61.5%	-3.5%	349	18.3%	4.8%	285	27.4%	0.8%
Multi-Racial	57	66.7%	12.1%	50	12.0%	0.0%	~	~	~
Native American	6	50.0%	50.0%	3	~	~	13	30.8%	14.1%
Asian American	8	75.0%	21.2%	19	15.8%	-9.2%	31	41.9%	17.6%
Black	75	69.3%	-1.6%	95	11.6%	6.9%	121	22.3%	-4.4%
Hawaiian/Pac Islander	1	~	~	2	~	~	~	~	~
Non-Minority	444	65.3%	2.8%	507	21.1%	-4.2%	566	38.2%	2.4%
International	11	72.7%	44.2%	12	8.3%	-34.5%	4	~	~
White	424	66.0%	2.3%	475	21.3%	-4.0%	523	38.6%	2.9%
No Response	9	22.2%	-19.4%	20	25.0%	2.8%	39	35.9%	-4.1%
Resident Minority	370	63.0%	-1.4%	447	17.4%	7.1%	411	26.8%	1.2%
Resident Non-Minority	355	68.5%	4.7%	426	21.6%	-5.4%	492	37.6%	1.5%
Non-Resident Minority	63	68.3%	6.9%	71	9.9%	-6.8%	39	30.8%	2.2%
Non-Resident Non-Minority	89	52.8%	-0.4%	81	17.3%	2.0%	74	41.9%	9.1%
Female	415	68.7%	0.6%	496	23.4%	1.8%	515	37.9%	0.8%
Male	462	60.8%	3.0%	529	14.2%	-1.8%	501	28.5%	1.6%
Pell Recipient	368	64.1%	1.9%	528	15.0%	1.8%	460	24.8%	-5.0%
Not Pell Recipient	509	64.8%	0.7%	497	22.5%	-1.8%	556	40.3%	7.4%
First Generation**	334	63.2%	1.3%	436	15.1%	1.2%	342	26.9%	-3.3%
Not First Generation**	543	65.4%	1.3%	589	21.2%	-1.4%	674	36.5%	3.6%
STEM***	220	59.5%	-5.1%	269	17.5%	4.4%	225	36.4%	6.0%
Non-STEM***	657	66.2%	3.5%	756	19.0%	-1.2%	791	32.4%	0.3%
CCHE Index 0-100	434	59.4%	5.2%	514	8.9%	-2.4%	515	21.0%	-2.6%
CCHE Index 101-114	242	64.5%	-9.2%	304	24.7%	5.1%	282	44.7%	5.3%
CCHE Index 115-124	111	79.3%	3.1%	110	39.1%	-3.9%	120	57.5%	-5.2%
CCHE Index >= 125	58	86.2%	11.2%	33	60.6%	-3.0%	45	57.8%	7.8%
CCHE Unknown	32	43.8%	9.0%	52	13.5%	-5.1%	54	16.7%	-2.0%

* Subgroups with fewer than five students are excluded from comparison

** "First generation" is as determined by the financial aid office (FAFSA definition)

*** STEM programs as designated per Immigration and Customs Enforcement (ICE)

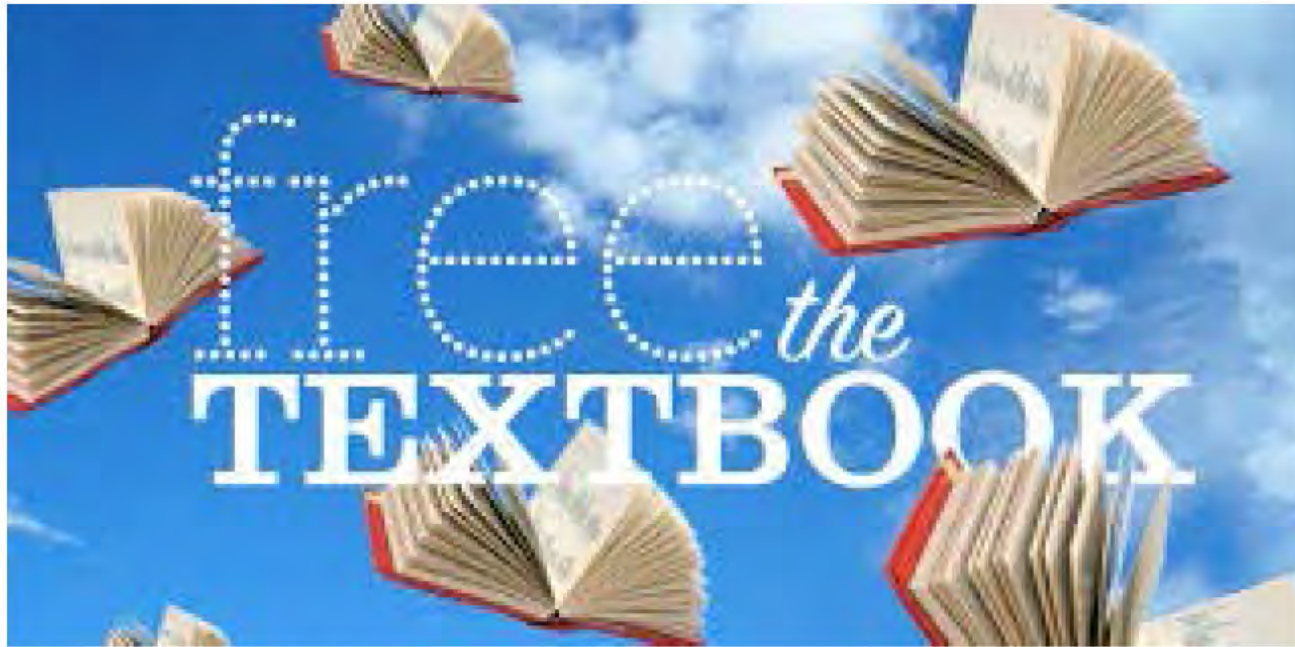
Open Source Texts, E-Textbooks, “All Student Access” Models

For the December Academic and Student
Affairs Committee of the Board of Governors

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

Basic Definitions

- Open Source: textbooks and other materials that are either in the public domain or are available for zero cost to students and faculty
- Open Source materials can be physical or online, electronic. May be provided by individuals or organizations or even publishers (loss leaders...)
- E-Textbooks: Electronic, Digital texts for a course. These may offer hyperlinks and other features that are useful beyond the capabilities of physical texts.
- Faculty appreciate benefits: inexpensive texts for students, customizable texts, can be updated regularly and by multiple authors as appropriate
- Trends: More and more eTexts from more and more publishers, and more Open (free) electronic textbooks and other materials from many sources
 - Faculty choice, of course



Open Source Textbooks

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

From David Ernst, Univ. Minn.

- **59%**
- of students reported that they have had to wait for their financial aid check to purchase textbooks.
- **7/10**
- students surveyed hadn't bought a required textbook due to cost.
- **Students, on average, spend ~\$1,240/yr. on textbooks**



“Open Textbook Network”

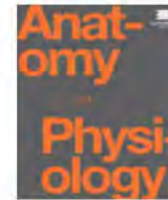
- David Ernst came to CSU
- Sept. 23, 2015: delivered
 - Open forum on Open Textbooks
 - Workshop on Open Textbooks to 47 CSU faculty on Sep. 23
 - 44 completed reviews of suitability for a CSU course
 - TBD how many will select an Open Textbook for their CSU course
- Ernst reported almost \$300k savings for the succeeding semester at Univ. Minn.



Openstax college: "Free" Texts

207

<https://openstaxcollege.org/books>



Both e (free) &
Print (~\$35)

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM



OPEN (FREE) COURSE MATERIALS

Lumen Learning

- Will gather free, open content for a class for \$5/student-course
- Mostly lower division courses
- Have faculty experts responsible for the learning aspects
 - Tailored to your syllabus
 - Formal studies confirm quality
- Seeking opt-in faculty for Spring 17 for 2-3 courses

David Wiley, Lumen Learning

- Open forum, Oct. 20
 - About 50 attendees
- David Wiley, Lumen Learning
 - “Mash ups”
- Nicole Allen, Assoc. of Research Libraries



Unizin CourseLoad/Engage

1. Integrates with Canvas – our Learning Management System
2. Content delivered to students in course sections
 - a. PDF or EPUB formats
3. Faculty can annotate the eText
4. Faculty have visibility into
 - a. What students read (page by page)
 - b. What students annotate
 - c. What students highlight
5. Faculty-student interactivity (Q&A)
6. We capture data about student usage, interactivity, etc. for Learning Analytics

Examples at CSU-Pueblo

Faculty recent and current use of open source texts:

- Lower-level: one summer section of College Algebra, one recent section of Applied Calculus
- Middle-level: business statistics from OpenStax; reduced-price Linear/Matrix algebra text (.pdf from colleague at Metro State)
- Upper-level: Number theory (math) text (faculty member created the text built partly from available online materials, now available under Creative Commons and used at a university in Chile)
- Library Usage: up each of the last three years
- # of e-reserve items is 663 (approximately 200 are actively used – others are archived from previous semesters) (contrast: FA 14 had 523 physical items on reserve checked out)
- 64 total courses in system (15 active this semester)
- Fall 2014: 886 views
- Fall 2015: 1105 views (as of November 13, 2015)

Reactions at CSU-Pueblo

Issues based on faculty instruction:

- Courses using open source texts have gone well
- Students in courses using such open source texts sometimes request online homework (which is common with commercial publisher texts)
- There are free homework systems, e.g. WeBWork (originally developed under NSF grant); one faculty member has been trained in administering a WW site and how to write WW mathematics problems
- Several departments have developed in-house lab manuals available to students at reduced cost; royalties go to the department (which benefits students).
- Some faculty are very interested in developing open-source materials – finding available time is an issue
- One issue with use of ebooks – faculty allowing ebooks have simultaneously had some concerns that students are ‘surfing the web’ on their laptops during class

At Global Campus: Course Development

- Faculty, in conjunction with the program coordinator, have the responsibility to identify course materials
- During every course development/revision process, the development team, which includes a faculty content expert and faculty reviewers, evaluates the current readings in a course
 - This review also includes feedback from student and faculty evaluations of the course and materials
- Faculty seek material, including textbooks, that support the course learning outcomes and reviews open educational resources as well as other supporting text
 - The goal is to find high quality course materials at the lowest cost to students

Open Resources in CSU-Global Courses

- CSU-Global has 42 courses (excluding internships) that do not have required text books
 - Courses without required texts instead use either open education resources, journal articles from the CSU-Global library, or case-studies
- In 2012 open-source textbooks were piloted in two undergraduate courses
 - MGT300 Principles of Management and MGT320 Business Law and Ethics
 - The open source books were eventually removed as student feedback was not positive and faculty did not feel they provided sufficient coverage of the learning outcomes

The faculty and design team are currently reviewing open resources for our adaptive pilot and courses going through 2015 revision cycle



WILEY



INGRAM

ACCESS TO PUBLISHERS CONTENT (PURCHASED E-TEXTBOOKS)

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

“All Student Access,” the “Wholesale” Course Fee Model

- For purchased, not free, textbooks & workbooks
 - eBooks & eWorkbooks from Publishers
- Faculty opt in
- Unizin negotiates deep discounts with publishers (~90 currently) for access to their catalog of titles, as “opt in” for institutions
 - Thousands of titles
- Integrated with Canvas

Best Contract Terms and Conditions Under the “All Student Access” Model

- Lowest price at highest, guaranteed volume
 - After faculty opt in, the entire class is subscribed automatically to the eBook via a course fee
 - Student access and the fee are finalized at census
- All students have access, on day 1
 - Interactivity with instructor and data capture
- Persistent access (graduation + 90 days)
- Inexpensive “opt in” for purchasing a print copy (~\$35)

“Retail” Model: No Guarantees For

- The content
- The interactivity
- The Learning Analytics data
- The “single” platform
- An affordable print copy
- In the retail model, students who do not opt in may be at a disadvantage educationally

Section 5

Real Estate/Facilities Committee

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
REAL ESTATE/FACILITIES COMMITTEE MEETING AGENDA
December 10, 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

OPEN SESSION

- | | | |
|---|--------------|-------------|
| 1. Forest Legacy Conservation Easement: Sawtooth Mountain Ranch | (Tony Frank) | Action Item |
| 2. Easement: Medical Center Utilities to the City | (Tony Frank) | Action Item |
| 3. CSU Approval of the Acceptance of Gifts and Naming Opportunities | (Tony Frank) | Action Item |
| 4. CSU Approval of Medical Center Land Swap | (Tony Frank) | Action Item |

EXECUTIVE SESSION

Board of Governors of the Colorado State University System

Meeting Date: December 10, 2015

Action Item

MATTERS FOR ACTION:

Land: Acquisition of a Forest Legacy Conservation Easement at the Sawtooth Mountain Ranch in Ouray County on behalf of the Colorado State Forest Service.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the acquisition of this conservation easement totaling approximately 2,448 acres of land on the Sawtooth Mountain Ranch in Ouray County under the Forest Legacy Program for the benefit of the Colorado State Forest Service.

FURTHER MOVED, that the President or 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, Colorado State University

This action item requests authorization to accept title to a conservation easement on the Sawtooth Mountain Ranch in Ouray County under the Forest Legacy Program to be managed by the Colorado State Forest Service.

The easements will be purchased with a federal forest legacy grant in the amount of \$3,000,000, a Great Outdoors Colorado (GOCO) grant of \$650,000, and land value of \$3,219,000 from the land owner Sawtooth Enterprises, Ltd., a Texas Limited Partnership.

The 2,448-acre subject property is located approximately seven miles east of Ridgway, Colorado along Ouray County Road 8 above the Uncompahgre Valley in the foothills of the Cimarron Range of the San Juan Mountains. Cimarron Ridge lies directly east of the Property. The valley is bound by the San Juan Mountains to the south, the Uncompahgre Plateau to the west, and Cimarron Ridge to the east. The mountains and rolling foothills give way to the mile wide Ridgway Valley through which flows the Uncompahgre River and into which flow Cow Creek, Dallas Creek and numerous other streams. Waters from

these rivers and stream provide irrigation water to farms and ranches of varying acreages across the valley. See attached locator map, Exhibit A.

The purpose of this conservation easement is to protect the natural habitat and scenic open space. The property contains several perennial and intermittent streams and supports a variety of natural plant and tree communities along with montane and wet meadows, all of which provide habitat for wildlife. The property provides scenic views of undeveloped rural and natural landscape visible from adjacent public lands and along Highway 550 and CR8.

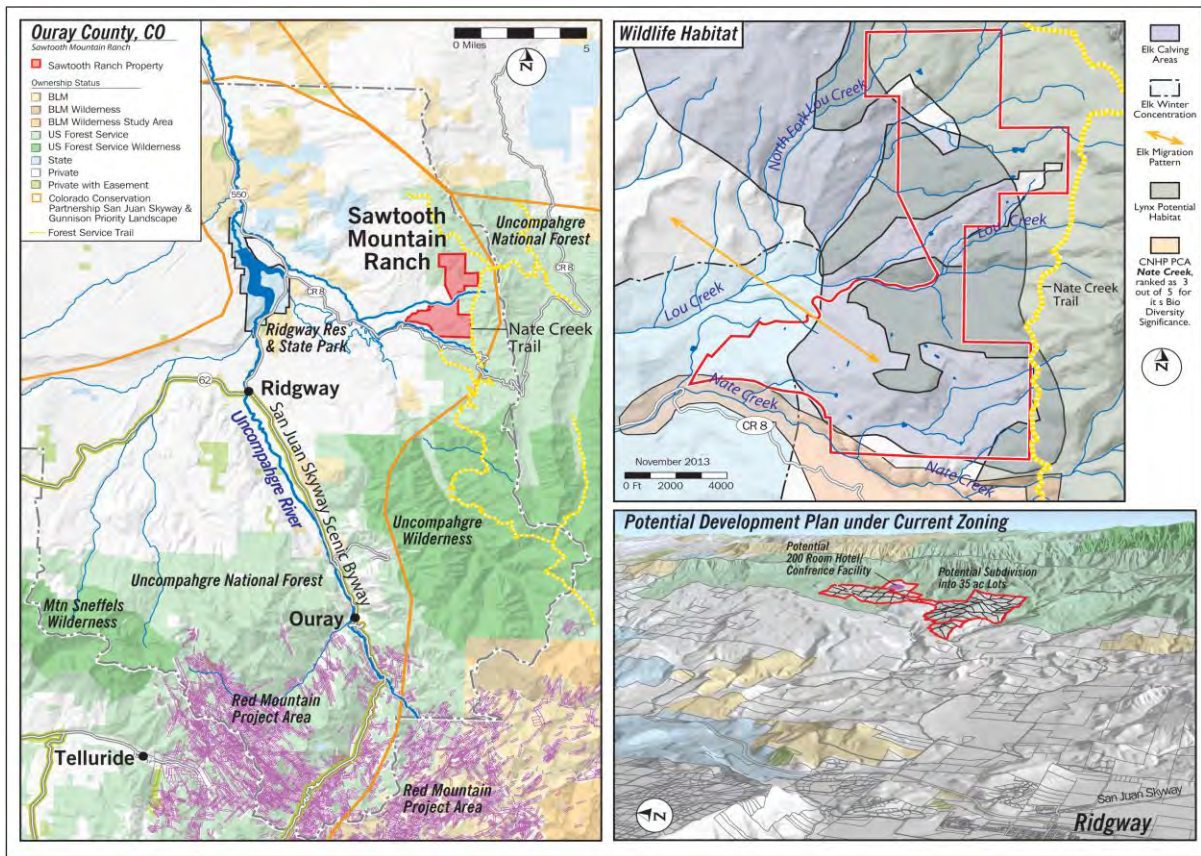
Approved

Denied

Board Secretary

Date

Exhibit A



Board of Governors of the Colorado State University System
 Meeting Date: December 10, 2015
 Action Item

MATTERS FOR ACTION:

Land: Granting of public utility and access easements to the City of Fort Collins at the corner of Prospect Rd. and College Ave. for the benefit of the CSU Medical Center.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the grant of the public utility and access easements generally described in Exhibit 1 and located at Prospect Rd. and College Ave. to the City of Fort Collins for the benefit of the CSU Medical Center.

FURTHER MOVED, that the President or 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, Colorado State University

This action item requests authorization to grant the City of Fort Collins easements as generally shown on Exhibit #1 for the purpose of providing access and utilities to the new CSU Medical Center. Some easements will be granted as public utility easements which allow the City to manage use of the area by other utility providers. The Medical Center site is located at the corner of Prospect Rd. and College Ave. and covers 4.58 acres. The affected portion of the site containing the new dedicated easements is 1.00 acres or 22%.

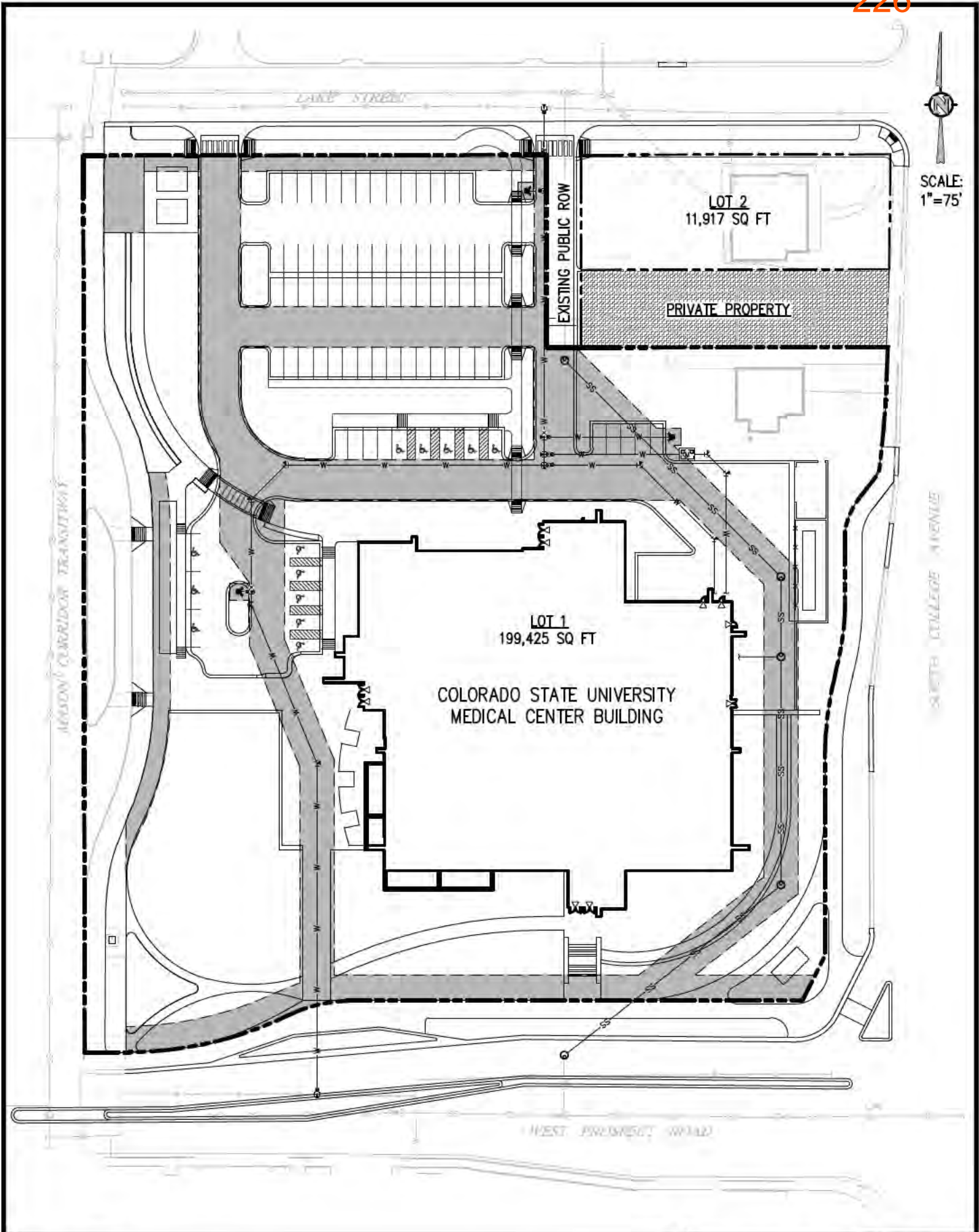
As the easements are required for the development of the new CSU Medical center, the easements will be granted to the City at no cost.

 Approved

 Denied

 Board Secretary

 Date



**EXHIBIT 1:
PROPOSED UTILITY AND ACCESS EASEMENTS**



JVA, Incorporated
25 Old Town Square
Suite 200
Fort Collins, CO 80524
Phone: 970.225.9099
Fax: 970.225.6963
E-mail: info@vajva.com

Board of Governors of the
 Colorado State University System
 Meeting Date: December 10, 2015
 Action Item

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 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

Board of Governors of the
 Colorado State University System
 Meeting Date: December 10, 2015
 Action Item

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 the temporary gallery 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

The Board of Governors of the
 Colorado State University System
 Meeting Date: December 10-11, 2015
 Action Item

MATTERS FOR ACTION:

CSU: Approval and Acceptance of Gift and Naming Opportunity

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the acceptance of a gift, and honorary naming in recognition of that gift, relating to the on-campus stadium.

EXPLANATION PRESENTED BY: Dr. Tony Frank, President, Colorado State University.

Colorado State 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 donor of the gift and the specific naming opportunity are not identified at this time. A brief description of the gift and honorary naming opportunity has been provided to the Board members during the executive session.

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

 Approved

 Denied

 Scott C. Johnson, Board Secretary

 Date

Board of Governors of the Colorado State University System
 Meeting Date: December 10, 2015
 Action Item

MATTERS FOR ACTION:

Exchange of land owned by the Board of Governors for Right of Way use at the CSU Medical Center site for land owned by the City of Fort Collins at the corner of Prospect Rd. and College Ave.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the exchange of the Board owned land which is shown in Exhibit 2 for the City of Fort Collins owned land also shown in Exhibit 2, at the northwest corner of Prospect Rd. and College Ave contingent upon City Council approval of the same.

FURTHER MOVED, that the President or 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, Colorado State University

This action item requests authorization to exchange parcels of land shown in Exhibit 2 with the City of Fort Collins for the purpose of providing a right of way for City use. The Medical Center site is located at the corner of Prospect Rd. and College Ave. and covers 4.58 acres. The affected portion of the site containing the Right of Way is 0.29 acres and the land owned by the City to be conveyed to the University is 0.039 acres

The Board of Governors will deed the land for the Right of Way to the City at no cost as negotiated with the City during the development review process. In exchange, the City will deed the small, undevelopable, remainder portion of their property at the corner for inclusion in CSU's Medical Center Parcel at no cost.

The expanded Right of Way and enhanced bus stop are necessary to provide adequate traffic movement as a result of the CSU development. Once improvements are complete, the City's remaining property is unusable except as additional buffer, landscape, and signage area for the new building.

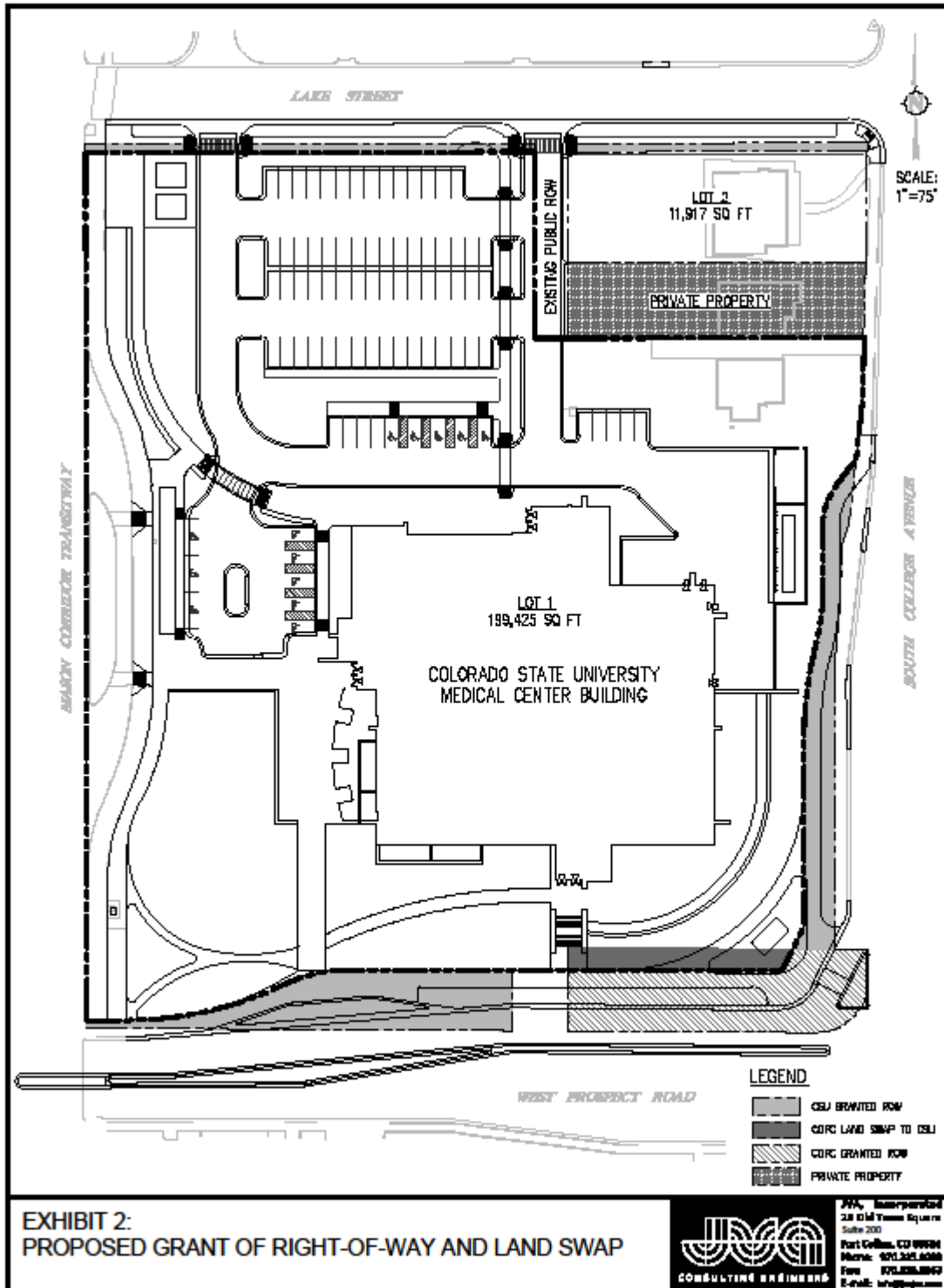
 Approved

 Denied

 Board Secretary

 Date

Exhibit 2



Section 6

Executive Session

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Section 7

Board Chair's Agenda

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Section 9

CSU-Global Campus Reports

- CSU-Global Campus Student Representative's Report
- CSU-Global Campus Faculty Representative's Report
- CSU-Global Campus President's Report

Board of Governors to the
Colorado State University System
December 11th, 2015
Student Report

New Mentor Program

The first cohort of the First Time, First Year Freshman (FTFYF) mentor program has been launched by Laura Burns, the Vice President of Engagement. This program pairs students of at least Junior status with good academic and financial standing with first time, first year Freshman to provide motivation, guidance, and support through the new student's first 18 credit hours. As the program develops, data and student perspective will come available and will be shared with the Board.

Alternative Credit Project (ACP)

CSU-Global has been chosen to be part of the Alternative Credit Project (ACP), which provides additional alternative credit options for bachelor's degree students. ACP is a national program of the American Council on Education, supported by a grant from the Bill and Melinda Gates Foundation. The program provides low cost credit options that can be applied towards CSU-Global as part of the 60 non-traditional credits that can be accepted in transfer. CSU-Global accepts 89 ACP courses as transfer credits towards bachelor's degrees from many disciplines including science, math, humanities, business, critical thinking, writing and communication and social and behavioral science. This program will allow more non-traditional students complete bachelor's degrees in an affordable, timely manner.

Respectfully,



Megan Schulze

Student Representative
Colorado State University Global Campus

Board of Governors of the Colorado State University System
 Meeting Date: December 10-11, 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 faculty from November of last year (2014) to this year (2015).

- Faculty: Part-Time and Full Time Faculty
- Faculty: Terminal and Non-Terminal
- Faculty: Retention
- Faculty: Demographics
- Faculty: Race/Ethnicity

Faculty	Nov 2015	Nov 2014
Part-time Faculty	432	424
Full-time Faculty	14	5
Total Faculty	446	429

Counts are as of the official IPEDS reporting date, which is Nov 1, of the given year.

Faculty (Full-Time and Adjunct)	Nov 2015		Nov 2014	
	Count	Percent	Count	Percent
Terminal	371	83.2%	351	81.8%
Non Terminal	75	16.8%	78	18.2%
Total Faculty	446	100.0%	429	100.0%

Counts are as of the official IPEDS reporting date, which is Nov 1, of the given year.

Faculty Retention - Adjunct	Count Nov 2014	Retained Nov 2015	Retention Rate
Part-time Faculty	424	386	91.0%

Retention rate above reflects adjunct faculty with CSU-Global as of Nov 1, 2014 and if they are still employed with the university as of Nov 1, 2015.

Faculty Demographics – Adjunct	2015		2014	
	Count	Percent	Count	Percent
Male	241	55.8%	223	52.6%
Female	191	44.2%	201	47.4%
Grand Total	432	100.0%	424	100.0%

Counts are as of the official IPEDS reporting date, which is Nov 1, of the given year.

Faculty Race/Ethnicity	2015		2014	
	Count	Percent	Count	Percent
American Indian or Alaska Native	4	0.9%	4	0.9%
Asian	18	4.2%	17	4.0%
Black or African American	60	13.9%	51	12.0%
Hispanic	24	5.6%	23	5.4%
Native Hawaiian or Other Pacific Islander	0	0.0%	1	0.2%
Two or More Races	10	2.3%	7	1.7%
Subtotal - Racial/Ethnic Minorities	116	26.9%	103	24.3%
White	298	69.0%	302	71.2%
Unknown	18	4.2%	19	4.5%
Grand Total	432	100.0%	424	100.0%

Counts are as of the official IPEDS reporting date, which is Nov 1, of the given year.

This is an overview of CSU-Global's faculty, reflecting manageable changes as CSUG's student enrollment continues to increase.



Colorado State University
GLOBAL CAMPUS

President's Report: ROI

**Board of Governor's Meeting
December 2015**

CSU-Global Educational ROI

Student/Alumni Workplace & Personal Success through

- Faculty
- Curriculum and Assignments
 - Workplace-related
 - Career-learning Outcomes
- Degree Optimization Program
- Career Center
- Degree Awards

CSU-Global Faculty Role

Faculty play a pivotal role in helping students understand how academic theory and research can be effectively applied in the workplace.

Faculty as Instructors for Academic Learning and Career Mentoring

- 86% have industry experience in their areas of expertise (83% have terminal degree)
- Act as mentors in the classroom based on their credentialed & industry experience
 - Announcement sharing
 - Discussion board exchanges and live polling activities
 - Live sessions
 - Assignment feedback: written, audio, and video options
- Lead Career Center activities and outcomes
 - Identify Career-learning outcomes for degree program creation
 - Act as Career Coaches for student career-coaching, and resume & cover letter review
 - Participate in the process for Degree Optimization KSAs and Endorsements

Faculty Ensure the Quality of Curriculum and Instruction

- Guide faculty performance improvement for student engagement through peer review processes
- Act as Content Experts and Faculty Reviewers for course creation and revisions

Curriculum & Assignments

...that facilitate student success in the workplace immediately.

- **Discussion Board Exchanges**
 - Questions for student response integrate academic theory & workplace information.
 - Faculty respond to all students each week with substantive feedback on their responses.
- **Critical-thinking Assignments**
 - Student-choice projects, case studies, presentations, papers that require demonstration of understanding of academic theory, application in a workplace or community, and discussion on expected and/or real outcomes.
- **Final Portfolio Project** – summative assignment that allows students to select projects that apply to their workplace or profession.

Degree Optimization Program

CSU-Global courses are aligned with Industry data and feedback from CSU-Global Industry Councils and CSU-Global Faculty to provide students with:

- **Awards of Completion certificates** based on completed CSU-Global coursework, that has been grouped into Knowledge, Skills & Abilities.
- **Endorsements** based on soft skills demonstrated in CSU-Global General Education courses.

The intermittent recognitions reward students for their ongoing work towards their degree programs.

CSU-Global Career Center

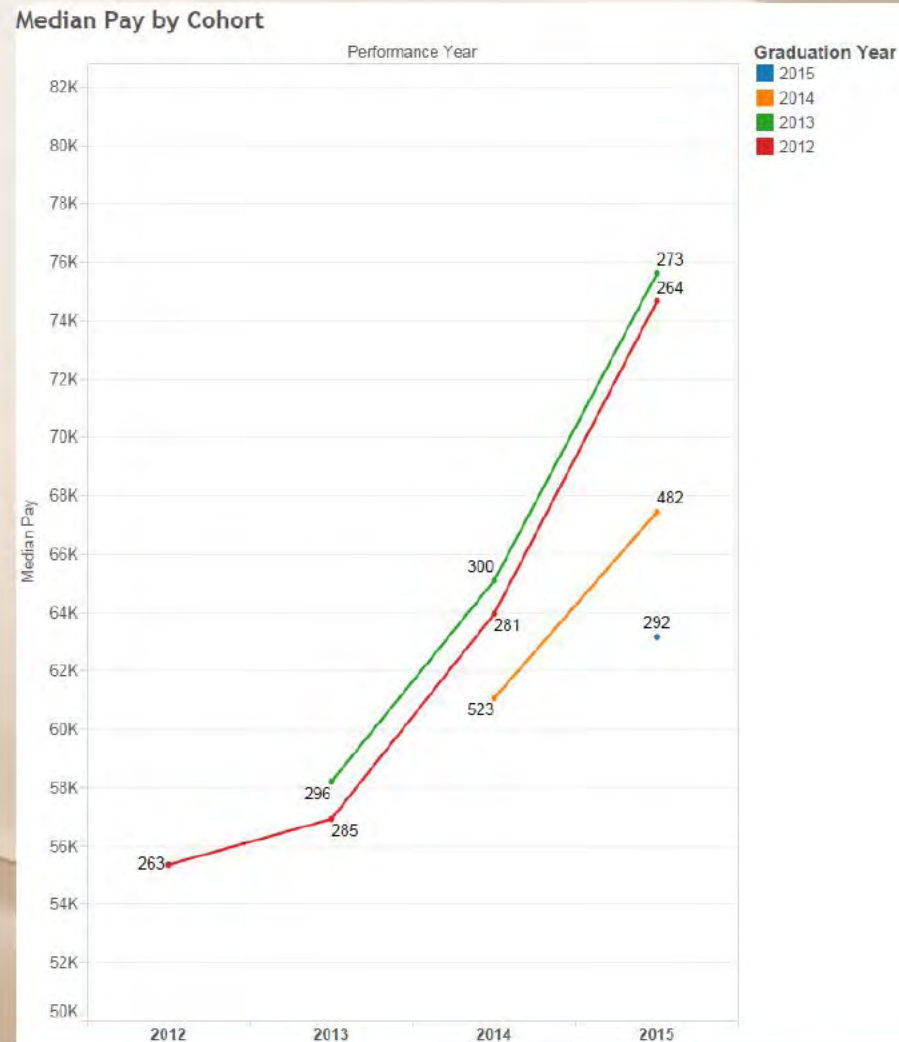
- **24 x 7 services that provide information, videos, and links to**
 - Finding a Job
 - Landing a Job
 - Keeping a Job
 - Military Transition
- **No-cost student assistance with**
 - One-on-one resume and cover letter review by qualified faculty
 - Career coaching sessions: unlimited 45 minute, one-on-one sessions with a faculty member with a terminal degree and industry experience related to student's degree program, for all career-related discussions including job interview preparation.

ROI Outcomes

- **1st year post-graduation salary increases: EdPays Report, Alumni Data**
- **Equifax / Third-party Salary Data**
 - Increase in median salaries (N=5,000, match rates up to 42.86%):

Year Graduated	Bachelor's Degree Grad	Master's Degree Grad
2010 (5 yrs out)	31% increase to \$81,318	14% increase to \$95,472
2011 (4 yrs out)	24% increase to \$77,506	20% increase to \$72,763
2012 (3 yrs out)	36% increase to \$74,562	22% increase to \$75,626
2013 (2 yrs out)	25% increase to \$73,056	28% increase to \$82,694
2014 (1 yr out)	13% increase to \$59,205	13% increase to \$70,225

Equifax Graph on Salary Data



ROI Outcomes (continued)

- **Employer Survey results, Fall 2015**
 - Very Satisfied/Satisfied with CSU-Global graduate: 98%
 - Extremely Likely/Very Likely to hire a CSU-Global graduate: 79%
 - Somewhat Likely: 21%
 - CSU-Global alum/employee Demonstrates Skills Extremely Well or Very Well:
 - Written Communication: 91%
 - Verbal Communication: 89%
 - Critical Thinking: 91%
 - Collaboration: 89%
 - Ethical Behavior: 98%
 - Use of Technology: 91%
 - Leadership: 78%
 - Global or Diversity Awareness: 73%

Student Perception of their ROI

- “Since starting CSU-Global’s M.S. in Management program, I have been promoted into upper management at two different levels as an Administrator 2. The course work and instruction I have received at CSU-Global has been crucial for my development.” – **Jonathan Lunardini, M.S. in Management Student**
- “CSU-Global's reputation stretches beyond the Colorado state line boundaries. Two weeks before graduation I secured a Business Application Support Analyst position with Adventist Health in Sacramento, CA. My primary focus will be the implementation, administering, and support for their patient-provider web portal access.” –**Nykolas Sinden, B.S. in Information Technology Alumnus**

Section 10

Colorado State University Campus Reports

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



COLORADO STATE UNIVERSITY

Jason Sydoriak – Student Representative

Police Advisory Board

A policy proposal is being drafted to create a police advisory board. This effort is an evolution of past attempts to create a civilian oversight board of the police department. Initial attempts were not successful because of the CSU Police Department's unique situation in that their personnel is state classified. This creates a few levels of privacy that may be too complicated to circumvent be a board of students and faculty at the moment. The advisory board is a step toward this direction in ensuring that those who the police services are serving have a constructive legitimate environment to share feedback.

ASCSU Todos Santos Trip

In order to accurately represent the students and speak on behalf of the programs that they enjoy ASCSU will be sending about six students to the Todos Santos campus. We will be given a tour of the facilities, experience some of the educational programs offered there, and interact with the local populace.

Hospital Provider Fee

Wrote a resolution to urge the Colorado General Assembly to give the Hospital Provider Fee Enterprise Status.

Alternative Transportation Fee Advisory Board

The Alternative Transportation Fee Advisory Board is now officially established. Once members are chosen they will construct their own bylaws and begin the process of analyzing the Transfort contract and determining if alternative transportation capital projects are feasible and deserve student fees.

Occupancy Ordinance Reform (U+2)

ASCSU has hired a lawyer to help us draft a resolution to reform the occupancy ordinance in the city of Fort Collins. We will pursue an increase in the ordinance of one person while streamlining or eliminating various barriers of entry for individuals to rent their home. It has been a contentious issue so far but we have made some incredible ground with stakeholders and the media. We will have the initiative drafted by the beginning of next spring and signatures will be collected then too.



Avery Park Pilot Project (Proactive Enforcement of U+2)

With U+2 not being reformed yet there are still efforts to enforce it. At the moment enforcement is reactive. Community members complain to the city that they believe someone is violating the occupancy ordinance. Then the city sends an official to investigate and issue a proper response depending on their findings. If there is a violation then those individuals that are over the occupancy must remove themselves or pay a \$1,000.00 fine per day. Many students share homes with bedrooms that have three or more rooms in order to make living in Fort Collins affordable. They do this without infringing on the quality of life of others. Now the city wants to test out proactively enforcing U+2. This will be done in a neighborhood that is predominantly lived in by students and will begin in January. There is a high probability that students who have minded their own business while living in this neighborhood that they will be kicked out of their homes. With housing so limited it is likely they will not be able to find affordable housing in the city and will either move to another city or postpone their educational endeavors. We at ASCSU are trying to put pressure on the city to postpone this project. We will be canvassing the neighborhood and harnessing student leverage.

Diversity Demonstration

ASCSU participated in a diversity demonstration in reaction to recent events at Mizzou. This was to show solidarity and that we as an institution are committed to pursuing efforts that make us more inclusive and accommodating to perspectives different from ours.

Inside ASCSU

- Participated in the Home Coming Parade.
- Spoke at the ASCSU Reunion. We had about five former ASCSU President's show up and I was able to get them all to sign the new Ram's Head logo that outgoing President's sign.
- Constitution Rewrite: The ASCSU Constitution has been a target for many changes over the years. It has now become a bulky document with several unneeded pieces. We will be rewriting it this year to make it more streamlined and then put in provisions that make it more difficult to amend.

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

December 10-11, 2015, Denver, CO.

My report consists of three sections. The first two sections are summaries of the October 6, 2015 and November 3, 2015 Faculty Council Meetings (full meeting minutes will be posted on the CSU Faculty Council web site). The third section are some additional comments from me.

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

Summary of the October 6, 2015 Faculty Council Meeting

- 1) President Frank's report
 - a) Legislative updates from CCHE and the Governor's office including actions on tuition control and funding formulas for higher education institutions.
 - b) Re-envisioning CSU initiative to focus on long-term visioning to coincide with CSU's upcoming 150th anniversary.
 - c) Discussion about CSU's open records policy with reference to recent articles in the Coloradoan.
- 2) Provost Miranda's Report
 - a) Three cluster hires in microbiome research, air quality, and healthy aging have started.
 - b) The recent site visit for the School of Public Health went well.
 - c) The course survey redesign effort, being headed up by the Committee on Teaching and Learning and Dr. Zinta Byrne is ongoing. The survey can be reimagined to take new opportunities and realizations into account.
- 3) Chair Stromberger's report
 - a) Meeting Pat Burns, Dean of the Libraries to discuss data open access policies and how faculty can make their data publicly accessible. Burns may want feedback from Faculty Council on the issue.
 - b) Housing Task Force has been active with a recent survey about housing affordability.
 - c) At the Fall Forum, Stromberger participated in a panel on shared governance and helped lead a session on service recognition and evaluation and how service can be better incorporated into the tenure and promotion process.
 - d) At the Fall Address, President Frank charged the three councils with moving the Re-envisioning CSU initiative forward. Discussion items in Faculty Council will have a re-envisioning theme this year, including topics on shared governance and service, teaching and research innovation, work life quality, and other topics.
- 4) Actions by the Faculty Council
 - a) Student representatives to standing committees were elected.
 - b) A new major in Human Dimensions of Natural Resources was approved.
 - c) A new Plan C degree in Master of Communications and Media Management was approved.
 - d) A dual degree with a major in Interdisciplinary Liberal Arts (B.A.) and a major in Engineering Science (B.S.) was approved.
 - e) A dual degree with a major in International Studies (B.A.) and a major in Engineering Science (B.S.) was approved.
- 5) Discussion
- 6) Miranda, Stromberger, and Gwen Gorzelsky (TILT) led a discussion on visions of shared governance, service equity and recognition. Members shared perspectives on how service is considered in annual evaluations and promotion and tenure. Feedback from Faculty Council included the need to include service performance and effort distribution correctly in job descriptions; evaluation according to work effort distribution in research, teaching and service; and the need to develop metrics so that department chairs can quantify performance according to service distribution.

Summary of the November 3, 2015 Faculty Council Meeting

- 1) Provost Miranda's Report

- a) Recent trip to China to visit partner institutions in Shanghai (Shanghai Normal and East China Normal) about 2+2 programs and to meet with Cathay Industrial Biotech. This company is considering relocating to northern Colorado. Miranda also attended two conferences in Hefei, China, one on water conservation and another to discuss reform of the extension system in Anhui province.
 - b) Council of Deans heard a presentation on One Health by new Director Bruno Sobral. Deans discussed the graduate student continuous registration policy, and the need to reconsider commencement practices as colleges are outgrowing space in Moby and Lory Student Center.
 - c) Governor Hickenlooper's draft budget proposes a \$20 million cut to higher education, and a \$4 million cut to CSU (higher than expected). This budget will be reviewed by the State Joint Budget Committee. Tuition, salaries, and commitments to quality enhancements may need to adjust if the Governor's budget does not change.
- 2) Chair Stromberger's Report
- a) The Re-Envisioning CSU initiative is likely to have three phases. Phase 1 will be a listening/discovery phase where we will hear presentations from visionary futurists. Phase 2 will be a brainstorming and identifying key ideas phase. Phase 3 will be the formal proposal writing, budget planning and implementation.
 - b) During Equity Week, Dr. Doug Hesse, University of Denver, spoke on career pathways for non-tenure track faculty.
 - c) The Faculty Ombuds position is moving forward and hopefully will be hired by Spring 2016.
 - d) The Bullying in the Workplace policy was approved by President's Cabinet last week. The policy can be found at <http://policylibrary.colostate.edu/policy.aspx?id=729>
- 3) Dr. Zinta Byrne – Course Survey Redesign Update
- a) Byrne gave an update on the gathering of input and data for the course survey redesign. Discussions with faculty and student focus groups have revealed unintended consequences of the current course survey, as well as shared needs between students and faculty. Byrne will present her findings to the Committee on Teaching and Learning, and recommendations on the new survey(s) will be presented to Faculty Council in the near future.
- 4) Joe Parker – Director of Athletics
- a) Parker introduced himself to Faculty Council and described the vision/mission for the Athletics Department, which is “to educate, engage, and excel”. Parker focused on the student-athlete experience and discussed the stadium project as a means to bring alumni and other purchasers or tickets to the academic core of campus. Parker answered questions from the Council, including questions about CSU's future in the Mountain West conference and investments in student-athlete health and well-being (nutritional program and cost-of-attendance stipends).
- 5) Actions by the Faculty Council
- a) Revisions to the Graduate and Professional Bulletin, the Advisory System, were approved. These changes clarified forms needed for defining and changing graduate student advisory committees.
 - b) The academic calendar for 2020-2022 was approved.
- 6) Discussion Item
- a) Kathy Pickering (VP Undergraduate Affairs), Jeni Cross (Professor, Sociology), Jen Krafchick (Assistant Professor, Human Development and Family Studies), and Gwen Gorzelsky (Director of TILT) gave a presentation on Teaching with High Impact Practices (HIPs).
 - i) Jeni Cross and Jen Krafchick provided examples of how they incorporated HIPs into their courses, their impact on students, and what they've learned.
 - ii) HIPs that increase student retention, graduation rates, and result in deeper learning have the following in common: community initiated, collaborative learning, active learning, applied research/projects, project-based learning, and reflective writing.
 - iii) Activities such as interactions with faculty, faculty feedback, interactions with diverse others, and research support HIPs but by themselves do not necessarily affect change.
 - iv) In large classes, even simple practices, such as reflective writing with 1-minute essays, can have great impacts.
 - v) Teaching with HIPs connects to larger issues within the Council, including teaching to the land grant mission (research and service integration with teaching), course survey redesign, and how faculty are rewarded and recognized for investing in teaching to support student success.

Additional comments

- 1) Faculty are concerned about proposed budget cuts to Higher Education, and effects on CSU's budget, in Governor Hickenlooper's recent draft budget. I believe support for exempting the Hospital Provider Fee from the TABOR revenue caps is widespread among the faculty.
- 2) Recent books that might be of interest:
 - a. The Rise and Decline of Faculty Governance: Professionalization and the Modern American University (Larry Gerber, 2014) is written by a historian at Auburn University and past VP of the American Association of University Professors.
 - b. Locus of Authority: The Evolution of Faculty Roles in Governance of Higher Education (William Bowen and Eugen Tobin, 2015) is written by former university/college presidents and focuses on exploring 4 case studies of shared governance in higher education.

COLORADO STATE UNIVERSITY PRESIDENT'S REPORT

Board of Governors of the Colorado State University System
December 11, 2015

I. TEACHING AND LEARNING: ASSURE EXCELLENCE IN ACADEMIC PROGRAMS

A. *Military Times*: CSU among “Best for Vets”

In November, CSU ranked No. 13 in the *Military Times* “Best for Vets” list, which recognizes four-year colleges and universities for their commitment to educating and providing opportunities to American veterans. There were 125 schools on the list and by comparison, CU-Denver landed at 27, Metro State is 49, and CU-Colorado Springs is 90. This is the first year CSU has made this list. *Military Times* is a trusted and independent source of news and information for service members and their families.

B. CSU veterinary professor Michael Lappin wins international scientific award

CSU Professor Dr. Michael Lappin in October won the 2015 World Small Animal Veterinary Association’s International Award for Scientific Achievement for significant contributions to knowledge about the cause, detection, and control of infectious diseases in pets. A professor of small-animal clinical veterinary medicine and infectious disease, Lappin has taught and conducted research at CSU since 1988. His laboratory studies immune responses to respiratory virus vaccines and other vaccinations in cats. As director of shelter medicine, Lappin also investigates disease outbreaks and management at animal shelters. He holds the Kenneth W. Smith Professorship at Colorado State.

C. High-powered supercomputer to boost Rocky Mountain research

A supercomputer that can cut day-long computations down to seconds is coming to Colorado State University. Colorado State’s Information Science and Technology Center (ISTeC), in collaboration with the University of Colorado at Boulder, has received a \$2.73 million National Science Foundation grant to purchase a state-of-the-art, high-performance computing (HPC) system. Colorado State and University of Colorado will share the purchase and support of the system, which totals \$3.9 million. The system will be available to faculty, students and staff at both institutions to advance research and education. The planned HPC system will have more than 10,000 cores, or processing units, with an aggregate computing capacity of approximately 500 teraflops, which are a measure of a computer’s processing performance. High-performance computing supports research in a range of disciplines, including physics, engineering, materials science, earth science, and bioinformatics. H.J. Siegel, Abell Endowed Chair Distinguished Professor of Electrical and Computer Engineering at Colorado State who holds a joint appointment in the Department of Computer Science, is the principal investigator on the grant.

D. Ag Sciences professor honored with prestigious APLU award

Marshall Frasier, professor of agricultural and resource economics, has been recognized with a regional USDA Food and Agricultural Sciences Excellence in Teaching Award, CSU announced Nov. 18. The award is administered by the Association of Public and Land-grant Universities and honors “university faculty for their use of innovative teaching methods and service to students.” Frasier’s career is one that has seen exceptional teaching, a commitment to university and college leadership, and a focus on student success both inside and beyond the CSU classroom. Frasier’s courses focus his students to understand the context of issues.

E. CSU’s Dunbar named to U.S. Green Building Council’s Advisory Council

Brian Dunbar, executive director of CSU’s Institute for the Built Environment, was recently elected to the prestigious national Advisory Council of the U.S. Green Building Council. Dunbar will serve a three-year term in the USGBC Advisory Council’s education seat, alongside recognized leaders in architecture, urban planning, engineering, real estate, facility management, and construction. As ambassadors for the global sustainability movement, the 20-member Advisory Council provides visionary industry leadership, connects with key stakeholder groups and identifies emerging technical and engagement opportunities.

F. Colorado Math Pathways Task Force recognized as “most studious”

In collaboration with Complete College America (completecollege.org) and the Dana Center at the University of Texas-Austin, the Colorado Department of Higher Education convened a Math Pathways Taskforce in October, staffed by faculty members in mathematics from different Colorado institutions including CSU. The task force was awarded the “Art of Pathways” award from Complete College America for being the “most studious” of all the states for recommendations related to algebra for community-college non-STEM majors.

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

A. Science and ceremony herald the return of bison to Northern Colorado grasslands

Modern science and ancient ritual combined Nov. 1 as a herd of 10 American bison thundered from a holding corral onto the Northern Colorado prairie, the first step to restoring the nation’s largest iconic land mammal to this part of its historic range. It was the first time in nearly 150 years that bison with complete heirloom genetics – from in and around Yellowstone National Park – had touched public grasslands near the Wyoming border north of Fort Collins. About 350 community members and project partners gathered to watch the Laramie Foothills Bison Conservation Herd charge onto 1,000 fenced acres at Soapstone Prairie Natural Area and Red Mountain Open Space. Modern fertility science, supplied by Colorado State University reproduction experts, helped enable the homecoming, in part by coupling Yellowstone bison in the laboratory and cleansing reproductive cells and embryos of the infectious disease brucellosis. Jennifer Barfield, the project’s lead reproduction scientist, used assisted reproductive

technologies, including in vitro fertilization, artificial insemination, and embryo transfer, to achieve bison pregnancies and offspring with complete Yellowstone bloodlines. To these fertility techniques, she has added high-tech washing – special baths for sperm cells and embryos – to get rid of bacteria that cause brucellosis.

B. Colorado State University effort preserves oral history of 2013 flooding

September 2015 marked the second anniversary of the floods that ravaged Colorado's Front Range. As part of remembering the floods, the Water Resources Archive at the Colorado State University Libraries has 31 interviews available through its online repository. Each audio recording is accompanied by a full transcript. The oral histories were created through collaboration of the Water Resources Archive and Colorado State University's Public Lands History Center, with funding from the Colorado Water Conservation Board (CWCB). Patrons can find specific interviews through the Northern Colorado Flood Oral History Collection finding aid, <http://col.st/Uf1Oz>.

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

A. Colorado State researchers share in international physics 'breakthrough' prize

Colorado State University physicists have shared in the Breakthrough Prize in Fundamental Physics, awarded Nov. 8 to an international research experiment that's pushing the boundaries of particle physics. The \$3 million Breakthrough Prize was awarded jointly to five international collaborations that contributed key discoveries about a sub-atomic particle called the neutrino, which is the most abundant known matter particle in the universe. CSU physics professors Walter Toki and Robert J. Wilson, along with their teams of students and postdoctoral researchers, work on the T2K Collaboration, which shared in the prize. T2K is an accelerator-based neutrino experiment in Japan. The discovery of neutrino oscillation was the subject of the 2015 Nobel Prize in Physics, and the T2K experiment is continuing that work. The CSU team, led by Toki, helped to design, build, and operate the T2K experiment in Japan. The experiment combines a particle accelerator and neutrino detector on the east coast of Japan, with a 10-story water tank detector a kilometer deep in a mine near the country's west coast.

B. CSU researchers find no water-based contaminants in Colorado wells

There is no evidence of water-based contaminants seeping into drinking water wells atop a vast oil and gas field in northeastern Colorado, according to CSU scientists working to protect and inform citizens about the safety of their water. Ken Carlson, professor of civil and environmental engineering, has led a series of studies analyzing the impact of oil and gas drilling on groundwater in the 6,700-square-mile Denver-Julesburg Basin, which extends north-south from Greeley to Colorado Springs, and east-west from Limon to the foothills. The studies have been performed under the auspices of the Colorado Water Watch, a state-funded effort begun last year for real-time groundwater monitoring in the Denver-Julesburg Basin. The basin shares space with more than 30,000 active or abandoned oil and/or natural gas wells. The CSU researchers

primarily looked at the 24,000 producing and 7,500 abandoned wells in the Wattenberg Field, which sits mainly in Weld County. Carlson’s team found that 2 percent of their sampled wells showed seepage of oil- and gas-related methane – a flammable greenhouse gas that’s the main component in natural gas. The latest studies were published in *Environmental Science and Technology* and in *Water Research*.

IV. RESEARCH AND DISCOVERY: IMPROVE DISCOVERY CAPABILITIES

A. CSU research spending totals \$317 million for 2015

Research expenditures for Colorado State University scientists reached \$317.2 million in Fiscal Year 2015, an increase from \$308 million over the previous year and marks the eighth consecutive year research expenditures at CSU have topped \$300 million. Foundation-related spending increased by 41 percent — to \$7.9 million, from \$5.6 million — and expenditures from federal funding increased by 3 percent, to \$219.3 million. This comes at a time when the latest national figures show a decline in federal funding for research and development, based on statistics from the American Association for the Advancement of Science. CSU also reached or tied records this past year for industry-related revenue, license agreements, and patents issued. Researchers filed 92 invention disclosures and were issued 49 patents. CSU Ventures also negotiated 43 agreements with companies to license CSU technologies. Industry-related revenue increased by 276 percent, to \$4.78 million, in FY 2015. Expenditures for research supported by the National Science Foundation totaled \$31.7 million in FY 2015, which is up from \$31.6 million in 2014. In addition, research expenditures for projects backed by agencies including the National Oceanic and Atmospheric Administration, U.S. Department of Education, and the U.S. Agency for International Development increased by 22 percent, to \$45.4 million.

B. Office of Naval Research awards CSU \$7.5 million for aerosol research

The Office of Naval Research on Nov. 2 awarded Colorado State University researchers \$7.5 million to characterize and analyze aerosol properties in coastal and offshore regions. The five-year award, called a Multidisciplinary University Research Initiative, will support scientists at CSU’s Cooperative Institute for Research in the Atmosphere (CIRA) and the Department of Atmospheric Science. They are studying the “littoral” zone, which encompasses coastal areas closest to shore. Understanding aerosol properties in the littoral zone has several key impacts for the Navy, including aircraft operations, security and special operations, and the propagation of electromagnetic radiation, including the use of shipboard laser systems. CIRA Deputy Director Steve Miller is the MURI’s principal investigator; Professor Sue van den Heever and University Distinguished Professor Sonia Kreidenweis, along with CIRA researcher Milija Zupanski, are co-principal investigators. The team will work closely with researchers at the Naval Research Laboratory in Monterey to couple their basic research findings with the needs of end-users.

C. Colorado State University partners in new \$1.2 million food safety training center

Colorado State University and five other land-grant universities in the Rocky Mountain region will partner on a recently funded Western Regional Food Safety Training Center at Oregon State University. On Oct. 14, the U.S. Department of Agriculture announced the establishment of the

\$1.2 million center, which will focus on helping small and mid-sized farms and food processors in 13 Western states prevent foodborne illnesses. Researchers from Colorado, New Mexico, Montana, Nevada, Utah and Wyoming have formed a sub-regional Mountain States team and will coordinate trainings in their states and assist in the development of region-specific food safety materials to address local production challenges. Land-grant universities within these states have long played key roles in providing outreach education and promoting better understanding of safe local agricultural production and processing practices. CSU will serve as the lead institution for the sub-region.

D. \$2.1 million DARPA grant to bridge human-computer interaction

With the goal of revolutionizing everyday interactions between humans and computers, Colorado State University researchers are developing new technologies for making computers recognize not just traditional commands, but non-verbal ones – gestures, body language, and facial expressions. Their project, titled "Communication Through Gestures, Expression and Shared Perception," is led by Professor of Computer Science Bruce Draper, and is bolstered by a recent \$2.1 million grant from the Defense Advanced Research Projects Agency (DARPA) under its "Communicating with Computers" funding program.

E. CSU receives grant to improve sorghum as sustainable biofuel source

Colorado State University is one of 10 institutions in a \$13.8 million research grant to improve sorghum as a sustainable source for biofuel production. Although most U.S. biofuels are currently made from corn, some sorghum varieties create more biomass for cellulosic ethanol, making it a top contender to replace corn-based biofuels and relieve pressure on an important global food source. Funded by the U.S. Department of Energy, the five-year grant takes a comprehensive approach to better understand how plants and microbes interact, and which sorghum germplasm grows better with less water and nitrogen. The research requires a range of expertise. CSU is working with scientists at University of Nebraska-Lincoln, Danforth Plant Science Center, Washington State University, University of North Carolina-Chapel Hill, Boyce Thompson Institute, Clemson University, Iowa State University and the DOE-Joint Genome Institute. Jessica Prenni, director of the Proteomics and Metabolomics Facility and associate professor in the Department of Biochemistry and Molecular Biology, is co-investigator on the project. This study will help determine sorghum's ability to efficiently uptake nutrients from the soil or its reaction in drought conditions.

F. \$1 million grant to study cropping systems in the Great Plains

Growing conditions in the Great Plains of the western United States can be challenging, due in part to limited water resources. Now, a group of CSU researchers led by Meagan Schipanski, assistant professor of soil and crop sciences, has received a \$1 million grant from the Natural Resources Conservation Service to examine how crop rotations and management can help improve soils through the retention of both carbon and water. This project will look at the economic and soil quality trade-offs of different practices. Schipanski and her team want to see what rotation strategies can be best used here in Colorado, Kansas, and western Nebraska. Schipanski is collaborating with a number of other researchers in CSU Extension, her own

Department of Soil and Crop Sciences, and the Department of Agricultural and Resource Economics.

G. CSU gets \$5 million grant to join VIP program at Georgia Tech

Colorado State University will join Georgia Tech's Vertically Integrated Projects (VIP) Consortium through a \$5 million grant from The Leona M. and Harry B. Helmsley Charitable Trust, in an effort to drive systemic reform of STEM education. The VIP program unites large teams of undergraduates with graduate students and faculty to work together on long-term research projects. Under the leadership of Georgia Tech and the co-leadership of the University of Michigan, the Helmsley award expands VIP to a consortium including CSU and other schools. Edwin Chong, professor of Electrical and Computer Engineering and Mathematics and director of the CSU Information Science & Technology Center (ISTeC), is the director of VIP at CSU.

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

A. CSU's CoBank Center for Agricultural Education officially opens

The new CoBank Center for Agricultural Education at Colorado State University officially opened Oct. 1. The center is designed to help fill a void in agricultural education teachers for K-12 students and community colleges across Colorado and the United States. Fundraising for the center was led by the Colorado FFA Foundation, which helped raise \$2.6 million of the \$3.3 million needed for the new facility, with significant private support and a lead gift from CoBank. The center sits just north of campus at the college's Agricultural Research, Development, and Education Center. The CoBank Center for Agricultural Education encompasses more than 14,000 square feet, with customized laboratory, technology, teaching, and office space.

B. Engineering a solution: Training STEM teachers is focus of new CSU program

A \$593,000 grant from the National Science Foundation will develop pathways for students in each of four engineering departments to enter the teaching profession. Currently, only students in the engineering science major can also earn teacher licensure. Michael De Miranda, professor in CSU's School of Education and Department of Electrical and Computer Engineering, and his colleague in the Department of Civil and Environmental Engineering, Thomas Siller, plan to add a teacher licensure option for majors in Chemical and Biological Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, and Mechanical Engineering. Developing these pathways for engineers to become professional educators will include developing new courses, as well as a system of seamless advising in both the College of Engineering and the School of Education's teacher licensure program. One of the key goals of the grant is to develop a program that can be replicable for other universities and become a model for the nation.

C. Construction Management recognized for ‘Giving Students the Edge’

Using its connections with industry, CSU’s construction management program is always seeking new methods to give students every advantage possible as the future leaders of the industry. The development of specialized “boot camp”-style courses is just one such method of immersing students in the latest technologies used by the construction industry,. This effort was recognized on Nov. 13 at the Associated General Contractors’ Industry Gala and ACE Awards event in Denver. The boot camp courses give students exposure to state-of-the-art software and processes taught by industry experts currently using them in the field. These limited-size, five-week classes focus on identifying and understanding the current practices and applications of specific subject matter. As short-term group-study courses, they are dynamic and can be easily adapted as the industry evolves. To date, courses have been offered in estimating, scheduling and building information modeling, or BIM.

VII. RESOURCES AND SUPPORT: EXPAND FUNDRAISING

A. Ram fans can leave legacy with stadium brick

Ram Fans can show campus pride and create a lasting legacy while supporting the new multipurpose on-campus stadium by participating in the CSU Brick Campaign, launched Oct. 16. Each brick bought directly supports the project. The engraved bricks will cover the stadium’s north plaza, surrounding the iconic sculpture “Rocky Mountain Rumble” depicting two bighorn sheep crashing horns. The cost of each brick directly supports the construction of this transformational project; bricks are not for retail purchase. The bricks can include messages about personal or family legacy, academic experience, or campus and/or athletic pride.

B. Major Gift Report

	October 2015		FY16 (July - October)		FY15 (July - October)	
	Amount	Count	Amount	Count	Amount	Count
Contributions	\$6,111,873	5,383	\$23,412,098	12,144	\$22,963,382	10,257
Irrevocable Planned Gifts	-	-	\$162,019	1	\$54,644	1
Revocable Gifts and Conditional Pledges	\$500,000	4	\$7,862,800	35	\$11,868,700	73
Payments to Commitments Prior to Period	(\$512,846)	740	(\$3,412,678)	771	(\$2,682,141)	878
Total Philanthropic Support	\$6,099,027	4,852	\$28,024,239	11,702	\$32,204,584	9,694
Private Research	\$2,166,139	22	\$13,648,247	93	\$13,354,223	76
Net Private Support	\$8,265,166	4,874	\$41,672,486	11,784	\$45,558,807	9,765

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

\$650,000 to support the *Veterinary Teaching Hospital*, College of Veterinary Medicine & Biomedical Sciences

\$300,180 gift in kind to support the *Biomedical Sciences Program*, College of Veterinary Medicine & Biomedical Sciences

\$202,000 designated as \$151,500 to support the *National Western Stock Show Scholarship*, College of Agricultural Sciences; \$30,000 to support the National Western Scholarship in the Professional Veterinary Medical Program, College of Veterinary Medicine and Biomedical Sciences; \$16,500 to support *Animal Sciences*, College of Agricultural Sciences; and \$4,000 to support the *National Western Stock Show/Jim Henry Scholarship*, College of Agricultural Sciences

Revocable commitment to support the *Equine Teaching Enhancement*, College of Agricultural Sciences

\$200,000 revocable commitment designated as \$100,000 to support *Biology*, College of Natural Sciences; and \$100,000 to support the *Julie and Byron Tabor Scholarship Endowment*, College of Natural Sciences

\$196,261 gift to support *Human Development and Family Studies-Community Outreach*, College of Health and Human Sciences

\$112,040 gift in kind to support the *University Museum*, College of Liberal Arts

\$110,000 in gifts to support the *Center for Companion Animal Studies*, College of Veterinary Medicine & Biomedical Sciences

\$100,000 pledge to support the *Sophie and Ted Aldrich Asian Textile Endowment*, College of Health and Human Sciences

\$100,000 pledge to support the *CSU Stadium*, Athletics

\$100,000 revocable commitment to support the *CSU Stadium*, Athletics

\$100,000 gift to support the *Center for New Energy Economy*, Research & Interdisciplinary Programs

VIII. RESOURCES AND SUPPORT: NURTURING HUMAN CAPITAL

A. CSU celebrates groundbreaking of chemistry research and biology buildings

Colorado State University students, faculty, dignitaries, and members of the campus community celebrated the groundbreaking of the chemistry research and biology buildings at a ceremony

Oct. 15. When the new buildings are in place, they will be the gateway to the new science mall in the south-central part of campus. The biology building is the larger of the projects and will add 152,000 square feet of classroom, research and office space. The entire biology program will move from its current location in the Anatomy/Zoology building. The chemistry research building will be 61,000 square feet, with most of it dedicated to synthetic chemistry research. The new space will allow CSU to expand research opportunities for both graduate and undergraduate students in a collaborative environment. Students voted to increase fees to provide significant funding for the construction of the biology building. Fittingly, it is designed as a student-focused environment that encourages students to meet and work with classmates and faculty. Although state funds will pay for much of the new chemistry research building, CSU will actively raise funds for both buildings, as well as for needed renovations within the existing chemistry building. Both will be completed by Fall 2017.

IX. RESOURCES AND SUPPORT: INCREASING AWARENESS

A. College of Ag alumnus to lead Rocky Mountain Farmer's Union

A leading organization that represents farm and ranch families in Colorado, New Mexico, and Wyoming will soon have new leadership from a person with strong ties to Colorado State University. The Rocky Mountain Farmers Union has announced that CSU alumnus Dale McCall will become the organization's president in 2016. McCall is currently serving as vice president of the RMFU. McCall received his undergraduate degree in vocational agriculture in 1968, his master's degree in trade and industrial education in 1972, and his doctorate in vocational education in 1982 – all from CSU.

B. CSU signs White House climate action pledge

Colorado State University joined more than 200 American colleges and universities representing more than 3 million students to pledge support for strong international action on climate change. The pledge, coordinated by the White House Council on Environmental Quality, was unveiled Nov. 19, ahead of the Conference on Climate Change in Paris. According to the pledge, Colorado State recognizes that increasing pressures of a growing population and a changing climate make sustaining and enhancing the environment, ensuring human well-being, and balancing economic growth from a social-justice lens a top priority, in keeping with the University's land-grant mission and long history of environmental engagement.

C. Cans Around the Oval sets record for donations to Food Bank for Larimer County

Cans Around the Oval, the Colorado State University-led food drive for the Food Bank for Larimer County, this year raised 60,364 pounds of food and \$57,030 in cash from both the campus and Fort Collins communities. This translates to a total impact of 345,514 pounds of food that will go to feed the hungry throughout the county. Cans Around the Oval is the largest annual one-day food drive benefitting the Food Bank, now in its 29th year. In 2014, the effort raised 47,470 pounds and \$46,743 for a total impact of 234,444 pounds of food.

D. Colorado State University's Food Friends programs land international award

Colorado State University's Food Friends programs in October received a new award from the Society for Nutrition Education and Behavior. SNEB selected Food Friends for its inaugural Program Impact Award in Nutrition Education, which recognizes an individual or group for a nutrition education program that has resulted in documented changes in behavior. Food Friends was created by CSU nearly 20 years ago and has become established in Colorado preschool programs as a fun and effective way for kids to try new foods and enhance motor skills, developing healthy habits early in life. Research studies have transitioned into programs implemented in 210 Head Start and preschool centers (1,036 classrooms), and 471 family child-care homes in Colorado over the past five years, reaching over 66,000 children and families.

E. Basketball legend Becky Hammon speaks to CSU students

Becky Hammon, Colorado State University alumna and assistant coach of the San Antonio Spurs, spoke in the Lory Student Center Grand Ballroom September 17. Hammon was part of the CSU 1989-1999 women's basketball team that earned a 33-3 record and advanced to the NCAA Tournament's Sweet Sixteen. She has been named an All-American and Colorado Sportswoman of the Year, and was inducted into the Colorado Sports Hall of Fame in 2015. Hammon was inducted into the Colorado State University Sports Hall of Fame on Nov. 12, 2004, and her No. 25 jersey was retired in 2005.

CSU's Multi-Purpose Stadium Report – December 2015

Construction Budget and Schedule

Budget		
Total Project Budget	\$220 Million	
Fixed Limit of Construction Construction Management General Contractor Guaranteed Maximum Price (CMGC GMP)	\$172,005,757	
Contingency	Original	Remaining
• Project Owner Contingency	\$8,462,045	\$7,515,481
• CMGC Bidding Contingency	\$2,456,358	\$1,118,380 <small>(with 75% of subcontracts bid out)</small>
• CMGC Construction Contingency	\$5,591,902	\$5,591,902
Project is currently within budget		

Schedule	
Substantial Completion Date	June 2017
<ul style="list-style-type: none"> • Mortenson continued with mass earthwork excavation during November with an anticipated completion of mass excavation by December 13, 2015. • Deep foundation commenced with drilled concrete piers, with progress on schedule and 112 of the total 188 piers completed during the period. • Concrete foundations, concrete elevator pits and vertical concrete walls also commenced during the period as per the project schedule. 	
Project is currently on schedule	

Stadium Advisory Group (SAG)

Colorado State University and the City of Fort Collins formed a Stadium Advisory Group (SAG), per the terms of the IGA. The jointly appointed members are:

- Amanda Johnson-King, Odell Brewing Company
- Gary Buffington, Larimer County Natural Resources Department Director
- Bob Herrfeldt, Director, The Ranch
- Steve Taylor, Owner, Moot House, Austin's American Grill and Enzo's Restaurants
- Per Hogestad, City of FOCO Landmark Preservation Commission Member, retired CSU Faculty
- Colin Gerety, Owner of Momo Lolo Coffee House
- Mitch Majeski, Pastor, Summit View Church
- Ben Manvel, Former City Councilmember and Retired CSU Professor
- Carol Reed, Sheely Neighborhood Resident

The role of the SAG will be to examine actual impacts and community interactions as the new stadium is put to use for home football games, convocations, and other activities. The SAG occasionally will present recommendations to the City and CSU regarding stadium issues that have impacted, or are anticipated to impact, local residents and make recommendations regarding the use of the Good Neighbor Fund.

The SAG has completed two meetings – October 19 and November 16.

The October meeting included introductions of SAG members, opening remarks from CSU President Tony Frank and Fort Collins City Manager Darin Atteberry, an initial briefing on the stadium project and agenda setting for future meetings.

The November meeting included presentations from CSU Facilities on the University's Master Plan and an overview of campus construction projects, ICON Venue Group on the overall stadium project, Populous on the stadium's design, and Mortenson Construction on the stadium's construction phasing and timeline.

The SAG discussed the immediate impacts of major excavation and truck traffic on the adjacent neighborhoods. Mortenson has implemented controls to mitigate the dirt and debris that has been spilled on the truck routes. They will continue to monitor and address as needed. The SAG also requested a briefing on the field lighting and sound systems. They also agreed to establish a public comment segment for future meetings, focused on the operational impacts of the stadium on surrounding neighborhoods.

Additionally, SAG members attended a weekly football game operations meeting, observed game, event and parking management activities during the October 31, 2015 SDSU football game, and toured the City of Fort Collins Traffic Operations Center during the UNLV game on November 14, 2015.

The SAG has set a monthly meeting schedule as follows:

December 14, 2015 (6:00 p.m. – 8:00 p.m.)	January 25, 2016 (5:30 p.m. – 7:30 p.m.)
February 15, 2016 (5:30 p.m. – 7:30 p.m.)	March 21, 2016 (5:30 p.m. – 7:30 p.m.)
April 18, 2016 (5:30 p.m. – 7:30 p.m.)	May 16, 2016 (5:30 p.m. – 7:30 p.m.)

Game Day Experience Committee

The university formed a Game Day Experience (GDE) committee operating under Vice President Blanche Hughes. The jointly appointed members are:

Emily Allen	Brett Anderson	David Bradford	Zach Campaign
James Dolak	Todd Donovan	Mike Ellis	Fred Haberecht
Scott Harris	Blanche Hughes	Steve Hultin	Anthony King
Ben Lorenzen	Doug Max	Tom Milligan	Judy Muenchow
Kim Okamoto	Joe Parker	Ken Quintana	Katrina Roberts
Andy Schafer	Sandra Sheahan	Becca Wren	

This committee has charged sub-groups with the task of developing parking and campus access plans which include working with City staff directly on game day logistics. There has been great progress on this front, with the creation of campus maps outlining the vision and various points of access for pedestrians, bicycles, and vehicles while identifying key destinations such as parking lots and the “event zones” such as Ram Town. The City staff have found this to be an excellent tool which graphically provides an overview of how to prepare for game events.

A specific game day operations workshop was held between City and CSU staff on November 3rd with subsequent weekly meetings between City and CSU staff, focusing on game day vehicle movements, parking, traffic, transit, emergency response, bike and pedestrian movement. CSU has shared a preliminary traffic management and campus parking plan with the GDE sub-group and the City staff and is working through the details of that plan in a collaborative framework. A follow-up workshop is planned for December 14th. CSU will distribute the plans publically as it adopts the core assumptions.

Facilities Management is also preparing a detailed game day expense estimate for the university service departments that will prep and clean the stadium and campus, as well as provide services for the game experience. These services will be coordinated with the City, County, and other entities as they develop, as was done with Hughes Stadium.

IGA (Intergovernmental Agreement) with City of Fort Collins

Colorado State University and the City are working together effectively and making significant progress on both the milestones and projects within the Intergovernmental Agreement Related to an On-Campus Stadium.

The infrastructure and related improvements are progressing well and are on track. There are twenty-six projects identified in the IGA and to date, twenty-three are partially or fully funded. Two projects are completed and thirteen more are in construction phase. The remaining projects require more input and collaboration with the City and community to develop a scope of work and cost estimates. Facilities Management has contracted with several consultants to perform this work and is working actively with City staff in a very collaborative manner.

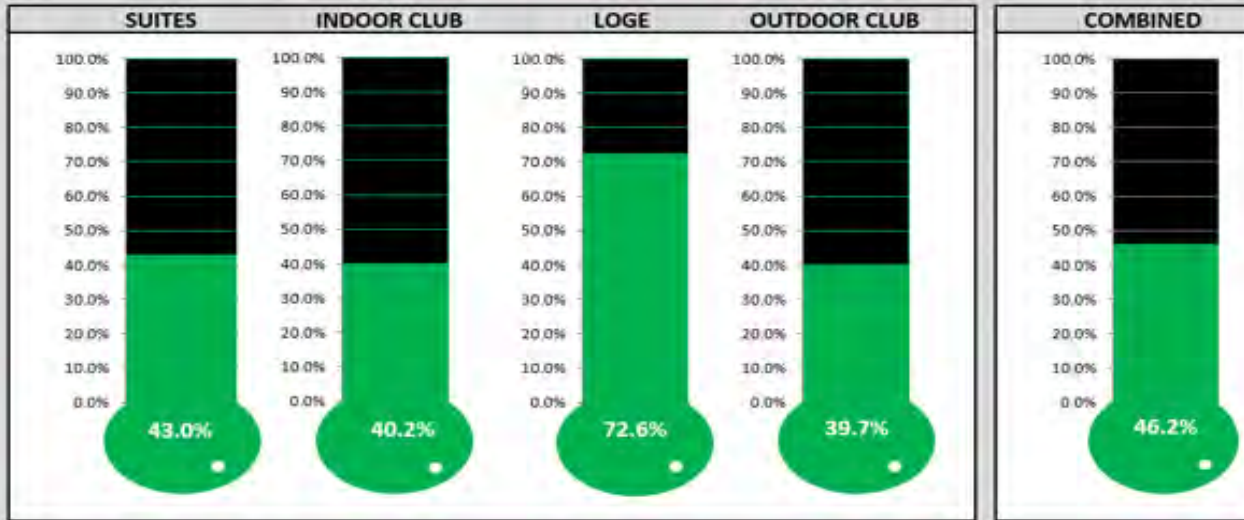
Facilities Management has kept the campus, neighborhood, and business communities current through more than forty presentations with many more scheduled. These “Building Success” presentations are a great opportunity to explain the university’s master plan, showcase the recent project successes, and demonstrate our genuine interest in listening and responding to concerns from all constituents. Facilities Management and External Relations have developed a very robust and active construction web page under the Source website, providing real-time updates, project information, and opportunity for input via emails and other links.

Hughes Stadium

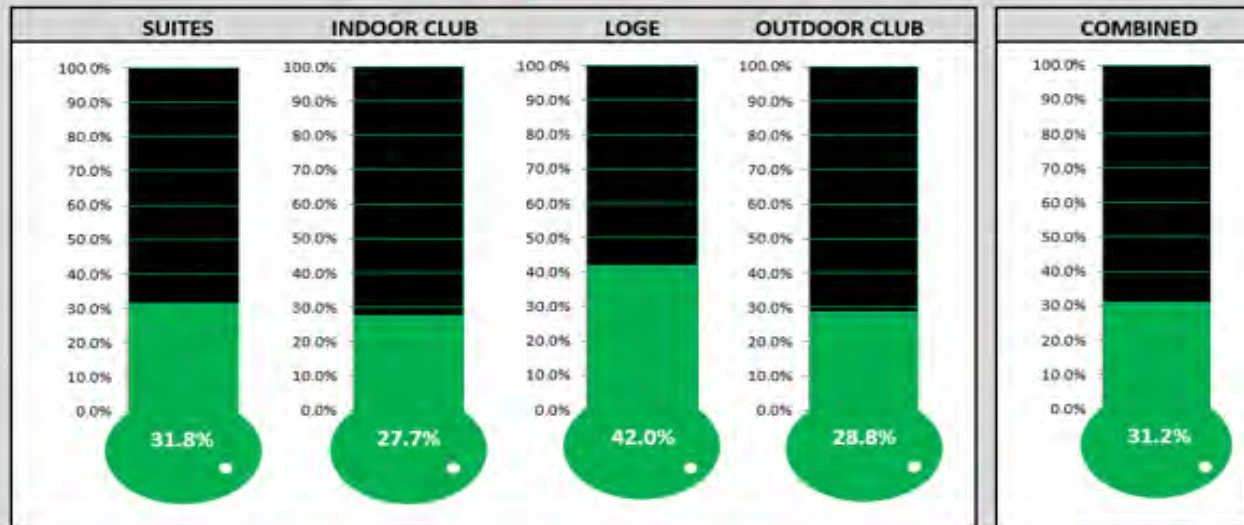
In 2016 the University will begin a process, in coordination with the City of Fort Collins, and Larimer County, to determine the future disposition of Hughes Stadium.

STADIUM PREMIUM SEATING

\$'s SOLD TOWARD PRO FORMA CASE



#'s SOLD OF TOTAL CAPACITY



Income Statement Pro Forma as of November 2015

Revenues	FY 16 Hughes	FY 17 Hughes	FY 18	FY 19	FY 20
Premium Seat Donations					
Priority Seat Donations					
Tickets and Parking					
Advertising/Sponsorship					
Naming Rights					
Miscellaneous Revenue					
Total Revenue					
Expenses					
Salaries and Benefits					
Supplies					
General Operating Services					
Professional Services					
Repairs & Maintenance					
Utilities					
Game-Day Expenses					
Total Expenses					
Net Income					

CSL Feasibility Study Low Case 2012

Revenues	FY 16 Hughes	FY 17 Hughes	FY 18	FY 19	FY 20
Premium Seat Donations					
Priority Seat Donations					
Tickets and Parking					
Advertising/Sponsorship					
Naming Rights					
Miscellaneous Revenue					
Total Revenue					
Expenses					
Salaries and Benefits					
Supplies					
General Operating Services					
Professional Services					
Repairs & Maintenance					
Utilities					
Game-Day Expenses					
Total Expenses					
Net Income					

Projected Pro Forma Net Income Variance Versus CSL Feasibility Low Case (Line 18-Line 36) Positive (Negative)

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Projected Bond Debt Service Coverage

Net Income from Line 18					
Contribution to Athletics from CSL Model					
Bond Payments					
Surplus(Shortfall)					
Stadium Donations from CSUF as needed					
Net					
General Fund Allocation					

Philanthropic Coverage

Beginning Reserve Balance					
New Funds Raised					
Reserve Deployed (= line 42)					
Ending Reserve Balance					

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
1	Andrews, Lisa M	CEMML	10/1/15	12/31/15
2	Asmus, Angela Jane	ACNS	11/6/15	12/1/15
3	Barret, Mary F	Hartshorn Health Services	9/24/15	9/30/15
4	Barrett, Mary F	Hartshorn Health Services	10/1/15	11/1/15
5	Beiter, Jennifer Lee	Biology	10/5/15	10/26/15
6	Beiter, Jennifer Lee	Biology	9/11/15	10/4/15
7	Belval, Erin Jean McCowen	Forest & Rangeland Stewardship	10/13/15	10/19/15
8	Bzdek, Maren Thompson	History	9/1/15	8/31/15
9	Cler, Bridget J	Admissions	9/17/15	9/23/15
10	Cooney, Jennifer Leah	Peaks & Plains Regions	9/8/15	9/21/15
11	Cooper, Leroy A	Honors Program	1/1/15	5/15/16
12	DeRosby, Stephanie F	University Counseling Center	9/30/15	9/31/15
13	DeRosby, Stephanie F	University Counseling Center	8/7/15	8/10/15
14	Dunnam, Jillian Angela	CEMML	7/19/15	9/11/15
15	Elwyn, Laurie L	Hartshorn Health Services	10/8/15	12/2/15
16	Elwyn, Laurie L	Hartshorn Health Services	9/2/15	9/8/15
17	Elwyn, Laurie L	Hartshorn Health Services	8/25/15	8/26/15
18	Falcon, Sarah Elaine	College of Engineering	8/28/15	unknown
19	Guggemos, Angela Acree	Construction Management	11/15/15	5/15/16
20	Held, Marie L	CEMML	8/20/15	8/21/15
21	Khalehpari, Yotam	Residential Dining	9/14/15	10/6/15
22	Maclellan, Lisa J	Biomedical Sciences	10/6/15	3/1/16

	NAME	DEPARTMENT	FROM	TO
23	Makin, Douglas Michael	CEMML	10/1/15	10/16/15
24	Mellon, April	Hartshorn Health Services	9/1/15	9/8/15
25	Mellon, April	Hartshorn Health Services	10/12/15	10/30/15
26	Olienyk, John P	College of Business	12/1/15	12/31/15
27	Orswell, Forrest M	Student Legal Services	8/4/15	8/16/15
28	Orswell, Forrest M	Student Legal Services	10/26/15	10/27/15
29	Oxenhandler, Jenna Beth	Fort Collins Diag Lab	10/12/15	10/17/15
30	Rhodes, Corey M	Facilities Management	8/17/15	8/21/15
31	Roberts, Walter Frederick Jr	Soil & Crop Sciences	11/1/15	4/30/16
32	Robinson, Daniel Harm	School of Education	9/1/15	5/15/16
33	Sharkey, Moira	Alumni Relations	11/5/15	1/8/16
34	Shimada, Carrie Ann	Front Range Region	8/19/15	unknown
35	Sink, Elizabeth S	Communication Studies	10/16/15	10/23/15
36	Thompson, Steven Douglas	Human Resources	9/25/15	9/26/15
37	Tucker, Stephen Travis	CEMML	9/17/15	9/18/15
38	Wolfelt, Susan J	Hartshorn Health Services	10/29/15	10/31/15
39	Wolfelt, Susan J	Hartshorn Health Services	9/3/15	9/18/15
40	Woods, Kathryn Scott	Women & Gender Advocacy Center	10/1/15	10/9/15
41	Woods, Kathryn Scott	Women & Gender Advocacy Center	9/1/15	9/30/15
42	Woods, Kathryn Scott	Women & Gender Advocacy Center	8/3/15	8/14/15
43	Wright, Keri Ann	Microbio, Immuno & Patho	8/5/15	8/7/15
44	Young, Peter	Electrical & Computer Engineering	1/1/15	5/15/16

Section 11

CSU-Pueblo Campus Reports

- CSU-Pueblo Student Representative's Report
- CSU-Pueblo Faculty Representative's Report
- CSU-Pueblo President's Report



Colorado State University-Pueblo Student Representative's Report

**Associated Students' Government President Sarah Zarr
December 2015**

General Statement

As the semester is winding down, I am reminded of how amazing it is to be a Thunderwolf. Our Pack Football team is advancing through playoffs, our Women's Volleyball and Basketball teams are making strides and our Forensics Team is winning tournaments and awards nationwide. Our new University Center Ground Breaking Ceremony took place and the new General Classroom Building opened. Our student radio station Rev 89.5 went global. Almost half of our population is from traditionally under-represented nationalities, races, & ethnicities including a one-third from Hispanic descent. New critical positions on campus are being or have been hired. IT is in the process of fixing outdated technology and Wifi. New processes are being put into place. Associated Students' Government is gaining a more firm foundation, getting to help students with issues, having a student voice on what happens on campus, and taking action more than ever before it's hard to focus on the challenges we are facing. As a member of the Pack I couldn't be prouder of the things CSU-Pueblo has accomplished this semester, my fellow students, the staff and administration who works here, and the faculty who teach us. We have faced many challenges and still need to overcome them and need help overcoming them, but they are opportunities to grow and become a stronger Pack.

Campus and Student Initiatives and Projects

Student Emergency Fund

Next semester we will be handing out piggy banks to the students in the residence halls to fill with spare change over the semester and hand back in at the end of the semester to raise money for the fund. We are also looking at making it a competition between the different halls of who can raise the most money. We are also trying to do a “round up” at the different food locations on campus where people can donate by rounding up their bill to the nearest dollar and the change goes to the fund. We are hoping to raise enough funds so that we can start letting students apply if they need assistance.

Ochiatto University Center Groundbreaking and Design

We broke ground on the University Center and the construction has started, which is a huge milestone. I have been helping in the design process and am confident that this building will help students feel more connected and be more aware of what resources and opportunities they have as well as give them more space to study, eat, and spend time with friends.

Pack for the Planet Week

Associated Students’ Government assisted a Student Organization, called Enactus, in hosting a week full of sustainability awareness activities and increasing the recycling efforts on campus.

Ropes Course Clean Up and Beautification

Associated Students’ Government has committed funds and support to clean up and renovate the campus ropes course by offering volunteers and through funding new trees, bushes, and equipment.

Student Football Tickets for Playoff Games

We have helped fund tickets for students to attend the home playoff games to support our student athletes and school spirit.

Finals Week Thank You Cards and Donuts

During finals week we will be handing out donuts to students to wish them well on their finals and also asking them to write thanks you cards to faculty and staff who have had a positive impact on them.

Faculty Evaluation Survey Push for College of Science and Math

Our College of Science and Math Senators did a drive to get more feedback on the CSM faculty by handing out water bottles in exchange for completing class evaluations.

Honor Code

We are in the process of assisting the Dean of Students in developing and writing an Honor Code for students that can be used in new student convocation and as a foundation for what it means to be a part of the Pack.

External Initiatives and Projects

City Council Meeting

The City Council Office has requested to meet with ASG leadership to talk about how to get students more involved in local government and in the community.

Internal Initiatives and Projects

Election Code

We are currently working on revising our Election Code so that Student Government elections run smoother and more effectively.

Closing Statement

Please do not hesitate to contact me with any questions, concerns, ideas, or for more information at president.asg@csupueblo.edu or 719-549-2773. We are thankful for your continued support and dedication to CSU-Pueblo and the CSU System.

“If you want to build a ship, don’t drum up the men to gather wood, divide the work, and give orders. Instead, teach them to yearn for the vast and endless sea.”

Board of Governors of the
Colorado State University System
December 2015 Meeting
CSU-Pueblo Faculty Report

COLORADO STATE UNIVERSITY-PUEBLO FACULTY REPORT

This report covers highlights since the October 2015 Board of Governors Meeting.

Since the October Board of Governors meeting the 2015-2016 Colorado State University-Pueblo faculty senate have met twice. The first meeting with the full senate occurred on October 15, 2015 and then again on November 30, 2015. This report highlights the major items currently under consideration with the full senate and the accompanying sub-committees due to the timing of this report no information from the November 30, 2015 meeting is included.

October 19- 2015 Colorado State University-Pueblo Faculty Senate Meeting

The senate and senate sub-committee have been working on major issues which were recommended at the August retreat as well as issues suggested by president in preparation and planning of the 2015-2016 academic calendar and university operations.

The Senate received an update from President Di Mare of the following issues:

- An update on the power outages being experienced on campus. President Di Mare reported that she had communication with the electrical supplier to university and has a firm commitment that by the end of 2016 the university will have two dedicated service lines. The university currently has one shared line.
- President Di Mare reported that she convinced the BoG and the Foundation to each provide \$150,000 for non-base building money. The money will be provided at the beginning of December as a lump sum, from which fringe has been taken out so that a larger sum is rewarded. The money will be provided in early December.
- President Di Mare reported that Royall will be meeting with cabinet for two weeks to examine additional data for analysis. Cabinet will not be charged for flights or hotels. President Di Mare stated that Royall has done their job by increasing the number of students applying to the university; however, she also stated that there is no point in continuing to pay Royall if enrollment does not also increase. Cabinet will meet with Royall to determine what is best for the 2016-2017 academic year.
- The President reported that the equity study is almost complete. In addition to an update on the consultant communication she noted that she would like to an appointed committee to recommend to cabinet how to prioritize the equity adjustments. President Di Mare stated that she hoped the online programs could help to generate funds to help with the equity adjustments.
- President Di Mare noted that Ballot Issue 1 B would help to support scholarships for Pueblo County Students.
- President Di Mare reported an interest in bringing back the university's rodeo club, which brought in a lot of students years ago. The club could also result in donor monies. The club could be a positive addition the student activities.

- President Di Mare stated that she has two primary goals. First, she wants to create more degree programs on this campus and wants to add more support to the current programs that are doing well. Second, she wants to make sure that we receive the raises and equity adjustments we deserve.

Provost Kreminski reported the following issues:

- Provost Kreminski stated that he will soon issue a call for faculty development grants, which are not to be confused with the development that will become available through the MAESTRO program. He also reported that money from development grants will dry up next year; the monies came from CSU-Global and were one-time monies.
- Provost Kreminski reported that the committees responsible for the dean searches have been created; however, their specific charges are left to be established.
- Provost Kreminski reported that his office is conducting research on the use and status of the current agreement on the observatory located at the Pueblo Nature Center.

Senate President Margie Massey noted that Governor Dennis Flores would be attending a portion of the meeting for an opportunity to meet with senate on the important issues.

- Senate President Massey thanked Dennis Flores for attending the meeting. She asked Bill Brown to provide background information on the work the ad hoc committee had completed on APR recommendations. Bill Brown thanked Dennis for attending and reported that the ad hoc committee had been given a mandate to change the university's APR distribution scores, which were deemed too high. He stated that the committee developed a solution but continues to have questions such as why we need to change score distribution and what the unintended consequences might be.
- Governor Flores thanked the senate for the invitation and stated that he was speaking for himself and had no authority to speak on behalf of the BoG. Governor Flores stated the APR results had come up every year since 2011. He felt the BoG questioned the validity of the results of the APR scores reported. Dennis Flores reported that our APR scores seem strange by having no one fall in below "exceeds expectations," but he added that he hasn't looked at our actual process and has an open mind toward what we do and why such disparity exists between our university, CSU Fort Collins and other colleges similar to ours. Governor Flores listened to various opinions from the numerous senators. He engaged in spirited conversation from different senators with varying opinions.
- Margie Massey thanked Governor Flores for attending the meeting. Flores stated that he pulls for Pueblo and is willing to talk with us any time and to look at solutions to the problems identified during the conversation. However, he also stated that the BoG is emphatic about seeing adjustments to our APRs evaluations that make sense. He thanked Senate for inviting him to attend the meeting.

Unfinished Business and New Action Items, First Readings, Second Readings and Votes:

- 1st reading of the proposed changes to the APR process from the Ad-hoc committee on APR review. Bill Brown, committee chair reported on the recommended proposal. The Ad-hoc APR committee recommended adjusting the APR ranges in each of the categories. The committee felt this should be the short term fix with the details being sent to the FPP (Faculty Policies & Procedures) committee. Senate President Massey stated that our discussion today is a first

reading and the proposal will come up for a second reading at the November meeting.

Margie Massey introduced Alan Mills, who is replacing Dora Luz Cobian.

VI. Committees/Boards Reports

Academic Programs and Standards Board (APSB) – Bill Brown

Bill Brown reported that he will serve as APSB chair, although he's trying to find someone to serve as chair. He also reported that APSB will bring forward a motion involving minimum grade requirements for prerequisite classes.

Committee on Shared Governance (CSG) – Brian Vandenneuvel

No report.

Curriculum and Academic Programs Board (CAPB) – Donna Souder

No report.

Faculty Compensation Committee (FCC) – Margie Massey

Margie Massey reported that FCC will be meeting in the next few weeks.

Faculty Handbook Committee (FHC) –

No report.

Faculty Procedures and Policies Committee (FPP) -

No report.

General Education Board (GEB) – Donna Souder

No report.

Graduate Studies Board – (GSB) Neb Jaksic

Neb Jaksic presented two motions involving 3+2 programs. The motions will come up for a second reading at the November meeting.

Information Technology Board (ITB) – Margie Massey

No report.

Scholarly Activities Board (SAB) – Neb Jaksic

Neb Jaksic reported that SAB has \$100,000 for research and scholarly and creative activities for this fiscal year. SAB would like to divide the money into two groups, one for Seed grants and one for SURP grants. SAB would like to divide the money as it has been divided before: \$80,000 for Seed grants and \$20,000 for SURP grants.

University Budget Board (UBB) – Margie Massey

Margie Massey reported that UBB has been meeting and will be dividing into subgroups.

University Board on Diversity and Equality (UBDE) – Mike Mincic

Margie Massey reported that Mike has submitted reports that she will distribute.

I. Faculty Representatives

Board of Governors (BoG) – Mike Mincic

Margie Massey reported that Mike has submitted reports that she will distribute.

Colorado Faculty Advisory Council (CFAC) – Mike Mincic

Margie Massey reported that Mike has submitted reports that she will distribute.

New Business

No new business.

Adjournment

Ida Whited motion to adjourn. Neb Jaksic seconded. Meeting adjourned at 5:38.

Respectfully submitted by:

Michael A. Mincic, PLS, MEd

Board of Governors Representative for the CSU-Pueblo Faculty Senate

Chair of Engineering Technology, Construction and Automotive Industry Management

Professor and Program Coordinator, Construction Management and Civil Engineering Technology

Colorado State University-Pueblo

719-549-2638

Board of Governors of the
Colorado State University System
Meeting Date: December 11, 2015
Report Item

COLORADO STATE UNIVERSITY – PUEBLO PRESIDENT’S REPORT

I. ACADEMIC EXCELLENCE

A. Master of Education Program Cited Nationally

CSU-Pueblo’s graduate program in education was ranked 11th among the top 50 institutions mentioned in a ranking of best value residential Master in Educational Leadership programs. CSU-Pueblo was the only Colorado school included in the listing. Top Masters in Education, a resource for educators looking to enhance their own educational foundation, published its first annual Best Value ranking of the top schools for residential Master's in Educational leadership programs in the United States. The schools on this list are not only academically superior, but also are of superior value and offer every student an opportunity for advancement in their careers.

II. STUDENT ACCESS AND SUPPORT

A. HACU Award to fund Campus Sustainability Efforts

At the 29th annual conference of the Hispanic Association of Colleges and Universities in October, CSU-Pueblo was recognized as winner of the HACU/Solution Generation Leadership in Climate Change Awareness Award. The University was one of 17 colleges and universities that submitted applications illustrating how they would use the \$10,000 award money to further sustainability efforts on campus and in the community. According to HACU officials, CSU- Pueblo stood out for its emphasis on cultivating student leadership to engage in outreach to the fellow students and to the surrounding community. CSU- Pueblo plans to fund student “sustainability ambassador” positions to drive awareness for such green campaigns as the “Reuse, Reduce, and Recycle” campaign. Student sustainability ambassadors will reach out to and educate other students and faculty in classrooms and at campus events regarding important sustainability focused efforts occurring on campus. CSU-Pueblo also plans to fund undergraduate climate and sustainability research. Specifically, students will research climate solutions tailored for the Pueblo community with a focus on local issues such as increasing energy efficiency for low-income housing, indoor environmental air quality for Pueblo residents, and studying implementation of hybrid technologies to replace fossil fuel consumption.

B. Teacher Preparation Education Grant

CSU-Pueblo was one of three Colorado campuses to receive a federal grant to enhance innovative approaches to teacher preparation. Funds from the 2015-2016 Elementary and Secondary Education Act (ESEA), Improving Teacher Quality, Title II, Part A will be used through 2016 to support recruitment of teachers to rural regions of Colorado and enhance professional development in the STEM fields, two areas of need in Colorado educator preparation. Representatives from the Colorado Department of Education and Colorado Department of Higher Education selected the grant winners from 11 proposals based upon factors such as quality partnerships, number of students served, and impact on student growth and achievement. With the grant funds the University aims to create and test a replicable immersion experience that can be used across Colorado to attract rural teaching candidates. In addition, the grant seeks to develop a database supported with high schools, colleges, teacher preparation programs, retired teacher associations, etc. to advertise the benefits of teaching in rural Colorado. Finally, the grant will develop and test a brand identity for rural BOCES and Colorado school districts that could become a branding template for schools state-wide to use in attracting teacher candidates from a national audience.

C. Relationship Building with Los Alamos National Laboratories

Representatives from CSU-Pueblo including Dr. David Lehmpuhl, Acting Dean College of Science and Mathematics, Drs. David Dillon and Chad Kinney from chemistry, Dr. Dan Caprioglio and graduate assistant Amy Uhernik from biology, and Dr. Nebosa Jaksic from engineering, along with representatives from the City of Pueblo and CSU-Pueblo Foundation traveled to Los Alamos National Laboratories (LANL) on October 5th and 6th. The purpose of the trip was to develop possible mutually beneficial relationships with the labs through an alumni working at LANL, Dr. Larry Lucero, Senior Advisor for the Division of Science Technology and Engineering. The trip went well and potential further collaborations are in the works. Dr. Chad Kinney will visit again in March to present a research seminar, while Dr. Jaksic and others in engineering are preparing a proposal for tackling some senior-level projects that would be supported by Los Alamos for work by our students in the spring or next academic year.

III. DIVERSITY

A. International Education Week

CSU-Pueblo celebrated International Education Week, Nov. 16-20, with a variety of activities and topics to bring awareness to a segment of the student population that enriches the campus community on a daily basis. Partnering organizations and

departments included the Asian Students Association, International Students Association, English Language Institute, Office of Equal Opportunity/Affirmative Action and Title IX Coordinator, Career Center, Seeking Ourselves to United Leaders, Health Education Prevention Program, Department of Athletics, PRIZM, Diversity Resource Center, Auxiliary Services, Women's Studies Program and Division of Student Life. Activities included cultural presentations and demonstrations, a celebration of the 10th anniversary of the English Language Institute on campus, an international flag mob at a men's basketball game in Massari Arena, and recognition of the men's collegiate soccer team, which includes a number of international competitors, for its current winning streak for the 2015 season.

B. CSU-Pueblo adds chapter of Alpha Psi Lambda National

With the acceptance of the El Cuartelejo colony of Alpha Psi Lambda at CSU-Pueblo on Nov. 15, the university became the first Alpha Psi Lambda National fraternity in Colorado and in the Southwest. Founded in 1985 at Ohio State University, Alpha Psi Lambda is a co-ed, Latino-interest fraternity that seeks to promote education, culture, united through leadership and community service. The fraternity has expanded to include 29 collegiate chapters and colonies in California, Colorado, Florida, Illinois, Indiana, Kentucky, Michigan, Ohio, South Carolina, and Texas. The founders of the CSU-Pueblo Alpha Psi Lambda colony hope to expand the organization within Colorado while engaging in scholarship and community service in the Pueblo and El Paso counties of Southern Colorado.

V. COMMUNITY OUTREACH

A. PLP Class Project to Benefit local Recreation Center

The junior class of the President's Leadership Program (PLP) at CSU-Pueblo has committed the fall semester to making the Learning Center at El Centro del Quinto Sol a more positive, physical learning environment. Each fall, the PLP junior works as a team to perform a successful public service through their required, experiential education course, US 360 *Applying Leadership Principles: The Team Practicum*. In order to further develop their leadership and problem-solving skills, the team selects and implements an approved community service project, requiring significant effort in planning, preparation and implementation. The junior class selected the Learning Center at El Centro del Quinto Sol, the city-owned recreation center for children and adults to encourage and support education for its participants, who often don't have the resources or means to develop educationally outside of their school classroom.

B. Teacher Ed hosts Family Math and Science Night

On October 17 the Teacher Education Program hosted a family math and science night at Mountain View Core Knowledge School (MVCKS) in Canon City, Fremont County. The event included 25 stations estimated to engage between 350 and 400 attendees. School staff members were highly impressed with the ability of the CSU-Pueblo Teacher Education students to present at each station to multiple grade levels of children and to adults and still manage to keep everyone engaged.

VI. RESOURCE MANAGEMENT

A. Rev 89 goes Global

CSU-Pueblo's radio station, KTSC-FM, better known as The Revolution, Rev 89, has upgraded its broadcast facilities to include the addition of a state-of-the-art digital radio automation system and global audio streaming capabilities. CSU-Pueblo Mass Communications students can broadcast to every continent in the world via www.revolution89.com thanks to the installation of WideOrbit Streaming and WideOrbit Automation for Radio. According to Rev 89 Station Manager Jenna Mangino, the new system will change the way broadcasting is taught in the department. KTSC-FM joins a growing list of Colleges and Universities throughout North America that have chosen WideOrbit Automation for Radio and WideOrbit Streaming.

B. New Virtual Reality Equipment

The Engineering department recently purchased Virtual Reality (VR) equipment which will be used for 3D simulations to support laboratory activities in the master of science in engineering and master of science in industrial and systems engineering courses. The VR equipment is expected to enable research activities for graduate and undergraduate students and will potentially enhance the existing 3D printing laboratory where students will be able to examine their designs in detail before they 3D-print them. The VR lab is based on a high resolution 3D projector and an EON Reality software development engine. Currently, one graduate student and one professor are receiving training and working to develop the first set of labs for a Virtual Reality course.

VII. GRANTS and CONTRACTS – RECEIVED ONLY:**College of Education, Engineering, and Professional Studies****Education**

Sponsor:	Colorado Department of Higher Education/Improving Teacher Quality Grant
Principal Investigator:	Dr. Jeff Piquette
Project Title:	Rural District Engagement: SC BOCES
Award Dates:	11/1/2015 – 12/31/2016
Amount:	\$209,570

Library

Sponsor:	Colorado State Library
Principal Investigator:	Rhonda Gonzales
Project Title:	State Grants for Libraries
Award Dates:	10/5/2015 – 5/30/2016
Amount:	\$4,500

PROPEL

Sponsor:	Hispanic Association of Colleges & Universities
Principal Investigator:	Tina Moore
Project Title:	CSU-Pueblo HACU/Solution Generation Leadership in Climate Change Awareness
Award Dates:	10/1/2015 – 9/30/2016
Amount:	\$10,000

Center for Academic Enrichment

Sponsor:	Daniel's Fund
Principal Investigator:	John Sandoval
Project Title:	Daniel's Scholar Success Program
Award Dates:	7/31/2015 – 6/30/2016
Amount:	\$1,897

College of Humanities and Social SciencesEnglish/Foreign Languages

Sponsor:	US Department of Education Title V Strengthening Hispanic Serving Institutions
Principal Investigator:	Dr. Donna Souder & Dr. Derek Lopez
Project Title:	MAESTRO Project
Award Dates:	10/1/2015 – 9/30/2020
Amount:	\$2,618,200

University Total Received:	\$2,844,167
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Section 11

Consent Agenda

- Colorado State University System
 - ♦ Policy and Procedures Manual: Policy 106, CSUS Board Officers Policy
 - ♦ Minutes of the October 1-2, 2015 Board of Governors Meeting
- Colorado State University
 - ♦ New Degree Program: Human Dimensions of Natural Resources – B.S.
 - ♦ New Degree Program: Communication and Media Management – Plan C
 - ♦ Academic Calendar for Fall 2020-Summer 2022
- Colorado State University-Pueblo
 - ♦ CSU-Pueblo Academic Calendar for AY 2016-17 and AY 2017-18

The Board of Governors of the
Colorado State University System
Meeting Date: December 11, 2015
Consent Item

MATTERS FOR ACTION:

Approval of revision to Colorado State University System Board of Governors (Board) Policy and Procedures Manual: Policy 106, CSUS Board Officers Policy.

RECOMMENDED ACTION:

MOVED, that CSUS Board Policy 106 is hereby amended to update the CSU System organizational chart to reflect the current structure.

EXPLANATION:

Presented by Michael D. Nosler, General Counsel.

The General Counsel is tasked with updating and revising the Board policies. As a result of recent changes, the organizational chart attached to Policy 106 is changed to reflect the current structure.

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.

Policy and Procedures Manual

SUBJECT: GOVERNANCE

Policy 106: CSUS Board Officers Policy

Board Policy:

1. The CSUS Officers, authorized by the Board ByLaws, include the Director of Internal Auditing (DIA), and General Counsel (GC), who report to and through the Chancellor for administrative purposes but work directly for the Board. The Board appoints these Officers with input from the Chancellor. On the recommendation of the Chancellor, the Board considers additional Officers and/or Associates and Assistants. The current and approved organizational chart for the CSUS is attached hereto.

The current Officers responsibilities are outlined below:

- A. **The Director of Internal Auditing:** The Director of Internal Audit shall provide such assistance on auditing matters as shall be required by the Board, the Chancellor, the Institutional Presidents, and the Institutions. The Director is selected by the Board with input from the Chancellor. The Director's responsibilities are defined in the Audit Charter and the job description. The Director of Internal Audit is ultimately accountable to the Board and shall have a direct reporting relationship to the Board. In order to promote the effective management of Internal Audit, the Director shall also report to the Chancellor for purposes of administration and for assurance of adequate and appropriate consideration of audit findings within the System and its Institutions.
- B. **General Counsel:** The General Counsel is the chief legal officer of the System and represents the Board and its constituent Institutions in all legal matters. The General Counsel is selected by the Board with input from the Chancellor. The General Counsel's responsibilities are defined in the Board's Legal Services policy and the job description. The General Counsel is ultimately accountable to the Board and shall have a direct reporting relationship to the Board. In order to promote the effective management of the Office of General Counsel, the General Counsel shall also report to the Chancellor for purposes of administration and for assurance of adequate provision of legal services within the System and its Institutions.

Policy and Procedures Manual

SUBJECT: GOVERNANCE

Policy 106: CSUS Board Officers Policy

2. Other officers authorized for the CSUS currently include:
 - A. **Chief Financial Officer:** Under the direction of the Chancellor, the CFO has responsibility for all fiscal and financial operations of the CSUS, staffs the Board Budget Committee, works collaboratively with the campuses in preparing and presenting all institutional budgets for Board consideration and approval, and monitors approved budget implementation consistent with Board policies. In the performance of these functions, the CFO represents the CSUS in administrative and financial actions involving the State Controller, State Auditor, State Department of Personnel, Colorado Commission on Higher Education (on financial and financial-related matters), Office of State Planning and Budgeting, Joint Budget Committee, and Capital Development Committee, and also coordinates legislative affairs in consultation with the Board, Chancellor, and Presidents. The CFO works with the Chair of the Audit and Finance Committee to keep the Board informed on all financial matters. Finally, the CFO performs such other duties as assigned or delegated by the Board or the Chancellor. The CFO is selected by the Board with input from the Chancellor.
 - B. **Chief Academic Officer:** Under the direction of the Chancellor, the CAO has responsibility for all academic and student affairs operations of the CSUS, staffs the Board Academic Affairs and Student Affairs Committees, works collaborative with the campuses in developing and presenting all academic program, faculty, and student matters to the Board for consideration and approval, cooperates with the ES in the preparation of Board and Committee agendas, and represents the CSUS and the Board concerning academic matters and issues involving accrediting associations, the Governor, Colorado Commission on Higher Education, Colorado Department of Education, Joint Budget Committee, and other external agencies and organizations. The CAO also has responsibility to work closely with the CFO and the campus Academic Officers on State and institutional quality indicators and benchmarks for performance contract funding, and for the development of CSUS and institutional annual and other reports responsive to State mandates. Finally, the CAO works directly with the Chair of Academic and Student Affairs Committee to keep the Board informed about the quality and responsiveness of CSUS academic programming, student services and the environmental issues affecting public higher education generally and faculty and students specifically. The CAO is selected by the Board with input from the Chancellor.

Policy and Procedures Manual

SUBJECT: GOVERNANCE

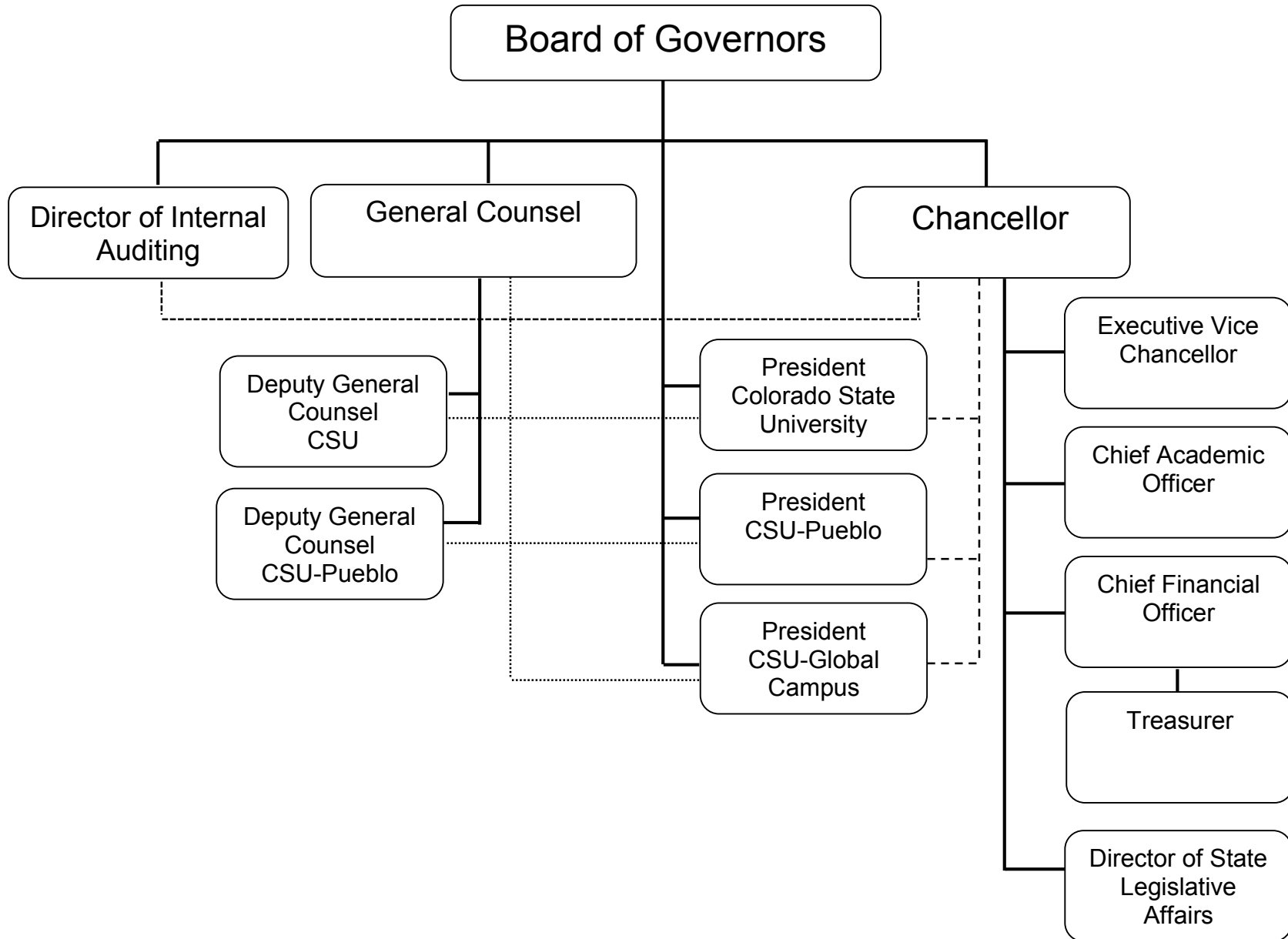
Policy 106: CSUS Board Officers Policy

Procedures:

- A. The Chair of the Board appoints a search committee for CSUS Officer Positions if necessary in accordance with Colorado law.
 - 1. After consultation with the Board, the Chancellor may contract with a search firm for assistance;
 - 2. The Chancellor and the Office of General Counsel provide administrative staff support to the search committee.
 - 3. The Chancellor provides input to the Board on the hiring of Colorado State University System Officers.
 - 4. The Board makes the final decision on the hiring of any Board Officer.
- B. The Chancellor in accordance with the Board's Evaluation Policy provides input regarding the performance of the CSUS Officers.

Last amended by Board of Governors Resolution December 4, 2014

Colorado State University System
Organizational Structure
December 2015



**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
BOARD OF GOVERNORS MEETING
Colorado State University
October 1, 2015**

CALL TO ORDER

Chair Mosher called the meeting to order at 9:00 a.m.

ROLL

Governors present: William Mosher, Chair; Demetri Munn, Vice Chair; Nancy Tuor, Treasurer; Dennis Flores; Dorothy Horrell; Mark Gustafson; Jane Robbe Rhodes; Joseph Zimlich; Robert Deemer, Faculty Representative, CSU-Global Campus; Paul Doherty, Faculty Representative, CSU; Michael Mincic, Faculty Representative, CSU-Pueblo; Megan Schulze, Student Representative, CSU-Global Campus; Jason Sydoriak, Student Representative, CSU; 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: Stephanie Chichester, North Slope Capital; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Nick Golden, Reporter, *Coloradoan*; Scott Goldstein, Wells Fargo; Tamara Vega Haddad, Todos Santos, Mexico; Mike Hooker, Director of Public Relations, CSU; Blanche Hughes, Vice President of Student Affairs, CSU; Steve Hultin, Executive Director, Facilities, CSU; Jason Johnson, Deputy General Counsel, CSU; Rick Kreminski, Provost, CSU-Pueblo; Ajay Menon, Dean, College of Agricultural Sciences; Ellie Mulder, Editor, *Rocky Mountain Collegian*; Paul Orscheln, Vice President of Student Services and Enrollment CSU-Pueblo; Ryan Poulsen, Wells Fargo; James Pritchett, Executive Associate Dean, CAS, CSU; Mike Rush, Campus Architect, Facilities, CSU; Karl Spiecker, Vice President for Finance and Administration, CSU-Pueblo; Kim Tobin, Associate Vice President, UA, CSU; Pamela Toney, Associate Vice President of Student Operations, CSU-Global Campus.

PUBLIC COMMENT

Chair Mosher convened the meeting and indicated the first agenda item was public comment. Tamara Vega Haddad commented on the Todos Santos initiative.

AUDIT AND FINANCE COMMITTEE

Committee Chair Tuor convened the meeting and asked Ms. Horn for her report.

Status of FY 2015-16 Audit Plan: Ms. Horn reviewed the eight audits currently in progress. A new project was brought forward for the College of Veterinary Medicine that will be a traditional audit rather than a

special project. The Agricultural Experiment Station audit includes seven recommendations and a management letter was issued. Reports have been issued for the CSU Equine Reproduction Lab with one recommendation and CSU Athletics with two recommendations and a management letter with six suggestions for best practice. Responses are not required for the management letters. There were no red flag issues and the suggestions made in the management letters were for best practice rather than concerns of non-compliance or fiscal misstatement.

Overdue Recommendations: Ms. Horn reminded the committee that the report reflects audits that had missed original implementation dates for various reasons. One of the five past due recommendations in the report has now been implemented.

Updates on HB-1319, Tuition Control and Hospital Provider Fee: Mr. Schweigert reported the higher education funding model stipulated in HB-1319 is in the second round and has been simplified. Institutions have submitted student data and the model will be implemented. The components of the funding are COF stipend, role and mission with special education and guard rail adjustments. Adjustments are also made for mission differentiation and number of Pell students. Completion and retention are outcomes identified in the model.

Mr. Schweigert explained that the five-year timeout on tuition established in previous legislation expires this year and there are conversations on whether tuition should be capped with consideration of flat or no state funding. Based on the CCHE retreat, the Department of Higher Education has developed a tuition policy framework based on the four values of state investment in higher education funding, tuition impact on students and families, flexibility for governing boards, and accountability.

Mr. Schweigert explained how state revenues have reached the TABOR cap that will result in refunds. The Governor's Office is asking the legislature to consider reclassifying the Hospital Provider Fee to an enterprise that would exempt the fees from TABOR calculations.

CSU Tuition Modeling: Dr. Frank recounted that, based on the discussions at the August meeting, budget models were reforecast for CSU at 3%, 4% and 5% tuition increases and up to 6% for CSU-Pueblo. CSU-Global Campus as an online university has a different tuition model.

Ms. Johnson recounted that the initial draft of the CSU FY17 incremental E&G budget for CSU had a negative balance. The model being presented reflects adjustments based on 3%, 4% and 5% increases in resident undergraduate tuition and 3% and 4% for non-resident undergraduate tuition. With a 2% salary increase and adjustments in internal reallocations, the model reflects a positive bottom line in all scenarios. Outside parameters that will impact the budget are state funding and tuition-setting policies.

Dr. Frank explained the next step in the budget process typically would be to identify a scenario that would be brought back to the Board with further adjustments at either the December or February meeting. The campus planning processes would be completed and then, when the Long Bill is finalized by the General Assembly, the final budget would be presented for approval at the May meeting. With modest deviations around the general trend line between a 3% and 5% tuition increase, there currently did not appear to be any pressures on enrollment and retention. Based upon the unknown factors of state support and tuition caps, Dr. Frank asked for flexibility at this point in moving forward in the budget process.

Dr. Frank and Dr. Miranda explained the internal reallocation process that begins with three ranges and the submittal of proposals by units that are reviewed by the budget team. Dr. Frank described the revenue sharing model from student enrollment growth. When asked about increasing financial aid to assist lower economic students impacted by tuition increases, Ms. Johnson explained that 20% of revenue from tuition increases for resident undergraduates is directed to financial aid for the Commitment to Colorado

scholarship program. For Pell eligible students, 100% of tuition is covered and, for those students right above Pell eligibility, half of the tuition is covered through packaging of all aid except loans.

Based upon the assumptions of no increase in state funding and the Governor supporting a 6% tuition cap, there was a general consensus for CSU to move forward with budget modeling of a 5% resident undergraduate tuition increase with flexibility for adjustments. At this point, the nonresident undergraduate tuition rate will continue to be factored in at the 3%-4% range with additional feedback to be provided by the Admissions Office.

Basic Budget Balancer: Ms. Johnson demonstrated the budget balancer tool available on the CSU website that provides an opportunity to view the impact on revenue and expenses if certain variables such as salary and tuition are adjusted up or down. A similar CSU-Pueblo budget balancer tool has been developed.

CSU-Pueblo FY 2015-16 Budget Adjustments: Dr. Di Mare reviewed the FY 2015-16 budget adjustments that have been implemented to address a 7% decline in enrollment. The CSU-Pueblo Foundation Board has been asked to consider directing \$150,000 to cover half of a one-time 1% increase for faculty and administrative professionals. The Board was asked to consider a one-time \$150,000 transfer to cover the remainder of the amount. Dr. Frank noted this would be a non-base building increment and the funding would be provided through the CSU System's reserves. Dr. Di Mare explained the increase would be uniform across the campus rather than merit increases.

When asked about the large freshmen class the previous fall, Dr. Di Mare explained six new sports had been added. Dr. Kreminski reported there were 225 new freshmen the previous fall with 130 attributable to athletic programs. Dr. Di Mare reported a decline in new freshmen for this year had not been anticipated and 2,000 admitted students who did not enroll were surveyed. Primary reasons given for not attending were location and campus environment. The survey results are being analyzed to identify improvements that can be made.

When asked about retention of last year's freshmen, Dr. Di Mare reported the percentage increased by one point to 64% and overall athletes retain at a higher rate than non-athletes. Dr. Frank commented that the Division II model for athletics generally increases enrollment, revenues and retention. In response to questions on faculty salaries compared to peers, Dr. Kreminski explained the gap had been reduced a couple of years ago when raises were given but has grown and the comparison was made to a list of peers approved by the Board.

CSU-Pueblo Tuition Modeling: Mr. Spiecker explained the draft FY 2016-17 budget was modeled for 3%, 4%, 5% and 6% tuition increases. Due to increasing fixed costs, inflationary increases and one-time adjustments for the current fiscal year, there were challenges to balance the budget in each of these scenarios. Mr. Spiecker reviewed a proposal to modify the tuition discounts for 13 to 18 credit hours for resident undergraduate, non-resident undergraduate and WUE students. Comparisons were made on the basis of fiscal impact, to peers and other Colorado schools, and impact on students and institutional financial aid. For financial aid, 12 hours is considered a full course load; 15 credit hours is the recommended course load to graduate in four years. The proposal utilized FY 2015-16 tuition rates and FY 2014-15 enrollment.

Discussion followed on normalized comparisons to peers; tuition not being the main driver for students surveyed who chose not to attend CSU-Pueblo; implementing the discount modifications through phases; incentives including cross-institutional or intra-system initiatives to encourage four-year graduation rates; growth in the state's Hispanic and under 18 populations; and the necessity of a sustainable financial model for CSU-Pueblo.

CSU-Pueblo Housing: Dr. Di Mare provided an overview of the scope and magnitude of the debt service issue. Mr. Spiecker reviewed projections to 2024 for the different scenarios of maintaining the status quo, changing the policy on radius to Pueblo County, and a two-year live-in requirement with Belmont offline for two years and without Belmont. Governor Zarr commented on the low cost of housing in Pueblo and other factors, such as lack of commercial retail near the campus, that influence decisions for living in the residence halls. Dr. Di Mare noted that incentives to encourage students to live on campus during the sophomore year are being considered.

Mr. Spiecker explained that the policy changes could initially reduce the negative cash flow but there were still negative impacts in the planning horizon. The scenarios were developed on the basis of flat enrollment. Increased enrollment and occupancy to above 1,100 students would generate the necessary cash flow but necessitate bringing Belmont back online. Belmont is an old facility with numerous infrastructure issues.

Mr. Spiecker reviewed the outstanding debt structure that includes the Walking Stick apartments and the new residence halls. Dr. Frank noted the report was prepared at the direction of the Board at the August meeting to move forward with evaluating the impact of reduced radius, the two-year live-in requirement and the closure of Belmont. There was no action needed at this meeting. At the December meeting, a broader set of real estate recommendations will be presented.

The suggestion was made to have a more in-depth presentation and discussion on all of the CSU-Pueblo challenges at either the February or June retreat. There was a general consensus for CSU-Pueblo to move forward with the proposal to modify the tuition discounts at the 18 credit hours level. The suggestion was made for more analysis on the non-resident rate. Another suggestion was to create a System task force or Board subcommittee to work between now and the February retreat to develop a structural construct for the CSU-Pueblo discussion.

Mr. Orscheln commented the new CSU-Pueblo residence halls are attractive to students and listed amenities desired by the students. Housing initiatives and amenities from peer institutions were presented. Google street views for Mesa, Western State, Adams State, eastern and western views from the CSU-Pueblo campus, and a rendering for adjacent retail with numerous opportunities were provided. The suggestion was made to include local representatives on the task force to help the community understand the economic importance of the university.

CSU-Global Campus Budget: Dr. Takeda-Tinker reported the campus was on track with FY 2015-16 projections for enrollment and retention. With overlapping terms, revenue is not recognized until the following month. When asked about reserves, Dr. Takeda-Tinker responded that, even moving forward with the planned scholarships, an additional \$20 million should be added to the reserves this fiscal year. The suggestion was made to have a subsequent discussion on the appropriate amount for reserves.

Student Credit Hour Comparisons: Dr. Frank explained the comparisons were follow-up from the previous meeting on the three CSU System campuses.

Expected Family Contribution (EFC) and Unmet Need – CSU: Dr. Miranda explained the EFC is determined from the federal scholarship application form. Five years of EFC data in \$5,000 increments indicates CSU is doing a good job in assisting Pell eligible students and there is some stress for those slightly above Pell eligibility. Unmet need is essentially the total cost of attendance minus all federal and institutional aid and there has been some stress during the past five years with the largest increase in the \$5,000 to \$10,000 range. An illustration of median or “box and whiskers plots” for unmet need for the

25th and 75th percentiles shows that levels just above Pell eligibility have increased the most. Based on the analysis of the data, additional scholarship funding has been directed towards this student population.

EFC and Unmet Need – CSU-Pueblo: Mr. Orscheln reported the trend lines were similar to CSU with the biggest difference in the percentage of students in the lowest economic levels. Students just above the Pell line are also struggling. While net tuition revenue was flat, through the new financial aid leveraging strategies more needs are being met, and there are higher quality students with an increase in average index score and high school GPAs.

EFC and Unmet Need – CSU-Global Campus: Ms. Toney explained the EFC ranges were based on the entire student population rather than resident undergraduate students since all students pay the same rate. The data indicates there are more Pell eligible students than in the past and efforts are being made to help students understand the importance of borrowing responsibly. The total cost of attendance is utilized to calculate the unmet need based upon Pell and subsidized loans. The financial aid population is approximately 54% of the students and many students have tuition reimbursement and military benefits. Dr. Takeda-Tinker noted that 41% of the students are first generation and 24% are underserved minorities.

Foundation Flow of Funds: The discussion was tabled until the December meeting.

Bond Sale and Debt Capacity Analysis: Ms. Chichester recapped the most recent sale of Series E and F enterprise bonds with low interest rates and orders for almost twice the amount of bonds for sale. The sale included the first green bonds to be sold in the state. Green bonds are a relatively new vehicle that matches environmentally and socially conscious investors with environmentally friendly projects. Refunded savings in recent years has exceeded \$45 million.

Ms. Chichester mentioned that each October a debt capacity analysis is presented to the Board. She defined debt capacity as the additional amount of debt that can be issued before placing the current underlying bond ratings of Aa3 by Moody's and A+ by S&P in jeopardy. Cumulatively there has been \$560 million in new bond issuances. The current ratings have been maintained partially due to the strength of the management team and articulation of the vision to the ratings agencies. The S&P ratings report expressed the view that the CSU System is at its capacity for maintaining the current rating.

Dr. Frank commented on the challenges of addressing institutional infrastructure needs with a shift in the funding from the state to the university. While a drop in ratings on a cost analysis basis is not a major issue, there is a potential negative perception in connection with any downgrade. Mr. Schweigert explained that approximately 90% of the projects are where the CSU System takes advantage of the state's rating. Ms. Chichester explained that a step down in ratings at today's costs would be relatively low at approximately five to seven basis points.

The meeting was recessed for a short break and reconvened at 11:38 a.m.

DISCUSSION WITH LT. GOVERNOR GARCIA

Chair Mosher welcomed Lt. Governor Garcia and explained the process would begin with the formal discussion to be followed by an informal lunch.

Lt. Governor Garcia remarked on challenges and the current status for higher education in Colorado. Colorado is one of the most efficient states for degree production; however, the under 18 population is growing and degree attainment gap for minorities, especially Hispanics, is increasing. By 2020, 74% of adult workers will need a postsecondary degree to meet workforce needs.

Lt. Governor Garcia commented on the role of the DHE to support the institutions and reviewed the four basic goals in the statewide Master Plan. Higher education institutions have aligned their strategic plans with these goals and efforts to address the attainment gap are also focused on K-12 and early childhood education.

Lt. Governor Garcia remarked on the 6% tuition cap that was enacted through legislation for the past two years with a state average of 4.5%. He explained challenges for the allocation formula in the new funding model include different economies of scale, location, flat state support and competition. The DHE is required to submit a new tuition policy to the legislature by November. Chair Mosher explained the Board has revised the budget process to better understand the assumptions and challenges in balancing the budget and to make the process more transparent.

When asked about funding and tuition flexibility for smaller regional institutions where there is a trend of declining enrollments and economic challenges, Lt. Governor Garcia explained the mission factor built into the new funding formula and the need to engage K-12 colleagues to increase academic preparedness and enroll more students. Dr. Frank commented on the arguments and contradictions that were brought forward during the development of the funding model and commended Lt. Governor Garcia and his staff on the work undertaken to create the new model.

Lt. Governor Garcia explained the CCHE has adopted a resolution supporting a statutory change that would reclassify the hospital provider fee as an enterprise. The change would be consistent with TABOR requirements and potentially provide more funding for higher education and transportation by removing the hospital provider fee from the General Fund. The Board was asked to consider adopting a resolution supporting the reclassification of the hospital provider fee. Chair Mosher indicated the Board would take the matter under consideration.

The meeting recessed for lunch and reconvened at 1:00 p.m.

EVALUATION COMMITTEE

Committee Chair Munn convened the Evaluation Committee. General Counsel read the meeting into executive session for the purpose of discussing and evaluating public officials and professional staff employees of the Board as set forth in the meeting notice. **Motion/action:** Governor Tuor made the motion to convene in executive session. The motion was seconded and carried unanimously.

REAL ESTATE/FACILITIES COMMITTEE

The committee convened in executive session for the purposes of discussions relating to the purchase of property for public purpose or sale of property and to receive legal advice as set forth in the meeting notice. The committee then moved back into public session at 3:22 p.m. Committee Vice Chair Flores explained the action items would be approved in one motion unless a Board member asks for individual action.

Acquisition of 218 West Magnolia: Dr. Frank recommended approval of the land acquisition pursuant to the discussions on the negotiated sale price. The action item authorizes Dr. Frank and the Vice President of University Operations to sign the implementing contracts and other documents.

Acceptance of Naming Opportunity: Dr. Frank recommended approval of the naming action item relating to gifts to the University Art Museum.

Building for Success Video Presentation: Dr. Frank explained the video reflects the university's investment in the future in context of the campus construction and was designed in part as a community relations tool. The video was then viewed by the Board.

CSU Program Plans: Dr. Frank asked Ms. Johnson to review the five program plans. Ms. Johnson explained the program plans are for upcoming construction as part of the \$1.3 billion expansion described in the video. The executive summaries were provided in the Board meeting book and the complete program plans were available on the Facilities website. Dr. Frank reminded the Board that the action will be for approval of the program plans, not the financing which will be brought forward at a future meeting.

Institute for Biological and Translation Therapies (IBTT): Ms. Johnson explained the facility will be used primarily by the College of Veterinary Medicine and Biomedical Sciences and will be located on the South Campus. The majority of the funding will be through donors and the state Certificate of Participation (COP) funds associated with the National Western Center. The 116,000 sf facility will be used for state-of-the-art research and teaching; will include three animal holding facilities, horse barn, sheep barn and lab animal facility for smaller animals; and will accommodate 100 board certified veterinarians and 20 medical specialists.

Equine Veterinary Teaching Hospital (EBTH): The majority of the funding for the project, located on the South Campus, will be provided through funding from donors with an initial \$10 million grant from the Johnson Family Foundation and state COP funds. The state-of-the-art facility will be used for equine-related activities in the areas of sports medicine, rehabilitation surgery, imagery, 24/7 critical care, internal medicine and an isolation unit for large animals.

South Campus Infrastructure Improvements: The infrastructure improvements are for two projects on the South Campus for a total cost of \$11.3 million. The source of funding depends on the fundraising campaign for two facilities on the South Campus and may be a combination of donor support, state COP and university funds.

Prospect Road Underpass: The project is part of the IGA with the City of Fort Collins for an underpass from north to south under Prospect on the west side of Center Avenue. The project is driven by growth factors, not the new stadium. The project will be jointly funded through university resources and funds from CSU Parking and Transportation Services. The project will be reviewed during the annual safety analysis conducted by outside consultants.

Human Performance Clinical Research Laboratory (HPCRL) Phase 3 Addition: The \$2.5 million project is located by the Moby B Wing and will be funded through a combination of resources from the Health and Exercise Science Department, College of Health and Human Sciences, and the Office of the Vice President for Research. The 4,500 sf will accommodate new faculty hires and improve access for student participants engaging in services provided through this laboratory.

CSU-Two Year Cash List: Ms. Johnson explained CSU is required to prepare a program plan for any project that costs more than \$2 million to submit for Board approval and then submittal to the DHE for approval. Depending on how a project is funding, additional approvals may be needed. Annually the two-year cash list must be submitted to the state and the current list includes projects previously approved and the five new projects that were reviewed.

Motion/Action: Vice Committee Chair Flores asked if any of the eight resolutions should be considered separately. With no such request, Governor Horrell moved to approve. Governor Robbe Rhodes seconded and the motion carried unanimously.

AUDIT AND FINANCE COMMITTEE (Reconvened)

Committee Chair Tuor reconvened the Audit and Finance Committee.

Treasury Update: General Counsel Nosler reported that, with the resignation of Governor Horrell, another Board member representative would be needed for the Treasury Committee. The next step in the process is to create the investment committee to provide advice on appropriate investments and potential representatives from the investment and banking community are being contacted. An RFP for a professional investment manager will be sent out and, once the investment manager has been hired, the funds will be transferred to start the treasury. An investment policy will be submitted for Board approval and a Treasurer will be hired.

Defined Contribution Plan (DCP) Review: General Counsel Nosler reported the Board by statute must annually, as part of its fiduciary duties, review the Board-sponsored DCPs to ensure the investments are diversified and there are appropriate fund sponsors. In 2006 the review function was delegated to campus committees. There are DCPs for CSU and CSU-Pueblo and each plan has a review committee that report to the Chancellor with their findings. The reports are then provided to the Board. The most recent reports were provided in the meeting materials and there were no significant issues with either plan.

Transfer of CSU System Employee Payroll and Benefits: Ms. Parsons explained the action item delegates to the Chancellor, working with the General Counsel, the authority to execute the necessary documents to accomplish the transition of the CSU System employees to the CSU payroll and benefits system. The CSU System is already utilizing the CSU financial services. Based on the analysis provided, this transition would create efficiencies and provide more benefits and choices for the employees.

Motion/Action: Governor Robbe Rhodes moved to approve. Governor Gustafson seconded and the motion carried unanimously.

Hospital Provider Fee: Chair Mosher revisited the issue of whether the Board wanted to take a position on the hospital provider fee legislation. There was a general consensus to wait until a bill is drafted. Governor Zimlich commented changing the hospital provider fee to an enterprise might provide more revenue to the state that could potentially benefit higher education. However, without a direct tie to a financial benefit to the CSU System, such an action would be a step removed from actions the Board has taken in the past.

TOUR OF ANIMAL SCIENCES AND SHEPARDSON BUILDINGS

Dr. Menon explained the walking tour would begin with the newly renovated Animal Sciences Building and then proceed to Shephardson.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
BOARD OF GOVERNORS MEETING
Colorado State University
October 2, 2015**

CALL TO ORDER

Chair Mosher called the meeting to order at 8:01 a.m.

ROLL

Governors present: William Mosher, Chair; Demetri Munn, Vice Chair; Nancy Tuor, Treasurer; Dennis Flores; Dorothy Horrell; Mark Gustafson; Jane Robbe Rhodes; Joseph Zimlich; Robert Deemer, Faculty Representative, CSU-Global Campus; Paul Doherty, Faculty Representative, CSU; Michael Mincic, Faculty Representative, CSU-Pueblo; Megan Schulze, Student Representative, CSU-Global Campus; Jason Sydoriak, Student Representative, CSU; 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: Jon Bellum, Provost, CSU-Global Campus; Erin Douglas, Reporter, Rocky Mountain Collegian; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Mike Hooker, Director of Public Relations, CSU; Jason Johnson, Deputy General Counsel, CSU; Rick Kreminski, Provost, CSU-Pueblo; Rachael Miller, CEO, MamaCarts; Tae Nosaka, Director, Key Communities, CSU; Matthew Phillips, CEO, Talent Application Program; Nathan Saam, CEO, Umbo Helmets; Paul Thayer, Associate Vice President of Student Success, CSU; Beth Walker, Dean, College of Business, CSU; Carl Wangsvick

COLLEGE OF BUSINESS STUDENT ENTREPRENEURIAL PRESENTATIONS

Chair Mosher welcomed Dr. Walker, the new Dean of the CSU College of Business, and the student entrepreneurs. Dr. Walker reported the College recently partnered with other universities for a career fair in Denver that was attended by 150 employers and 1,500 students. She shared information on programs with community partners and the College's academic and entrepreneurship programs. Dr. Walker introduced Ms. Miller, Mr. Phillips and Mr. Saam who each shared information on their successful entrepreneurial ventures. The meeting then recessed for a break at 9:01 a.m. and reconvened at 9:12 a.m.

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

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

Approval of CSU Faculty Manual Change: Dr. Miranda explained the name change for the Department of Languages, Literatures and Cultures more accurately describes the mission and curriculum. The faculty manual change is on the consent agenda for Board approval.

Approval of CSU-Global Campus Student Conduct Code: Dr. Bellum explained the student conduct code has undergone major revisions primarily in process to ensure due process was built more explicitly into the model. Approval of the revised student conduct code is on the consent agenda.

Learning Communities: Dr. Miranda defined learning communities as mechanisms to bring together cohorts of students with common shared interests to integrate academic and non-academic activities. Learning communities promote successful transitions, student learning, retention and graduation rates, and can be residential or nonresidential. Components include increased student-student and student-faculty interaction; more awareness of campus resources; and an enhanced appreciation for career goals and academic opportunities. Each of the three CSU System campuses has learning communities that vary from campus to campus.

Colorado State University: Dr. Miranda reported there are 1,800 students or close to 10% of the student body currently in learning communities with 41% of the first year students participating. He reviewed the 15 residential and 4 non-residential learning communities and explained the benefits, support and retention rates for freshmen. Retention rates for the learning community cohorts are 3% higher than for the overall population. Graduation rates are approximately 10% higher which increases when risk factors are considered. There is a 44% increase in graduation rates for students with the greatest combination of risk factors. The efficacy of the CSU key community learning communities program was recognized last year by the CCHE as one of the model programs for retention and graduation rates in the state.

Colorado State University-Pueblo: Dr. Miranda explained the living/learning communities at CSU-Pueblo began in 2008 with a pilot program in five different thematic areas and was restructured in 2010 into five residential communities more closely related to academic majors. Components of the program include faculty involvement, a focus on academic and career or professional development, and additional special support and events. Three additional living/learning communities were added in 2011. With the addition of interest-based communities in 2014, student participation has increased and there are more housing options. Retention rates are higher than the university average.

CSU-Global Campus: Dr. Miranda reviewed overall campus demographics and explained social needs for CSU-Global Campus students were different than the other two campuses. An initial learning community pilot was developed in 2013 for students in the B.S. in Applied Science program with four common courses, additional online resources and more opportunities for discussion groups. Based upon the results, the learning communities are now less cohort-based and more directed towards all students with a common onboarding experience and utilization of new tools and social media. To support adults new to higher education, a Freshman Sequence was developed with an initial four-course structure to provide skills and knowledge to succeed. An example of utilizing social media was the “Where’s Your Campus” campaign that connects students and alumni via Facebook. Governor Schulze commented on the success of the campaign.

CONSENT AGENDA

Chair Mosher listed the consent agenda items and asked General Counsel Nosler to explain the proposed policy change. General Counsel Nosler explained the amendment to Policy 112, Colorado Open Records Policy, changes the hourly rate to \$30 which is allowable under Colorado statute. **Motion/Action:** Governor Robbe Rhodes moved to approve the consent agenda. Governor Tuor seconded and the motion carried unanimously.

BOARD CHAIR'S AGENDA

Chair Mosher, Dr. Takeda-Tinker, Dr. Di Mare, Dr. Frank and General Counsel Nosler thanked Governor Horrell for her service on the Board. Governor Horrell expressed appreciation for the privilege to serve.

COLORADO STATE UNIVERSITY REPORTS

President's Report: Dr. Frank commented the written report reflects the quality of the faculty through the awards and research funding received; the record-setting philanthropy given largely in response to connections forged at the faculty and program level; and the continued enrollment growth.

Dr. Frank recounted that he and Governor Zimlich are serving on the CSU/City of Fort Collins liaison committee. With the new stadium now under construction, the issue of the disposition of Hughes Stadium has been brought up for discussion. Dr. Frank explained the value of Hughes Stadium is one of the backstops for the financial model of the new stadium should the conservative funding built into the model not perform as projected. Based on feedback from the Board at the August meeting, Governor Zimlich and Dr. Frank discussed with the liaison committee moving forward with a non-binding joint visioning session with professional expertise to guide a community discussion on potential uses for the Hughes Stadium. The Board will be kept apprised as the process moves forward.

Dr. Frank explained the Board receives construction updates for every meeting. With the stadium in the construction phase, a specific update on this project will be provided at each meeting and, when completed, an update on financial performance relative to the funding will be provided during the annual athletic reports. He asked Ms. Parsons to provide the stadium update.

Ms. Parsons demonstrated the live feed for the construction site and other tools available on the website. A groundbreaking event was held on September 12th. Several infrastructure items related to the perimeter of the campus were included in the IGA with the City of Fort Collins and are proceeding on schedule. As part of the IGA, a Stadium Advisory Group of community members has been established to work with CSU and to coordinate with the Game Day Experience Committee. The capital campaign is moving forward; there will be activities during Homecoming to general excitement; and the reseating process is underway. Dr. Frank noted the IGA is an umbrella agreement that includes the stadium as well as other campus growth issues.

Faculty Report: Governor Doherty reported the Faculty Council meets monthly and the written report includes a summary of the September meeting. The second half of the written report is the annual report of the work of last year's Faculty Council. Dr. Frank during his fall address charged the three employee councils to help move forward a re-envisioning CSU initiative. The initiative was the main topic for the Fall Forum and will serve as the theme for the Faculty Council's discussions on topics such as shared governance, innovation in teaching and research, and quality of life. The Faculty Council Chair has been working with Dr. Miranda on shared governance. Other updates include the Faculty Council will be examining course surveys and the first applications to be an instructor for the Semester at Sea program are due October 12th. When asked if there was an update on the Forest Service issue, Dr. Frank responded he and Chair Mosher will be following up and then update the Board.

Student Report: Governor Sydoriak highlighted from his written report the annual Grill the Buffs pep rally for the Rocky Mountain Showdown; an MOU is being drafted to create a new student fee advisory board for alternative transportation; and a Veterans Town Hall was held that provided valuable feedback. The ASCSU will convene a Town Hall on October 5th as part of a broader effort to find an alternative to the City of Fort Collins' You + 2 ordinance for unrelated housing.

COLORADO STATE UNIVERSITY-PUEBLO REPORTS

President's Report: Dr. Di Mare highlighted the work of faculty and staff that resulted in receipt of several grants including a \$2.5 million Title V grant and two National Science Foundation grants. The campus Title IX and EEO/AA Director has presented numerous workshops for faculty and staff to help ensure federal compliance. Dr. Di Mare described how the \$173,000 raised through the President's Gala was distributed to various departments to develop academic programs including assistance to the debate team to enter the national championships. A debate tournament co-hosted with the Air Force Academy and Colorado College was recently held at CSU-Pueblo with over 300 attendees from 13 states which was the largest such tournament to occur on the CSU-Pueblo campus. The groundbreaking for the Occhiato University Center (OUC) will be held on October 7th and should be completed in 2.5 years.

Faculty Report: Governor Mincic commented his written report includes faculty activities since the beginning of the semester. A faculty forum was held to bring forward suggestions for activities and initiatives for the coming year. An ad hoc committee is working on improving the annual performance review process with a report due in October. Governor Mincic thanked the Board for addressing the issue of faculty compensation and expressed a commitment to excellence on behalf of the faculty. While the faculty were disappointed in the overall enrollment, there has been an increase in retention.

Governor Mincic reported activities occurring within the College of Engineering, Education and Professional Studies include upcoming engineering workshops for local school districts for 1,000 students; a construction management career day for 800 southern Colorado junior and seniors; and the implementation of the construction management degree program in collaboration with CSU-Global Campus. A new construction management intern has been selected who will be working on the OUC project.

Student Report: Governor Zarr reported a new student convocation was held for the first time in three years and a WolfPack Welcome Week was held for new and returning students. The ASG is working on numerous projects including a suicide prevention and awareness initiative; collaboration with the Office of Student Engagement and Leadership to create a commuter student advisory board; creation of more weekend and evening programming; new mental health and sustainability task forces; collaboration with the Residence Hall Association to improve the on-campus living experience; creation of a faculty student life syllabus to increase awareness of activities and resources; and a focus on creating traditions. A new legislative and cabinet aide volunteer position has been created to get freshmen involved.

In response to questions on the annual review process (APR), Governor Mincic explained the ad hoc committee is collecting data and will be reporting to the Executive Committee of the Faculty Senate. Dr. Kreminski commented on the process to move forward changes in the faculty handbook and the ad hoc committee has been tasked with determining short and long term solutions. Dr. Di Mare confirmed that the APR issue is a campus priority.

CSU-GLOBAL CAMPUS REPORTS

President's Report: Dr. Takeda-Tinker explained her report is focused on the issue of academic integrity, quality and outcome. CSU-Global Campus now has over 14,000 active students and nearly 5,000 graduates. With monthly starts, the expectation is there will be approximately 15,000 active students by December. Demographics include 23% are underserved minorities and 40% are first generation. Retention data continues to exceed the industry standard.

A video was presented that explained the three P learning model – purposeful, participatory and project-based – with alignment of degree programs with industry needs. According to a Colorado statewide report published in August, CSU-Global Campus bachelor degree graduates earn 60% than peers from other institutions and those with master’s degrees earn 25% more than peers. Self-reported data in an alumni survey reflects an average salary increase of 17% for CSU-Global Campus graduates and 95% of students reported their degrees contributed to their professional goals with 27% receiving promotions and 16% securing employment in a new field.

Following the video, Dr. Takeda-Tinker explained the monthly dashboard with 200 metrics that is utilized for ongoing data analysis and the challenges for the freshmen cohorts of non-traditional adult learners. Third party data through a credit reporting agency has now become available and reports are being run to verify the self-reported data from alumni.

Faculty Report: Governor Deemer reflected on the success of CSU-Global Campus during the past seven years through a collaborative effort for quality education. He reported a two-day retreat for program coordinators and lead faculty will be held the following week that provides a great engagement opportunity. Areas of focus include curriculum revisions, assessment, faculty performance and monitoring.

Student Report: Governor Schulze reported the CSU-Global Campus has distributed over \$110,000 through 20+ scholarships since the beginning of the 2015-16 academic year and all students are eligible for scholarships. Governor Schulze explained the new degree optimization program with awards or certificates of achievement that provides completion and skill endorsements while students continue to pursue their degrees. The awards are available for all majors and each award is specific to the major.

CHANCELLOR’S REPORT

National Western Center (NWC): Dr. Frank asked Ms. Parsons to provide a NWC update. Ms. Parsons explained the City and County of Denver 2C ballot measure would extend the existing lodgers’ tax to generate revenue for the NWC and allow CSU to draw down on the state COP financing. While there was no active advocacy for the measure, the Board had previously passed a resolution in support of the ballot measure and there appears to be substantial support from the community and alumni. If the measure passes, CSU will move forward with the program plans for the Water Center, the Equine Center and the CSU Center.

A new website, nwc@colostate.edu, has been developed and a quarterly newsletter is being created to keep constituents informed. Hearings will be held the following week on the RTA application submitted by the City of Denver that is another important financing component. On October 8th, there will be a film premier about the NWC at the Denver Nature and Science Museum.

Japanese National Institute of Radiologic Sciences (JNIRS): Dr. Frank reported CSU through the animal cancer center has been collaborating with the JNIRS on heavy ion used for experimental types of radiation therapy for certain types of cancers. CSU and CU Anschutz are engaged in a collaborative effort for potential attainment of a heavy ion facility on the Anschutz campus. Dr. Frank and CU Anschutz Chancellor Elliman will be joining Governor Hickenlooper on a trade mission in Southeast Asia and other members of the CSU administrative team will be participating in segments of the trip.

SYSTEM WIDE REPORTS

2016 Legislative Agenda: Mr. Schweigert explained that each fall the CSU System does an internal analysis to develop a legislative agenda for the coming session. Issues identified at this point that may be

coming forward with possible impact on the CSU System are potential changes to the Colorado Open Records Act; clarifications to state liquor licenses; and flexibility for the mix of resident/non-resident graduate students in CSU School of Veterinary Medicine. Dr. Frank clarified that parts of the statute on the CSU School of Veterinary Medicine are unclear on enrollment and, while the school exists to serve the citizens of Colorado, there has been a shift with more Colorado students applying to out-of-state veterinary schools.

Campus Fire and Safety Reports: General Counsel Nosler explained that annually campuses with a physical campus are required to file a Clery Act report which is essentially a safety report with statistics for crime on and adjacent to the campus. Last year the Board received an in-depth briefing on safety actions taken by both campuses. The annual safety report is published online and provides information for all faculty, staff and students as well as prospective students and their families.

The report also provides an opportunity to recommunicate to the campus the safety policies and related information, i.e., counseling services available, how to report a crime, what to do in the event of an incident, etc. CSU has a campus police department and the Pueblo Sheriff's Office provides safety for CSU-Pueblo. Safety is an ongoing concern and CSU-Pueblo recently had an active shooter exercise. In the event of a potential harmful situation, a timely warning is issued to notify personnel that certain events have occurred or there is a potential danger.

The meeting recessed for lunch at 11:24 a.m. and reconvened at 11:38 a.m.

STRATEGIC MAPPING UPDATE

Chair Mosher explained the meeting agendas are aligned with the strategic mapping process and the presentation of the campus strategic plans. Funding/cost shifting was the focus for the October meeting with discussions on tuition and budget, and the CSU strategic plan will be presented. Chair Mosher asked Ms. Parsons for the strategic mapping update.

Strategic Mapping: Ms. Parsons explained the strategic mapping is a continuation of the work from the June Board retreat and reviewed the framework for the current and upcoming meetings. Articles from national, state and local perspectives on the Board's role in strategic planning and financial oversight with the shifting cost burden were provided. The work outlined in the CSU System strategic plan is broken into the three categories: (1) responding to the changing market by better utilizing resources; (2) diversifying access and completion through the CSU System and the individual institutions; and (3) finding efficiencies. Examples given included the work between CSU-Pueblo and CSU-Global Campus to develop new programs; workshops given by CSU faculty at CSU-Pueblo; and consolidation of IT functions.

Positive feedback was provided on the campus collaboration; working as a system to develop initiatives such as agriculture programs in Pueblo; a better understanding by the campuses of the challenges facing the sister institutions; and formalizing the strategic planning as part of the annual meeting schedule. The suggestion was made to develop a collaboration award across the CSU System. The CSU System and campus leadership were commended for the progress and commitment to the process.

Colorado State University Strategic Plan: Dr. Miranda explained the university published a strategic plan in 2006 with 43 goals and related metrics to encompass all areas of CSU's mission. Five Strategic Plan Area Review Committees (SPARCs) were created. Diversity was woven into all areas and then later added as a sixth SPARC. Every year the progress towards the goals is reviewed and every third year the strategic plan is refreshed with updated goals and metrics. Dr. Miranda reviewed the implementation

process and work of the SPARCs with an annual “SPARC-Fest” to present the progress towards the goals and suggestions for the budget process.

The strategic plan has been refreshed three times during the past nine years and the latest version reduced the number of goals to eleven with related metrics. The Campus Lab software was implemented and provides both a hierarchical view to track progress in mission areas and a horizontal or initiative view of activities with a one to three-year lifespan. The utilization of the software was useful during the recent HLC accreditation and is fully online with activities visible for the whole campus community.

Dr. Miranda explained the fall 2015 strategic planning activity has shifted towards “Re-Envisioning CSU” as the university approaches its 150th anniversary. The Faculty Council has been asked to take the lead and there will be committees organized around mission themes with a long-term vision and specific activities identified to demonstrate progress. The SPARCS will be focused on mid-range or initiative planning with a one to three-year planning horizon. Based on shared governance discussions with the Faculty Council and other governing councils, there will be separate budget area review committees (BARCs) with representatives from the various constituencies who will present the budget proposals instead of the vice presidents or deans.

The campus strategic plan is dynamic and comprehensive, and aligns with the CSU System plan. The plan will be finalized and published later this fall. When asked about large interdisciplinary issues and innovation, Dr. Miranda explained the SPARCs are broadly construed and both the hierarchal and initiative views are useful for interdisciplinary, cross-divisional strategies.

Ms. Parsons commented that the focus for December will be on the value proposition and public perception of higher education. The meeting will be in Denver and provides an opportunity to focus on Denver initiatives. The holiday party will be on the evening of December 10th at the Union Station with community partners invited to attend.

BOARD MEETING EVALUATION

Positive comments were provided on scheduling the strategic mapping at the end of the meeting; the later start time on the first day; the pre-meeting communication outlining the work to be accomplished; and the staff support. Dr. Frank introduced Mike Hooker who will have assumed the public relations duties for the CSU System.

With no further business to come before the Board, the meeting was adjourned 12:28 p.m.

Board of Governors of the Colorado State University System
Meeting Date: December 10, 2015
Consent Item

MATTERS FOR ACTION:

New Degree Program: Human Dimensions of Natural Resources, B.S.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Natural Resources, to establish a new B.S. Degree Program in Human Dimensions of Natural Resources. If approved, this degree will be effective Spring Semester 2016.

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:

Currently students in our Parks and Protected Area Management (PPAM) and Environmental Communication (EC) concentrations graduate with a B.S. degree in "Natural Resource Recreation and Tourism" (NRRT). We are combining and converting these concentrations into a new major to:

- (1) Accurately capture, through a more contemporary title, the range of expertise EC/PPAM students now receive;
- (2) Strengthen our ability to prepare students as future conservation and natural resource professionals; and
- (3) Keep stride with the desired future direction of our Human Dimensions of Natural Resources Department which, in recent years, has experienced a name change (formerly Natural Resource Recreation and Tourism, same as the major) reflecting our emphasis on social science applications to support conservation.

The new major would include remnants of the two existing concentrations' curricula as well as several new recently approved courses to complement existing offerings and augment the desired skill set. A survey of natural resource agency/organization partners was conducted in 2012 to inform development of this new major. Informed by this survey, the rationale for combining the two concentrations is that EC and PPAM are two important areas of emphasis that are

necessary components of the new major, which has been broadened in scope to provide for a more comprehensive skill set for conservation professionals. The new major will also build upon content and lessons learned from the Conservation Leadership through Learning graduate program.

MATTERS FOR ACTION:

New Degree Program: Master of Communications and Media Management (M.C.M.M., Plan C)

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the Department of Journalism and Media Communication, to establish a Master of Communications and Media Management (M.C.M.M., Plan C). If approved, this degree will be effective Spring Semester 2016.

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 new Master's (Plan C) in Communications and Media Management is designed for students with a bachelor's degree seeking to transition to a communication-related career or for those seeking to move into a management role in their present media profession. The rapid rate of technological change in media technology has created a need for constant retraining and the acquisition of new multimedia knowledge and management skills. The curriculum is designed to provide students with a comprehensive overview of "new media" developments. Upon completion of the program, students will be prepared to strategize and manage specific communications projects, as well as manage and direct staff members or contract workers in a communications unit within a corporate, educational, or non-profit organization. These management and strategic planning skills will apply to communication efforts through media channels such as online, print, video, audio, and satellite systems; strategic placement and utilization of media products in a corporate, government, or non-profit environment; communication techniques and aesthetics associated with these media products and channels; management, evaluation strategies, and budgeting for staff, projects, and consulting related to the use of media for public relations, advertising, promotions, and other external and internal communications.

The program will be based in Denver.

Board of Governors of the Colorado State University System
Meeting Date – December 10, 2015
Consent Item

MATTER FOR ACTION:

Colorado State University – Academic Calendar – Fall Semester 2020 through Summer 2022

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the Colorado State University Academic Calendar for Fall Semester 2020 through Summer 2022

EXPLANATION:

Presented by Tony Frank, President

The Colorado State University Academic Calendar for Fall Semester 2020 through Summer Session 2022 was approved by the Colorado State University Faculty Council at its November 3, 2015 meeting.

Board of Governors of the
Colorado State University System
Meeting Date: December 10-11, 2015
Consent Item

MATTERS FOR ACTION:

Colorado State University-Pueblo – Academic Calendar AY 2016-17 and AY 2017-18

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the Colorado State University-
Pueblo Academic Calendar for AY 2016-17 and AY 2017-18.

EXPLANATION:

Presented by Richard Kreminski, Provost and Executive Vice President for Academic Affairs.

The CSU-Pueblo Academic Calendar historically is prepared by the Registrar and presented to the Board for approval. (No campus body is required to approve it in advance of the Board meeting. Nevertheless, on November 12, 2015, the schedule below was reviewed by Academic Council, which consists of the academic deans, the assistant provost, the registrar, the faculty senate president, and other campus faculty and administrators). Once approved by the Board, the calendar is posted with wording that states that these calendars are planned in advance and are subject to change, and unless otherwise stated, the University is open and classes will be held as scheduled.

Section 12

Chancellor's Report



COLORADO STATE UNIVERSITY SYSTEM

Colorado State University • Colorado State University - Pueblo • CSU Global Campus

COLORADO STATE UNIVERSITY SYSTEM CHANCELLOR'S REPORT

December 11, 2015

CSU System Wide

- Best Practices meetings set for the three campuses.

Campus Updates

- IT Collaboration underway between Fort Collins and Pueblo campuses.
- Past and present members of the Board of Governors attended the Nov. 14th CSU football game, at which they were honored for their service to the CSU System and Colorado.

CSU System Government Affairs - Federal:

- CSU signed on to the White House Climate Action Pledge, coordinated by the White House Council on Environmental Quality. CSU's participation was particularly sought because of our leadership on environmental and sustainability issues.

CSU System Government Affairs – State:

- Chancellor and staff continue to meet with key legislators in the build up to the 2016 legislative session.

Statewide Partnerships:

- Celebrated the passage of Measure 2C, which allows the National Western Center project to move forward. The first priorities for CSU will be the Water Center and Equine Sports Medicine and Community Outreach Clinic. A newsletter and one-page summary on the project are included in the Board book.
- At the invitation of the Governor, Chancellor Frank joined Governor and Chancellor Elliman of CU Health Sciences in Japan in October to visit Fukushima and the National Institute of Radiological Sciences' heavy ion project.
- Chancellor Frank participated in meetings of the CCHE CEO Council, the Colorado Energy Research Authority Board, the Boettcher Foundation Board and the Denver Chamber Board.
- Chancellor Frank and Chancellor Emeritus Blake attended the Denver Scholarship Foundation Gala in October.
- EVC Parsons presented at the national Urban Land Institute conference in San Francisco on two panels: "Building Healthy Places" and "Food Glorious Food: The Growing Power of Food in Cities and Real Estate Projects," which ranked in the Top 10 presentations at the conference. She also presented at the Denver Museum of Nature and Science premier of a documentary on the National Western and represented the CSU System at the Colorado Women's Foundation Luncheon, the ARCS Annual Scholarship Luncheon, and the Parade of Lights.

National higher education engagement:

- Joined Lt. Governor Garcia, Board Chair Mosher, and other state higher education leaders for a meeting with the President of the Association of Governing Boards.

Section 13

Board Meeting Evaluation

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APPENDICES



- Appendix I: Construction Status Reports
- Appendix II: Higher Education Readings

Appendix I



Construction Status Reports

CSU FORT COLLINS-CONSTRUCTION STATUS OF BOND FUNDED PROJECTS

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 11/15
Aggie Village North Total Budget: \$112,265,000	\$112,265,000 Housing and Dining Services		Aug 2016	<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 70% complete. Anticipate phased occupancy May, June and July of 2016 with complete occupancy by August 2016.</p>
Multipurpose Stadium Total Budget: \$220,000,000	\$220,000,000 Stadium Revenue		Aug 2017	<p>Project is in budget and on schedule. Site work is underway. Mass excavation anticipated to be complete in mid-Dec 2015.</p>

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 11/15
<p>Stadium Alumni and Academic Space</p> <p>Total Budget: \$18,500,000</p>	<p>\$18,500,000</p> <p>General Fund and Alumni</p>		<p>August 2017</p>	<p>Design documents in progress. Construction to be concurrent with the Stadium project.</p>
<p>South College Avenue Garage</p> <p>Total Budget: \$16,800,000</p>	<p>\$16,800,000</p> <p>Parking and Transportation Services</p>		<p>June 2016</p>	<p>Design-Build team has been selected. Project is in budget and on schedule. Foundation work is underway.</p>

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 11/15
<p>Medical Center</p> <p>Total Budget: \$59,000,000</p>	<p>\$49,000,000</p> <p>Hartshorn Health Center</p> <p>Remaining \$10M from donations from Columbine Center for Healthy Aging and UC Health</p>		<p>May 2017</p>	<p>Design-Build team has been selected. Project is in budget and on schedule. SPAR process with City of Fort Collins is complete. Abatement of existing structures is underway with deconstruction scheduled to start mid-Dec 2015.</p>
<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. Project is in budget and on schedule. Site work is underway.</p>

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 11/15
<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. Project is in budget and on schedule. Abatement and deconstruction of one Aggie Village South apartment building is underway. Utility relocations will be complete by the end of Dec 2015.</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 off-site utilities are 80% complete using phase 1 funding. Bid date is Dec 17, 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 11/18/2015	Description
Corridor Extension @Student Recreation Center	\$856,260 Student Rec. Ctr. Fee			Construction Completed January 2012	
South Campus Entry Drive, Parking Addition, Foyer addition, Internal Renovation @ Buell Communication Center Building	\$1,062,500 Student Fee-- \$300,000 Parking funds--\$301,000 Building Repair/Replacement-- \$462,500			Construction Completed February 2012	
Occhiato University Center Renovation and Addition	\$30,000,000 Debt to be repaid with student fee facility fees & auxiliary services revenue			Occhiato University Center Schematic Design completed. Design Development Phase completed. GMP established, Notice to Proceed to Commence Construction issued November 3, 2015. Bid Packages 1 and 2 underway--(Earth work, utilities, foundations.) Design-Build Team of Nunn Construction/hord-coplan-macht Architects. Project Completion estimated 03/2018	
Exterior Door Security Access Control at all Academic Buildings.Phase II	\$998,351 Controlled Maintenance	04/2015	12/2015	Add electronic card access/monitoring, new keyways, and replace worn exterior entrances at 11 academic buildings.	Project Bid on budget and on schedule. 10 buildings completely wired, entry door and hardware replaced on 11 buildings. 11 buildings ready to go live--final programming scheduled November 30, 2015.
New General Classroom Building	\$16000000 Capital Funds		Construction Start 06/14 Estimated Completion 07/15	Substantial Completion July 28, 2015. On time and on budget. Fall 2015 Classes are in process.. G H Phipps Construction Co., General Contractor hord-coplan-macht Architects	
Soccer/Lacrosse Complex	\$3,100,000 cash funded project from grants and donations		Construction began 3/2014, Completion Phase1 field and bleachers June 2014, Phase 2 Building estimated December 15, 2015	Phase 2 building 98% complete. Occupancy scheduled for December 15, 2015, Press box construction and sitework underway. (Phase I Synthetic turf field completed and in use.) H. W. Houston General Contractor	

Appendix II

Higher Education Readings

Articles related to the strategic plan focus area of the public dialogue on the value of higher education:

[Return on investment in CU and CSU remains high](#)

The Denver Post; August 30, 2013

This 2013 article written by Tony Frank and Phil DiStefano tracks the ROI of the campuses in Fort Collins and Boulder. The two universities generate \$10.5B a year in economic activity, the unemployment rate for college graduates is approximately half that of the national average, and those with a 4-year degree can expect to earn \$1M more over their lifetime than those without.

[What is the point of college?](#)

The New York Times; September 8, 2015

The point of college depends a lot on whether you subscribe to the idea of Utility U (how college can be practically useful, particularly to your dollars-and-cents bottom line), Utopia U (how college can shape your ethics and morals as much if not more as it can prepare you for a career), or whether you, like most people, subscribe to a little of both.

[How to measure a college's value](#)

The New York Times; September 12, 2015

A joint project between Gallup and Purdue University is aiming to create the largest representative study of college graduates in United States history and answer questions not just about earning potential and employment rates, but how satisfied and fulfilled graduates are feeling in their post college lives, measured by their professed engagement with their employment as well as their assessments of their own well-being based on five categories. The latest report, with surveys from 60,000 students, revealed consistent levels of satisfaction rates regardless of the type of school attended (with the exception of for-profits) and also revealed things like graduates who strongly agreed that they had interacted regularly with people from different backgrounds were twice as likely to report that their education was worth the cost.

[The rising cost of not going to college](#)

Pew Research Center; February 11, 2014

The disparity in economic outcomes between college graduates and those with a high school diploma has never been greater than it is among the Millennial generation. While the median annual earnings for college graduates has grown by almost \$7,000 since 1965, the median annual earnings for those with a high school diploma fell by more than \$3,000. And those with a high school diploma are doing worse both compared to their college educated peers and, historically, to past generations of high school educated workers. Today, 22% with only a high school diploma are living in poverty compared to 6% of today's college graduates, and 7% of Baby Boomers with only a high school diploma.

[Just half of graduates strongly agree their college education was worth the cost](#)

The Chronicle of Higher Education; September 29, 2015

Just half of the 30,000 college alumni surveyed for the Gallup-Purdue Index strongly agreed that their education was worth the cost, and only 26% of alumni from for-profit institutions could say the same. Levels of student debt played a large role – only one in three alumni holding debt agreed their degree was worth the cost. It also factored into many other questions: among alumni with \$25,000+ in debt, 56% said they delayed going back to school, 43% said they delayed buying a home, 40% said they delayed buying a car, 27% said they delayed moving out on their own, 25% said they delayed starting a business, 19% said they delayed getting married, and 26% said they delayed having children.

[The Big University](#)

The New York Times; October 8, 2015

Most American universities were founded as spiritual institutions with the goal of training and molding the entire student – mind, body, and soul. Now the pendulum is swinging back in this direction from the most recent incarnation of universities as career training centers. In order to talk to students about moral and spiritual issues while still respecting diversity, universities can do four things: reveal moral options, foster transcendent experiences, investigate current loves and teach new things to love, and apply the humanities.

Additional readings:

[Missing the mark on enrollment and revenue: No easy fix](#)

The Chronicle of Higher Education; October 25, 2015

144 small colleges and midsize public institutions missed their goals for both first-year enrollment and net tuition revenue this year, but there is no one-size-fits-all solution. 7 public and 19 private institutions have missed these marks three years in a row. But some institutions have been able to reverse their downward trend, partly by focusing on the most effective recruitment tools and creating a coherent and clear marketing message.

[What happened at the University of Missouri?](#)

Slate; November 9, 2015

Slate puts together a timeline of events at Mizzou, beginning with the shooting of Michael Brown and, through racial unrest and student protests on campus, culminating in the resignations of President Wolfe and Chancellor Loftin.

[How Missouri's deans plotted to get rid of their chancellor](#)

The Chronicle of Higher Education; November 20, 2015

The Chronicle has a different take on the timeline at Mizzou, claiming that the events leading to the resignations really began months before the student protests, when Missouri's deans lost confidence in Chancellor Loftin.

[Working to cultivate global citizens](#)

Todos Santos Center; November 4, 2015

The CSU Todos Santos Center is one of the latest university projects aimed at cultivating generations of global citizens and thriving communities. There is a group of citizens who are concerned about the

development in their community and Kim Kita has written this response to reflect CSU's mission and drive to work with locals and local governments in creating a broadly beneficial partnership. **See also:** [Todos Santos fact sheet](#).

[Governing and Foundation Board Relationships](#)

One of a series of publications by Richard Legon, the Executive Vice President of AGB – this one on the roles and responsibilities of governing boards and ways to strengthen their impact.

[Welcome to CSU's National Western Center Newsletter](#)

Inaugural newsletter talking about all of the facts and chatter surrounding the National Western Center. **See also:** [National Western Center/Denver International Airport fact sheet](#).

[Colorado State University System fact sheet](#)

Return on investment in CU and CSU remains high

Colorado State University and the University of Colorado played the first Rocky Mountain Showdown football rivalry in 1893, less than 20 years after Colorado earned statehood and at a time when the two campuses each served only a few hundred students. CU came away victorious that day, but it ignited a rivalry between the Buffaloes and Rams that has lasted for generations, and it signaled the rise of two universities that have, together, played a vital role in shaping Colorado.

Today, 120 years after that first game, the numbers speak for themselves: In 2012, the combined institutions of the CSU and CU systems produced 68 percent of Colorado's college graduates and served 90,177 students, more than 60 percent of the state's four-year college enrollment. Those students are the bedrock of Colorado's future workforce and represent the next generation of business leaders, lawmakers, artists, teachers and more. Our graduates join the ranks of the more than 541,000 living alumni from CU and CSU system institutions.

The economic activity generated by the two universities touches every corner of the state and exceeds \$10.5 billion a year, including a combined \$1 billion in direct expenditures on research initiatives that are delivering innovations and discoveries that bolster the economy and change lives in Colorado, throughout the nation and across the globe. The two universities collaborate on many of those efforts, including areas such as renewable energy, environmental sustainability, cancer research and atmospheric sciences. Altogether, it's an amazing return on investment for the citizens of Colorado, particularly given that public funding accounts for less than 10 percent of the total budget at CSU and about 5 percent at CU-Boulder.

The return on investment for individual graduates from CU or CSU is measurable and profound. The national unemployment rate is 7.4 percent, yet the unemployment rate among those with a college degree is just 3.8 percent, according to the Bureau of Labor Statistics. Additionally, college graduates earn on average \$1 million more over their lifetimes than those without a four-year degrees.

Despite the clear impact and returns, CSU and CU are facing challenges and headwinds that have not been seen in the years since the first Rocky Mountain Showdown. While our campuses have become more efficient and worked hard to control costs, students and families continue to pay an ever-increasing share of the cost to attend our state's public colleges and universities.

Twenty years ago, the state of Colorado contributed two-thirds of the cost of a Colorado student's public education. Today, the state's share of educational expenses has dropped to around one-third. This funding shift from the state to students and their families is fundamentally the biggest driver of tuition increases at our two institutions.

If the trend continues as predicted, Colorado is on track within the next 10 years to become the first state in the country to fully defund its system of public higher education. It's a sobering reality that we hope does not come to pass, and we have confidence in the state leaders who recognize this challenge and are seeking solutions.

So while you watch this year's Rocky Mountain Showdown on Sunday, root for your team, and be proud of what each university has accomplished and contributed to our state in the last 120 years. But also be cognizant of the fact that Colorado must have a conversation now about the future of public higher education if we want to ensure that next generation of Buffs and Rams have access to the same opportunities that have benefited generations of students since that first Rocky Mountain Showdown in 1893.

What is the point of college?

I gave my first university lecture in philosophy at the University of Ghana, Legon, when I was a freshly credentialed 21-year-old. My audience was a couple of hundred students gathered in a vast hall, with ceiling fans to move the hot and humid air. Above the murmur of the fans and the muttering of students, I tried to explain why Descartes thought the mere possibility that there was an Evil Demon deceiving their senses meant they couldn't know for sure that I was really there. Ah, Cartesian skepticism! I remember diagramming the structure of the argument in huge chalk letters on an enormous blackboard.

After the class, a group of students, many of them older than I, followed me home across campus. Was I really worried, they wanted to know, that there might be such a powerful Evil Demon? What they didn't ask was why they had to listen to this bizarre argument made by a Frenchman three and a half centuries earlier. Yes, the material would be on the exam every student had to pass at the end of the first year. But why?

The answer used to be easy: College is a place where you come to learn such things. But as higher education expands its reach, it's increasingly hard to say what college is like and what college is for. In the United States, where I now teach, more than 17 million undergraduates will be enrolling in classes this fall. They will be passing through institutions small and large, public and private, two-year and four-year, online and on campus. Some of them will be doing vocational courses — in accounting or nursing or web design — at for-profit institutions like DeVry University and the University of Phoenix. Many will be entering community colleges hoping to gain a useful qualification or to prepare themselves for a transfer to a four-year college. Others will be entering liberal-arts colleges without plans for a major, let alone a profession. On whatever track, quite a few will encounter Descartes as part of their undergraduate requirements. Why should that be? You'll be hard-pressed to find a consensus on such things. That's because two distinct visions of higher education contend throughout our classrooms and campuses.

One vision focuses on how college can be useful — to its graduates, to employers and to a globally competitive America. When presidential candidates talk about making college more affordable, they often mention those benefits, and they measure them largely in dollars and cents. How is it helping postgraduate earnings, or increasing G.D.P.? As college grows more expensive, plenty of people want to know whether they're getting a good return on their investment. They believe in Utility U.

Another vision of college centers on what John Stuart Mill called “experiments in living,” aimed at getting students ready for life as free men and women. (This was not an entirely new thought: the “liberal” in “liberal education” comes from the Latin *liberalis*, which means “befitting a free person.”) Here, college is about building your soul as much as your skills. Students want to think critically about the values that guide them, and they will inevitably want to test out their ideas and ideals in the campus community. (Though more and more students are taking degrees online, most undergraduates will be on campus a lot of the time.) College, in this

view, is where you hone the tools for the foundational American project, the pursuit of happiness. Welcome to Utopia U.

Together, these visions — Utility and Utopia — explain a great deal about modern colleges and universities. But taken singly, they lead to very different metrics for success.

Consider the declining proportion of faculty with tenure. Tenured faculty are defined by more than the fact that they are hard to fire. Tenure allows professors to pursue intellectual projects without regard for what the trustees or the governor or the community care about. It gives them the kind of intellectual freedom that has helped make our universities the research powerhouses of the world. Adjunct faculty, on the other hand, are a lot less expensive — they're paid less and typically lack health and other benefits — and you can easily expand or contract their ranks as demand fluctuates. In the Utility vision, students are consumers; they have needs and desires to be met, at a price they'll pay. If pleasing the customer is the goal, a tenured faculty member who wants to teach what he or she considers worth teaching can be an inconvenience. Plus, at Utility U., one obvious way to better your “value proposition” is to cut costs. These days, three-quarters of the teaching faculty at America's nonprofit colleges and universities are hired as adjuncts with no tenure and no research support. A few decades ago, only a quarter were.

At Utility U., the search for efficiency requires tools for evaluating teachers. Management, as the old saw has it, is measurement. Years ago, I was on a committee at a great university that looked into the system by which students evaluated courses. The most reliable predictor of whether students liked a course, it turned out, was their answer to the question “Did the professor respect you?” Customers like to be loved; attentive service makes for good Yelp reviews. But that's a very different question from, say: How, if at all, did you change through the class? What good, if any, did those changes do you? Did you learn to uncover the ideological or conceptual demons that may be flummoxing your good sense? Mr. Chips's encouraging smile has pedagogical value, but so, perhaps, does Professor Kingsfield's basilisk stare.

If Utility U. is concerned with value, Utopia U. is concerned with values. The values agenda can involve the content of classes, the nature of campus communities or both. When I teach a seminar that deals with theories of identity and social justice, my aim is to provide tools of analysis so that students — men and women of various ethnic, religious and sexual descriptions — can sort through such issues by themselves. But class discussions aren't always abstract and impersonal: Everyone has identity allegiances and intuitions about justice. And the same is true for discussions elsewhere on campus. At Utopia U., the aim is to create a safe space, to check your privilege and suspend the prejudices of the larger world, to promote human development and advance moral progress.

And so “civility” is on the agenda, “safe” spaces are spreading and microaggressions — possibly unintentional slights that stem from racial, ethnic or sexual difference — are to be scrutinized, sometimes through a jeweler's loupe. It's easy to roll your eyes at “social justice warriors,” but there's a perfectly good idea here: People don't think well when they feel personally insulted or aggrieved. And in classes, thinking well is the main objective. Buzzwords aside, a lot of this is just courtesy — Emily Post by way of Foucault. Still, the Utopians can be reluctant to admit that there may be conflicts between expanding civility and deepening

understanding, between the safe-space ideal and the free-speech ideal. (Not a few campus quarrels come down to: Who's silencing whom?) A culture of civility sometimes does make evasion easier. Students arrive from Cincinnati and Singapore and — finally! — discover a cohort of like-minded souls. That can be a thrill. Confine yourself to their company, though, and you've invented a new parochialism.

Neither Utility U. nor Utopia U. has the full run of any one campus. In the familiar caricature, there's the performance-studies major who is putting up fliers for the Naomi Klein talk, collecting signatures for the fossil-free petition and wondering whether the student alliance for gender equity is as racially inclusive as it claims. Then there's the engineering major, first in the family to go to college, traipsing across the quad with a discounted, two-editions-out-of-date version of the material-science textbook. All that identity stuff is a dimly perceived distraction in this student's light cone, readily tuned out. One student thinks "bi-curious" is a word; the other doesn't see why you would use molecular-orbital theory when valence bonding provides answers faster. The two students cross paths only physically. It's almost as if they're attending two different colleges.

One reason this is a caricature is that people aren't always found on the expected side of the disciplinary (and class) divides. At liberal-arts campuses, certainly, almost everyone drinks from the fountain of human betterment, albeit some from a Dixie cup and others from a Big Gulp. And very few are completely unmindful of the getting-a-job thing that's rumored to follow graduation. But when you superimpose the two visions of college — as a forcing house of virtue and as means for building human capital — you inevitably get interference patterns, ripples and ridges of indignation and disquiet. That's what you're seeing when the safe-space ethic runs amok, as with students who claim offense when their ideas are challenged or who want to see "trigger warnings" on even canonical literature, like those cardboard lids on hotel-room glasses. Here, the student is at once the sensitive servant of high causes and a demanding customer.

Nor are these tensions likely to resolve themselves, because higher education has to play so many roles. The truth is that colleges and universities do a tremendous amount that neither of these pictures captures — that just can't be reduced to the well-being of their graduates. For one thing, the old ideal of knowledge for its own sake hasn't been extinguished. For another, universities are the homes of all kinds of public goods. They are, for example, the source of much of today's best research. Without them we would know much less than we do about the nature of the cosmos or the workings of the human brain or the ways of reading a novel. A flourishing literary culture is made possible not because institutions of higher learning create writers but because they prepare readers (and yes, it helps that they provide jobs for plenty of poets and novelists too). There's even something to be said, especially in a democracy, for an educated citizenry, able to question the creeds of the moment.

Which brings us back to demons and doubt. Was there any point to studying such things? My first class of freshmen, all those years ago, certainly had reservations about Monsieur Descartes's method of systematic doubt. Once they were reassured about their instructor's sanity, though, they got into the spirit of things, and some, at least, came to see why epistemology — the study of knowledge — might be worthwhile. Maybe not practical ... unless you were looking for a job as a professor. But interesting. Mind-expanding, even. Possibly, there was something to be said

for the intellectual discipline of second-guessing what you thought was true. And that wasn't just good for them. Who would want to live in a nation of people without doubts?

Like most of the students I've had since, they learned that what you can do and who you can be — the qualities of your skills and of your soul — are two separate questions that aren't quite separable. And that college was a pretty good place to work out some answers to both.

How to measure a college's value

We know all too well which colleges are the hardest to get into. The news media swoons over and trumpets this information, which is advertised as well by the most selective schools themselves.

We know which colleges supposedly produce the highest earners, because there are lists and rankings devoted to that.

But what do we know, in the end, about the relationship between a student's college experience and his or her actual satisfaction with it down the road? And what do we know about college as a springboard not to bragging rights and riches but to the true pot of gold: fulfillment?

A continuing research project that warrants close attention is trying to determine precisely [what matters \(or doesn't\)](#) when choosing — and, more important, using — an institution of higher learning. And it's yielding some important, surprising insights.

A joint project of Gallup and Purdue University, it's called the Gallup-Purdue Index, and its goal, as stated in the 2013 announcement of it, is “to conduct the largest representative study of college graduates in United States history.”

After surveying about 30,000 college graduates of all ages, the index released [a first report](#) in May of 2014. The number of graduates who have been surveyed is now up to 60,000, and a second report is due at the end of this month. The researchers gave me an advance look at its highlights, which amplify the initial conclusions, include some new discoveries and challenge conventional wisdom, especially about the power of an elite school to put its alumni on a guaranteed path to success.

The index measures success not in dollars and lofty job titles but in graduates' professed engagement in their employment and, separately, their assessments of their own well-being, as determined by their reported satisfaction with five dimensions of life: their relationships, their physical health, their community, their economic situation and their sense of purpose.

The percentage of graduates who described themselves as thriving in all five of those areas varied little based on the kind of school they'd attended or the regard in which that school was conventionally (if disputably) held. It was 10 percent for all graduates, 11 percent for those who had gone to schools ranked among the top 50 national universities by U.S. News & World Report, and 13 percent for graduates of schools ranked among the top 50 liberal arts colleges.

It was 10 percent for those who had gone to public schools and 11 percent for those who had gone to private nonprofit ones: no significant divergence there. In fact the only category of school whose graduates reported lower levels of satisfaction was for-profit institutions, which, to judge by the index, aren't serving their students nearly well enough.

As for graduates' engagement in their employment, 39 percent of all respondents professed serious commitment to, and enthusiasm about, their jobs. The breakdown of this again suggested minimal advantage to a private school or an especially selective one. While 39 percent of public-school graduates were engaged in work, 40 percent of graduates of private nonprofit schools were. For graduates of national universities in the top 50, the figure was 41 percent. It did tick upward — but only to 47 percent — for graduates of top 50 liberal arts colleges.

Other questions in the index sought to determine how graduates felt about their alma maters, and these did reveal some distinctions, though never enormous ones.

While only 24 percent of all graduates strongly agreed with the statement that they could not imagine a world without the school they attended, 35 percent of graduates of top 50 liberal arts colleges and 34 percent of graduates of top 50 national universities said as much.

While only 29 percent of all graduates and 33 percent of graduates of top 50 national universities strongly agreed that their schools prepared them well for life, 40 percent of graduates of top 50 liberal arts colleges did. Highly ranked colleges outperformed highly ranked universities by a bit in several categories.

By asking graduates a wide variety of additional, smartly conceived questions about how they spent their time in college, the index gets at those facets of college that are relevant to graduates' welfare in the decades after school.

For the second report, the index added a question that examined whether exposure to diversity in college had a measurable impact. It did, within limits.

While graduates who strongly agreed that they'd interacted regularly with people from different backgrounds were no more or less likely to be thriving in all five dimensions of life, they were more than twice as likely as other college graduates to say without reservation that their education was worth the cost.

And if they'd finished college in the last five years, they were almost one and a half times as likely to be committed to and enthusiastic about their jobs. Exposure to diversity had discernible upsides but no obvious downsides.

What else augurs well for success after college? Graduates fared better if, during college, they did any one of these: developed a relationship with a mentor; took on a project that lasted a semester or more; did a job or internship directly connected to their chosen field; or became deeply involved in a campus organization or activity (as opposed to minimally involved in a range of things).

That last finding suggests that the transcript-gilding, résumé-padding practice of dabbling in all sorts of extracurricular activities is just a showy waste of time. "There's an area where we're literally guiding kids wrong in terms of the values we're teaching them," Brandon Busteded, who leads Gallup's education work, told me.

He also noted that the impact of mentors, projects and other positive influences was evident regardless of a graduate's personality. The index didn't merely find that certain kinds of people approached college in a fruitful way; it found that actual behaviors, independent of character type, had enduring benefits.

Significant amounts of debt do have a long-term impact on graduates' well-being, so it may be a mistake to borrow more money to go to one college over another. You think you're expanding your horizons, but it's possible that every subsequent step is circumscribed by the need to repay loans rather than any larger professional strategy.

The index will be updated repeatedly over coming years, as more graduates are surveyed. And the accumulating results are being analyzed continually for insights into an [array of issues](#), such as whether finishing college later in life [affects your eventual income](#) and [what impact](#) fraternity or sorority membership has.

The overarching takeaway from this ambitious canvas of the college experience is something that should be obvious but is too often overlooked, especially in these brand-fixated times:

What college gives you hinges almost entirely on what you give it.

The rising cost of not going to college

For those who question the value of college in this era of soaring student debt and high unemployment, the attitudes and experiences of today's young adults—members of the so-called Millennial generation—provide a compelling answer. On virtually every measure of economic well-being and career attainment—from personal earnings to job satisfaction to the share employed full time—young college graduates are outperforming their peers with less education. And when today's young adults are compared with previous generations, the disparity in economic outcomes between college graduates and those with a high school diploma or less formal schooling has never been greater in the modern era.

These assessments are based on findings from a new nationally representative Pew Research Center survey of 2,002 adults supplemented by a Pew Research analysis of economic data from the U.S. Census Bureau.

The economic analysis finds that Millennial college graduates ages 25 to 32¹ who are working full time earn more annually—about \$17,500 more—than employed young adults holding only a high school diploma. The pay gap was significantly smaller in previous generations.² College-educated Millennials also are more likely to be employed full time than their less-educated counterparts (89% vs. 82%) and significantly less likely to be unemployed (3.8% vs. 12.2%).

Turning to attitudes toward work, employed Millennial college graduates are more likely than their peers with a high school diploma or less education to say their job is a career or a steppingstone to a career (86% vs. 57%). In contrast, Millennials with a high school diploma or less are about three times as likely as college graduates to say their work is “just a job to get [them] by” (42% vs. 14%).

The survey also finds that among employed Millennials, college graduates are significantly more likely than those without any college experience to say that their education has been “very useful” in preparing them for work and a career (46% vs. 31%). And these better educated young adults are more likely to say they have the necessary education and training to advance in their careers (63% vs. 41%).

But do these benefits outweigh the financial burden imposed by four or more years of college? Among Millennials ages 25 to 32, the answer is clearly yes: About nine-in-ten with at least a bachelor's degree say college has already paid off (72%) or will pay off in the future (17%). Even among the two-thirds of college-educated Millennials who borrowed money to pay for their schooling, about nine-in-ten (86%) say their degrees have been worth it or expect that they will be in the future.

Of course, the economic and career benefits of a college degree are not limited to Millennials. Overall, the survey and economic analysis consistently find that college graduates regardless of generation are doing better than those with less education.³

But the Pew Research study also finds that on some key measures, the largest and most striking disparities between college graduates and those with less education surface in the Millennial generation.

For example, in 1979 when the first wave of Baby Boomers were the same age that Millennials are today, the typical high school graduate earned about three-quarters (77%) of what a college graduate made. Today, Millennials with only a high school diploma earn 62% of what the typical college graduate earns.

To be sure, the Great Recession and the subsequent slow recovery hit the Millennial generation particularly hard.⁴ Neither college graduates nor those with less education were spared. On some key measures such as the percentage who are unemployed or the share living in poverty, this generation of college-educated adults is faring worse than Gen Xers, Baby Boomers or members of the Silent generation when they were in their mid-20s and early 30s.

But today's high school graduates are doing even worse, both in comparison to their college-educated peers and when measured against other generations of high school graduates at a similar point in their lives.

For example, among those ages 25 to 32, fully 22% with only a high school diploma are living in poverty, compared with 6% of today's college-educated young adults. In contrast, only 7% of Baby Boomers who had only a high school diploma were in poverty in 1979 when they were in their late 20s and early 30s.

To examine the value of education in today's job market, the Pew Research Center drew from two complementary data sources. The first is a nationally representative survey conducted Oct. 7-27, 2013, of 2,002 adults, including 630 Millennials ages 25-32, the age at which most of these young adults will have completed their formal education and started their working lives. This survey captured the views of today's adults toward their education, their job and their experiences in the workforce.

To measure how the economic outcomes of older Millennials compare with those of other generations at a comparable age, the Pew Research demographic analysis drew from data collected in the government's Current Population Survey. The CPS is a large-sample survey that has been conducted monthly by the U.S. Census Bureau for more than six decades.

Specifically, Pew analysts examined CPS data collected last year among 25- to 32-year-olds and then examined data among 25- to 32-year-olds in four earlier years: Silents in 1965 (ages 68 to 85 at the time of the Pew Research survey and Current Population Survey); the first or "early" wave of Baby Boomers in 1979 (ages 59 to 67 in 2013), the younger or "late" wave of Baby Boomers in 1986 (ages 49 to 58 in 2013) and Gen Xers in 1995 (ages 33 to 48 in 2013).

The Rise of the College Graduate

Today's Millennials are the best-educated generation in history; fully a third (34%) have at least a bachelor's degree. In contrast, only 13% of 25- to 32-year-olds in 1965—the Silent

generation—had a college degree, a proportion that increased to 24% in the late 1970s and 1980s when Boomers were young adults. In contrast, the proportion with a high school diploma has declined from 43% in 1965 to barely a quarter (26%) today.

At the same time the share of college graduates has grown, the value of their degrees has increased. Between 1965 and last year, the median annual earnings of 25- to 32-year-olds with a college degree grew from \$38,833 to \$45,500 in 2012 dollars, nearly a \$7,000 increase.

Taken together, these two facts—the growing economic return to a college degree and the larger share of college graduates in the Millennial generation—might suggest that the Millennial generation should be earning more than earlier generations of young adults.

But they're not. The overall median earnings of today's Millennials (\$35,000) aren't much different than the earnings of early Boomers (\$34,883) or Gen Xers (\$32,173) and only somewhat higher than Silents (\$30,982) at comparable ages.

The Declining Value of a High School Diploma

The explanation for this puzzling finding lies in another major economic trend reshaping the economic landscape: The dramatic decline in the value of a high school education. While earnings of those with a college degree rose, the typical high school graduate's earnings fell by more than \$3,000, from \$31,384 in 1965 to \$28,000 in 2013. This decline, the Pew Research analysis found, has been large enough to nearly offset the gains of college graduates.

The steadily widening earnings gap by educational attainment is further highlighted when the analysis shifts to track the difference over time in median earnings of college graduates versus those with a high school diploma.

In 1965, young college graduates earned \$7,499 more than those with a high school diploma. But the earnings gap by educational attainment has steadily widened since then, and today it has more than doubled to \$17,500 among Millennials ages 25 to 32.

Other Labor Market Outcomes

To be sure, the Great Recession and painfully slow recovery have taken their toll on the Millennial generation, including the college-educated.

Young college graduates are having more difficulty landing work than earlier cohorts. They are more likely to be unemployed and have to search longer for a job than earlier generations of young adults.

But the picture is consistently bleaker for less-educated workers: On a range of measures, they not only fare worse than the college-educated, but they are doing worse than earlier generations at a similar age.

For example, the unemployment rate for Millennials with a college degree is more than double the rate for college-educated Silents in 1965 (3.8% vs. 1.4%). But the unemployment rate for Millennials with only a high school diploma is even higher: 12.2%, or more than 8 percentage points more than for college graduates and almost triple the unemployment rate of Silents with a high school diploma in 1965.

The same pattern resurfaces when the measure shifts to the length of time the typical job seeker spends looking for work. In 2013 the average unemployed college-educated Millennial had been looking for work for 27 weeks—more than double the time it took an unemployed college-educated 25- to 32-year-old in 1979 to get a job (12 weeks). Again, today's young high school graduates fare worse on this measure than the college-educated or their peers in earlier generations. According to the analysis, Millennial high school graduates spend, on average, four weeks longer looking for work than college graduates (31 weeks vs. 27 weeks) and more than twice as long as similarly educated early Boomers did in 1979 (12 weeks).

Similarly, in terms of hours worked, likelihood of full-time employment and overall wealth, today's young college graduates fare worse than their peers in earlier generations. But again, Millennials without a college degree fare worse, not only in comparison to their college-educated contemporaries but also when compared with similarly educated young adults in earlier generations.

The Value of a College Major

As the previous sections show, having a college degree is helpful in today's job market. But depending on their major field of study, some are more relevant on the job than others, the Pew Research survey finds.

To measure the value of their college studies, all college graduates were asked their major or, if they held a graduate or professional degree, their field of study. Overall, 37% say they were social science, liberal arts or education majors, a third (33%) say they studied a branch of science or engineering and a quarter (26%) majored in business. The remainder said they were studying or training for a vocational occupation.

Overall, those who studied science or engineering are the most likely to say that their current job is “very closely” related to their college or graduate field of study (60% vs. 43% for both social science, liberal arts or education majors and business majors).

At the same time, those who majored in science or engineering are less likely than social science, liberal arts or education majors to say in response to another survey question that they should have chosen a different major as an undergraduate to better prepare them for the job they wanted.

According to the survey, only about a quarter of science and engineering majors regretted their decision (24%), compared with 33% of those whose degree is in social science, liberal arts or education. Some 28% of business majors say they would have been better prepared for the job they wanted if they had chosen a different major. (Overall, the survey found that 29% say they should have chosen a different major to better prepare them for their ideal job.)

Major Regrets

In addition to selecting a different major, the Pew Research survey asked college graduates whether, while still in school, they could have better prepared for the type of job they wanted by gaining more work experience, studying harder or beginning their job search earlier.

About three-quarters of all college graduates say taking at least one of those four steps would have enhanced their chances to land their ideal job. Leading the should-have-done list: getting more work experience while still in school. Half say taking this step would have put them in a better position to get the kind of job they wanted. About four-in-ten (38%) regret not studying harder, while three-in-ten say they should have started looking for a job sooner (30%) or picked a different major (29%).

When analyzed together, the survey suggests that, among these items tested, only about a quarter (26%) of all college graduates have no regrets, while 21% say they should have done at least three or all four things differently while in college to enhance their chances for a job they wanted.

The survey also found that Millennials are more likely than Boomers to have multiple regrets about their college days. Three-in-ten (31%) of all Millennials and 17% of Boomers say they should have done three or all four things differently in order to prepare themselves for the job they wanted. Some 22% of Gen Xers say the same.

The remainder of this report is organized in the following way. The first chapter uses Census Bureau data to compare how Millennials ages 25 to 32 with varying levels of education are faring economically. It also examines how economic outcomes by level of education have changed over time by comparing the economic fortunes of Millennials with those of similarly educated Gen Xers, Baby Boomers and Silents at comparable ages.

The second chapter is based exclusively on data from a recent Pew Research Center survey. It examines how all adults assess the value of their education in preparing them for the workforce and specifically how these views differ by levels of education.

Just half of college graduates strongly agree their college education was worth the cost

Only half of 30,000 college alumni polled for the Gallup-Purdue Index strongly agreed that their higher education was worth the cost, according to the results of the second annual national survey, being published on Tuesday.

Among recent graduates, the proportion who were unequivocally positive was even lower: only 38 percent of those graduating from 2006 through 2015.

The overall results did not differ widely depending on the kind of institution attended — except when it came to alumni of for-profit colleges. Only 26 percent of those alumni strongly agreed that their postsecondary education was worth the cost. And 13 percent strongly disagreed that it was worth it, a proportion that was notably higher than the national average of 4 percent.

Perhaps not surprisingly, younger alumni carrying student-loan debt were more negative than those without debt. Among those with debt, only one in three strongly agreed that their college education was worth the cost.

The [2015 findings](#) highlight a continuing challenge for colleges, said Brandon Busted, Gallup's executive director for education and work-force development. "If we don't figure out how to improve that value proposition," he said in an interview, "the great tidal wave of demand for higher education in the U.S. could easily come crashing down on us."

Role of Student-Loan Debt

For the 2015 poll, Gallup interviewed a nationally representative sample of more than 30,000 college alumni.

Debt concerns are affecting more than alumni's attitudes about their undergraduate experience. Nearly half of recent graduates with student-loan debt said they had delayed postgraduate education because of it. Their levels of debt mattered too: 40 percent of those with student debt below \$25,000 said they had delayed going back to school, but for those with debt in excess of that amount, the proportion was 56 percent.

Student debt also had other effects. Of recent alumni with more than \$25,000 in student debt, 43 percent said it had caused them to delay buying a home, 40 percent said it had delayed their purchase of a car, 27 percent said it had delayed their moving out of their parents' home, 25 percent said it had delayed their starting their own business, 19 percent said it had delayed their getting married, and 26 percent said it had delayed their having children.

The 2015 poll builds on the findings of [last year's survey](#), which sought to identify educational practices that correlate with graduates' later satisfaction with their careers and overall level of well-being. The new poll found that alumni were more likely to believe their education was

worth the cost if they had taken part in experiences like an internship relevant to their studies or a long-term project.

But another kind of experience — a research project with a professor — was irrelevant to their opinion about the worth of their college education. That means, in some cases, the research opportunities may be perfunctory and "not the highest quality of experience that they should be," said Mr. Busted.

College-Specific Surveys

Along with its national poll, Gallup has begun selling individual polling services to colleges. At a price of about \$30,000 for a very basic survey to around \$200,000 for a fuller range of services, the individualized surveys allow colleges to compare results from their own alumni and students to the national sample.

Next to the costs of alumni surveys, which can run about \$20,000 to \$30,000, according to one consultant, or to the less-expensive individualized reports from groups like the National Survey of Student Engagement, the price tag for the Gallup product can be hard for some colleges to swallow.

A year and half ago, Gallup said that about [50 colleges had expressed interest](#).

On Monday, Mr. Busted said about 40 colleges had contracted for the individual surveys. Results for several of those institutions have already been published online, including [Arizona State University](#), [Purdue University](#), the Universities of [New Hampshire](#) and [Virginia](#), [Virginia Tech](#), and [Western Governors University](#).

Under Gallup rules, colleges may keep those reports private, but if they choose to make any of the information public, they must publish the report in its entirety. That ensures they don't cherry-pick which results to publicize.

For some institutions that may be an attraction or a concern. At New Hampshire, one of the most recent to publish a report, it was "a little bit of both," said Mark W. Huddleston, the president. "You can't game it."

New Hampshire paid for the high-end level of services, he said, and believes it was worth it. Colleges have been "somewhat at loose ends" when it comes to describing their value, he said, and the survey helps to quantify that "what we do makes a difference." He said he also planned to use the findings to help guide future projects that would more intentionally involve alumni in mentoring programs for students.

Gallup's business got an additional boost in July, when the Indiana Commission for Higher Education [agreed to subsidize](#) the cost for public and private colleges in the state to take part in the survey. Purdue and the Lumina Foundation, both of which played a role in creating the Gallup-Purdue Index, are based in Indiana.

For the commission, Gallup offered a special price and the loan-guarantee company USA Funds also [provided a sizable subsidy](#). A spokeswoman for the commission said six institutions would take part under that plan: Ball State University, Indiana University (the spokeswoman was unable to immediately say whether it was the Bloomington flagship or a regional campus), Indiana University-Purdue University at Fort Wayne, the Ivy Tech Community College System, Purdue University Northwest (beginning after the merger of the Purdue Calumet and Purdue Northwest campuses), and Western Governors University-Indiana.

The big university

Many American universities were founded as religious institutions, explicitly designed to cultivate their students' spiritual and moral natures. But over the course of the 20th century they became officially or effectively secular.

Religious rituals like mandatory chapel services were dropped. Academic research and teaching replaced character formation at the core of the university's mission.

Administrators and professors dropped spiritual language and moral prescription either because they didn't know what to say or because they didn't want to alienate any part of their diversifying constituencies. The humanities departments became less important, while parents ratcheted up the pressure for career training.

Universities are more professional and glittering than ever, but in some ways there is emptiness deep down. Students are taught how to do things, but many are not forced to reflect on why they should do them or what we are here for. They are given many career options, but they are on their own when it comes to developing criteria to determine which vocation would lead to the fullest life.

But things are changing. On almost every campus faculty members and administrators are trying to stem the careerist tide and to widen the system's narrow definition of achievement. Institutes are popping up — with interdisciplinary humanities programs and even meditation centers — designed to cultivate the whole student: the emotional, spiritual and moral sides and not just the intellectual.

Technology is also forcing change. Online courses make the transmission of information a commodity. If colleges are going to justify themselves, they are going to have to thrive at those things that require physical proximity. That includes moral and spiritual development. Very few of us cultivate our souls as hermits. We do it through small groups and relationships and in social contexts.

In short, for the past many decades colleges narrowed down to focus on professional academic disciplines, but now there are a series of forces leading them to widen out so that they leave a mark on the full human being.

The trick is to find a way to talk about moral and spiritual things while respecting diversity. Universities might do that by taking responsibility for four important tasks.

First, reveal moral options. We're the inheritors of an array of moral traditions. There's the Greek tradition emphasizing honor, glory and courage, the Jewish tradition emphasizing justice and law, the Christian tradition emphasizing surrender and grace, the scientific tradition emphasizing reason and logic, and so on.

Colleges can insist that students at least become familiar with these different moral ecologies. Then it's up to the students to figure out which one or which combination is best to live by.

Second, foster transcendent experiences. If a student spends four years in regular and concentrated contact with beauty — with poetry or music, extended time in a cathedral, serving a child with Down syndrome, waking up with loving friends on a mountain — there's a good chance something transcendent and imagination-altering will happen.

Third, investigate current loves and teach new things to love. On her great blog, [Brain Pickings](#), Maria Popova quotes a passage from Nietzsche on how to find your identity: "Let the young soul survey its own life with a view of the following question: 'What have you truly loved thus far? What has ever uplifted your soul, what has dominated and delighted it at the same time?'" Line up these revered objects in a row, Nietzsche says, and they will reveal your fundamental self.

To lead a full future life, meanwhile, students have to find new things to love: a field of interest, an activity, a spouse, community, philosophy or faith. College is about exposing students to many things and creating an aphrodisiac atmosphere so that they might fall in lifelong love with a few.

Fourth, apply the humanities. The social sciences are not shy about applying their disciplines to real life. But literary critics, philosophers and art historians are shy about applying their knowledge to real life because it might seem too Oprahesque or self-helpy. They are afraid of being prescriptive because they idolize individual choice.

But the great works of art and literature have a lot to say on how to tackle the concrete challenges of living, like how to escape the chains of public opinion, how to cope with grief or how to build loving friendships. Instead of organizing classes around academic concepts — 19th-century French literature — more could be organized around the concrete challenges students will face in the first decade after graduation.

It's tough to know how much philosophical instruction anybody can absorb at age 20, before most of life has happened, but seeds can be planted. Universities could more intentionally provide those enchanted goods that the marketplace doesn't offer. If that happens, the future of the university will be found in its original moral and spiritual mission, but secularized, and in an open and aspiring way.

Missing the mark on enrollment and revenue: No easy fix

There's a sense of urgency these days in Defiance, Ohio. Defiance College, an institution of 1,000 students halfway between Toledo and Fort Wayne, Ind., hasn't hit its goals for enrollment and tuition revenue since 2011.

"This was not just a blip, but a trend that has to be addressed," says Tim Rickabaugh, a professor of exercise science who is filling in as interim provost. In the past year, Defiance has lost its provost and its president, and has embarked on a strategic-planning process, identifying new partnerships and programs that might bring students in — and keep them around for all four years.

Defiance is hardly the only college hoping for a better future. It is one of 144 institutions that missed their goals for both first-year enrollment and net tuition revenue this year, according to the [third annual](#) *Chronicle* survey of small colleges and midsize public institutions.

In cooperation with the Council of Independent Colleges and the American Association of State Colleges and Universities, *The Chronicle* polled 1,066 colleges, of which 455 responded: 308 small private colleges and 147 public institutions.

Three years of responses reveal that many colleges, especially the public ones, are doing fairly well, even slightly better this year, having drawn in enough students and tuition revenue to meet their goals. Still, some face serious challenges.

For cash-strapped small colleges and midsize state institutions, filling classrooms is great, but having enough tuition dollars is vital.

Of the 139 colleges that have shared their results for three straight years, 17 public and 48 private institutions missed their revenue goals at least twice. And seven public and 19 private institutions fell short in all of the past three years. They are concentrated in the Great Plains and around the Great Lakes — many of them, like Defiance, in Ohio.

In all, the numbers indicate that colleges are adjusting to a competitive market. While 34 percent of responding colleges missed both goals this year, that was better than last year, when 39 percent did so, and by wider margins. Among the public colleges, 45 percent said they had enrolled more international and out-of-state students than in the previous year.

More than 70 percent of public colleges and slightly more than 60 percent of private colleges met or exceeded their enrollment and/or revenue goals this year.

Those numbers are encouraging in a year when Sweet Briar College announced that it would shut down, raising anxieties about the viability of small institutions everywhere, says Harold V. Hartley III, senior vice president at the Council of Independent Colleges.

"The narrative is that everyone is like Sweet Briar, and they are on the verge of closing," he says. "That is just not the case."

In fact, in an era of volatile enrollment, he's heard of a number of small colleges — even those in remote areas with dwindling numbers of high-school graduates — that are having their best years.

Reversing a Trend

For some colleges, this year represents a turnaround.

Susquehanna University, in Selinsgrove, Pa., had not hit its goals since 2012. Madeleine Rhyneer, vice president for enrollment and marketing, arrived in early 2014 to try to salvage yet another rough admissions cycle.

In marketing and recruitment, the university had floundered, she says. What's more, she notes, Susquehanna is in central Pennsylvania. "Nobody is saying, Oh, my gosh, I gotta get me some of that," says Ms. Rhyneer. "Everybody wants to go to a city, sometimes including me."

Since Susquehanna was "tanking" in enrollment, she says, people there were willing to discard scattershot strategies and double down on what worked. Data showed that visits to high schools and college fairs were not yielding students who matriculated, so the new vice president cut that travel, spending more to buy names of students who might be a good fit.

The university also honed its marketing efforts, playing up its off-campus study programs and efforts to connect students to careers.

When a college is [desperate for students](#), "it becomes the land of say anything," says Ms. Rhyneer. That dilutes the message to prospective students and parents. "Really effective marketing, of course, is about being really clear about who you are."

The new strategies worked for Susquehanna. This year the university exceeded its enrollment goal and met its revenue goal, even after having raised both. The number of first-year students is up 16 percent compared with last year.

Public institutions had fewer challenges, especially in bringing in enough tuition revenue: 46 percent met and 18 percent exceeded those goals for the year. Among those that fell short, respondents cited shrinking state support and tuition caps as obstacles.

Bemidji State University, located in one of the poorest counties in northern Minnesota, missed its goals for both revenue and first-year enrollment, even after lowering them. The Legislature imposed tuition freezes for the previous two years, a tuition cap this year, and another freeze next year.

The university got a slight bump up in state appropriations to counter the effect of the freezes, but state support is based on historical figures, says Bemidji State's provost, Martin Tadlock, and

doesn't account for the growing costs of contracts, for instance, or of health care and other benefits.

Although the university's overall enrollment, improved by online and adult-degree-completion programs, has grown since the recession, the share of residential students is declining.

Relative to the growing number of online students, residential students pay more in fees to cover meal plans, residence halls, counseling, technology, athletic facilities, and so on. "We still have to provide the same kinds of services that we have always provided to residential students," says Mr. Tadlock, but with fewer students to pay for them.

This year Bemidji State will be in the black, but it projects a \$2-million deficit on a \$72-million budget next year. "That's not severe, by any means," the provost says. "But with enrollment being up, and then to face a \$2-million budget issue, reflects where institutions like us find ourselves."

Hope for Next Year

Other colleges face starker challenges, particularly in terms of net tuition revenue.

Of the institutions responding to the survey that have not met their goals for three consecutive years, many are small private colleges, dotted across remote areas of the Rust Belt and the Midwest. Pundits constantly ask: Will these types of places join Sweet Briar, Marian Court College, and others that [have announced closures?](#) (Alumni of Sweet Briar have since rallied enough political and financial support [to reopen it.](#))

That most colleges reported hitting their enrollment or revenue targets heartens Rick Staisloff, who consults with colleges on finance and strategy. But significant shares of all respondents — 40 percent of public and 42 percent of private colleges — increased spending on financial aid, and that worries him. So does the fact that more than a third of private colleges this year reported a higher discount rate, the average share of tuition covered by institutional aid. Those are problems, Mr. Staisloff says, given already high discount rates and financial-aid budgets.

But even after a few years of poor enrollment and budget deficits, he says, colleges can turn things around. The first bad year should shake people up and push them to reconsider old standards like the college's academic portfolio.

"Are we making some of the harder choices about what we offer, to whom, and how, given where student enrollment is and where it is projected to be?" Mr. Staisloff asks. "Are there some things that we should just stop doing?"

After a second down year, a college should develop new strategies and start to act. "If we are not seeing a result by Year 3, that's a little bit of a red flag," he says. In those cases, colleges may have the wrong game plan.

There is no telling how many bad years a college can endure, Mr. Staisloff says. That depends on its resources and liabilities — in endowment, fund raising, debt, and so on. "Clearly," he says, "institutions have proven more resilient than many people imagined."

Colleges that missed their goals this year were asked what they might do to adjust. The range of approaches was familiar from previous years: Most are unwilling to cut services or staff. A few say they'll discontinue underenrolled programs. Most colleges — largely the private ones — say they'll start new programs, in the hope of attracting students.

But the two preferred strategies, by far, were to put more money into [marketing](#) and to improve enrollment management. The responses give credence to enrollment managers who say their jobs are [increasingly stressful](#), with expectations that don't line up with their colleges' academic reputations and locations.

Respondents' comments revealed a mix of fear and hope for the future. One provost said that after an enrollment manager left, the college had "looked under the hood" and "realized that we had little in the way of tested or benchmarked outcomes and little to no institutionalized procedures." But the experience has been positive overall. "As distressing as that was, it is taking less time to rebuild than we thought it might," the provost wrote, "and we are already seeing better results in the numbers this year."

At a small public campus in the South, enrollment was down for a third straight year. In the past, the trend line has gone back up in the fourth year, an administrator said.

"Next year will be very important." Another respondent shared that anticipation: "We have a lot riding on a turnaround for next year since we cannot sustain the institution at the current enrollment, let alone at a lower enrollment."

Defiance College is looking for a path forward by trying to bring in more students of different types.

The former president and provost focused too much on traditional, first-year, residential students, says Mr. Rickabaugh, the interim provost. "They neglected to realize that, especially where we are located, you have to create many pipelines for students," he says. That includes returning adults, students enrolled at community colleges, and transfers from other institutions.

Defiance will also try to improve retention. The college's six-year graduation rate is now "somewhere in the 30s," Mr. Rickabaugh says. Only about half of first-year students come back the next year. Trying to attract more serious students should help, he says. "Some institutions focus just on the size of the first-year class. We are going to focus a bit more on quality and let quality lead to size."

The college is also looking for new ways to market its popular and distinctive majors — in forensic science, forensic accounting, and nursing — and start others that might attract transfer students from local community colleges. Agribusiness may be one such program.

"We need to thoughtfully, strategically explore those types of programs," Mr. Rickabaugh says, "because we can't really afford to fail."

What happened at the University of Missouri?

On Monday, the University of Missouri system president Tim Wolfe [resigned](#) amid student protests against his handling of racial incidents on campus. “My decision to resign comes out of love, not hate,” Wolfe said. “Please, please use this resignation to heal and start talking again.”

Wolfe’s decision comes during a tense time at the University of Missouri’s Columbia campus. On November 2, MU graduate student Jonathan Butler announced his decision to go on a hunger strike until Wolfe took his concerns, as well as the [concerns](#) of activist group Concerned Student 1950, seriously.

"Students are not able to achieve their full academic potential because of the inequalities and obstacles they face," Butler wrote. "In each of these scenarios, Mr. Wolfe had ample opportunity to create policies and reform that could shift the culture of Mizzou in a positive direction but in each scenario he failed to do so." Students camped out on MU’s quad to show solidarity with Butler, but the conflict came to a head when University of Missouri football players announced they would boycott games until Wolfe stepped down, which made [national news](#).

For years, the University of Missouri has struggled with addressing race and diversity on campus. In 2001, the university [conducted a survey](#) to gauge campus-wide attitudes toward diversity. Based on those findings, a chief diversity officer was appointed in 2005, but efforts to include a required diversity course in the school’s curriculum [stalled out](#) in 2010 and still haven’t been implemented. "People tend to focus on this very obvious act of racism, as opposed to the more subvert acts of oppression which occur every day," former [Four Front](#) chairwoman ChaToyya Sewell [told](#) student newspaper The Maneater at the time.

Acts of oppression on campus and beyond have continued, including [racist graffiti](#) and [fliers](#) posted around campus, cotton balls spread in front of a black culture center (a reference to slaves picking cotton), and a [newspaper column](#) accusing black students of vandalism in Greek town and [telling](#) them to, “stay in their little worlds.” (Many instances took place in February, which is black history month.) In each case, officials have investigated and issued statements, but there has been little change. When Tim Wolfe was hired as the University of Missouri System President in 2012, he [said](#) he’d been dealt a “really really strong hand.” In reality, he was handed a broken system. In the end, his [resolution](#) to enact change came years too late. Here is a timeline of some of the events that led to the fall of the university president.

Aug. 9, 2014

Police officer Darren Wilson fatally shot unarmed black teenager Michael Brown in Ferguson, Missouri. According to Butler, the university failed to respond. “There was national coverage, so for the school to not cover that or really address that, and we are only two hours away, I think was a huge mistake on their part and contributed to the current cultural environment that we have,” he [told the Washington Post](#). “It just shows that there are racially motivated things—murders, assaults, other things—that happen and we are just going to sweep them under the rug.”

Dec. 15, 2014

Concerned Student 1950—which refers to the first year black students were admitted to MU—[protested](#) wristbands issued by a local club reading “Hands Up, Pants UP.” The crowd blocked traffic for more than three hours.

Sept. 12, 2015

Missouri Student Association president Payton Head published [a Facebook post](#) about his experience being called the “N-word” repeatedly on campus the night before. The post sparked [a viral response on social media](#) and garnered [national media coverage](#).

"I really just want to know why my simple existence is such a threat to society," Head wrote. "For those of you who wonder why I'm always talking about the importance of inclusion and respect, it's because I've experienced moments like this multiple times at THIS university, making me not feel included here."

September 16

Five days after the incident, Chancellor R. Bowen Loftin finally [issued a response](#): “I have heard from far too many of you who have experienced incidents of bias and discrimination on and off campus,” he said. “This is particularly hurtful when our students are the target.”

Loftin called on MU students to “show our community and the world that Mizzou will not tolerate hate.”

September 24

About 100 students with “Racism Lives Here,” a student movement calling for action from the administration, gathered on campus to protest, chanting “racism lives here” and “shut it down.”

“The University of Missouri does not care about black students,” Danielle Walker, a graduate student, said at the protest.

According to [the Missourian](#), there were no university representatives at the rally.

October 1

Racism Lives Here led [a second protest](#) in the MU Student Center. Danielle Walker called for concrete action: “We want to see a hate crime policy initiated. We want our chancellor to formally make an announcement that we do have a racial problem here on campus and that they are seeking to make sure it gets addressed properly.”

October 5

The Legion of Black Collegiates [wrote a letter](#) about a student yelling slurs at them. Later that day, Chancellor Loftin posted a video message to condemn the racist incident:

October 10

Student protesters with Concerned Student 1950 blocked Tim Wolfe's car during the MU Homecoming Parade to bring attention to racial discrimination on campus.

After the parade, Butler [told the *Missourian*](#): "We've sent emails, we've sent tweets, we've messaged but we've gotten no response back from the upper officials at Mizzou to really make change on this campus. And so we directed it to him personally. That we are here. We want to make our presence known, that we are here and we deserve respect, we deserve humanity."

October 21

Concerned Student 1950 issued a statement with [eight demands](#), including Wolfe's handwritten apology and official resignation.

October 24

A swastika drawn with human feces [appeared on an MU residence hall](#), which the Residence Hall Association deemed an "act of hate." In response, the Jewish Student Association connected with the Legion of Black Collegians, and both used the hashtag #hateliveshere.

October 27

Members of Concerned Students 1950 met with Wolfe to address their set of demands, which they say were not taken seriously. The group wrote in a statement that Wolfe "did not mention any plan of action to address the demands or help us work together to create a more safe and inclusive campus."

November 2

Butler [went on a hunger strike](#) to protest "a slew of racist, sexist, homophobic, etc., incidents that have dynamically disrupted the learning experience" at MU. "During this hunger strike, I will not consume any food or nutritional sustenance at the expense of my health until either Tim Wolfe is removed from office or my internal organs fail and my life is lost."

That night, [students camped out on the quad](#) to express solidarity with Butler.

November 3

The Forum on Graduate Rights and Concerned Student 1950 met with Chancellor Loftin and President Wolfe. Wolfe also addressed students outside the forum, telling them, "I want to talk, I want to understand this, I want to come up with a way that we can get progress made on these particular issues."

November 3

The MU English department voted no confidence in Chancellor Loftin. In a letter sent by email to Wolfe and the UM System Board of Curators, the department wrote, "While we recognize Chancellor Loftin's service, his twenty-one month tenure has been marked by dereliction of duty in maintaining the quality and reputation of graduate education, violations of the bedrock principle of shared governance and failure to defend the University's educational mission against outside political pressure."

November 5

Concerned Student 1950 [held a demonstration](#) before the Mississippi-MU football game, chanting "Join us in the revolution." That night, Head posted this tweet:

Chancellor Loftin responded: "Sad to see more hate speech hiding behind anonymity. Racism, bias, discrimination have no place here."

November 6

Wolfe issued [a delayed apology](#) for his response at the Homecoming Parade:

"I regret my reaction at the MU homecoming parade when the ConcernedStudent1950 group approached my car," the statement read. "I am sorry, and my apology is long overdue. My behavior seemed like I did not care. That was not my intention. I was caught off guard in that moment. Nonetheless, had I gotten out of the car to acknowledge the students and talk with them perhaps we wouldn't be where we are today."

"I am asking us to move forward in addressing the racism that exists at our university—and it does exist. Together we must rise to the challenge of combatting racism, injustice, and intolerance."

November 7

MU football players [announced](#) they would boycott all practices and games. "We will no longer participate in any football related activities until President Tim Wolfe resigns or is removed due to his negligence toward marginalized students' experiences," they announced in a tweet sent from the Legion of Black Collegians account. Sixty of the 124 players on the roster are black, but it's unclear how many participated in the boycott.

November 8

Football coach Gary Pinkel showed his support for players.

November 8

Wolfe issued a statement saying, “I am dedicated to ongoing dialogue to address these very complex, societal issues as they affect our campus community.”

November 8

Missouri Sen. Claire McCaskill issued a [statement](#) calling for action: "At this point I think it is essential that the University of Missouri Board of Curators send a clear message to the students at Mizzou that there is an unqualified commitment to address racism on campus," she said. "As a graduate who cares deeply about Mizzou, I'm confident that my university can and will do better in supporting an environment of tolerance and inclusion.

November 8

Two Republican state lawmakers called for Wolfe’s resignation. [One](#), Rep. Caleb Jones, said it was time for a change in leadership, “and to start the healing process.” The [other](#), Rep. Steve Cookson, the chairman of the Missouri House Committee on Higher Education, said, “it has become clear that the MU system leadership can no longer effectively lead and should step aside.”

November 8

Lt. Gov. Peter Kinder issued a [statement](#) denouncing the tactics of Concerned Student 1950 and calling for law and order on campus:

"While I respect the right to peaceful protest and sincerely pray for the health and safety of all involved, I cannot ignore the necessity of law and order at our universities," he wrote. "Student concerns must be listened to and heard out. There is a process for that. However, our universities cannot be run by individuals' making demands or using extreme actions. The Board of Curators is in place to make informed decisions and govern, and they must be free to do so. Otherwise chaos ensues, and no student is served by that."

Monday, November 9

University of Missouri Black Alumni [released a letter](#) citing their “deep concern about the environment at [their] beloved alma mater.” The letter cites numerous instances of racism leading up to this year.

The Missouri Students Association, MU’s undergraduate government, [publically released](#) its letter to the University of Missouri board of curators. The letter cited Michael Brown’s death and the riots in Ferguson as inciting incidents to the campus’ climate of unrest.

“Tim Wolfe, as the leader of the University of Missouri system, symbolizes the leadership of this community,” the letter reads. “This leadership has undeniably failed us and the students we represent. He has not only enabled a culture of racism since the start of his tenure in 2012, but blatantly ignored and disrespected the concerns of students.

On Monday, the University of Missouri system president Tim Wolfe [resigned](#). Shortly after, Chancellor Bowen [announced](#) that he would step down as well.

Missouri Gov. Jay Nixon released a [statement](#) regarding Wolfe's resignation, calling it a "necessary step toward healing and reconciliation on the University of Missouri campus."

How Missouri's deans plotted to get rid of their chancellor

When R. Bowen Loftin [announced his intention to resign](#) as chancellor of the University of Missouri at Columbia this month, the decision was widely regarded as a surrender to student-led protests over race relations on the flagship campus. But Mr. Loftin's downfall was also, if not exclusively, the culmination of a well-orchestrated coup led by nine deans who had worked for weeks to secure the ouster of a chancellor in whom they had lost confidence.

Missouri's deans describe Mr. Loftin's tenure as a profile in autocratic leadership, where vindictiveness and ham-fisted decision-making were thinly masked by an affable and goofy public persona that won over students but never the university's academic leaders.

The campus's nine sitting deans agreed to talk in detail about their concerns with Mr. Loftin, but, as a condition of their participation in this article, they asked that questions be emailed to them together so that they could respond collectively. Their version of events, as described here, is drawn from those responses and an interview with the university's longest-serving dean, who was designated as the group's spokesman.

It was soon after Mr. Loftin's appointment, in 2014, that Missouri's deans say they felt the first pangs of buyers' remorse.

At first, there were the little things, like the fact that the chancellor sometimes seemed more interested in his phone than in his colleagues.

There was Mr. Loftin's habit of calling the deans "essential middle management," a title that, while technically accurate, sounded like a disparaging dig.

The deans cringed when the chancellor told them, "I can fire you," which he once said to the entire group and occasionally told the deans individually, according to their account.

"Those who worked with him on campus were told, in no uncertain terms, that they worked for him, not with him," the deans said.

In an interview on Thursday, Mr. Loftin responded to the deans' account, taking issue with many of their assertions. His comments about firing deans were all made in jest, he said, and he dropped the "middle management" talk the moment he heard it had offended anyone.

The deans' concerns, however, were less about the chancellor's words and more about his approach to governing, which they called secretive and scattershot. They were blindsided, for example, by a controversial proposal to [cut health-care subsidies for graduate students](#).

That decision was later reversed, but not before considerable turmoil on the campus. On this point, Mr. Loftin said, the failure was one of communication. He said he did not realize that the decision would be announced before deans and others had been informed. "I was absolutely stunned by that," he said.

'Irrevocably Broken'

The tipping point for the deans came when one of their own [seemed to have been forced out](#). In September, Mr. Loftin announced that Patrice (Patrick) Delafontaine, who had been dean of the School of Medicine for less than a year, would resign. The chancellor told faculty members that Dr. Delafontaine had [decided to resign on his own](#), but the dean's colleagues did not find that credible.

"All of the deans felt that Dean Patrick Delafontaine was doing a good job," the deans said. "To see his efforts dismissed and undermined, when added to our other concerns, led us to conclude that our relationship with the chancellor was irrevocably broken."

When the deans made their concerns known to the chancellor, he responded by arranging individual phone calls with them. The deans characterized the calls as "highly scripted" conversations that lasted about eight minutes each.

Again, this is a point at which the chancellor's and the deans' narratives diverge. What the deans perceived as an empty gesture of reconciliation, Mr. Loftin describes as a sincere effort to apologize for any transgressions and to forge a path for greater collaboration. The calls also lasted a lot longer than the deans have suggested, he said.

"The conversations ranged from 15 minutes to an hour," Mr. Loftin said. "I wrote down the time the conversation started, when it ended. I made notes."

Thomas L. Payne, the senior dean and spokesman for the group, said that during his phone call with the chancellor Mr. Loftin apologized for having publicly stated that he could have the dean fired.

Mr. Payne, who is vice chancellor and dean of the College of Agriculture, Food, and Natural Resources, said that Mr. Loftin also had a habit of publicly saying, "CAFNR has all the money," using an abbreviation for the college. For the dean, this was often awkward, undermining his efforts to raise money for the college, whose donors were left with the impression that it was exceedingly well-off. The chancellor apologized for this, too.

By that point, however, Mr. Payne and his colleagues had already decided that apologies were not enough. The chancellor had to go.

"Since we're being candid," Mr. Payne recalls saying, "I feel I must tell you that I don't think your leadership of this university is appropriate. I don't think your approach, in many cases of fear and intimidation, is the way we operate in the Midwest or anywhere. I think you should resign."

Until a few days before those phone calls, Mr. Loftin said, he had no indication that the deans were so displeased with him. By the time the conversations began, there seemed little room for recovery.

"It was very surprising to me how strongly held their opinions were, and how much they kept it to themselves for a very long time," Mr. Loftin said. "Why did they stew on it for so long? Why did it take so much time?"

The 'Star Chamber'

Two weeks later, on October 9, the deans gathered in a boardroom at the university-system offices for a meeting with Timothy M. Wolfe, who was then president.

"We indicated to President Wolfe that we believed our relationship with the chancellor could not be repaired and that he should be dismissed," the deans said.

By that time, racial unrest was starting to bubble up on the flagship campus, where the student-body president, who is black, reported that a group of young white men in a pickup truck had screamed racial epithets at him. Mr. Loftin had called the incident and others like it "totally unacceptable," but students criticized him as being insufficiently responsive.

The chancellor said that he worked tirelessly on race-related issues, but that he was also realistic about how challenging it would be to change things. "This is where I got criticism," Mr. Loftin said. "I said, 'Look guys, this requires changing hearts. We can fix a lot of things here, but we can't change hearts overnight.'"

In the deans' view, the chancellor's response was anemic, and it gave students and the public a glimpse of Mr. Loftin's ineffectiveness. Racism is indeed a problem at Mizzou, the deans said, but the chancellor's decisions on graduate-student benefits, including health-care coverage and reduced tuition stipends, had fomented the very resentment and distrust on which the protest movement fed.

The day after the deans' meeting with Mr. Wolfe, student protests started to ratchet up. A group called ConcernedStudent1950, which took its name from the year Missouri admitted its first black student, organized a demonstration at a homecoming parade, where protesters surrounded Mr. Wolfe's car. The president did not engage with the students but moved along the parade route, making himself a potent symbol of administrative apathy.

As the student-protest movement gathered steam and attracted national attention, the deans' parallel effort to oust the chancellor continued quietly in the background.

On October 13, three days after the parade, Mr. Wolfe summoned the deans, Mr. Loftin, and Garnett S. Stokes, the provost, to the system office. What followed was a re-airing of grievances by six deans who were in the room, along with three more who joined the meeting by teleconference.

Mr. Loftin, hearing calls for his resignation, scribbled notes and remained silent.

The chancellor described the meeting as a "star chamber" where he was dressed down for more than two hours. "With a raised voice, one dean said right to me, 'I don't want you in my house,'" Mr. Loftin recalls.

The deans interpreted the chancellor's silence as another sign of his disengagement. Mr. Loftin, conversely, saw no opening to do anything other than to take his licks. "How do you respond to that?" he said. "That was the wrong place to engage."

Mr. Loftin said he followed up with the president days later, hashing out a plan to deal with the deans individually. But all the deans heard was silence. There was no follow-up, and the campus was growing ever more consumed with the crisis over race.

Beginning of the End

In the fervor of the protest movement, scrutiny of Mr. Wolfe began to eclipse any student misgivings about Mr. Loftin. It was the president, protesters said, who had to go.

Jonathan Butler, a graduate student, began a hunger strike, saying he was prepared to die if Mr. Wolfe did not resign. Members of the football team, showing solidarity with their classmate, said that they would boycott all athletics-related activities if the president did not step down.

Any target that had been on Mr. Loftin's back seemed to disappear. The chancellor befriended the student protesters, bringing food to their demonstrations and holding court with them on the quad. What few people knew at the time was that the wheels were already in motion for Mr. Loftin's resignation.

The first system-level conversation about his departure occurred on October 23, before the hunger strike or the football boycott. Mr. Loftin met that day with the president and two members of the Board of Curators. The only specific criticisms the chancellor says he heard were those put forward by the deans. There was no "proximate cause," he said, between racial discord in Columbia and his precarious leadership position.

"It became pretty clear to me," he said, "I didn't have the support from the president and others that I needed to be here."

On the eve of his resignation, on November 8, Mr. Loftin met again with Mr. Wolfe at University Hall, the system's administrative building. The two were focused on the circumstances of the chancellor's resignation, and Mr. Loftin said he hadn't an inkling that the president himself would resign the following day. In retrospect, however, the signs were there. "He seemed distracted," Mr. Loftin said. "He left the room several times."

Mr. Loftin may not have seen Mr. Wolfe's resignation coming, but that prospect concerned the deans greatly. The group, unaware that the die had already been cast for Mr. Loftin, feared that a new president might not carry out their will. They had one last chance, as they saw it, to overthrow the chancellor.

In what amounted to a Hail Mary pass, the deans fired off a letter to the president and the board, calling for Mr. Loftin's immediate dismissal. In short order, the letter was leaked to the news media, and the deans' weeks-long private efforts were made public.

They were all in.

The deans' high-risk strategy could easily have backfired, and it is hard to see how many or any of them could have remained in positions of leadership at Missouri if Mr. Loftin had not resigned.

"All of the deans perceived risks to their careers," they said, "and the risk was felt most acutely by those who have long careers in higher education ahead of them. In the face of this risk, the boldness and conviction of the deans to persist with our calls for the chancellor's removal are testaments to our level of dissatisfaction with the chancellor's leadership as well as our commitment to put the institution's interests ahead of our own."

Mr. Loftin is slated to officially step down as chancellor on January 1, when he will move to a position as director for research-facility development. But the chancellor, who is 66, expects that his journey will ultimately take him back to Texas, where his family has owned a small ranch since 1858. Maybe then, the chancellor says, a fuller picture of what happened at Mizzou will come to light.

"I will someday write this story," Mr. Loftin assures. "I have a lot to say about this."

Working to Cultivate Global Citizens

By Kim Kita, Director of Special Projects & Partnerships at Colorado State University

Colorado State University (CSU) is committed to excellence, setting the standard for public higher education in teaching, research and service for the benefit of the citizens of Colorado, the United States and the world.

As a University, we knew that opening an international center would be challenging. The world is increasingly complex, the challenges immediate. This is true in Colorado, in the United States, in Mexico, and in almost every community around the world. The impacts of climate change, water scarcity, population growth, income disparities are among the issues that increasingly shape each of our daily lives. We asked the question: What does it mean not only to educate students, but also to cultivate global citizens? This question guides our approach.

CSU joined the Baja California Sur community several years ago. Our approach has been to learn from regional traditional knowledge, wisdom, and academic expertise, to listen to diverse perspectives, to prototype courses and workshops, and to offer the research and knowledge that are the cornerstones of a major international research university. More than 1,140 Baja California Sur residents and students have been directly involved in educational and research opportunities through the CSU center in Todos Santos.

In addition, led by the CSU Todos Santos Center Director McKenzie Campbell, CSU conducted a community needs assessment in Todos Santos, which included engaging 150 people in a variety of stakeholder groups: youth, women's groups, farmers, ranchers, fishermen, ejidatarios, school directors, teachers, elected officials, tourism service providers, individuals interested in environmental topics, and expatriates.

Results of this community-based participatory research are available on the [Center Research Results page](#). Complex issues call for ongoing engagement and dialogue. CSU is building a learning community that will establish the foundation for enduring collaborations. This is the very purpose of the CSU Center, to act as a hub for dialogue, learning, and engagement around real-world challenges and issues.

CSU has formed agreements with several local groups and has a formalized Memorandum of Understanding with the Universidad Autónoma de Baja California Sur (UABCS) to collaborate on educational exchange and research. There is a Todos Santos-based community group advocating to bring an extension of UABCS to Todos Santos, to increase access to college education for local students. One of our CSU team members, Dr. Danielle Straatmann, stood side-by-side with these Todos Santos community leaders in a meeting with members of the Baja California Sur state senate and the Secretary of Public Education. CSU is proud to offer what we can to further regional priorities and support local advocates for education, and will continue to look for opportunities to do so into the future.

More than 200 CSU students and faculty members have learned and worked in Todos Santos, and curricula has included nine outreach programs with local schools, nonprofits and community groups. Already, a dozen CSU veterinary medicine students have participated in field experiences in Todos Santos, which include spay and neuter with local partner organizations, community outreach and youth education, and educational exchange with the veterinary medicine school at UABCS. For the second year, theater arts faculty and students, together with students from UABCS, created a 6-day summer theatre camp for nearly 50 local children and visiting children from Colorado to experience working together, celebrating creativity and embracing language and culture. In the spring, Fish Wildlife and Conservation Biology students will return for another winter break program, as well as a full semester 16-credit course of study. These programs and outreach activities indicate the level of commitment that our students have to learning, to cultural and educational exchange, and to working side by side with our neighbors in Mexico.

In a letter to CSU Chancellor and President Dr. Tony Frank dated October 24, 2014, an official from the Mexican government, Consul General Carlos Bello, wrote (translated to English): “The benefits of this experience to the citizens of Todos Santos is invaluable, as well as the cultural and educational exchange that will occur between students, CSU faculty and the citizens of the region. Having the great opportunity of learning from one another, the establishment of this center helps make this mutually beneficial exchange possible.”

The gift of land and facilities from MIRA gives CSU the freedom to create truly unique educational and research opportunities for our faculty, staff and students while making an impact by working alongside community members in support of regional needs and priorities. CSU upholds research and academic freedom across all of our work and campuses, including the CSU Todos Santos Center. Freedom to publish results of work by our faculty and students is an inviolable principle at CSU. Openness and access to information are not only widely held academic principles, but they are especially important aspects of CSU’s Land Grant status and heritage.

We are aware that there are many challenges in delivering water to citizens in Todos Santos. CSU is sensitive to this information. Tres Santos purchased additional municipal water rights, and we understand that the Center’s water is not supplied through previously available municipal water and does not add burden to the current system. With a similar awareness of local water challenges, Tres Santos is considering all options to minimize and potentially eliminate demand on municipal water. More information can be found on [their website](#). CSU continues to engage in the conversation around water, and water use at the center will be monitored and limited as part of the center’s educational programming about water conservation.

Many of CSU’s students, faculty, and staff are dedicated and committed to creating dynamic and relevant educational programs at the Todos Santos Center.

Dr. Andrea Purdy, Special Assistant Professor of Spanish at CSU, has been dedicating her time to language and culture training for CSU students, faculty, and staff, as well as integrating the CSU Center at Todos Santos into the local culture since the project’s onset. She perhaps said it best: “Change is an inevitable part of life. We must all find ways to adapt and try to make our

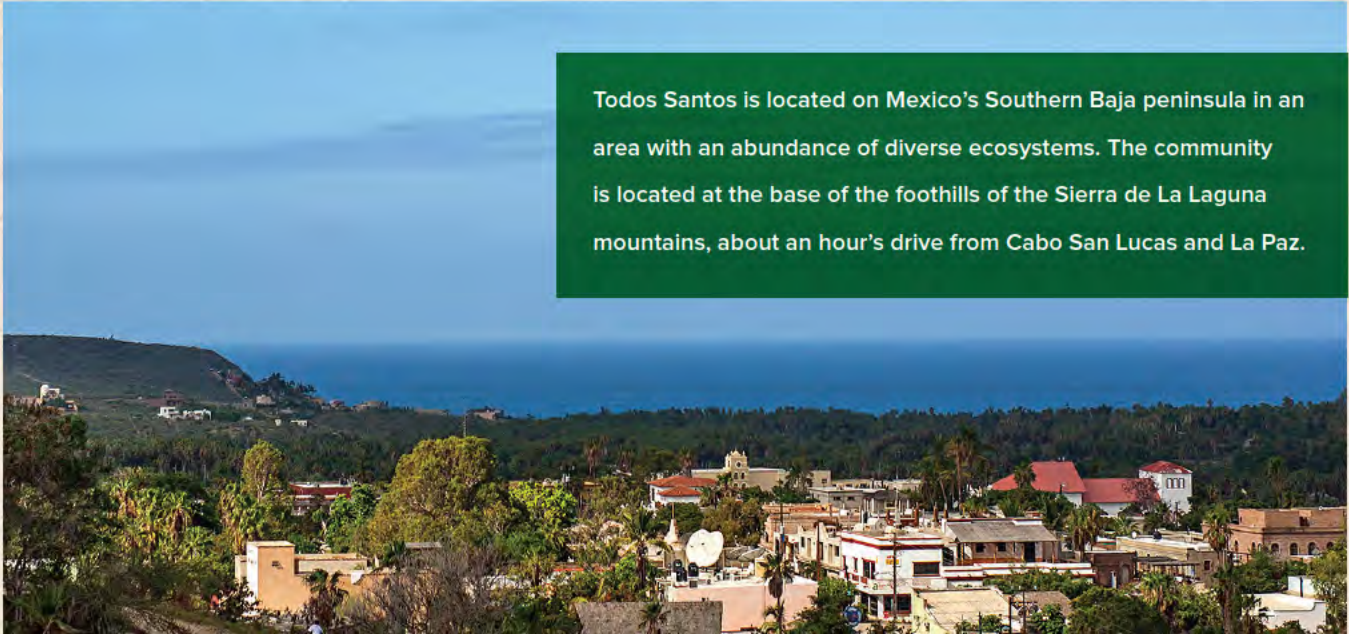
circumstances work for the greater good. We (CSU) were provided with an opportunity to work with people and organizations from another country with which we share a border. Our lives are intertwined. The reason I am a believer in CSU being in Todos Santos is that – as a person who was born and raised in Mexico – language and culture play an important role in our sense of identity.”

These challenges keep us alert and motivate us toward the most responsible next steps. We encourage and invite faculty, students, and Baja California Sur community members to take an active role in co-creating the Center and its programs. The future of our world depends on our shared humanity and our ability to bring together the beauty of our diversity, not to further separate ourselves via aggression, division, and polarization. We aspire to cultivate generations of global citizens and thriving communities through collaboration, experience, and exchange of knowledge.



TODOS SANTOS CENTER

VISION: To cultivate generations of global citizens and thriving communities through collaboration, experience, and exchange of knowledge.



Todos Santos is located on Mexico's Southern Baja peninsula in an area with an abundance of diverse ecosystems. The community is located at the base of the foothills of the Sierra de La Laguna mountains, about an hour's drive from Cabo San Lucas and La Paz.

As an international research university focused on education, engagement, and innovation, Colorado State University has launched its new Todos Santos Center in Todos Santos, Mexico. The CSU Todos Santos Center offers an unparalleled environment for building cross-cultural connections and learning opportunities that benefit students, faculty, and the people and communities of the Baja Sur.

In collaboration with regional universities, experts, and citizens, Colorado State professors and students in Todos Santos work with area residents and local businesses to identify

opportunities and develop courses, research, and programming focused on community and societal concerns. The center offers gathering and meeting space as well as residence-hall style lodging for up to 50 participants.

Colorado State's academic strengths in agriculture, environmental science, water resources, wildlife ecology, public health, veterinary medicine, and the arts – coupled with the cultural, historical, and educational resources of the Todos Santos community – create a unique and inspirational environment for learning and study.



 5,100

People live in
TODOS SANTOS,
MEXICO



For more information, visit todossantos.colostate.edu

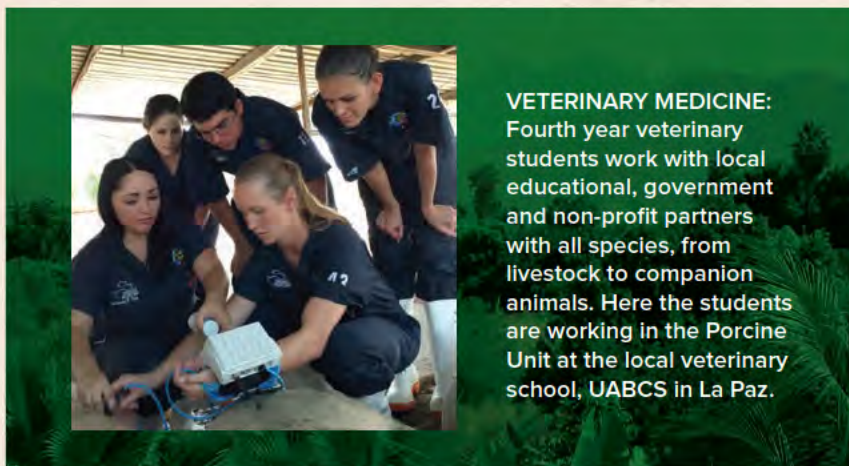


Colorado State University

TODOS SANTOS CENTER | AT A GLANCE



AGRICULTURE AND WATER RESEARCH CENTER: Local farmers and CSU students and researchers are working with the soil and studying effective growing techniques and water-use methods for arid climates – agricultural challenges that impact the Todos Santos region and Colorado.



VETERINARY MEDICINE: Fourth year veterinary students work with local educational, government and non-profit partners with all species, from livestock to companion animals. Here the students are working in the Porcine Unit at the local veterinary school, UABCS in La Paz.



KIDS DO IT ALL: Children from Colorado and Todos Santos participate each summer in the Kids Do It All Theater Program, a collective, creation-intensive day camp that takes students through the entire process of theater production - from playwriting to performance.

23 Faculty, staff, and student
DEVELOPMENT RESEARCH TRIPS



NINETY

Faculty, staff, and student visits in FY15

6  PROGRAMS

including veterinary medicine, fish, wildlife and conservation biology, *Kids Do It All*, and landscape architecture

FIVE 

Outreach and engagement efforts with LOCAL SCHOOLS AND NONPROFITS

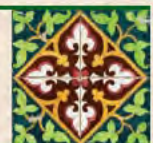
2 RESEARCH PROJECTS
in participatory community focus groups and veterinary medicine

 **1,088**

BAJA CALIFORNIA SUR RESIDENTS
participating in CSU programming, events, outreach, and meetings

For more information, visit todossantos.colostate.edu

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B O A R D
B A S I C S

F O U N D A T I O N R E L A T I O N S

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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The *Board Basics Series* is intended to strengthen the effectiveness of governing boards and trustees by providing information about board roles and responsibilities. This series of publications is intended to inform debate and discussion, not to represent or imply endorsement by the association or its members. Additional copies are available by calling the AGB Publications Department at 800/356-6317.

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—

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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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**B O A R D
B A S I C S**

This publication is part of **Board Basics**, an AGB series devoted to strengthening the effectiveness of governing boards and trustees.

Board Basics comprises several topic clusters—The Fundamentals, Financial Matters, Fund-Raising, Academic Affairs, Leadership, Strategic Decision Making, Foundation Relations, and Effective Committees—each of which contains several booklets. Several assumptions underlie the series:

- 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.

AGB and the authors welcome comments and suggestions to improve this publication and others in the series. Call AGB publications at 800/356-6317 or visit our Web site at www.agb.org for more information.



NATIONAL WESTERN CENTER *REIMAGINED*

Colorado State University is a key partner in the National Western Center (NWC), a project to reimagine the current National Western Stock Show site in north Denver, as a vibrant, year-round destination. As Colorado's land-grant university, CSU is inherently committed to excellence, research, service and extension for the benefit of the citizens of Colorado, the United States and the world. The University's mission directly corresponds with the outreach mission of the NWC to provide a community-centric, experiential, life-long learning opportunity in the heart of Denver.

CSU will focus on the following themes at the National Western Center:



Food Systems



Water



Energy



Environment



Health

CSU facilities at the NWC:

Equine Sports Medicine and Community Outreach Clinic

- Equine sports medicine and rehabilitation for equine athletes
- K-20 educational facilities and programs
- Collaboration with private/nonprofit partners
- PetAid Small Animal Community Outreach Clinic
- Equine Assisted Therapy through the Temple Grandin Equine Center

Water Resources Center

- Public/private collaboration
- Hands-on environmental education
- Research and teaching lab space
- Event space overlooking South Platte River
- Centered along newly restored mile of riverbank

CSU Center

- K-12 Food Systems Exploration Center
- Classroom, lab, and shared exhibit space
- Performing and visual arts space
- Denver Urban Extension Center and community spaces
- Business Incubation and agribusiness collaboration

Collaborations at the NWC:

- CSU and Denver Water are exploring a partnership to jointly develop educational and laboratory facilities that will leverage and integrate with the NWC's location and guiding principles.
- CSU has been heavily involved in developing the NWC regeneration goals focusing on advanced energy, water, and waste systems and plans for river restoration.
- CSU is working with the City to launch a collaborative group (tentatively called Mile High ZED) of similar projects around Denver – Denver Water's new campus, Peña Station, DHA's Sun Valley project, and the NWC – to share lessons, advance the state of the art in sustainability at a district scale, and tell the story of Denver's innovative approach to sustainability and regeneration.
- CSU is offering free pet wellness clinics and free backyard soil testing for gardeners to begin engaging with the surrounding neighborhoods.

nwc.colostate.edu



Photo: Adriel Halsey

CSU@ DEN

As part of a larger effort — which includes the redevelopment of the National Western Center — to position this region as the Silicon Valley of Ag, Colorado State University and Denver International Airport (DEN) will explore the activation of DEN land and facilities around the concept of a food systems innovation hub. The University is also working with Peña Station developers and Panasonic to explore educational and food-related activities at the Peña Station area.

▼ Vision

Explore research, teaching, and innovation in sustainable food and energy production, creating aesthetic, food security, economic, environmental and health benefits to DEN, Peña Station, and the region.

▼ Goals

- Position the region as a global leader in innovation, collaboration
- Provide expertise and training for local to global audiences
- Explore agricultural research, development, and production on and around DEN
- Position the region along the distribution pathway of food
- Provide educational and recreational opportunities for the public

▼ Activities

Develop and implement North America's first airport-centered food systems innovation center with research, education, and business incubation with the goal of fostering a viable, sustainable, food production sector on and around DEN.

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Sustainable Options for Agricultural Resources (SOAR) Program Vision

CSU Research: CSU staff and partners will engage in applied, interdisciplinary research aimed at addressing problems and challenges faced specifically by urban/rural/global interface agriculturists.

CSU Teaching Farms and Certification Program: Programs that integrate with the research programs described above to provide best-in-class training, continuing education, and certification programs (i.e., create a "Julliard of Agriculture") to local and global students.

CSU Agriculture and Energy Incubator Program: Helping new and existing agribusinesses take their company to the next level through access to varied business experience, proven methodologies, test farms and kitchens, and resources that address their needs.

Regional Commercial Enterprise: These privately run facilities would produce both fresh and value-added foodstuffs at a commercial scale, for both the local domestic and international markets, using products grown in greenhouse and small farm facilities and leveraging CSU's research and business incubation activity.

▼ Outreach and Engagement

We envision outreach efforts designed to cultivate broad public awareness of Colorado's agricultural economy, agricultural innovation along the Front Range, and Colorado's role in global agriculture. Outreach can be integrated into any of the above SOAR activities, as well as programs, installations and projects at Peña Station.



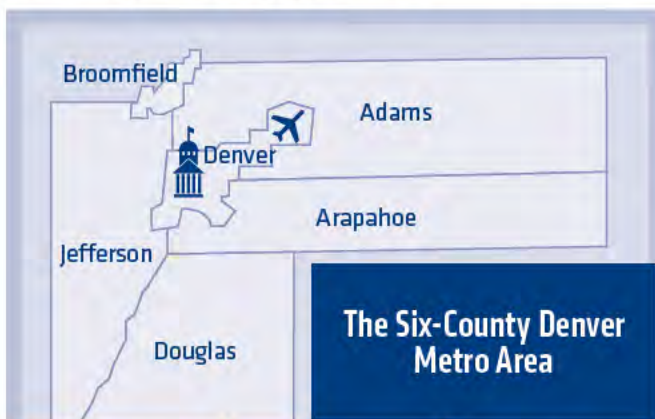
COLORADO STATE UNIVERSITY SYSTEM

Colorado State University · Colorado State University-Pueblo · CSU-Global Campus



CSU System in Denver

CSU System presence and engagement in Denver is critically important. The Mile High City is a priority for all three System institutions, as it has the largest concentration of alumni worldwide, is home to many of the students who attend CSU System institutions, and is the location of the state lawmaking body, alongside important corporate and civic partners. The CSU System provides education across a spectrum and has a front door for anyone looking for an education. It is comprised of three entities: a renowned research Land Grant institution, a 100-percent online learning institution, and a federally-designated Hispanic-Serving Institution.



100,000+
CSU alumni in
Colorado

47,000+
CSU alumni live
in Denver

50%
of incoming
CSU freshmen are
from Denver

30%
of CSU Global
students live
in Denver

14,000+
students in the CSU
System are from Denver
(30%).

Partnerships in Denver

- Boys & Girls Clubs of Metro Denver
- Colorado Rockies
- Special Olympics
- Denver Broncos (Broncos Institute for Sports Management at CSU)
- Denver Scholarship Foundation (CSU and CSU-Pueblo)
- University of Colorado Hospital Burn Unit
- USA Cycling Pro Challenge
- Rocky Mountain PBS
- Alliance Partners: ten Colorado high schools and ten feeder middle schools. The University is committed to increasing attendance and retention for students admitted from Alliance high schools.

Collaboration in Denver

- National Western Center
- DEN engagement
- Denver Startup Week
- Denver Gives Week

Key programs in Denver

- College of Business Executive MBA
- CSU Marching Band at the Parade of Lights
- Rams at the Rockies
- CSU Day at the National Western Stock Show
- Rocky Mountain Showdown
- Weather & Science Day

Memberships and associations in Denver

- Colorado Alliance of Research Librarians
- Colorado Black Chamber of Commerce
- Colorado Concern
- Colorado Hospital Association
- Colorado Society of CPAs
- Colorado Technology Association
- Denver Metro Chamber of Commerce
- Downtown Denver Partnership
- Rocky Mountain Association of Collegiate Registrars and Admissions Officers
- South Metro Denver Chamber of Commerce

Economic impact of higher education on the State of Colorado

13:1 The return on investment for a college graduate in Colorado in higher education taxes alone.

Colorado State University - Pueblo

The U.S. Department of Education awarded
\$2.6 million
to develop an Innovative Center for Teaching and Learning at CSU Pueblo.

CSU-Pueblo's graduate program in education was recognized nationwide as
#11 Best Value
residential Master in Educational Leadership –
the only Colorado school to achieve this ranking.

45.3% of 4,500 students on campus are diverse.

Colorado State University - Global Campus

Ranked #7
by *U.S. News & World Report* for
Best Online Bachelor's Degree Programs

Designated **Military Friendly**
TOP SCHOOL
by *Military Advanced Education Magazine*

TOP 100 for Business and Education Graduate Programs

Colorado State University

CSU is the **largest university** in Colorado.

9 of 10 graduates would **choose CSU again**

17:1 faculty to student ratio

76% of graduates complete their degrees in 4.5 years

CSU is a **Carnegie Research University** with
\$317 million
in research expenditures in 2015.

44% of CSU students graduated with
zero loan debt
in 2014 – even while the number of low-income and first-generation CSU students is on the rise.

Among those who do have student loan debt at graduation, the average debt is
\$22,000,
below the national average of more than \$30,000.

9 out of 10 CSU graduates had either
a job offer
or had secure plans for employment or further education by the time they got their diplomas – *and 3/4 of those students indicated their future plans were related to their majors.*

CSU graduates are employed at a rate
10% higher
than the national average.

Contact

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