

BOARD OF GOVERNORS MEETING
February 4-5, 2016
CSU Global, 7800 East Orchard Road, Suite 200
Greenwood Village, CO 80111

THURSDAY, FEBRUARY 4, 2016

- | | |
|---|------------------------------|
| COMMENCE BOARD RETREAT – CALL TO ORDER | 8:00 a.m. – 2:00 p.m. |
| <ul style="list-style-type: none"> • PRESENTATION: PETER FARRELL, ROYALL & COMPANY 8:00 a.m. – 10:00 a.m.
 Senior Enrollment Management Consultant
 <i>Outlook for regional comprehensive universities from a national and statewide perspective.</i> • CSU-PUEBLO STRATEGIC PLAN 10:00 a.m. – 12:00 p.m. | |
| LUNCH | 12:00 p.m. – 12:30 p.m. |
| <ul style="list-style-type: none"> • DISCUSSION 12:30 p.m. – 2:00 p.m. | |

THURSDAY, FEBRUARY 4, 2016

- | | |
|--|-------------------------|
| COMMENCE BOARD MEETING – CALL TO ORDER | 2:00 – 5:15 p.m. |
| 1. ACADEMIC AND STUDENT AFFAIRS COMMITTEE 2:00 p.m.– 3:00 p.m.
<u>Jane Robbe Rhodes, Chair</u> <ul style="list-style-type: none"> • Graduate Certificates: CSU <ul style="list-style-type: none"> ♦ Campus Crisis Management (<i>consent</i>) ♦ Student Affairs Management of Auxiliary Enterprises (<i>consent</i>) ♦ Student Affairs Administration (<i>consent</i>) • CSU-Global: Program name change <ul style="list-style-type: none"> ♦ Master of Healthcare Administration and Management degree • Sabbatical reports: CSU, CSU-Pueblo • CSU: Faculty Manual Changes (<i>consent</i>) • CSU Global: Faculty Handbook (<i>consent</i>) • Honorary Degrees – CSU (<i>action</i>) | |
| 2. REAL ESTATE/FACILITIES COMMITTEE 3:00 p.m.– 3:20 p.m.
<u>Scott Johnson, Chair</u> <p>Open Session</p> <ol style="list-style-type: none"> 1. Easement: From City of Fort Collins for the “A” (<i>action</i>) 2. Land: Acquisition of Eight Parcels from CSURF along Whitcomb St. (<i>action</i>) | |

BREAK

3. EXECUTIVE SESSION 3:30 p.m. – 4:15 p.m.

4. EVALUATION COMMITTEE 4:15p.m. – 5:00 p.m.
Rico Munn, Chair

BOARD OF GOVERNORS DINNER – Shanahan’s Steakhouse (Social) 6:00 p.m.

FRIDAY, FEBRUARY 5, 2016

BOARD OF GOVERNORS BREAKFAST 7:30 a.m. – 9:00 a.m.

CSU-Global Faculty and Students: Curriculum Development Discussion 8:00 a.m.- 9:00 a.m.

RECONVENE BOARD MEETING 9:00 a.m. – 2:40 p.m.

5. PUBLIC COMMENT 9:00 a.m. – 9:15 a.m.

6. BOARD CHAIR’S AGENDA 9:15 a.m. – 9:20 a.m.

7. AUDIT AND FINANCE COMMITTEE 9:20 a.m. – 10:35 a.m.
Nancy Tuor, Chair

Audit items

- Audit Results – BKD
- Audits issued since last Committee meeting
- Status of FY 15-16 Audit Plan
- Report of overdue recommendations

Finance items

- FY 17 Campus Incremental Budget/Tuition Update
- Quarterly Financials – 2nd Quarter
- Treasury update

BREAK

8. STRATEGIC MAPPING UPDATE 10:45 a.m. – 11:30 a.m.
 Market Responsiveness
 CSU System Strategic Plan Update

9. CSU GLOBAL REPORTS 11:30 a.m. – 12:00 p.m.

- Student Report CSU - Presented by Megan Schulze
- Faculty Report – Presented by Robert Deemer
- President’s Report – Presented by Becky Takeda Tinker

- LUNCH** 12:00 p.m. – 12:30p.m.
- 10. COLORADO STATE UNIVERSITY REPORTS** 12:30 p.m. – 1:00 p.m.
- Student Report – Presented by Jason Sydoriak
 - Faculty Report – Presented by Paul Doherty
 - President’s Report – Presented by Tony Frank
- 11. CSU-PUEBLO REPORTS** 1:00 p.m. – 1:30 p.m.
- Student Report - Presented by Sarah Zarr
 - Faculty Report – Presented by Michael Mincic
 - President’s report – Presented by Lesley Di Mare
- 12. CHANCELLOR’S REPORT** 1:30 p.m. – 2:10 p.m.
- 13. APPROVAL OF CONSENT AGENDA** 2:10 p.m. – 2:15 p.m.
- Colorado State University System
 - ♦ Minutes of the December 10, 2015 Board and Committee Meetings
 - ♦ Minutes of the December 11, 2015 Board and Committee Meetings
 - ♦ Policy 128, Board Retention Policy
 - Colorado State University
 - ♦ Campus Crisis Management
 - ♦ Student Affairs Management of Auxiliary Enterprises
 - ♦ Student Affairs Administration
 - ♦ Faculty Manual Change Sections C.2.1.4 and C.2.4.2.1
 - Colorado State University-Pueblo
 - Colorado State University-Global Campus
 - ♦ CSU-Global: Faculty Handbook
 - ♦ CSU-Global: Program name change
Master of Healthcare Administration and Management degree
- 14. BOARD MEETING EVALUATION** 2:15 p.m. – 2:20 p.m.
- ADJOURNMENT** 2:20 p.m.

Next Board of Governors Meeting: May 5-6, 2016 CSU Fort Collins

APPENDICES

- I. Correspondence
- II. Construction Reports
- III. Higher Ed Readings

BOARD OF GOVERNORS RETREAT AGENDA**THURSDAY, FEBRUARY 4, 2016**

- | | |
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| COMMENCE BOARD RETREAT – CALL TO ORDER | 8:00 a.m. – 2:00 p.m. |
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Senior Enrollment Management Consultant
<i>Outlook for regional comprehensive universities from a national and statewide perspective.</i> | 8:00 a.m. – 10:00 a.m. |
| <ul style="list-style-type: none">• CSU-PUEBLO STRATEGIC PLAN | 10:00 a.m. – 12:00 p.m. |
| LUNCH | 12:00 p.m. – 12:30 p.m. |
| <ul style="list-style-type: none">• DISCUSSION | 12:30 p.m. – 2:00 p.m. |
| <ul style="list-style-type: none">• ADJOURN BOARD OF GOVERNORS RETREAT | 2:00 p.m. |



Ensuring Student Success:

Preparing Students to be Educated, Ethical, Responsible and Engaged Citizens



YEARS

2015-2020
Strategic Plan

Introduction

The 2015–2020 Colorado State University-Pueblo strategic plan will chart the institutional course for the next five years as we build upon our strengths, seize exciting opportunities, and address internal and external challenges. The plan is driven by our mission as a regional, comprehensive university with a student-centered focus and an enduring commitment to diversity.

The strengths of CSU-Pueblo are many, with strong academic and student life programs, quality faculty and staff, a beautiful campus, and an exciting athletics program. This plan will provide a substantive process with measurable outcomes that will ensure that our students 1) are prepared to succeed academically when they enter CSU-Pueblo or are provided academic support as they pursue their degrees, 2) experience an enriching intellectual and cultural environment while here, 3) graduate with minimal debt, and 4) continue on to successful and rewarding careers or graduate school education. The plan will serve as a guide for future program planning and resource allocation, so CSU-Pueblo remains sustainable and strategically positioned through the difficult and complex years ahead.

As a Hispanic Serving Institution, CSU-Pueblo is also dedicated to providing opportunities for culturally and racially diverse and first-generation students who have been traditionally under-represented in higher education. Through initiatives and programs, we will affirm the value we place on creating a diverse and inclusive university experience.

With the overarching goal of “Student Success,” the plan identifies measurable outcomes with accompanying goals, objectives, and strategies that will help to successfully enroll, retain, and graduate our students. A campus-wide strategic plan involves all constituents; without faculty and staff, there could be no university. While recognizing that important fact, the primary focus of this strategic plan’s narrative is the success of our students. In essence, this plan validates a commitment to our students that we will prepare them for the future as educated, ethical, responsible, and engaged citizens. We will pursue this through our goals: excellent academics, an affordable education, transformative opportunities, and supportive student life. In pursuing those goals, we seek to implement practices that contribute to ensuring a sustainable future for local, regional, and global populations and natural systems. These goals will be accomplished by creating the supporting mechanisms necessary

for success: effective management practices, positive campus morale, learning from experience and implementing best practices, and ensuring that faculty and staff play a role in driving the University toward its objectives.

This document describes CSU-Pueblo’s focus for the next five years and how we plan to pursue outcomes important to the University and its stakeholders. It includes outcomes, goals, measures, and strategies for achieving the goals. Strategic plans encompass a variety of actions, some more suited to particular work units than others; no units could undertake everything included in this plan. Strategic plans are valuable because they produce a clear direction for organizations and enable goal-setting, action planning, and resource allocation. The goal of this plan is to clearly lay out what we want to accomplish and enable units on campus to determine what they can do help the University to accomplish its goals. Individual colleges, departments, or units may develop additional strategies that will help the University reach the plan’s stated objectives. These strategies will be articulated in each unit’s own plans. As with all strategic plans, this document is dynamic and evolving. External factors at the state level as well as internal initiatives that call for additional program, human resource, and budgetary considerations will impact the plan during the next five years. Nevertheless, the strategic planning process, which spanned many months and included input from all constituent areas, has led to the strategies included here that support attaining the plan’s major outcomes.

To ensure that the plan is implemented successfully, the President has appointed a team that will be responsible for coordinating efforts across campus to reach the stated objectives of the plan. This group, the Strategic Plan Implementation Team, will develop dashboards for tracking progress towards meeting the identified measurable outcomes, with regular reporting to the President’s cabinet and regular consultation with campus entities such as Student Government, Academic Council, Faculty Senate, Administrative Professional Council, and Classified Staff Council. Aligning faculty and staff with the strategic goals is critical to attaining strategic success. The team will actively assist in achieving the strategic plan objectives by monitoring progress, encouraging action planning, identifying impediments to goal accomplishment and providing support for units across campus.

Major Outcomes for this Strategic Plan by 2020

Outcome One: Enrollment (E)

Increase enrollment to 4470

Outcome Two: Retention (R)

Increase the first time, full time freshman (FTFTF) retention rate to 68%

Outcome Three: Graduation (G)

Increase the number of degrees awarded to 870

Increase six year graduation rate to 36%

These major outcomes will be accomplished within the framework of four primary goal areas:

- Excellent Academics
- Affordable Education
- Transformative Opportunities
- Supportive Student Life

CSU-Pueblo Mission

Colorado State University Pueblo is committed to excellence, setting the standard for regional comprehensive universities in teaching, research, and service by providing leadership and access for its region while maintaining its commitment to diversity.

GOAL ONE: Excellent Academics

We will provide excellent academic programming and outstanding instruction so that our students meet specified learning outcomes in their disciplines and general education, toward completion of a degree that prepares them for professional and academic success.

Objectives:

1. Attract motivated students capable of academic success. (E)
2. Attract and retain high quality, motivated faculty and staff who provide outstanding instruction, scholarship, and service. (R)
3. Provide high quality and relevant academic programs that prepare students for professional and academic success. (G)



GOAL TWO: Affordable Education

We will assist our students in minimizing their education related debt. This will be accomplished by ensuring they make effective uses of financial aid, equipping them with pragmatic financial literacy skills, and optimizing our system for financial aid. We will demonstrate our stewardship of resources and be proactive in developing and implementing policies and practices that ensure a sustainable future for the University as well as local, regional, and global populations and environmental systems.

Objectives:

1. Provide informed financial aid and debt assistance counseling. (G)
2. Optimize financial aid resources by using data to leverage award packages. (E)
3. Provide effective financial literacy education and financial planning tools. (R)
4. Provide financial stewardship and sustainability of University resources. (E)

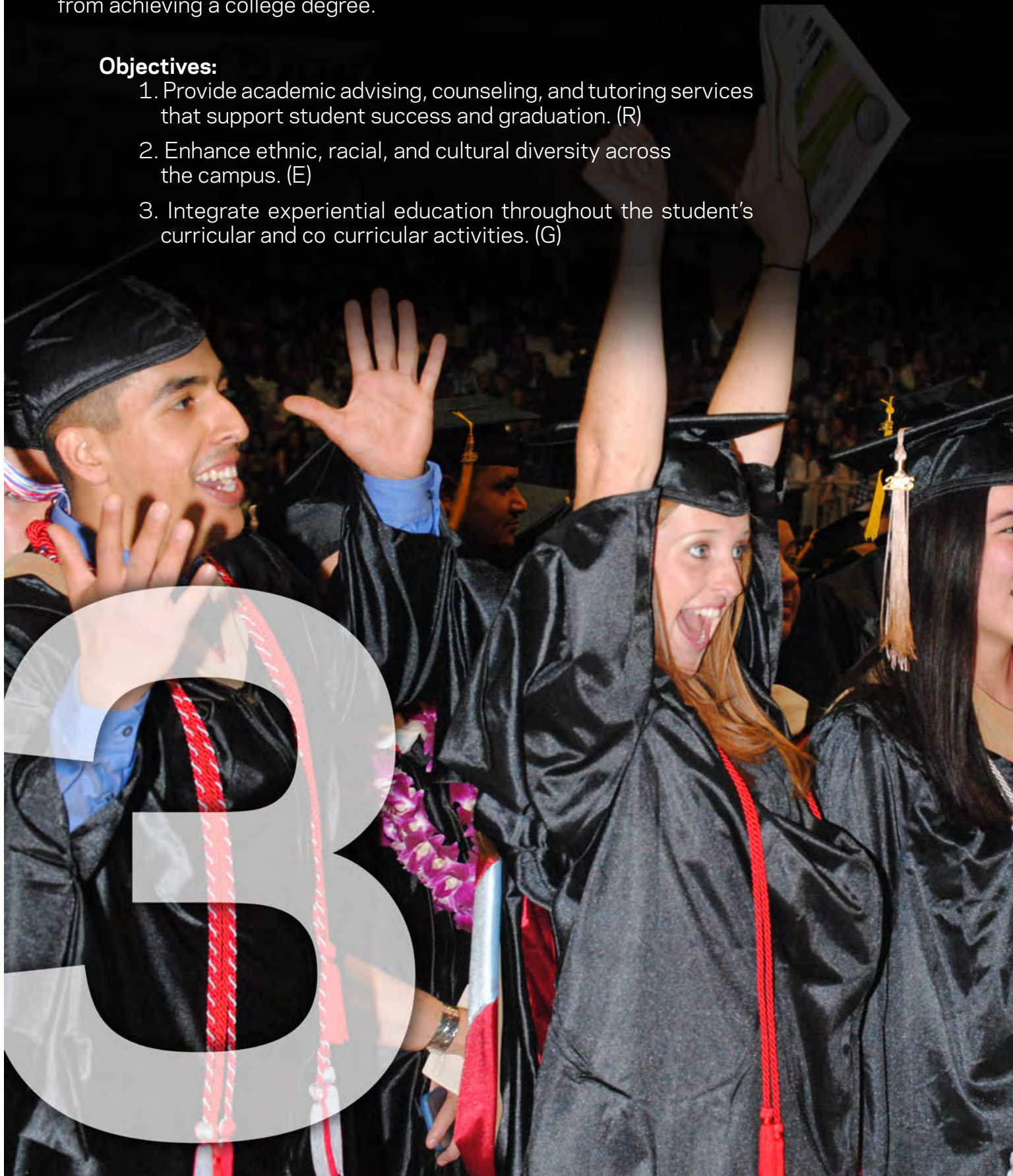


GOAL THREE: Transformative Opportunities

We will provide our students transformative opportunities through a comprehensive college experience that validates the life changing benefits from achieving a college degree.

Objectives:

1. Provide academic advising, counseling, and tutoring services that support student success and graduation. (R)
2. Enhance ethnic, racial, and cultural diversity across the campus. (E)
3. Integrate experiential education throughout the student's curricular and co curricular activities. (G)



GOAL FOUR: Supportive Student Life

We will provide our students a supportive student life experience that addresses their academic, social, physical, and technological needs

Objectives:

1. Enhance/increase co and extra curricular opportunities for involvement and engagement for students. (R)
2. Provide opportunities for networking, leadership, and mentoring opportunities for students both on and off campus. (G)
3. Provide modern and relevant campus facilities and technology. (E)
4. Create Sophomore Experience Program. (R)
5. Improve campus residential life. (R)



Summary and Conclusion

The challenges facing higher education over the next five years at national, state, and local levels are significant and impactful. State funding for higher education continues to be a challenge, with students held increasingly responsible for a greater share of tuition costs. In addition, essentially half of the students who enter CSU Pueblo as freshmen need developmental instruction to prepare them for college level instruction. Approximately 80 percent of CSU Pueblo's students require financial aid. These facts present a substantial challenge for CSU Pueblo to recruit, retain and graduate its students, and to graduate them within a four to six year time period, with minimal debt. In the face of these challenges, CSU Pueblo will remain focused on its mission as a regional comprehensive university providing leadership and access for the region while maintaining its commitment to diversity.

What continues to be the foundation of CSU Pueblo is its institutional commitment to provide a quality education to students through its outstanding faculty and staff, and excellent, marketable, relevant, and competitive academic programs. It's imperative that we continue to communicate the tremendous benefits the university brings to Pueblo, southern Colorado, the region and state. Specific strategies in this plan also address the needs of the institution's unique student population, providing enhanced advising and mentoring along with relevant experiential education to ensure students are well prepared for careers or graduate or professional school.

The future is bright for CSU Pueblo because we are prepared to build upon our strengths, seize exciting opportunities, and address our internal and external challenges. This strategic plan will help us prioritize our efforts and align them with the financial and human resources available to us.



For a more in depth look at the Strategic Plan, including specific strategies for each goal and the formulas for calculating the outcomes, visit www.csupueblo.edu/StrategicPlan/Documents/2015_2020_Strategic_Plan.pdf

Section 1

Academic and Student Affairs Committee

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA
February 4, 2016

Committee Chair: Jane Robbe Rhodes

Assigned Staff: Dr. Rick Miranda, Chief Academic Officer

I. New Degree Programs

Colorado State University

- Campus Crisis Management
- Student Affairs Management of Auxiliary Enterprises
- Student Affairs Administration none

Colorado State University-Global Campus

- None

Colorado State University-Pueblo

- None

II. Miscellaneous Items

Colorado State University

- Sabbatical Reports for 2014-2015
- Honorary Degree
- Honorary Degree
- Faculty Manual Sections C.2.1.4 and C.2.4.2.1

Colorado State University-Global Campus

- Faculty Handbook
- Degree Name Change

Colorado State University-Pueblo

- Sabbatical Reports

III. Campus Reports

Colorado State University-Fort Collins

- None

Colorado State University-Global Campus

- None

Colorado State University-Pueblo

- None

MATTERS FOR ACTION:

Graduate Certificates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the Graduate Certificates.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

In order to qualify for Title IV funding, graduate certificates awarded by Colorado State University must demonstrate approval by the Board of Governors, the Colorado Department of Higher Education and the Higher Learning Commission. The certificates listed here for which we are seeking approval have received approval from the University Curriculum Committee and the Faculty Council.

Graduate Certificates:**School of Education**

Campus Crisis Management – 15 credits

Student Affairs Management of Auxiliary Enterprises – 14 credits

Student Affairs Administration – 11 credits

GRADUATE CERTIFICATE CURRICULAR REQUEST

NEW CERTIFICATE

THIS FORM MUST BE TYPED.

PAGE 1

of 4

For assistance completing this form, contact your University Curriculum Committee rep or the Curriculum and Catalog Office, 491-3772.

FACULTY CONTACT (Required):

Name David A. McKelfresh Email david.mckelfresh@colostate.edu Phone (970) 491-4722

PREPARER CONTACT (If different from faculty contact):

Name Email Phone

EFFECTIVE DATE (First term and year students may apply for certificate): Fall Spring Summer YEAR: 2016

- A certificate is a directed academic qualification used to identify the successful completion of a focused area of study deemed important to a student's career objectives, and has a stand-alone professional or marketable value. The certificate will be transcribed.
- Its name may not duplicate that of any other program, graduate or undergraduate.
- A graduate certificate consists of a minimum of 9 specified credits and not more than 15 total credits at the 500-level or above.
- A student must earn a cumulative GPA of 3.000 or better in the courses in the graduate certificate. Students must earn a minimum of "C" in each course in the certificate.
- Matriculating or non-matriculating students must apply to enroll in a graduate certificate.
- Students must have completed a bachelor's degree to apply for graduate certificate programs.

1. OFFICIAL CERTIFICATE TITLE: Campus Crisis Management
(maximum 80 characters and spaces, to appear on student's transcript)
2. COLLEGE: CAS COB COE CHHS CLA WCNR CNS CVMBS IU N/A
3. DEPARTMENT, SCHOOL, or SAU: Education
(Leave blank if certificate is to be housed under the college. Otherwise, specify academic unit responsible for the certificate.)

4. PURPOSE AND OBJECTIVES OF THE CERTIFICATE (maximum 750 characters and spaces):

This certificate addresses a profession-identified need for knowledge and skills specific to managing crises on a college campus. The goal is to provide students with foundational knowledge and understanding to develop a comprehensive crisis management plan and identify the different types of campus crises (environmental, facility and human) specific to four-year and two-year post-secondary institutions.

5. TARGET AUDIENCES AND DOCUMENTED DEMAND (maximum 500 characters and spaces).

This certificate has two target audiences:

- recent graduates who are interested in furthering their knowledge and career opportunities in the area of crisis management on a college campus.
- current college and university staff members who are interested in increasing their opportunities to move into higher level management and supervisory positions.

6. ADMISSIONS CRITERIA (maximum 500 characters and spaces). This information provides the guidelines for who is eligible to apply for a certificate. Certificates are to be additive, not duplicative of approved graduate programs.

List criteria for admission to this certificate (e.g., academic background, specific coursework completed or in progress, skill set, professional experience) and any students to be excluded.

This certificate requires a completed bachelor's degree, and a 3.000 grade point average. Given the online nature of this certificate, students will need to be organized and self-motivated in order to successfully complete this certificate. There are no specific exclusions.

NEW GRADUATE CERTIFICATE REQUEST
CERTIFICATE TITLE: Campus Crisis Management

7. JUSTIFICATION/REASON FOR REQUEST (maximum 750 characters and spaces):

This certificate addresses a need identified by the higher education profession for improved knowledge and skill specific to the profession. Currently there does not exist a Campus Crisis Management certificate program as far as we know, for entry-level and mid-level college and university administrators. The online nature of this certificate and its continuous course offerings will allow college and university professionals to undertake this certificate while continuing to work full-time.

8. LISTING OF CURRICULUM REQUIREMENTS

- Show all the requirements for the Graduate Certificate below.
- All courses must be 500-level or above.
- Include subject code, number, title, term(s) offered, and number of credits for each course.
- Note superscript capital P after the course number if the course has a prerequisite.
- Note if a group of courses forms a selection and how many credits required (e.g., "Select 3 credits from the following:" or "Select one course from the following:").
- Note total credits at the bottom (minimum of 9 credits, maximum of 15 credits).

SUBJECT CODE/ NUMBER	FULL COURSE TITLE	TERM OFFERED (F, S, SS)	CREDIT'S
Required:			
EDHE 675 ^P	Campus Crisis Management	F	3
EDHE 677 ^P	Law in Student Affairs	F, S	3
EDUC 502 ^P	Human Relations in Education	F, S	3
Electives			
Choose two:			
EDHE 670 ^P	College Student Personnel Administration	F, SS	3
EDHE 671	Higher Education Administration	F, S, SS	3
EDHE 673 ^P	Student Development Theory	F, S, SS	3
EDHE 676 ^P	Organizational Behavior in Student Affairs	S, SS	3
TOTAL CERTIFICATE CREDITS:			15

9. CATALOG COPY (maximum 500 characters and spaces): Describe the certificate in a manner to be used in the General Catalog and in promotional materials. Certificates must be described accurately and completely.

The graduate certificate in Campus Crisis Management is a 5 course, 15 credit offering that provides students with knowledge in the areas of campus crisis management, law in student affairs, and human relations necessary for successfully managing a campus crisis. This certificate requires a completed bachelor's degree, and a 3.000 grade point average.

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NEW GRADUATE CERTIFICATE REQUEST
CERTIFICATE TITLE: Campus Crisis Management

10. LOCATION AND CONTACT INFORMATION.

Enter information where students may go to apply for the certificate, for advising, as well as appropriate contact person or people responsible for certificate audit.

Office name: Office of VP for Student Affairs Building name: Administration
Room number: 201 Phone number: (970) 491-4722

Contact for certificate information, application, and advising:

Name: David A. McKelfresh Email: david.mckelfresh@colostate.edu Phone: (970) 491-4722

11. SIGNATURES OF AFFECTED DEPARTMENTS

(Required before submission to University Curriculum Committee)

Affected departments include any unit outside the home department whose course is used in the certificate. Affected departments might also include those offering a program with similar or overlapping content.

This proposal for a new certificate has been reviewed and agreed to by the following affected departments.

Dept. (please print)	Name and Title (please print)	Signature	Date

12. SIGNATURES OF PROPOSING DEPARTMENT/UNIT FOR APPROVAL

George Kamberelis Department Head/Chair (please print)**
 George Kamberelis Signature
 4.15.15 Date

Carole Matilda Chair Coll. Curric. Comm. (please print)
 Carole Matilda Signature
 4/13/15 Date

Dale Devoe Dean of College (please print)**
 Dale Devoe Signature
 4/16/15 Date

Matilda College Rep. to UCC (please print)
 Carole Matilda Signature
 4/15/15 Date

**Signature indicates approval and a commitment of resources, and a commitment that this certificate will be offered consistent with the information included in this form.

Submit completed, signed forms to Curriculum and Catalog, Campus Delivery 1063, Student Services Bldg., Room 217.

For Curriculum and Catalog Only	
CoSRGE Approval Date <u>4/25/15</u>	UCC Approval Date <u>4/4/15</u>
Faculty Council Approval Date <u>10/6/15</u>	Approved Effective <u>SP 16</u>

College of Health and Human Services
 School of Education
Graduate Certificate in Campus Crisis Management

Effective Spring 2016

<u>Course</u>	<u>Title</u>	<u>Credits</u>
REQUIRED COURSES		
EDHE 675 ^P	Campus Crisis Management	<u>3</u>
EDHE 677 ^P	Law in Student Affairs	<u>3</u>
EDUC 502 ^P	Human Relations in Education	<u>3</u>
ELECTIVES		
<i>Select two from the following:</i>		
EDHE 670 ^P	College Student Personnel Administration	<u>3</u>
EDHE 671	Higher Education Administration	<u>3</u>
EDHE 673 ^P	Student Development Theory	<u>3</u>
EDHE 676 ^P	Organizational Behavior in Student Affairs	<u>3</u>
TOTAL		<u>15</u>
PROGRAM TOTAL*		

^P This course has at least one prerequisite. Check the Courses A-Z at <http://catalog.colostate.edu> to see the course prerequisites.

* Department may require additional coursework due to prerequisites.

Needs new footnote

GRADUATE CERTIFICATE CURRICULAR REQUEST

NEW CERTIFICATE

THIS FORM MUST BE TYPED.

For assistance completing this form, contact your University Curriculum Committee rep or the Curriculum and Catalog Office, 491-3772.

FACULTY CONTACT (Required):

Name David A. McKelfresh Email david.mckelfresh@colostate.edu Phone (970) 491-4722

PREPARER CONTACT (if different from faculty contact):

Name Email Phone

EFFECTIVE DATE (First term and year students may apply for certificate): Fall Spring Summer YEAR: 2016

- A certificate is a directed academic qualification used to identify the successful completion of a focused area of study deemed important to a student's career objectives, and has a stand-alone professional or marketable value. The certificate will be transcribed.
Its name may not duplicate that of any other program, graduate or undergraduate.
A graduate certificate consists of a minimum of 9 specified credits and not more than 15 total credits at the 500-level or above.
A student must earn a cumulative GPA of 3.000 or better in the courses in the graduate certificate. Students must earn a minimum of "C" in each course in the certificate.
Matriculating or non-matriculating students must apply to enroll in a graduate certificate.
Students must have completed a bachelor's degree to apply for graduate certificate programs.

1. OFFICIAL CERTIFICATE TITLE: Student Affairs Business Management and Auxiliary Services Enterprises of (maximum 80 characters and spaces, to appear on student's transcript)

2. COLLEGE: CAS COB COE CHHS CLA WCNR CNS CVMBS IU N/A

3. DEPARTMENT, SCHOOL, or SAU: Education (Leave blank if certificate is to be housed under the college. Otherwise, specify academic unit responsible for the certificate.)

4. PURPOSE AND OBJECTIVES OF THE CERTIFICATE (maximum 750 characters and spaces):

This certificate addresses a profession-identified need for financial, management and organizational knowledge specific to auxiliary services on college campuses. The goal is to provide students with foundational knowledge and understanding of auxiliary services that can be applied in four-year and two-year post-secondary institutions.

5. TARGET AUDIENCES AND DOCUMENTED DEMAND (maximum 500 characters and spaces):

This certificate has two target audiences:
-recent graduates who are interested in furthering their knowledge and career opportunities in the student affairs profession.
-current staff members who are interested in increasing their opportunities to move into higher level management and supervisory positions.

6. ADMISSIONS CRITERIA (maximum 500 characters and spaces). This information provides the guidelines for who is eligible to apply for a certificate. Certificates are to be additive, not duplicative of approved graduate programs.

List criteria for admission to this certificate (e.g., academic background, specific coursework completed or in progress, skill set, professional experience) and any students to be excluded.

This certificate requires a completed bachelor's degree, and a 3.000 grade point average. Given the online nature of this certificate, students will need to be organized and self-motivated in order to successfully complete this certificate. There are no specific exclusions.

NEW GRADUATE CERTIFICATE REQUEST
 CERTIFICATE TITLE: Student Affairs Administration

7. JUSTIFICATION/REASON FOR REQUEST (maximum 750 characters and spaces):

This certificate addresses a need identified by the student affairs profession for improved knowledge and skill specific to the profession. Currently there does not exist another student affairs Business Management and Auxiliary Services certificate program as far as known. This certificate is designed based on the competencies agreed upon by the three major national associations in student affairs (National Association of College Auxiliary Services, National Association of Student Personnel Administrators and American College Personnel Administration). The online nature of this certificate and its continuous course offerings will allow auxiliary services professionals to undertake this certificate while continuing to work full-time.

8. LISTING OF CURRICULUM REQUIREMENTS

- Show all the requirements for the Graduate Certificate below.
- All courses must be 500-level or above.
- Include subject code, number, title, term(s) offered, and number of credits for each course.
- Note superscript capital P after the course number if the course has a prerequisite.
- Note if a group of courses forms a selection and how many credits required (e.g., "Select 3 credits from the following:" or "Select one course from the following:").
- Note total credits at the bottom (minimum of 9 credits, maximum of 15 credits).

SUBJECT CODE/ NUMBER	FULL COURSE TITLE	TERM OFFERED (F, S, SS)	CREDITS
Required: EDHE 660 ^P	Financial Management in Student Affairs	F, S	2
EDHE 670 ^P	College Student Personnel Administration	F, SS	3
BUS 620 ^P	Leadership and Motivation <i>Teams</i>	F	2
BUS 655 ^P	Marketing Management	F	2
Electives Choose one:			
EDHE 673 ^P	Student Development Theory	F, S, SS	3
EDHE 674 ^P	Campus Ecology	F, S, SS	3
EDHE 676 ^P	Organizational Behavior in Student Affairs	S, SS	3
Choose one:			
BUS 626 ^P	Managing Human Capital	S	<i>4</i> 2
BUS 621 ^P	Strategic Decision Making	F	2
BUS 630 ^P	Information Management	S	2
TOTAL CERTIFICATE CREDITS:			14 or 15

9. CATALOG COPY (maximum 500 characters and spaces): Describe the certificate in a manner to be used in the General Catalog and in promotional materials. Certificates must be described accurately and completely.

The graduate certificate in Student Affairs Business Management and Auxiliary Services is a 6 course, 14 or 15 credit offering that provides students with knowledge in the areas of financial and organizational management necessary for the successful operation of a student affairs auxiliary service department. This certificate requires a completed bachelor's degree, and a 3.000 grade point average.

NEW GRADUATE CERTIFICATE REQUEST
CERTIFICATE TITLE: Student Affairs Administration

10. LOCATION AND CONTACT INFORMATION.

Enter information where students may go to apply for the certificate, for advising, as well as appropriate contact person or people responsible for certificate audit.

Office name: Office of VP for Student Affairs Building name: Administration
 Room number: 201 Phone number: (970) 491-4722

Contact for certificate information, application, and advising:

Name: David A. McKelfresh Email: david.mckelfresh@colostate.edu Phone: (970) 491-4722

11. SIGNATURES OF AFFECTED DEPARTMENTS

(Required before submission to University Curriculum Committee)

Affected departments include any unit outside the home department whose course is used in the certificate. Affected departments might also include those offering a program with similar or overlapping content.

This proposal for a new certificate has been reviewed and agreed to by the following affected departments.

Dept. (please print)	Name and Title (please print)	Signature	Date
<u>College of Business</u>	<u>David Gilliland, Asst Dean</u>	<u>[Signature]</u>	<u>4/3/15</u>
	<u>Center Programs</u>		
Dept. (please print)	Name and Title (please print)	Signature	Date

12. SIGNATURES OF PROPOSING DEPARTMENT/UNIT FOR APPROVAL

<u>George Kamberelis</u>	<u>[Signature]</u>	<u>4.15.15</u>
Department Head/Chair (please print)**	Signature	Date
<u>Carole Makkela</u>	<u>[Signature]</u>	<u>4/15/15</u>
Chair Coll. Curric. Comm. (please print)	Signature	Date
<u>Dale DeVoe</u>	<u>[Signature]</u>	<u>4/16/15</u>
Dean of College (please print)**	Signature	Date
<u>Makela</u>	<u>[Signature]</u>	<u>4/15/15</u>
College Rep. to UCC (please print)	Signature	Date

**Signature indicates approval and a commitment of resources, and a commitment that this certificate will be offered consistent with the information included in this form.

Submit completed, signed forms to Curriculum and Catalog, Campus Delivery 1063, Student Services Bldg., Room 217.

For Curriculum and Catalog Only			
CoSRGE Approval Date	<u>WZ 5/7/15</u>	UCC Approval Date	<u>4/4/15</u>
Faculty Council Approval Date	<u>10/1/15</u>	Approved Effective	<u>SP 16</u>

College of Health and Human Sciences
School of Education
Graduate Certificate in Student Affairs Management of Auxiliary Enterprises

Effective Spring 2016

<u>Course</u>	<u>Title</u>	<u>Credits</u>
REQUIRED COURSES		
BUS 620 ^P	Leadership and Teams	<u>2</u>
BUS 655 ^P	Marketing Management	<u>2</u>
EDHE 660 ^P	Financial Management in Student Affairs	<u>2</u>
EDHE 670 ^P	College Student Personnel Administration	<u>3</u>
ELECTIVES		
<i>Select one from the following:</i>		
BUS 621	Strategic Decision Making	<u>2</u>
BUS 626 ^P	Managing Human Capital	<u>2</u>
BUS 630 ^P	Information Management	<u>2</u>
<i>Select one from the following:</i>		
EDHE 673 ^P	Student Development Theory	<u>2</u>
EDHE 674 ^P	Campus Ecology	<u>2</u>
EDHE 676 ^P	Organizational Behavior in Student Affairs	<u>2</u>
TOTAL		<u>14</u>
PROGRAM TOTAL*		

^P This course has at least one prerequisite. Check the Courses A-Z at <http://catalog.colostate.edu> to see the course prerequisites.

* Department may require additional coursework due to prerequisites.

Needs new fast track

GRADUATE CERTIFICATE CURRICULAR REQUEST

NEW CERTIFICATE

THIS FORM MUST BE TYPED.

PAGE 1

For assistance completing this form, contact your University Curriculum Committee rep or the Curriculum and Catalog Office, 491-3772.

FACULTY CONTACT (Required):

Name: David A. McKelfresh Email: david.mckelfresh@colostate.edu Phone: (970) 491-4722

PREPARER CONTACT (If different from faculty contact):

Name: _____ Email: _____ Phone: _____

EFFECTIVE DATE (First term and year students may apply for certificate): Fall Spring Summer YEAR: 2016

- A certificate is a directed academic qualification used to identify the successful completion of a focused area of study deemed important to a student's career objectives, and has a stand-alone professional or marketable value. The certificate will be transcribed.
- Its name may not duplicate that of any other program, graduate or undergraduate.
- A graduate certificate consists of a minimum of 9 specified credits and not more than 15 total credits at the 500-level or above.
- A student must earn a cumulative GPA of 3.000 or better in the courses in the graduate certificate. Students must earn a minimum of "C" in each course in the certificate.
- Matriculating or non-matriculating students must apply to enroll in a graduate certificate.
- Students must have completed a bachelor's degree to apply for graduate certificate programs.

1. OFFICIAL CERTIFICATE TITLE: Student Affairs Administration

(maximum 80 characters and spaces, to appear on student's transcript)

2. COLLEGE: CAS COB COE CHHS C.I.A WCNR CNS CVMBS IU N/A

3. DEPARTMENT, SCHOOL, or SAU: Education

(Leave blank if certificate is to be housed under the college. Otherwise, specify academic unit responsible for the certificate.)

4. PURPOSE AND OBJECTIVES OF THE CERTIFICATE (maximum 750 characters and spaces):

This certificate addresses a profession-identified need for financial, theoretical, historical and philosophical knowledge specific to the student affairs profession. The goal is to provide students with foundational knowledge and understanding of student affairs operations that can be applied in student affairs departments in four-year and two-year post-secondary institutions.

5. TARGET AUDIENCES AND DOCUMENTED DEMAND (maximum 500 characters and spaces).

This certificate has two target audiences:
-recent graduates who are interested in furthering their knowledge and career opportunities in the student affairs profession.
-current staff members who are interested in increasing their opportunities to move into higher level management and supervisory positions.

6. ADMISSIONS CRITERIA (maximum 500 characters and spaces). This information provides the guidelines for who is eligible to apply for a certificate. Certificates are to be additive, not duplicative of approved graduate programs.

List criteria for admission to this certificate (e.g., academic background, specific coursework completed or in progress, skill set, professional experience) and any students to be excluded.

This certificate requires a completed bachelor's degree, and a 3.000 grade point average. Given the online nature of this certificate, students will need to be organized and self-motivated in order to successfully complete this certificate. There are no specific exclusions.

7. JUSTIFICATION/REASON FOR REQUEST (maximum 750 characters and spaces):

This certificate addresses a need identified by the student affairs profession for improved knowledge and skill specific to the profession. Currently there are only 5 online student affairs certificate programs as far as we know, and none of them address all four of the foundational content areas of this certificate. This certificate is designed based on the competencies agreed upon by the two major national associations in student affairs (National Association of Student Personnel Administrators and American College Personnel Administration). The online nature of this certificate and its continuous course offerings will allow student affairs professionals to undertake this certificate while continuing to work full-time.

8. LISTING OF CURRICULUM REQUIREMENTS

- Show all the requirements for the Graduate Certificate below.
- All courses must be 500-level or above.
- Include subject code, number, title, term(s) offered, and number of credits for each course.
- Note superscript capital P after the course number if the course has a prerequisite.
- Note if a group of courses forms a selection and how many credits required (e.g., "Select 3 credits from the following:" or "Select one course from the following:").
- Note total credits at the bottom (minimum of 9 credits, maximum of 15 credits).

SUBJECT CODE/ NUMBER	FULL COURSE TITLE	TERM OFFERED (F, S, SS)	CREDITS
EDHE 660 ^P	Financial Management in Student Affairs	F, S	2
EDHE 670 ^P	College Student Personnel Administration	F, SS	3
EDHE 673 ^P	Student Development Theory	F, SS	3
EDHE 674 ^P	Campus Ecology	F, S, SS	3
(Note: these are the terms that these courses are offered online based on faculty availability)			
TOTAL CERTIFICATE CREDITS:			11

9. CATALOG COPY (maximum 500 characters and spaces): Describe the certificate in a manner to be used in the General Catalog and in promotional materials. Certificates must be described accurately and completely.

The graduate certificate in Student Affairs Administration is a 4 course, 11 credit offering that provides students with knowledge in the areas of financial management, student development theory, campus ecology, and the history and philosophy of student affairs, necessary for the successful operation of a student affairs department. This certificate requires a completed bachelor's degree, and a 3.000 grade point average.

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NEW GRADUATE CERTIFICATE REQUEST
CERTIFICATE TITLE: Student Affairs Administration

10. LOCATION AND CONTACT INFORMATION.

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Room number: 201 Phone number: (970) 491-4722

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Dept. (please print)	Name and Title (please print)	Signature	Date

12. SIGNATURES OF PROPOSING DEPARTMENT/UNIT FOR APPROVAL

Department Head/Chair (please print)** *Georg Kamberelis* Signature *Georg Kamberelis* Date 4/15/15

Chair Coll. Curric. Comm. (please print) *Carole Makela* Signature *Carole Makela* Date 4/15/15

Dean of College (please print)** *Dale DeBoe* Signature *Dale DeBoe* Date 4/16/15

**Signature indicates approval and a commitment of resources, and a commitment that this certificate will be offered consistent with the information included in this form.

College Rep. to UCC (please print) *Makela* Signature *Carole Makela* Date 4/15/15

Submit completed, signed forms to Curriculum and Catalog, Campus Delivery 1063, Student Services Bldg., Room 217.

For Curriculum and Catalog Only
CoSRGE Approval Date WZ 5/7/15 UCC Approval Date 9/4/15
Faculty Council Approval Date 10/6/15 Approved Effective SP 16

College of Health and Human Services
 School of Education
Graduate Certificate in Student Affairs Administration

Effective Spring 2016

<u>Course</u>	<u>Title</u>	<u>Credits</u>
EDHE 660 ^P	<u>Financial Management in Student Affairs</u>	<u>2</u>
EDHE 670 ^P	<u>College Student Personnel Administration</u>	<u>3</u>
EDHE 673 ^P	<u>Student Development Theory</u>	<u>3</u>
EDHE 674 ^P	<u>Campus Ecology</u>	<u>3</u>
	TOTAL	<u>11</u>
PROGRAM TOTAL*		

^P This course has at least one prerequisite. Check the Courses A-Z at <http://catalog.colostate.edu> to see the course prerequisites.

* Department may require additional coursework due to prerequisites.

Needs new footnote

CSU: Sabbatical Leave Summaries 2014-2015

Presented by: Rick Miranda, Provost and Executive Vice President

Sabbatical Leave Policy

The sabbatical leave policy for Colorado State University faculty is addressed in Section F.3.4 in the Academic Faculty and Administrative Professional Manual. CSU offers academic faculty members the possibility of sabbatical leaves at any time after six years have elapsed since the faculty member's initial appointment or most recent sabbatical leave.

The faculty members seeking sabbatical leave shall follow the procedures established by his/her academic unit. College deans or the Dean of Libraries shall forward the names of faculty members recommended for sabbatical leave along with a detailed sabbatical plan to the Provost/Executive Vice President. The detailed plan shall specify how the sabbatical will result in 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. Faculty members cannot be absent for more than two academic semesters in cases of faculty on nine month appointments, and no more than one calendar year for faculty on 12 month appointments.

College of Agricultural Sciences

Allan Andales – Soil and Crop Sciences

Dr. Andales' sabbatical leave was spent in two countries: China (August – November, 2014) and the Philippines (November – December, 2014). In China, Dr. Andales served as a visiting Professor at Northwest Agriculture and Forestry University (NWAUFU), Yangling, Shaanxi with funding from the China 111 project for International Exchange. He co-taught a junior-level undergraduate course in Irrigation Engineering at the College of Water Resources. He gave a series of 7 lectures on agricultural water management and systems computer modeling at the Institute for Water Saving Agriculture (IWSA). Dr. Andales learned about on-going water conservation studies at IWSA, including drip irrigation with plastic mulch, deficit irrigation, and soil amendments for water conservation. Guest lectures were given to undergraduate and graduate students. Technical advice was given to several graduate students regarding their scientific papers. A crop modeling study was initiated with the host professor and his Masters student. Before leaving China, guest lectures were given at China Agricultural University (CAU) and China Academy of Agriculture in Beijing; and at Tian Jin Agriculture University. As a collaborative activity, Dr. Andales participated in a one-week workshop in Beijing on "High efficiency water use in agriculture" sponsored by CAU in June, 2015.

In the Philippines, Dr. Andales served as a "Balik-Scientist" (Returning Scientist) in the College of Engineering and Agro-Industrial Technology (CEAT), University of the Philippines at Los Banos. Funding was provided by the Philippine Department of Science and Technology. Dr. Andales contributed to on-going projects at CEAT by developing a prototype irrigation scheduler (spreadsheet model) for lowland rice; advising project staff on developing crop coefficient

curves using lysimeters; and conducting/demonstrating the use of the USDA-ARS Root Zone Water Quality Model for developing irrigation strategies for corn using long-term weather records. He became familiar with techniques used to evaluate a low pressure drip irrigation kit for small plots like vegetable plots. Dr. Andales visited with scientists at the International Rice Research Institute (IRRI) to learn about sustainable water management practices being developed for rice production, including ecological intensification. The early part of January, 2015 was spent compiling materials for the sabbatical report and communicating with collaborators in China and the Philippines regarding follow-up activities. As a follow-up activity for Philippine collaborators, two Assistant Professors from CEAT planned to visit CSU for one month in 2015 (fully funded by Philippine government) to learn about irrigation management techniques being used in Colorado. This sabbatical increased Dr. Andales' international experience and collaborations in the area of agricultural water management. It increased CSU's visibility in China and Southeast Asia and opened new opportunities for long-term collaboration in research and testing.

Francesca Cotrufo – Soil and Crop Sciences

During her sabbatical leave, Dr. Cotrufo served as a fellow of the OECD Cooperative Research Programme at the Joint Research Center of the European Union in Ispra, Italy. Her primary collaborator was Professor Johan Sic at the ETH in Zurich.

Additionally, during her sabbatical, Dr. Cotrufo: (1) wrote a paper entitled: “Soil organic matter formation from biochemical and physical pathways of litter mass loss”, which is now published in *Nature Geoscience*; (2) lead an NSF-NERC joint proposal currently under evaluation; (3) submitted and got funded a CSU-EI/Shell collaborative proposal; (4) co-authored 8 manuscripts for peer review publication, currently at different stages of the review process; (5) gave invited seminars at the Universities of Munich, Florence, and Caserta; (6) worked at her NSF-CNIC project and in the context of this project visited the James Cook University (Cairn, AU) and the University of Zurich; (7) developed new analytical skills in particular with respect to statistical analyses and the use of the R software. She also assured that her research program moved on smoothly despite her absence, through regular virtual meetings with her group and individual graduate students. She participated in two Ph.D. defenses and one preliminary exam. She maintained her regular commitment as editor and participated in the editorial board meeting of the journal *Global Change in Biology* in Oxford, UK.

Stephan Kroll – Agricultural and Resource Economics

Dr. Kroll spent his sabbatical in the Berlin area in Germany. The Social Science Center (WZB) in Berlin and the Potsdam Institute for Climate Impact Research (PIK) in Potsdam, just outside of Berlin, invited him to spend time at their respective headquarters and provided him with office space. The WZB is a social science think tank composed of economists, sociologists, and political scientists. Dr. Kroll was the guest of the “Market Behavior” research unit and

interacted there primarily with other experimental economists. The PIK is a think tank with focus on the natural and climate sciences. Dr. Kroll was invited by a political scientist of the “Transdisciplinary Concepts and Methods” unit.

While on sabbatical, Dr. Kroll worked on five projects/papers. 1) He presented an overview of the ongoing research agenda “Pigouvian Policies in the Lab” at the Potsdam Center for Quantitative Research and at the University of Kiel, and he and his co-authors submitted the latest (6th) paper from this agenda to the interdisciplinary journal *Global Environmental Change*. 2) Dr. Kroll presented “The Interaction of Markets for Temporary and Permanent Water Transfers: An Experimental Analysis” at the Berlin Behavioral Economics workshop, and he and his co-author are close to submitting it to a peer-reviewed journal. 3) “Acceptability of Congestions Pricing: An Experimental Investigation” is based on a chapter of the dissertation of one of his Ph.D. students. Dr. Kroll and his student submitted the paper to the *Journal of Urban Economics*. 4) Dr. Kroll revised “Spatial Externalities in Interdependent Security Games” and, together with a co-author, submitted it to the top field journal *Journal of Public Economics* where it is currently still under review. 5) Dr. Kroll spent a considerable amount of his sabbatical revising “Avoiding an Uncertain Catastrophe: A Dynamic Public Good Experiment with Risk and Wealth Heterogeneity” and presented it at the PIK. He and his co-author are about to submit this paper to a peer-reviewed journal.

In summary, Dr. Kroll made many important and promising new research connections, submitted three research papers to top journals, pushed two other papers close to submission, and gave four presentations to four immensely different and multi-disciplinary audiences.

Keith Paustian – Soil and Crop Sciences

During his sabbatical, Dr. Paustian was a guest professor at the Joint Research Center (JRC) of the European Commission in Ispra, Italy. He worked with Dr. Emanuele Lugato on research to quantify effects of erosion on continental-scale assessment of soil carbon balances, resulting in two papers submitted (one already accepted) in peer-reviewed literature. He also worked with European partners on the development of a farm-scale greenhouse gas accounting system (COMET-Mondial) for global application. In addition, he continued to support his research program and graduate students at CSU via email and Skype and WebX teleconferences. During the sabbatical period, Dr. Paustian authored or co-authored an additional seven manuscripts to peer reviewed journals of which four have been accepted (in press) to date. He gave three invited presentations at international conferences. He submitted three new research proposals, all of which have been funded.

This sabbatical was highly successful, both from the standpoint of his research and publishing productivity as well as successful proposal development and submissions. Dr. Paustian appreciated the opportunity afforded to work more closely with several European colleagues at

JRC and elsewhere in the EU on advancing the COMET-Mondial work, developing the erosion-soil C linkage and working collaboratively on joint publications.

Yaling Qian – Horticulture and Landscape Architecture

Dr. Qian's sabbatical activities in the fall of 2014 included: a) participating in the 29th International Horticultural Congress in Brisbane, Australia; b) visiting the Urban Horticulture and Turfgrass Program in the School of Agriculture and Food Science at the University of Queensland (UQ); and c) visiting in the Horticulture Departments at Zhejiang University and Shanghai Jiotong University in China.

Through the sabbatical leave, Dr. Qian has: 1) increased her interactions with turfgrass researchers, educators, and turf industry leaders in Australia and China; 2) had the first-hand observations of different systems to address urban landscape water shortages through substitution, regeneration and reduction; 3) had the opportunity to study different water reuse systems in different countries; and 4) updated and expanded her knowledge of salinity issues associated with poor quality water irrigation. Benefits of her sabbatical are to be integrated into her classroom teaching and research at CSU. Her sabbatical leave enriched her experience and strengthened her collaborative relationship with these institutes. It also increased her overall level of knowledge and different perspectives in the areas of turfgrass science and water quantity and quality issues associated with urban landscape irrigation.

College of Business

Susan Golicic – Management

The purpose of Dr. Golicic's sabbatical was to achieve four goals:

- Work with international scholars to establish new research collaborations and to extend her on-going research in other international settings;
- Gain a more global perspective to supply chain management which will enhance her teaching and research at CSU;
- Extend her ongoing global study on innovation, sustainability, and customer relationships in the context of the wine industry;
- Foster and enhance relationships between CSU, the College of Business, and our supply chain students and the universities she will visit.

Dr. Golicic worked with colleagues in Italy, Australia, Germany, and France and presented research to students and a forum of professionals in Peru, all of which accomplished the first and third goals. Additionally, she received and completed a grant from the Canadian government to research policies in sustainability transport based on research that had already been published which, along with the other activities, helped accomplish her second goal. All of this work done

internationally and with international colleagues helped foster relationships accomplishing her fourth goal. During the sabbatical leave, she published two papers and has five under various stages of review. She submitted a book with co-authors that will be published at the end of 2015 on marketing and supply chain management in the global wine industry. She also presented research at four international conferences.

Gideon Markman – Management

Dr. Markman traveled extensively and held research seminars at the following universities:

- The Haskayne School of Business, University of Calgary, Canada
- The Price College of Business, University of Oklahoma
- The Jerry S. Rawls College of Business, Texas Tech University
- Imperial College, London, UK
- Universidad del Este, Puerto Rico
- Instituto de Empresa, Madrid, Spain

Dr. Markman organized and raised funds (over \$80,000) for three scholarly events, one of which was an international conference. The Sustainability, Ethics, and Entrepreneurship (SEE) Conference was an international event and this conference placed CSU on the academic map in this topical area. This was a two day event that Dr. Markman organized and led for the Strategic Management Society. Working with Timothy M. Devinney (a University Leadership Chair and Professor of International Business at Leeds University Business School) they organized a two-day workshop on Global Entrepreneurship for the Advances in International Management (AIM). AIM is a research annual publication devoted to advancing the cross-border study of organizations and management practices from a global, regional, or comparative perspective, with emphasis on interdisciplinary inquiry.

Kelly Martin – Marketing

The primary focus of Dr. Martin's sabbatical was advancing research projects at different phases. She collected data from over 1,000 consumers and businesses to supplement these various projects. In addition, she began one new project that is in its early stages. Beyond the direct work associated with advancing specific projects, she cultivated skills and expertise in new areas of interest. First, she attended a marketing analytics conference to enhance her conceptual knowledge in this domain. She acquired new skills to understand and execute multilevel latent class analyses that will allow her to rigorously explore research questions in new ways. All of this work was centered on her two primary areas of scholarship: marketing ethics and strategy, and consumer well-being. Dr. Martin believes that this collective work will ultimately build exposure for Colorado State University and the College of Business in these domains.

With the funding Dr. Martin received from a CSU Monfort Professorship, she also took two international trips during this time. First, she travelled to the University of Muenster in Germany where the College of Business has a strategic partnership. During that time she connected with both faculty and Ph.D. students on various research projects and topics. Second, she traveled to South Africa and connected with faculty at both Nelson Mandela Metropolitan University and the University of Pretoria. What she believes to be her most high-potential new research project developed during the sabbatical is with a co-author at the University of Pretoria. They plan to study destructive conspicuous consumption practices among Zulu-speaking youth. They have carved out the theoretical model for the research and data collection will begin soon. In addition to the fruitful research partnerships, these two experiences will enhance her effectiveness in the classroom by expanding her knowledge of foreign markets and international practices.

Travis Maynard – Management

For his sabbatical, Dr. Maynard was awarded a Fulbright Scholar Award and worked with faculty and Ph.D. students at ISCTE-IUL in Lisbon, Portugal. While he has studied various dimensions of team effectiveness in a variety of contexts; recently, he has become interested in the topic of team adaptation. Much of this interest stems from his experiences observing organizational teams and seeing how some effectively overcome disruptions while others struggle in such situations. Given that the topic of team adaptation is also an area of emphasis for several of the faculty and students at ISCTE-IUL, Dr. Maynard worked with his colleagues there on two distinct research projects. Specifically, they collected longitudinal data from Portuguese enterprises involved in a 5-week long management simulation to look at the impact of communication channels on team adaptation, shared cognition, and ultimately on patterns or trajectories of performance over the teams' lifecycles. Additionally, they examined team adaptation within healthcare facilities in Portugal. In particular, they leveraged the relationships that ISCTE-IUL and Catolica Lisbon School of Business and Economics faculty have with several healthcare facilities in the region and started a project where Ph.D. students collected data on the teamwork within various healthcare facilities in the Lisbon metropolitan area.

This opportunity provided Dr. Maynard additional personal and professional benefits. In particular, having the chance to study and live abroad increased his understanding of how team-related issues are nuanced in different cultures. While his current network of international colleagues was growing prior to this sabbatical, his time in Portugal and his attendance at conferences there, and his work with faculty and Ph.D. students in Portugal, Ireland, Estonia, and Finland during his sabbatical will certainly extend that network. This should allow for a richer understanding of the team effectiveness domain beyond the confines of the United States.

The research products that emerge through this sabbatical will enhance CSU's reputation in the international community. The relationships that he was able to forge during his sabbatical will likely generate numerous benefits such as research collaborations and faculty and/or student exchanges. Finally, Dr. Maynard was able to gain more experiences during this sabbatical from

both conducting research and living in a different culture. He has been able to share those experiences with his current students in MGT 411 this past semester through concrete examples of team effectiveness in international contexts and how such teams function differently and similarly to the teams experienced here. Likewise, during his sabbatical, Dr. Maynard was able to strengthen his relationships with faculty at Aalto University in Finland which is resulting in CSU students working virtually with Finnish students on a decision-making activity. His hope is that this activity and his discussions in class will help to build a global understanding for CSU students which will be critical for them as they progress in their careers. His sabbatical experiences helped him to better provide this understanding.

Frederick Rankin – Accounting

Dr. Rankin's sabbatical leave allowed him to make significant progress on a manuscript entitled, "*Deceptive Superiors and Budgetary Reporting: An Experimental Investigation*". This paper is currently being revised for *Journal of Management Accounting Research*. Dr. Rankin made significant progress on the manuscript entitled, "*Who's the Boss? The Economic and Behavioral Implications of Various Characterizations of the Superior in Participative Budgeting Research*." This paper is currently being revised for *Journal of Accounting Literature*. He was able to ready the manuscript entitled, "*Elicitation of Information versus Delegation of Decision Rights: An Experimental Investigation*" for publication. It is currently under review at *Advances in Management Accounting*.

Finally, Dr. Rankin traveled to the University of Bern in Bern, Switzerland to work with several co-authors. They spent about ten days working on a new research project entitled, "*An Exploration of Central Headquarters' Influence on Transfer Price Negotiations*". They designed the study, developed the experimental materials, and programmed the experiment. The time away from campus significantly benefited his research and allowed him to achieve the objectives of his sabbatical leave.

College of Engineering

Suren Chen – Civil and Environmental Engineering

Dr. Chen took a one semester sabbatical leave during the fall of 2014 and traveled to China to conduct collaborative research with two universities (Changsh University of Science and Technology and Tongji University). He also had short visits to four other universities to give invited talks and discuss possible collaborations. He primarily visited Changsha University of Science and Technology conducting research on bridge safety under multiple hazards. Some of the work during the visit to CUST became preliminary data for one NSF proposal titled "Development of multi-hazard based vulnerability assessment framework of vital long-span bridge/traffic systems". In addition, he visited Tongji University in Shanghai. This visit was very fruitful in the School of Transportation Engineering. He was able to meet with several

professors in their school and discuss collaboration opportunities. Their school has 1 of the 4 6-DOF state-of-the-art driving simulators in the world. Dr. Chen was invited to visit the facility and test the simulator in person. Dr. Chen had some discussion about doing collaborative research with this unique piece of equipment and proposed some work in another recent NSF proposal titled “Risk-informed framework of traffic safety assessment on critical transportation systems under hazardous driving environments”.

Dr. Chen’s sabbatical was very fruitful in terms of getting to know more about other peoples’ work, particularly when some new facilities become available. Some strong collaboration relationships have been built and some actual research work has been carried out. The originally planned goals were achieved and two journal papers have been accepted. Dr. Chen appreciates the opportunity and thinks it is precious to have a specific time to know more about other universities and plan out future work.

Anura Jayasumana – Electrical and Computer Engineering

Professor Jayasumana spent his sabbatical leave at National Information Communications Technology Australia (NICTA), Sydney, Australia. In addition, he traveled to New Zealand and Sri Lanka for short visits. He visited numerous research and academic institutions in these countries, interacted and exchanged ideas with researchers, and established on-going research links. He was scheduled to re-visit several of these institutes in the summer of 2015 for follow-up research work.

During his sabbatical, Professor Jayasumana gave 14 invited technical presentations (10 in Australia, 2 in New Zealand, and 2 in Sri Lanka) on subjects such as Sensor Networks, Internet of Things, and Distributed Weak Pattern Detection. Five of these seminars were IEEE ComSoc Distinguished Lectures, resulting from the election of Prof. Jayasumana as a distinguished lecturer of the IEEE (Institute of Electrical Engineers) Communications Society in 2014. His seminars reached several hundred researchers, engineers, and scientists. This exceeds the first goal stated in his application for sabbatical, “to publicize and gain acceptance among the research community of recent research outcomes by the Computer Networking Research Group at CSU”. The second goal was to contemplate security and privacy issues that will arise as a result of wide adoption of sensor networks. A significant amount of time was spent looking into these two issues and at several peripheral topics including data analytics and graph theoretical approaches for networking.

Sonia Kreidenweis – Electrical and Computer Engineering

In October 2014, Dr. Kreidenweis organized and chaired a successful Symposium on Biomass Burning Aerosol during the Annual Meeting of the American Association for Aerosol Research. She participated in a JFSP Smoke Science Plan Workshop in Fort Collins in October 2014. In November 2014 she co-authored a successful proposal to the Office of the Vice President for

Research in response to the call for Catalyst for Innovation Proposals (CIP) on the theme of Air Quality, Climate and Health, with wildfires as one of the core theme areas, and she is serving on the leadership team for this effort. Dr. Kreidenweis prepared and submitted a successful Collaborative Research proposal to the National Science Foundation to participate in the Calwater II field study in California in January-March 2015 to measure properties of coastal aerosol. She accepted an invitation to present an invited talk at the National Academy of Science's Sackler Colloquium entitled *Improving Our Fundamental Understanding of the Role of Aerosol-Cloud Interactions in the Climate System*. For this talk, she studied new aspects of the modeling of aerosol-cloud interactions in collaboration with a CSU colleague.

These activities expanded her research efforts on aerosol emissions from wildfires. The sabbatical leave enabled her to focus on the successful completion of time-intensive activities such as the Symposium planning and execution, workshop participation, CIP proposal preparation, and CIP team leadership. Benefits of these activities included increasing the impact of her work, finding new collaborators, and securing new funding. Sabbatical leave enabled Dr. Kreidenweis to participate more actively in the development of advanced cloud models and has supported a productive collaboration, enabling her to accept the invitation to present new work at the Sackler Colloquium and increasing the visibility of CSU in this arena.

Eric Maloney – Atmospheric Science

Dr. Maloney was based at the Australian Bureau of Meteorology (BOM) from July 1, 2014 to June 23, 2015. During his time at BOM, he conducted extensive collaboration with researchers at the BOM, the University of Melbourne, and Monash University on topics including tropical meteorology, climate modeling, and interactions between the tropics and extratropics. For example, he engaged in collaboration with BOM researchers on a novel diagnosis of the Australian climate and forecasting model that will lead to better model simulations and predictions of weather and climate in places like the western United States and the Atlantic Ocean. This will allow better forecasts of hurricane activity, flooding events, heat waves, and other extremes. In addition to broader societal benefits, this research is being extensively integrated into Professor Maloney's graduate Tropical Meteorology and undergraduate Introduction to Weather and Climate classes. It will help augment teaching and learning in the Department of Atmospheric Science at CSU.

In addition to these collaborations, Dr. Maloney instituted a joint research effort with researchers at the University of Melbourne to study precipitation in the region of Borneo and New Guinea and its remote effects on North America. This collaboration is related to a future field program to take place in this region during 2017 that Professor Maloney is helping to plan. This new research thrust has the potential to not only bring in substantial new external funding to CSU, but also to augment CSU's global reputation as a leader in atmospheric science research. Preliminary plans have been made for Melbourne researcher Claire Vincent to visit CSU for 2-3

months in the coming year to foster this collaboration. Dr. Maloney also gave 11 seminars; and published, submitted, or initiated 16 articles during this sabbatical.

In summary, this sabbatical has paid dividends by increasing scientific knowledge with societal benefit, increasing the potential for future CSU research funding, enhancing CSU's global reputation, and enriching the lives of students in the Department of Atmospheric Science through enhanced learning opportunities.

Ketul Popat – Mechanical Engineering

During his sabbatical, Dr. Popat visited three universities: University of Christchurch, New Zealand; Vellore Institute of Technology, India; and Pontificia Universidade Catolica do Parana, Brazil. He was able to learn more about biomanufacturing at these universities since they have expertise in this area and to develop further research collaborations. Dr. Popat's research expertise is in the areas of biomaterials focused on biomaterials, nanotechnology, and tissue engineering. However, his group is not involved in advanced biomanufacturing, specifically manufacturing of 3D scaffolds for tissue engineering. His increased knowledge in this area, as well as developing strong collaborations with groups that are expert in this area, will be key to developing this further at Colorado State University and to getting federal grants in the future.

Part of Dr. Popat's sabbatical plan was to establish collaborative relationships between Colorado State University and the universities he visited during his sabbatical. Toward sustainable development, it is essential to integrate new educational programs that will diversify the landscape of medical technology. Such collaborations will have great potential to lead to further interactions where students and faculty can visit Colorado State University for advanced education and research and vice versa. To that end, he has developed strong research collaborations with the three universities he visited. As a part of the exchange program, he will be hosting students from these universities in the Spring of 2016.

Wade Troxell – Mechanical Engineering

Dr. Troxell spent his sabbatical leave reestablishing connections for his research interests after more than ten years of service as Associate Dean for Research and Economic Development in the College of Engineering. His sabbatical provided the opportunity for professional enhancement of CSU's reputation, and time to prioritize his research activities going forward. Dr. Troxell focused his scholarship and teaching interests in areas of intelligent robotics, smart city infrastructure (in energy, water, and transportation systems), smart grid integration of distributed energy systems, holistic engineering design as an exploration process, philosophy of engineering, collaborative research models, and manufacturing innovation.

Dr. Troxell pursued five proposals to reestablish a research funding base to support graduate students and his own research interests. He reestablished research collaborations that resulted in

publishing a peer reviewed article that appeared in the Engineering Education for Sustainable Development 2015 conference. The manuscript has been invited for publication in the International Journal of Sustainability in Higher Education. He pursued the initial concepts of a new jointly developed course with Professor Bernie Rollin that looks at the intersection of philosophy and engineering as a discipline. Dr. Troxell had one Ph.D. student successfully pass his Ph.D. preliminary exam. Dr. Troxell was also elected Mayor of the City of Fort Collins in April 2015 for a two year term.

College of Health and Human Sciences

College of Liberal Arts

Katherine Browne – Anthropology

The sabbatical term made possible an intense focus on completing her book manuscript. The completion of this work included completing drafts and making several rounds of edits on all 11 chapters. Some of this work required identifying and resolving key missing pieces of research. During this period, Dr. Browne worked with a graphics professional to conceptualize and complete a large number of graphic supplements (40) to the text. Near the end of the term, she prepared the final manuscript in the format required for copyediting by the press.

The benefit to Dr. Browne of this sabbatical time cannot be overstated. In this book about her long-term post-Katrina study, she attempted an experimental form of public writing. As such, the writing required a fresh way of weaving her analysis of years of research into a coherent, accessible whole. Having the fall term to complete this work to integrate all the threads of research and graphics, proved vitally important to the quality of the final book. The manuscript was to be published in June 2015 in time for the 10-year anniversary of Hurricane Katrina in August 2015. *Standing in the Need* is the only anthropological work in the Katrina Bookshelf Series headed by distinguished Yale professor emeritus, Kai Erikson. The narrative approach of the book may appeal to audiences beyond anthropology, perhaps even beyond the academy. The public profile of the book as well as any media coverage associated with it will enhance the reputation of the Anthropology Department, the College of Liberal Arts, and Colorado State University.

Carl Burghardt – Communication Studies

Dr. Burghardt was able to conduct research for a book project at the Margaret Herrick Library located in Beverly Hills, CA. He spent three weeks studying unpublished letters, film scripts, and production records for seven coming-of-age films, made in the United States from the period 1933-1946. The materials gathered support his major contentions about national conceptions of childhood, adolescence, and adulthood during the Great Depression and World War II.

Dr. Burghardt derived three main benefits from his sabbatical: (1) He obtained materials necessary for the publication of his scholarship on coming-of-age films in the United States; (2) He increased his understanding of the Hollywood system of the 1930s and 1940s; and (3) His teaching will be enhanced by the knowledge and experience gained at the Herrick Library.

Maite Correa – Foreign Languages and Literatures

During her sabbatical leave, Dr. Correa was able to finish and publish two articles and write another two (one of which has already been submitted to a refereed journal). She collected data for two additional projects that were completed during the Spring of 2015. Based on the research she is currently working on, she has submitted three conference proposals (two of which have already been accepted). Additionally, Dr. Correa wrote proposals for four grants (two of which were accepted).

Dr. Correa had a very productive sabbatical. She did qualitative research for the first time (she's a quantitative researcher), but has learned quite a bit about NVivo analysis software and has acquired very valuable analysis skills that will be useful in the near future. Also, because of the two grants, she has been awarded for the next year she believes 2015 will be a very productive year both in terms of research and service to the community.

Jennifer Cross – Sociology

Dr. Cross used her sabbatical leave to focus on advancing her research agenda around integrative design and the green built environment. Her goals were: 1) to focus her writing on completing publications from existing projects, 2) to expand her professional social networks within the U.S. and internationally related to green building and civic regeneration by presenting at diverse conferences and symposia, and 3) to increase funding for research on sustainability, green buildings, and civic regeneration. She submitted and published one single-author publication, one white paper intended for professional audiences in the construction and building design industry, and six multi-author publications. Dr. Cross sought out and accepted speaking engagements that were focused specifically on her work related to green buildings, organizational sustainability, civic regeneration, and behavior change. She gave eight invited talks, including the keynote address at the International Symposium on Energy Challenges and Mechanics in Aberdeen, Scotland. She gave two conference presentations. In addition, Dr. Cross began work on two newly funded research projects: EcoDistricts and EPA Healthy Schools.

The university has benefited from her activities in several ways. First, the EPA grant is one of the first in the country to examine the health impacts of green schools on student and teacher health and performance. As a result, there has been and will continue to be media coverage of these grants and their findings. Second, her attendance at the EcoDistrict Incubator resulted in a request to sponsor the Research Summit at the upcoming EcoDistrict Summit in Denver in April

2016. Both of these research efforts are increasing the university's reputation for doing work on urban sustainability and green buildings. In addition, her white paper on Integrative Design has been downloaded hundreds of times and has been presented to a variety of audiences across the state. These presentations along with other invited talks she has given to professional audiences has already lead to: 1) two new grant-funded research projects as well as supporting the engagement goals of the university by translating science to various audiences, and 2) requests to speak at international conferences on urban sustainability which will further enhance the reputation of the University. This sabbatical provided her the time to work on two very time intensive publications, her single author article and the white paper on Integrative Design. Publication of these and the other articles helps to enhance Dr. Cross's scholarly reputation and position her for promotion to Professor. The time spent preparing public talks and refining grant applications during this sabbatical helped her refine and advance her research agenda by bringing increased clarity and focus to her research on the green built environment.

Harvey Cutler – Economics

Dr. Cutler completed three papers during the latter part of 2014 which are all currently submitted to journals. His research has transitioned to state tax policy. Since most states charge both an income and sales tax, it is possible to consider the optimal ratio of income and sales tax rates which maximizes economic growth. Surprisingly, this is an under researched area. Dr. Cutler has used both his computable general equilibrium (CGE) model as well as econometric techniques in this endeavor. He submitted three grant proposals in the last half of 2014 and all of them were successful. He is the PI on the grant "Computable General Equilibrium Study of the Navajo Generation System for Arizona" (National Renewable Energy Laboratory (NREL)). He is a Co-PI on the grant "Rural to Urban Water Transfers, Climate Change and the Future of Rural Agricultural Economies in the Semi-Arid West: A Comparative Regional Analysis" (National Institute for Food and Agriculture). He is a CO-PI on the grant "Center for Risk Based Community Resilience Planning" (National Institute of Standards and Technology (NIST)).

Dr. Cutler's work in tax policy has brought about several other applications in this area which could lead to several dissertation topics for CSU Ph.D. students. He is currently considering several candidates in the Ph.D. program to be involved in this project. His funded research has led to the funding of five Ph.D. students in his department which will provide the foundation of dissertation topics for all these students. In the fall, four more Ph.D. students will be added to the NIST project. The NIST project is one of the first endeavors to formally merge engineering and economic models into a simultaneous computer simulation model. The project is using the joint work from engineers, social scientists and economists from ten universities in the U.S. and should receive many accolades from the academic community. This project should lead to a wide range of journal publications over the next five years.

Charles Davis – Political Science

During the fall semester of 2014, Dr. Davis took sabbatical leave to work on papers dealing with the analysis of natural gas regulation in the United States. This leave provided him with an opportunity to continue public policy research analyzing the politics of hydraulic fracturing (fracking) at multiple levels of governance. The research benefits include progress on three papers dealing with the regulation of fracking operations or their impacts in nearby communities. There have also been instructional benefits associated with the sabbatical. Dr. Davis gained more knowledge about regulatory processes and impacts that has already been incorporated into environmental courses through the addition of new materials and case examples. In addition, this information has been invaluable in his efforts to work with graduate students with an interest in fracking operations, both as a faculty advisor and as an outside committee member.

Sue Doe – English

Dr. Doe's sabbatical was spent studying how socially engaged art, also known as social practice art, has sprung up as an amplification to traditional data-driven arguments that address issues of social justice. This type of art moves away from art as object and toward art as social practice and engagement. It consciously favors story and performance over formal argument. After doing new reading in arts philosophy, affect theory, and histories of the rhetoric-aesthetic divide, Dr. Doe engaged in field research, studying several original stage productions in Akron, Pittsburgh, Chicago, and Denver. She examined comics, novels, documentaries, performance art, songs, slam poetry, etc., all of which participate in arts advocacy and activism. She interviewed several nationally prominent socially engaged artists as well as actors, playwrights, cartoonists, and musicians in order to understand how and why they are engaging in participatory art. As a whole, she found that socially engaged art often gives voice to the voiceless and disrupts notions of actor and audience, redefining power and literally challenging who has a right to center stage. Since her disciplinary home is rhetoric and composition and her general area of research is the rhetoric of academic labor, Dr. Doe endeavored to learn how arts advocacy in the labor context reflects an under-explored area of argumentation.

In the final stages of her sabbatical, she launched a new research center at CSU, the Center for the Study of Academic Labor, which will be a catalyst for both data-driven, social science research and creative forms of scholarship relating to the challenges associated with academic labor in the 21st century University. This will position CSU as a thought leader in this urgently needed area of study.

In addition to two co-authored articles that were heavily influenced by her sabbatical research (one appearing in *Literacy in Composition Studies* and the other in *Feminist Formations*), Dr. Doe is at work on a scholarly monograph and bringing new connections to the arts back to the English Department and the Rhetoric and Composition program at CSU, both of which have a strong history of commitment to social engagement and social justice but neither of which has

enjoyed significant connections to the performing arts. The new relationships she has forged will open doors to several new opportunities for students and faculty: an expansion of courses, assignments, and outreach efforts that connect English Studies to the arts; a role for English and specifically Rhetoric and Composition in the College of Liberal Arts LEAP program; opportunities to bring socially engaged visiting artists to campus; opportunities for students and faculty to study, work, and do internships at performing arts locations; and new directions for inquiry into arts-based advocacy and socially engaged art as rhetorical practice.

The connections made during this sabbatical will also have a national reach since they directly contributed to her startup and co-directorship of a new research center on campus that addresses academic labor, The Center for the Study of Academic Labor (CSAL), featuring both data-driven scholarship and artistic inquiry. CSAL, which opened in early September 2015, is utterly unique in higher education, serving as a “scholarship and artistry home” for researchers and artists across the country who study issues of academic labor and particularly the shift to non-tenure-track faculty, who were once utilized as a stop-gap solution to short term needs but now represent a normalized approach to faculty hiring. The resulting change in the profile of the faculty toward a largely contingent workforce is arguably one of the greatest challenges facing higher education in the past 50 years. CSAL, which will feature a web site, a searchable citation database, a journal and book series, and serve as host for a national conference in 2017 will continue President Tony Frank’s 2014 commitment to making CSU a center of excellence in the treatment of non-tenure-track faculty, concretizing CSU’s interest in being a thought leader in this area.

Judy Doenges – English

Dr. Doenges’ sabbatical year was spent completing a 340-page draft of her novel, “The Skolands”; completing a short story, “Privacy”; and completing a third draft of a second short story, “A Total Life Experience”. “Privacy is currently under consideration at a number of literary journals. She continued her novel research on the eugenics movement in the United States, which serves as the background for her novel. She supplemented that research with readings about early 20th century rural life in the Midwest – the time period and setting for the novel. She also worked with her fiction advisees on their theses. They graduated in May. In addition, Dr. Doenges read and ranked forty application manuscripts for Yaddo, a legendary and prestigious artists’ colony in upstate New York.

The benefits Dr. Doenges received from her sabbatical are many. She expanded her experience in both novel writing and short story writing, not only because she is writing a historical novel for the first time, but also because she’s written two short stories from a male perspective, one from the point of view of an ex-con and the other from the point of view of an adolescent boy. All of her work during this sabbatical has made her a more nimble writer. In addition, she has become much more comfortable as a researcher, and she’s learned how research and creative content speak to each other in creative work. Her experience writing the novel serves her well as

a teacher. Currently, both of her third-year MFA thesis students are writing historical novels, and increasingly, the MFA students are submitting novel chapters in class and producing novels for their theses. Her work for Yaddo strengthened her connections to the nationally recognized fiction writers and the administrators at the colony, where she has been a resident three times.

Lynn Hempel – Sociology

During the sabbatical period, Dr. Hempel completed research for a book on Conservative Christian Perspectives on the Environment and Environmental Activism. Transcripts from fifty in-depth interviews were coded, analyzed, and interpreted. This set the foundation for writing the empirical chapters for the book. The sabbatical also provided necessary time to research and develop the book's literature review and to complete its first two chapters. In addition, two research papers addressing findings from this research project were developed and submitted to peer-reviewed journals for publication during this period. The first of these is now in press, the second has been revised and resubmitted and is currently being reviewed for publication.

The two major benefits of the semester sabbatical were: 1) the time it provided to conduct a thorough and in-depth literature review necessary to situate her work, and 2) the time it provided to code, analyze, and interpret the results of the research. The papers written during the sabbatical period and the book, once published, will enhance Colorado State's reputation and support our land grant mission to conduct research that is beneficial to the community by advancing understanding of the religious sources of resistance and ambivalence toward environmental issues and action. The findings will enhance collaborative activities and cooperative engagement concerning environmental policy in Colorado as well as strengthen educational and outreach programs addressing environmental issues in Colorado.

Eric Hollenbeck – School of Music, Theatre, and Dance

Professor Hollenbeck's sabbatical encompassed three endeavors: 1) creating an updated teaching approach to the contemporary interpretation of the standard orchestral literature by taking lessons with percussionists from prominent orchestras that recently won their position, 2) recording pieces for a solo CD, and 3) updating clinic materials that are a part of his standard teaching tools.

Updating his teaching approach to a more contemporary interpretation of the standard orchestral percussion literature will help the percussion students at CSU to increase their chances at winning or progressing towards acquiring a position performing for a symphony orchestra and auditions for graduate programs. Progress towards recording pieces for a solo CD will help Professor Hollenbeck's reputation, as well as CSU's reputation as a strong and progressive percussion environment. Updating materials creates a more relevant and current approach to preparation of CSU's percussion students on a variety of percussion instruments.

Adrian Howkins – History

Dr. Howkins had four main goals for his sabbatical leave: 1) to complete a book manuscript on the environmental history of the Polar Regions for submission to Polity Press; 2) to continue conducting archival research as part of his environmental history research as a co-PI on the McMurdo Dry Valleys LTER site in Antarctica; 3) to present research at a major international Antarctic conference; and 4) to develop a new undergraduate class in Arctic History at Colorado State University. Over the course of the sabbatical leave, he accomplished all four of these goals. He completed an 80,000-word manuscript on the environmental history of the Arctic and Antarctica, which he submitted to Polity Press in early December of 2014. Dr. Howkins continued research on the environmental history of the McMurdo Dry Valleys with research visits to New Zealand, Virginia, and Ohio. He chaired a roundtable on “History and Science in Antarctica” at the SCAR Open Science meeting in Auckland, New Zealand in late August 2014, as well as participating in four other conferences and presentations. He has gathered material and started working on a syllabus for an Arctic History class that he hopes to teach at CSU for the first time in 2016. In achieving all four of his stated goals, the sabbatical leave proved tremendously beneficial for his career.

Gary Huibregtse – Art and Art History

Professor Huibregtse’s strategy to produce new creative work entailed exposing images onto large format, 5” x 7” color film, recording negatives that hold exceptional levels of detail, information clarity, and tonal subtlety, as well as creating high-definition images with a “full frame” format digital camera. The pictures made are a continuation of a creative photographic series made under the working title of *New West, Revisited*. His intent is to describe topographical and contemporary social concerns while seeking to create images that reveal the visual evidence of human activities upon the built environment as our culture proceeds into the 21st century. He was able to create over 100 large-format film images, as well as nearly 500 high-definition digital image captures in extended field excursions through Wyoming, Utah, Colorado, New Mexico, Arizona, and Nevada. He has been able to create new projection prints on his large format negatives, as well as incorporating high resolution drum scanning, precise digital file preparation, and state of the art LightJet laser printing into his print production practice. In addition to a portfolio of moderate-scale, 20” x 30” prints of the images created during the sabbatical leave, a small selection of images will be printed to 47” x 64” scale for exhibition opportunities that are under consideration through his commercial gallery source.

The leave afforded Professor Huibregtse a way to leave campus for an extended time frame that is impossible during a normal semester with a full teaching load. He is most enthusiastic about the growth and progress the new imagery represents. The results have certainly fired his imagination and reinvigorated his creative practice, as well as his approach to teaching studio art. Professor Huibregtse has brought this replenished energy with him in the return to the classroom and feels the renewed energy and commitment to the creative act has had a positive effect on the

interactions he has had with his students. The college and university will benefit from the improved quality of instruction he feels he is now providing, as well as the associated recognition it will receive as he exhibits the new imagery in various venues on a regional and national level.

Walton Jones – School of Music, Theatre, and Dance

Spring term 2015 was used to complete rehearsal drafts of “Music Hall Sidelights”, “The Virgin Suicides”, and other original works for the theatre. “Music Hall Sidelights” is a multimedia Music Hall music-theatre piece focusing on the life, epoch, and works of Sidonie-Gabrielle Colette, who lived in Paris in the 1920. She was a French novelist and short story writer and a cabaret performer who was known for her observations of class and sexual politics. Professor Jones’ stage adaptation of Jeffrey Eugenides’ novel, “The Virgin Suicides”, also a multimedia theatre piece, was completed in August 2015. The first act of a third original work, “Someone to Watch Over Me”, was also completed. He also used the sabbatical to prepare for production of “Boy”, a new play by Diana Son, with frequent meetings with Ms. Son in New York and Los Angeles. These meetings and discussions resulted in the fourth draft of the play, which will have its premier at CSU in February 2016.

These original works expand and promote Professor Jones’ professional work as a theatrical writer and director and bring equal focus to the School of Music, Theatre, and Dance and to Colorado State University as a center for the production of original creative work by its faculty. He is a twice published playwright and a nationally award-winning director who represents a fertile and ongoing connection to the theatre profession.

Joon Kim – Ethnic Studies

For his sabbatical leave during the fall semester of 2014, Dr. Kim resided in Fullerton, CA and worked on ways to complete existing research projects, map out new research agendas, and establish new professional networks for his role as a board member in the National Association for Ethnic Studies (NAES). In particular, this sabbatical leave afforded him the opportunity to continue his research on international labor and immigration policies in South Korea and to broaden the scholarly networks for the discipline of Ethnic Studies at teaching institutions in Southern California.

During leave, Dr. Kim was able to complete three research articles and conduct an invited review of an influential anthology consisting of 35 leading journal articles on international migration. All of these papers are either published or slated for publication and multicultural education. In one article, he collaborated closely with two of his colleagues who currently teach at Korean national universities. For the other two articles, he was invited to write for *Asia Pacific Education Review* (and attended as a featured speaker at its international conference at Seoul National University the previous year) on the topic of Korea’s multicultural education and for

Research in the Sociology of Work on Korea's international migrant labor advocacy. This endeavor is a culmination of many years of focused research which documents an evolving nature of politics pertaining to immigrant labor and of society toward multiculturalism. The sabbatical leave allowed Dr. Kim to continue the research and bring to fruition important articles.

Francisco Leal – Foreign Languages, Literatures, and Cultures

The primary purpose of Dr. Leal's sabbatical was to finish a manuscript of a book length research project on Latin American poets and drugs. During his sabbatical, he finished the manuscript and will submit it for publication shortly. In addition to accomplishing this goal, he published a poetry collection, submitted three academic papers for publication, participated as an invited keynote speaker in a symposium dedicated to poetry at Georgetown University, and served as a curator for a project with the University Center for the Arts at CSU.

Dr. Leal's sabbatical will help his academic career to move forward, but it will also bring benefits to CSU. By allowing him to dedicate special attention to his research, CSU has gained a better-prepared instructor and researcher, benefitting both students and colleagues. Upon his return from sabbatical, Dr. Leal received two invitations to present his work, one from the University of California-Berkeley, and another from Festival Internacional de Poesia de Granada, Nicaragua. These invitations exemplify that his work as a CSU professor is well-received in the widespread academic community.

Stephen Leisz – Anthropology

Dr. Leisz's sabbatical involved a diverse set of activities ranging from fieldwork, to conference attendance, to time for reflection and writing. His fieldwork was paid for through a grant from NASA's Land-Cover/Land-Use Program. In conjunction with the fieldwork, Dr. Leisz collaborated with international colleagues and developed an MOU between CSU and Savannakhet University. He attended two conferences, the 5th International Conference on Remote Sensing in Archaeology at Duke University and the 2nd International Urbanization and Global Environmental Change Conference in Taipei, Taiwan. Besides writing conference papers, Dr. Leisz revised and finished two papers for publication. He funded one of his graduate students to participate in fieldwork with him in Vietnam. He stayed active within his department and provided service to CSU through active participation with other Anthropology Department and College of Liberal Arts personnel in developing a Geography Major and by serving on a search committee for a new Assistant Professor of Geography. He also worked with university colleagues to develop a One-Health Cluster Hire Initiative.

The sabbatical provided benefits to Dr. Leisz by enabling him to: (1) spend some much needed time to reflect on his current and past research and draft and submit publications on his findings; (2) initiate new international collaborations with colleagues in Laos and Thailand as well as continue collaborations with colleagues in Vietnam; (3) finish fieldwork in Vietnam, Laos, and

Thailand associated with his most recent NASA funded project; (4) integrate new data and information culled from his fieldwork and secondary literature reviews into his geography courses; (5) develop new geography courses; and (6) develop new project proposals which he intends to submit for funding in the coming year. The sabbatical provided benefits to the University through: (1) new international connections he established; (2) visibility of CSU at two international conferences he attended; (3) publications; (4) improved and new courses he will teach; and (5) new funded projects.

Ann Little – History

Dr. Little's sabbatical year was tremendously enriched by the fellowship she won to work at the Huntington Library in San Marino, California. She achieved her stated goal of completing a draft of her book, *The Many Captivities of Esther Wheelwright* and securing a book contract. She will submit the final manuscript to Yale University Press for copyediting, and the book should appear in print in the fall of 2016. Dr. Little also conducted some preliminary research for her third book, wrote a draft of a grant proposal for that project, and made progress on a variety of smaller projects. These smaller projects included publishing a book chapter in *Age in American History*, revising an article for a journal, writing and submitting an invited book chapter to *The Routledge Handbook of Gender, War, and the U.S. Military*. She was invited to write an essay for *Cambridge World History of Violence*, and was informed that an essay of hers would be republished in an anthology, *Rethinking Canada*.

In addition to her own research and writing, Dr. Little did a great deal of public outreach by giving a variety of invited talks and lectures at the Huntington and in other parts of the U.S. and Canada. She led a seminar at the Huntington for ambitious donors and gave two large, public lectures: first, for the Humanities Institute at the University of Toledo on "Secrets of the Mouse: The Humanities in Unexpected Places", and the other at the Huntington to a local chapter of the Society for Colonial Wars on "Warfare and Society in Eighteenth-Century North America: The Curious Case of Esther Wheelwright". She also collaborated with producers and appeared in Quebec in an episode of *Who do You Think You are* with Tom Bergeron, which was a season finale premiering this past August.

Marilee Long – Journalism and Media Communications

During her sabbatical, Dr. Long wrote two grant applications, one to the School of Global and Environmental Sustainability and the other to the Colorado School of Public Health at CSU. Both grants were funded. One grant directly supports her research in patient-provider communication about vaccinations; the other grant supports university-wide efforts to encourage interdisciplinary research in the areas of air quality, climate, and health. As part of the leadership team for the newly formed Partnership for Air Quality, Climate, and Health, Dr. Long spent a significant part of her sabbatical developing relationships between social scientists and physical and biological scientists and engineers on campus.

Dr. Long's sabbatical work benefited her in several ways. Of particular note are the following: (1) expanded her knowledge of patient-provider health communication; (2) increased her understanding of how different populations process health messages; (3) secured funding for a specific health communication research study; (4) increased her ability to work on interdisciplinary research teams; (5) increased her ability to compete for external research funding. The university benefitted from her sabbatical work because a key activity of her sabbatical was working on the Partnership for Air Quality, Climate, and Health. The Partnership's goal is to increase CSU's capacity to field interdisciplinary research teams in the area of air quality, climate, and health. In particular, the Partnership is working to foster stakeholder-driven research, which speaks directly to CSU's land-grant mission.

Greg Luft – Journalism and Media Communications

Dr. Luft's sabbatical project involved significant background research and on-site production work in Florida for a documentary on attempts to restore the Everglades ecosystem. This is a multi-billion dollar project in process since he first reported on the topic more than 30 years ago. Dr. Luft is examining the many media, political, environmental, recreational, and financial impacts of this massive restoration project, which has significant water supply and quality issues, global warming elements, and the potential to demonstrate whether man can successfully fix a problem caused by a tremendous influx of people.

In addition, Dr. Luft used the sabbatical to complete work on a new program plan for a Masters Plan C degree, completed a major project on intellectual property for a CSU task force, and made himself available for a variety of administrative duties that require continuity despite his sabbatical status. This included completing the department's spring class schedule, continuing his work on the Rocky Mountain Student Media Board of Directors, and working closely with the National Broadcast Education Association as a board member representing the western United States.

As a documentarian, writer, and teacher, Dr. Luft used this sabbatical period to update his skills and knowledge of television production in a high definition environment. This meant learning how to use new production systems that are now an integral part of documentary production. He benefitted by renewing his sense of focus on the journalistic effort in an environment where sources and information are difficult to access. Through his work on the new Intellectual Property document, he improved his grasp of the many issues related to publishing academic work as well as the type of work he is involved in as a documentarian. Through his other activities in development of the departments' new Plan C Master's program, he helped to move the department plans forward so that the program can start by fall, 2016. Dr. Luft also gained a renewed sense of purpose in his job as an administrator and returned to work refreshed and ready to tackle the many responsibilities of his position.

Matthew MacKenzie – Philosophy

During his sabbatical, Dr. MacKenzie wrote a book chapter, “Physicalism and Beyond: Flanagan, Buddhism, and Consciousness”, for the forthcoming volume *Naturalism and Asian Philosophy: Owen Flanagan and Beyond* (SUNY Press 2016). He significantly revised and submitted the article, “Reflexivity, Subjectivity, and the Constructed Self: A Buddhist Model,” which is now forthcoming in the journal *Asian Philosophy* (October 2015). He then wrote the article “(Re-) Constructing the Self”, which is forthcoming in a special issue of the *Journal of Consciousness Studies* (2016). He wrote the critical commentary, “Self-Awareness, Intentionality, and Perception in Coseru’s *Perceiving Reality*”, forthcoming in the *Journal of Consciousness Studies* (2015). Finally, he was able to complete and revise the main four chapters of his co-authored manuscript, *Enacting Wisdom: Asian Philosophies and the Embodied Mind*. They are now completing the introduction and formatting the manuscript for submission and blind review to Columbia University Press. In addition to the above writing projects, he participated in two academic conferences. The first was the Central meeting of the *American Philosophical Association*, held in St. Louis. There he gave a full-length (45:00) commentary on papers by Mark Siderits and Miri Albahari. The second was the Pacific meeting of the *APA*, in Vancouver, Canada. At that conference, Dr. MacKenzie participated in an author meets critics session on Christian Coseru’s *Perceiving Reality*. As mentioned above, the revised comments and responses will be included in a future edition of *Journal of Consciousness Studies*.

The sabbatical leave was beneficial in a number of ways. He was able to write extensively and publish in his main research area. He was able to significantly revise both an article and a book. He was able to read more widely in his area of expertise and participate in academic conferences. This activity benefits the University by contributing to the research output and reputation of CSU and the College of Liberal Arts. Further, by deepening and extending his engagement with his area of research, he is now better prepared to benefit students through teaching and advising research.

Ann Magennis – Anthropology

Dr. Magennis worked with her former graduate students during the fall of 2014 to finalize one publication on the skeletal collection from a Colorado 19th century insane asylum that is currently curated in her laboratory. This article is now in press. During the winter and spring, Dr. Magennis traveled to Merida, Mexico to continue working on a project in conjunction with the Autonomous University of the Yucatan (UADY). This work is focused on data collection regarding diabetes and the access of lower income families in the greater Merida area to healthcare.

The year-long sabbatical allowed Dr. Magennis to finalize one aspect of a long term project on the Colorado insane asylum skeletal collection. She worked collaboratively with one of her

more gifted graduate students in order to submit a chapter to an edited volume in honor of a very important figure in her discipline, George Armelagos. Dr. Armelagos is one of the most important biological anthropologists of the 21st century, and Dr. Magennis was one of his students in the 1980s. This volume will be well read and cited and will benefit Dr. Magennis personally as well as the university. Her work in Mexico is part of a larger university effort to establish a formal exchange of students and scholars with UADY. Dr. Magennis made progress on a new project to examine the relationship between diabetes, mortality, and poverty. This research is cutting edge and of transdisciplinary significance. Future work will culminate in grant requests and publications.

Cindy O'Donnell-Allen – English

During her sabbatical, Dr. O'Donnell-Allen completed a book proposal (along with her CSU colleague and co-author, Dr. Garcia), which was accepted in the fall, secured a contract with Teachers College Press (a leading publisher in literacy research and education), and neared completion of the book. The book, titled *Pose/Wobble/Flow: A Culturally Proactive Approach to Learning and Literacy Instruction*, is aimed at preservice and early career teachers, with a secondary audience of teacher educators. It provides a series of tools and cultural dispositions to pragmatically reframe secondary English Language Arts (ELA) teacher education and classroom practice for a digitally connected and diverse generation of students in today's era of standardization. The book has eight chapters. Dr. O'Donnell-Allen was lead author on three chapters, including the chapter that conceptualized the theoretical framework for the entire book; an equal contributor on two chapters focused on composition and reading instruction; and a contributor to two chapters on civic literacy and classroom design, as well as the book's concluding chapter. Additionally, Dr. O'Donnell-Allen conducted, transcribed, and excerpted from in-depth interviews with four educators whose expertise aligned with themes emphasized in three chapters of the book. The entire book manuscript was submitted in February 2015 and is now in final edits with publication expected soon.

As is the intent of sabbatical leave, Dr. O'Donnell-Allen's provided time for in-depth reading, research, and writing. While the book has been a highly collaborative project with Dr. Garcia, she cast an especially wide net in these activities because she took the lead in authoring chapters that articulated the book's conceptual framework called Pose/Wobble/Flow, which is grounded in a pedagogical approach referred to as "culturally proactive teaching". As evidenced by its acceptance by one of the leading, most forward-thinking publishers in educational research and theory (Teachers College Press), the book promises to bring acclaim to CSU by making an impact on secondary English Language Arts teachers. The book will also be co-published with the National Writing Project, one of the nation's central professional networks for K-12 teachers devoted to the improvement of writing. This combined publication effort is likely to extend the reach of the book beyond the book's primary audience of preservice and early career teachers to also include literacy researchers and teacher educators, thus making a more profound impact on the field of English Language Arts.

Janet Ore – History

During her spring semester 2015 sabbatical, Dr. Ore worked on two research and writing projects. On both, she made significant progress.

Her long-term research project is entitled “The Toxic House”. Combining the approaches of vernacular architectural history and environmental history, her research focuses on the transformation of common building materials after World War II. Catalyzed by the petrochemical revolution, plastic-based components – plywood, particle board, PVC pipe, vinyl – replaced traditional organic or mineral materials in house construction. Off-gassing dangerous vapors, these materials changed the interior ecologies of houses and endangered the human bodies that resided within them. The cheapest dwellings, mobile homes, were the worst offenders. Mostly homes for working people, these structures reinforced categories of class and race by disproportionately threatening the bodies of poor people. She researched and began writing a chapter entitled “Toxic Tin Cans: The Poisonous Environment of Trailers”. It uses the story of FEMA trailers for Hurricane Katrina evacuees to make the argument about how the formaldehyde from modern building materials endangered poor black Americans. The chapter is about two-thirds finished in draft form. Along with this chapter, Dr. Ore drafted the book’s introduction and undertook a research trip to Ball State University archives to look at the papers of a prominent Healthy Homes Movement leader, John Bower. In April 2015, at the St. Louis conference of the Organization of American Historians (the most prestigious professional association in her field), she participated on a panel of innovative approaches to environmental history entitled “State of the Field: U.S. Environmental History”. This came directly from her research on “The Toxic House”. She also attended the Vernacular Architectural Forum conference in June, but did not present a paper. These two conferences show the two subfields within which she is working.

Dr. Ore undertook a second project as a faculty council member of CSU’s Public Lands History Center. In collaboration with CSU graduate students and history faculty members, she wrote two chapters of the ten-chapter Theodore Roosevelt National Park Historic Resources Study. This manuscript-length report will establish the larger historic contexts of park history to help the managers identify and determine the importance of their resources. With Jared Orsi and Mark Fiege, two U. S. environmental historians, the team is bringing an environmental history methodology to a document that traditionally only considered cultural resources. She was responsible for researching and writing about the Park’s transformative 1950s-1960s expansion and about the post-1970s era when the park became a national park with an ecological mission. The 30-page chapter entitled “Mission 66 and the Modernization of Theodore Roosevelt Memorial National Park, 1947-1978” and the 25-page chapter “The Theodore Roosevelt National Park Era: Resources under Threat, 1973-2007” are in final draft form and will go to the National Park Service for comment in mid-October. They plan on re-writing the report into a book and have been talking with the University of Oklahoma Press editor about its eventual publication.

Dr. Ore's spring semester 2015 sabbatical allowed her to use concentrated time to complete or make major progress on research projects that enhance her publications, teaching, and outreach.

Antonio Pedros-Gascon – Languages, Literatures, and Cultures

Dr. Pedros-Gascon spent most of his sabbatical in Spain, since it is the subject of his research and teaching. He was able to finish the co-edition of a journal issue of *Espana contemporanea* that includes one article that he wrote. He has continued his research/work of two book-length projects. In addition, he has developed a course package for teaching LSPA 310 and improving the quality of the outcomes of the class while reducing the financial impact on the students.

During this period, Dr. Pedros-Gascon attempted to increase the visibility of our University in several academic environments, and to advance the graduate recruitment of the Department of Languages, Literatures, and Cultures programs. He clearly benefited from the possibility to dedicate some time to catch up with the enormous amount of literature produced in his field, as well as to advance work on his publication record and his teaching tools to introduce students to literary analyses in Spanish. Both of these will have an impact on the quality and scope of his teaching at CSU, both at the undergraduate and the graduate levels.

Eric Prince – Music, Theatre, and Dance

Sabbatical leave provided Dr. Prince opportunities in the writing and completion of a new play, *Ghost Kitchen*, an original conception, but one influenced in oblique ways by the innovation of Samuel Beckett's late theatrical works. The play will have its premier production at Bas Bleu Theatre, Fort Collins, early in Spring 2017. Dr. Prince was also enabled to work on behalf of *The Center for Studies in Beckett and Performance: Colorado State University* on a new project proposal for the highly prestigious *Happy Days Enniskillen International Beckett Festival* in Enniskillen, Northern Ireland. The Festival enjoys international recognition and acclaim and is reviewed amongst others by the New York Times, the Sunday Times, The Guardian, The Telegraph, and The BBC. Dr. Prince was granted artistic permission to write and create an original collage style approach to portraying the women in Beckett's plays, for a production to be called *Beckett's Women* – the first production of its kind. *Beckett's Women* will be made possible by the personal consent of Edward Beckett as Head of the Estate of Samuel Beckett. The play will be part of a double bill to include his own performed version of Beckett's first play for television, *Eh Joe*, created in collaboration with his faculty colleague and artistic designer, Price Johnston. Dr. Prince's 5000 word research paper, *A Few Things About Eh Joe* – originally presented at the International Federation of Theatre Research Conference in Barcelona, July 2013, was also revised in the course of his sabbatical leave and published online by the Samuel Beckett Society. He began exploratory notes and work also for a future project – a dramatization and performed reading from Beckett's remarkable collection of prose works *Textes Pour Rien*.

Sabbatical leave refreshed Dr. Prince in many ways and contributed to his ongoing intellectual growth for which he is greatly appreciative. Being able to re-read Beckett's canon of literature, as well as works such as the recently published *Letters* (1941-1956) without the time absorbing requirements of teaching and academic service allowed for fresh insights and potentially fruitful new departures. His sabbatical leave gave him the time and opportunity to create, write, and edit Beckett's works into a shape that was worthy of consideration for the Enniskillen festival. His project for *Eh Joe* and *Beckett's Women* was personally endorsed and supported by James Knowlson, O.B.E., the authorized biographer and personal friend to Samuel Beckett. Such endorsements and the kind of recognition afforded by participation at international events of this kind and prestige play a significant role in enhancing the reputation and projecting wider visibility for Colorado State University, especially in the highly competitive field of international artistic endeavor. The project outcome will also be shared by our own campus and community in a special performance of the project that Dr. Prince plans to direct for the University Center for the Arts. *Ghost Kitchen* will be shared with the wider community in an extended run of performances at Bas Bleu Theatre, featuring Wendy Ishii, the Artistic Director of Bas Bleu, and Emerita Acting Professor of CSU. Dr. Prince's hope for the play is that other directors and performers both in the UK and the USA will adopt it for future productions and possible publication.

Laura Raynolds – Sociology

Dr. Raynolds devoted her 2014-2015 sabbatical leave to furthering her research and programmatic activities focusing on The Growth of Fair Trade Certification in Plantations and Factories. She completed her 2015 edited book, *Handbook of Research on Fair Trade*, the first comprehensive guide to research in the field. She published one new refereed journal article and submitted three new journal articles for review. Dr. Raynolds submitted a major international collaborative research grant for external funding. She undertook new research on Fair Trade hired labor policies to help develop further publications and external proposals. She also undertook a range of administrative activities to strengthen the Center for Fair and Alternative Trade that she co-directs at CSU, updating the website, sending out an annual report of activities, working with students, and developing a range of new project ideas.

Her sabbatical leave brought Dr. Raynolds benefits in three major areas. (1) It bolstered her professional growth, allowed her to maintain and enhance her position as one of the world's foremost scholars on Fair Trade. (2) It allowed her to build the reputation and institutional capacity of the Center for Fair and Alternative Trade at CSU and provided her with new materials to bolster her undergraduate and graduate teaching and advising. (3) It allowed her to advance knowledge in a cutting edge field, ensuring that the Center for Fair and Alternative Trade at CSU continues to be the foremost center of knowledge on this topic in the world.

Ajean Ryan – Art and Art History

With the generous support of the Pollock-Krasner Grant, PDP Grant, and this sabbatical leave, Professor Ryan was able to begin a series of new installations involving wood, collage, embroidery, found materials, and paper. The woodworking component included the purchase, installation and set-up of a portable lathe and a variety of wood cutting and finishing tools. Having never worked with wood turning tools or a lathe, it took many focused hours in the studio to create some of the turned pieces that she eventually was able to complete in one large scale installation. The inclusion of embroidery, too, is a new direction which required research in regard to stitching, developing different layers using thread and the accretion of both thread and drawing on different surfaces. This body of work will be exhibited at the University of Michigan and The University of Northern Colorado in 2015-2016. Portions of this series have already been exhibited in Denver in 2015.

During her artist residency in October at the Jentel Artist Residency in Sheridan, WY she had the good fortune to meet and collaborate with artists and writers from New York, Illinois, Iowa and Pennsylvania. She is currently working with two of these residents on future projects and inviting one member to speak as a guest artist at CSU. In November of 2014, Professor Ryan was a guest artist who collaborated on a multi-dimensional large-scale installation in Denver that was exhibited at the Ice Cube Gallery in the Rino District.

The most significant benefits of her sabbatical leave have been the amount of research activity she has been able to accomplish, the collaborations and communities she has been able to contribute to as an artist, and the connections she has been able to create as a representative of CSU. As a proud member of CSU and as faculty of the Department of Art and Art History, Professor Ryan was able to contribute to artist talks, studio visits, collaborative projects, and lectures that highlight the University's mission and the goals of the College and the Department. It was with great honor and appreciation that Professor Ryan was able to talk about some of the highlights and benefits of our program.

Ernesto Sagas – Ethnic Studies

Dr. Sagas was on sabbatical leave during the spring 2015 semester. He used this time to work on a book manuscript project that will help bolster his promotion portfolio and establish him as a scholar in the field of Latina/o studies with a particular emphasis on Colorado. The book manuscript is a scholarly overview of Latinos in Colorado, a group that makes up 21% of the state's population and is its largest minority – but has received little academic attention. Currently, there are no academic works that examine the whole gamut of the Latino experience in Colorado. During his leave, he was able to write chapters 1-4 of the manuscript, as well as continue doing library and field research. These chapters include the introduction, a look at the first Hispanics of the San Luis Valley, a chapter on the Eastern plains and the sugar beet industry, and a chapter on the Chicano Movement in Colorado.

This sabbatical leave provided Dr. Sagas with time to just do research and write, unencumbered by teaching and committee work. It helped him get started with a book manuscript that will bolster his promotion portfolio and increase his stature as a scholar specializing in the study of Latinos in Colorado. In addition, it will benefit his teaching (he teaches courses about Latinos in the United States and there's a big gap in the literature when it comes to Colorado's Latinos) and the university's pool of expertise in this area. He expects that his new book will put him on the map as an expert on Colorado's Latinos and thus help establish bridges between academia and our state's Latino community. It will also make CSU a leading institution when it comes to serving Latinos in the state.

Jason Sibold – Anthropology

During his sabbatical, Dr. Sibold initiated a new research project on Douglas-fir and western balsam bark beetles in Rocky Mountain National Park. Because Douglas-fir beetles have the potential to impact the forest landscape of the RMNP-US Forest Service boundary, this study provides an opportunity to explore cross-boundary ecosystem management in the context of rapid climate change. He also worked to further establish the Colorado Forest Network (CFN), an initiative aimed at integrating forest change research and mountain communities into a collaborative problem-solving network. Dr. Sibold began the CFN in 2013, and having more time to develop the network allowed him to establish better relationships with community organizations as well as establish a series of long-term forest plots in subalpine forests adjacent to Aspen and Crested Butte. In the fall of 2014, he developed a proposal for long-term (10-year) collaboration with the Grand Mesa, Uncompahgre, and Gunnison National Forests to integrate science into a large-scale forest management project focused on the ongoing spruce beetle outbreak in the region. This proposal was recently approved for funding. Dr. Sibold also served as chair of a hiring committee for a new geography assistant professor and developed curriculum for a proposed new geography major that would start in fall 2016. His sabbatical activities helped him grow professionally and as a scientist, elevated the status of CSU as an applied research institution, reinforced collaborative relationships with federal agencies (NPS and USFS), provided case studies for his undergraduate and graduate classes, and established internships with his collaborators with the CFN.

Peter Sommer – Music, Theatre, and Dance

Professor Sommer's primary artistic project for his time on sabbatical was the completion of a recording project featuring his original compositions and arrangements for jazz quintet. After several weeks of writing new music and editing older compositions, as well as organizing logistics, he went into the studio and recorded nine new pieces at the beginning of November. He used the rest of the month to mix and eventually master the recording and after all of the other paperwork necessary to release a new recording, they were able to present the music and the new CD at a sold-out concert in Denver at the end of January. The recording, titled

Narrango Historias, was released on Dazzle Recordings, as was his last album, and is now available for purchase in both physical form and through digital download online through Amazon and iTunes.

In addition to this CD project, Professor Sommer completed two short performance tours. The first was to the Bay Area in California with pianist Art Lande. They were very well received in venues in San Jose and Sebastopol, but gained the most exposure through their teaching and performance at the Jazz School in Berkeley, and as part of the jazz concert series at Piedmont Piano, the latter of which was to a sold out and very enthusiastic audience. The second tour was with the New Third Stream Quartet at universities in Iowa, including the University of Northern Iowa, Drake University, and Simpson College, the latter as featured guests for their Single Reed Symposium. This was also a successful tour during which they were able to play all of the pieces they have commissioned for the group over the last six years. It was also a good chance for Professor Sommer to meet with potential graduate recruits for CSU, especially from the stronger programs at UNI and Drake.

Sasha Steensen – English

Dr. Steensen's sabbatical was spent working on several projects, including her fourth poetry manuscript, *Gatherest*, which was completed, revised, and accepted for publication during her leave. She made significant progress on a fifth poetry manuscript, tentatively entitled *Hendes*. Eighteen poems from this manuscript, almost all of which were written during the sabbatical, have recently been published or are forthcoming in literary journals. She traveled to Vietnam to research the Cu Chi tunnels the Viet Cong built during the Vietnam War. Upon her return, she composed a long essay, "Openings: Out Toward our Vertical Cosmos" on the topic of tunnels. This essay was published by Essay Press in October 2015. She also worked in collaboration with the poet Elizabeth Robinson, and their "In Quiet", was published by *likestarlings* in July 2015. Finally, she worked to further develop a graduate class on the topic of poetic influence.

The work Dr. Steensen completed during her sabbatical has many benefits for her career as a writer as well as for her work in the classroom. Completing a fourth book of poetry was essential not only to her own growth as a writer, but also to her reputation and the reputation of the creative writing program at CSU. In addition, she was able to send many poems out for consideration in journals. Having productive professors is crucial for CSU's creative writing students, both at the graduate and the undergraduate level, as it encourages them to remain productive and to send their own work out for publishers' consideration. In addition, the work she began on poetic influence will be crucial for her students, not only those who plan to take her graduate class on the topic, but also for undergraduate students in all her literature and creative writing classes. Lastly, publishing essays will expand her readership in ways that will further highlight the strengths and the range of CSU's Creative Writing program, the English Department and the University in general.

Cyane Tornatzky – Art and Art History

During her sabbatical, Professor Tornatzky attended two artist residencies, one in England and another in the Netherlands. The first residency was at ISIS Arts in Newcastle-upon-Tyne in the Gateshead Arts community of northeastern England. As part of this residency, she gave an artist talk open to the public at ISIS Arts, and was able to develop a dialog with MFA and Ph.D. new media graduate students at Newcastle University. The second residency was spent at Foundation OBRAS in Renkum, Netherlands. This research-based residency afforded her the opportunity to give an artist talk to select and relevant Dutch artists and collectors, including a well-known documentary filmmaker.

By traveling overseas under the auspices of a sabbatical granted through Colorado State University, Professor Tornatzky was able to promote CSU's new electronic art program as well as her own artwork to other individuals and institutions interested in the same medium. While representing CSU, she reached out to Newcastle's new media artists' galleries and curators. She also had the opportunity to participate in an installation/performance that was selected for showcase at 2014 ISEA Dubai (ISEA is the major new media conference). Her proximity to Germany gave her the opportunity to create a collaborative artwork with her former CSU student currently running an arts program in Berlin. The group who runs Foundation OBRAS has invited her back to participate in an art show that will travel throughout the Netherlands. Her experience there created opportunities for her and her students to collaborate and share artwork and ideas in both the classroom and the European art scene.

Prabha Unnithan – Sociology

Dr. Unnithan applied for sabbatical leave in order to continue work on a book on cultural factors connected to lethal violence. The book has continued to progress with most of the work on two chapters completed and another one partially finished. He also utilized the time to complete three long-standing research projects to submit for journal publication.

In addition to reviewing the current state of lethal violence research, the book seeks to move the discussion in a new direction. It crystallizes findings in the literature into a format statement that is likely to be cited by future violence researchers. Two articles will appear this year while a third one is slated to be published in early 2016. These articles are derived from the three other projects he completed during the sabbatical leave. Dr. Unnithan used concepts from all these projects in his undergraduate and graduate courses at CSU for teaching and illustrative purposes and has lectured on them at other universities and academic conferences.

Marcela Velasco – Political Science

While on sabbatical, Dr. Velasco advanced on two main areas of research within her field: (1) a review of the literature on territorial politics, and (2) a detailed case analysis of Colombia's

history of territorial conflict. This has allowed her to contribute to the theory of territorial politics and to the interpretation of Colombia's territoriality, a vital case to understand state-building and the creation and administration of political and social space. Her reading of Colombia's territorial conflict allowed her to identify four patterns of resistance to the development of centralized political authority: (1) the cultural differentiation of space during Spanish conquest; (2) nation-building and the construction of a "barbarian hinterland"; (3) peasant self-defense, territorialized resistance, and the advent of national security; and (4) crisis of the territorial state and neoliberal territorial ordination. This history allows her to focus on the role of subaltern groups in shaping the state's territorial limits.

Dr. Velasco's literature review on territoriality, just access to natural resources, critical geography, and social movement impact on the framing of space includes an understudied case and bridges various disciplines and approaches (e.g. political science, geography, and liberal and critical theories on territory). Since the study of territory is becoming more important for the field of political science and environmental politics, Dr. Velasco believes that her work is a fair contribution, especially to students interested in advanced work on land and territory, especially in the developing world. She has already presented work at three conferences and will advise one student's master thesis on territoriality in India.

College of Natural Sciences

Dan Bates – Mathematics

Dr. Bates spent his fall 2014 sabbatical in residence at the Mathematical Biosciences Institute (MBI) at The Ohio State University, attending five workshops on topics of interest both to mathematicians and biologists and particularly focused on mathematical aspects of cancer research. He had the opportunity to travel much more than usual – five times (one conference, two trips to work with collaborators, and two trips to give talks at area colleges) – and gave four talks. He was able to complete his portion of twelve manuscripts and one software package, much more than he could manage during a typical semester. Dr. Bates also had the opportunity to begin work on a massive new software development project, Bertini2. Finally, he co-organized the MBI Visitors' Seminar and (as a direct consequence of being nearby) was on the Program Committee for a regional conference on undergraduate research.

There are several benefits (to CSU and to Dr. Bates) resulting from his various activities during sabbatical. First, these twelve manuscripts will eventually be published (3 have already been accepted, 4 others have been submitted, and the others will be submitted soon), resulting in increased awareness of the research being conducted here at CSU. Second, Bertini2 (which is expected to be quite widely used) is progressing through the development cycle more rapidly than would otherwise have been possible. Third, Dr. Bates has encountered a nascent community of academic software developers, the existence of which will have a positive impact on a number of his CSU colleagues. Fourth, he met a number of strong undergraduate students

at various institutions in Ohio and Indiana, at least some of whom expressed interest in CSU Math for graduate school. Finally, he had time to consider many aspects of his profession and his particular career from afar, giving him a much deeper understanding of his role at CSU and within mathematics than he had before leaving for sabbatical. In summary, sabbatical was a greatly valuable and greatly appreciated opportunity both to produce a wide array of deliverables and to introspect and widen his perspective.

Daniel Cooley – Statistics

Dr. Cooley was on sabbatical during the fall semester at the University of Washington at Seattle. This sabbatical time was used to enhance his expertise in extreme value methods and broaden his work in environmental statistics. UW was chosen as it is among the best statistics departments at U.S. public institutions and because of its strength in environmental statistics. In addition to the advancement and development of research projects described below, Dr. Cooley gave four guest lectures (in the U.S. and Europe), joined a successful grant application investigating extreme events impacts for military installations, and enhanced existing ties between the statistics departments at the University of Washington and CSU.

Dr. Cooley's primary research area is in modeling dependence for extremes, which is typically used to assess risk which arises from a combination of multiple factors. Two projects were initiated during his sabbatical with collaborators who were at the University of Washington. The first project describes 'residual' dependence when the first-order dependence is degenerate. The second project seeks to bound a risk quantity for high dimensional data such as a portfolio of multiple instruments. Additionally, work on two funded projects, one from the EPA and the other from NSF/DOE was advanced. Three manuscripts related to these projects were drafted.

Richard Finke – Chemistry

Professor Finke's one semester sabbatical goals were to work with collaborators at NREL to produce a first paper on a new project in the "hot" area of solar energy capture and storage; to obtain grant funding in this new area; to complete a backlog of seven papers for publication; to take several invited national and international seminar trips; and to participate in and support nominations his colleagues and department wanted to make for him for possible national awards. Each of these sabbatical goals was achieved; several were achieved beyond the level expected in the original sabbatical application.

The following specific products of Professor Finke's sabbatical will benefit his students, colleagues and CSU over the coming years: the new research area he started in solar fuels; the \$431,000 in new NSF grant money he attracted to work in the solar fuels area; the prestigious "editor's choice" publication he produced as his first publication in the solar-fuels area; and the 8 other publications that he produced. Other benefits to CSU and its students from Professor Finke's sabbatical time are: the enhanced knowledge and expertise that he now has and will

carry into all of his teaching assignments from freshman chemistry to graduate-level classes; the 7 invited talks, including one International Keynote lecture, that he accomplished which enhance the recognition and prestige of Colorado State University and which help attract top students and postdoctoral fellows to CSU; and the award applications that he helped facilitate, national awards greatly adding to CSU's Chemistry Department's visibility and already strong reputation.

Janice Moore – Biology

The most time-consuming thing Dr. Moore did was the revision of a textbook she's co-authored entitled *Animal Behavior*. This was a satisfying, fun, and intellectually challenging task. Dr. Moore also met with two European collaborators. They made substantial progress toward wrapping up one project and beginning two more. One of those will involve a former student who now works with the Fish and Wildlife Service. In addition, her Masters student finished and defended her thesis. She and Dr. Moore wrote a professional article about a classroom exercise that they devised and that will be published in *The American Biology Teacher*. Finally, Dr. Moore gave an invited seminar at the Center for Infectious Disease Dynamics, Pennsylvania State University.

These activities will enhance her service to the university in several ways. The textbook will continue to draw attention to Colorado State as an excellent place to study behavioral biology, and it has, and will, greatly assist her teaching. The research publications will add to her contributions in her research field and in biology education.

Tim Pentilla – Mathematics

The majority of the sabbatical was spent at the University of Adelaide, Australia. Dr. Pentilla also attended the Fourth Irsee Conference on Finite Geometries in Germany where he was a plenary speaker, talking on bent functions. He attended the 38th Australasian Conference on Combinatorial Mathematics and Combinatorial Computing in Wellington, New Zealand where he contributed a talk on strongly regular graphs and the Australia New Zealand Mathematics Convention in Melbourne, Australia where he was the keynote speaker in the special session on Algebra and Combinatorics, talking about finite division rings and projective planes. Two weeks were spent at the University of Western Australia in Perth for some research collaboration.

During the sabbatical, 14 papers were submitted, accepted, appeared online, or were published by international disciplinary journals. Additionally, another 16 papers and five books are in preparation. There are 19 co-authors involved in these papers and books. A great deal of professional development also took place, both at the conferences and in undertaking the reading necessary to write the books.

Michael Steger – Psychology

The purpose of Dr. Steger's sabbatical leave was to enrich his collaborations with international university partners, specifically in South Africa. His primary goals were to (1) develop and expand collaborations across multiple domains at South African universities, and (2) develop and initiate a research study in South Africa through collaboration with South African faculty. His secondary goal was to pursue an initial agreement between psychology departments at Colorado State University and a South African university regarding formal partnership. To accomplish these goals, Dr. Steger conducted four separate trips to North-West University (NWU) in Vanderbijlpark, South Africa. He could not have made this many trips without the benefit of a sabbatical leave and, as events unfolded, it became critical that he was able to travel there as unforeseen events dramatically altered the feasibility of his original plans for a specific collaborative research study and the possibility of formal institutional partnership. As a general summary, progress was made on all three primary and the one secondary goal, though the form of that progress deviated from what had been anticipated at the time of the sabbatical proposal.

Whereas his initial goals for establishing an understanding toward a formal partnership with NWU was not achieved, and his original research idea of studying coping and meaning—making among children and families affected by HIV/AIDS was not possible to pursue during his sabbatical, the specific projects and collaborations that grew from his sabbatical appear uniquely poised to increase partnerships and to address pressing social and political issues in South Africa. By securing funding to bring at least two of his graduate students to NWU to conduct research on the experience of disadvantaged students pursuing a university degree, he will be increasing research collaboration, facilitating graduate student interchange, and conducting collaborative research that may help gain insight into the student unrest that is wracking South African universities at this time. Further, by teaching at five academic programs across two campuses, and by providing research advisement to three graduate students and two faculty members in his travels to South Africa, he advanced the primary goal of developing and expanding collaborations across multiple domains at South African universities.

Alan Van Orden – Chemistry

Dr. Van Orden spent the fall 2014 semester as a Visiting Scholar in the Department of Physics, University of Missouri, Columbia, MO, working in the research group of his collaborator, Professor Shi-Jie Chen. Professor Chen is a computational biophysicist who specializes in computer simulations of nucleic acid structure, thermodynamic stability, folding and unfolding kinetics, intermolecular interactions, and biological function. This research is very complimentary to Dr. Van Orden's own research that uses experimental single molecule spectroscopy, fluorescence correlation spectroscopy, and capillary electrophoresis to investigate nucleic acid folding kinetics and ionic interactions. Hence, the purpose of his sabbatical was to forge a stronger collaboration between these complimentary theoretical/computational and experimental research programs.

This sabbatical expanded the research capabilities of the Van Orden laboratory at CSU through the development of a computer simulation program that investigates the folding kinetics of DNA and RNA hairpins in a model fluorescence correlation spectroscopy experiment. This simulation program is available for use in the Van Orden research laboratory at Colorado State University and is being used to investigate the kinetics, dynamics, thermodynamics, and intermediate states in the formation of RNA and DNA secondary structures under various experimental conditions. Comparisons with experimental results will provide new insight into the modeling of DNA and RNA secondary structure. This effort will continue to strengthen the ongoing research collaboration with the Chen laboratory and will result in joint publications, federal grant applications, and conference presentations, thereby strengthening the reputation of CSU in the field of RNA and DNA biophysics. The new research methods will also be used to train graduate and undergraduate students working in the Van Orden research laboratory on the relationship between computational and experimental biophysics, and they will be incorporated into course modules for graduate students and advanced undergraduate students in Chemistry, Physics, and the Biosciences.

Mingzhong Wu – Physics

Dr. Wu visited the School of Optical and Electronic Information in Huazhong University of Science and Technology (HUST) in Wuhan, China for about three months. He co-taught with two professors an undergraduate course “Electromagnetic Waves”, participated in research projects on magnetic microwave absorbing materials, worked on one joint manuscript and one joint conference digest, and gave two seminars. He visited the State Key Laboratory of Electronic Thin Films and integrated Devices at the University of Electronic Science and Technology of China in Chengdu, China for about two months. Dr. Wu participated in research projects on first-principle studies on the magnetic proximity effect in normal metal/magnetic insulator bi-layered systems and also on pulsed laser deposition of $Y_3Fe_5O_{12}$ thin films on semiconductor substrates. He gave four seminars and three lectures and worked on one joint conference digest. Dr. Wu had short visits to National Institute of Standard and Technology at Gaithersburg (Maryland), National Institute of Standard and Technology at Boulder (Colorado), the U.S. Air Force Research Laboratory (Dayton, Ohio); the U. S. Naval Reserve Laboratory (Washington, DC); Seagate Technologies (Minneapolis, Minnesota), Ohio State University, Nanjing University, and the University of Wyoming. Dr. Wu gave a total of 16 technical presentations.

The above described activities resulted in Dr. Wu’s professional growth in two ways. First, they allowed him to obtain knowledge in the research fields in which he did not work at CSU and will thereby broaden the horizon of his research program at CSU. Second, he co-taught an undergraduate course in HUST, and this co-teaching allowed him to experience different teaching styles, formats, and techniques and will thereby improve his teaching at CSU. The activities also enhanced the reputation of CSU. Specifically, the technical presentations he gave

not only allowed the students in those institutions in China and the scientists in those U.S. institutions to know his research program at CSU, but also helped enhance the reputation of CSU in general and our physics department in particular.

Warner College of Natural Resources

Kathryn Huyvaert – Fish, Wildlife, and Conservation Biology

The first goal of Dr. Huyvaert's sabbatical was to spend time collaborating with leading researchers in wildlife health to learn new techniques for research activities in disease ecology; this is also knowledge that contributes to updating her courses in wildlife disease ecology. She worked with Colleagues at Michigan State University to learn two new immune assays that allow for comparisons of the innate immune system function of birds. She hosted a collaborator from Oregon State University to learn fungus culture techniques to use in laboratory experiments with *Batrachochytrium dendrobatidis*, a disease-causing fungus linked to rapid declines in Colorado populations of the boreal toad. A large portion of spring semester was spent working with colleagues at the USDA and USGS to develop and conduct an international investigative workshop about modeling pathogen transmission at the livestock-wildlife interface. This workshop was sponsored by the National Institute for Mathematical and Biological Synthesis (NIMBioS) and the workshop was held in Knoxville, Tennessee. The workshop included 38 participants who were mathematicians, veterinarians, epidemiologists, statisticians, or ecologists from 30 different universities and agencies representing 13 different states in the U.S. and 8 additional countries.

To meet the second goal of her sabbatical, to work with Ecuadorean students and collaborators on field-based research projects and to teach workshops on contemporary methods in disease ecology and conservation, Dr. Huyvaert spent time in April – June in the Galapagos Islands working on several disease and conservation-related projects. During this time, she held a class on data analysis and model selection techniques for Ecuadoran students and researchers visiting the Charles Darwin Foundation. She also hosted a month-long visit to her lab by one of her Ecuadorean colleagues, a visit that precipitated writing a proposal for additional research funds and advancement of several data analysis and writing projects. Lastly, she focused her attention for the remainder of the sabbatical leave working on the goal of developing a semester-long study abroad opportunity in Todos Santos, Mexico and conducting fieldwork in Galapagos to investigate a disease outbreak in her study population of the critically endangered waved albatross.

Both semesters of this sabbatical have contributed importantly to Dr. Huyvaert's broader and deeper understanding of wildlife disease ecology and a new field of eco-immunology in general and quantitative approaches to pathogen transmission in particular. Hosting visitors, visiting others' labs, and designing and leading the MINBioS workshop allowed her to grow as a professional through learning new laboratory-based analytical techniques and mathematical

modeling techniques, methods that will advance the research done in her laboratory. In addition, these opportunities allowed her to make several new collaborations that have resulted in new research papers, projects, and grant proposals. She is incorporating this new material into wildlife disease ecology courses and research projects, enrichment made possible by these sabbatical projects and visits.

Her time in Galapagos resulted in her professional growth through the production of manuscripts, formation of new contacts, and strengthening of research collaborations. The time she spent building capacity through workshops and courses enhances CSU's reputation by garnering international recognition of the University and its faculty. An important benefit of hosting her Ecuadorean colleague's visit to CSU has been a better understanding of the very real challenges that conservation biologists and disease ecologists face when working in an isolated archipelago with developing country infrastructure, an understanding that can help her be a better colleague and, thus, make a larger impact on the conservation of critically endangered species like the waved albatross. Dr. Huyvaert will also bring these lessons from the real world to bear on the proposed projects of undergraduate students in the Design of Fish and Wildlife Projects course, material that serves to make the course more authentic.

Stephanie Kampf – Ecosystem Science and Sustainability

Dr. Kampf's sabbatical was conducted in Grand Junction, Colorado, where she was affiliate faculty at Colorado Mesa University. The sabbatical time provided the opportunity for her to develop content for a new undergraduate course, establish connections for future research and outreach in western Colorado, and develop a research agenda that links her prior work to new research directions. For teaching, she connected with Resource Engineering, a consulting firm in Glenwood Springs, to develop a semester-long Watershed Science capstone course project on water supply, water quality, and channel restoration issues in Copper Mountain. This course is now fully outlined, students have taken an initial field trip to Copper Mountain, and a new version of the course will be launched in Spring 2016. The new course framework establishes a partnership between CSU, Resource Engineering, and Copper Mountain and it will provide students with the opportunity to work on real-world problems and make connections with potential and future employers and colleagues.

For research and outreach, Dr. Kampf established collaborations with Colorado Mesa University and developed plans for future watershed monitoring in western Colorado. Her sabbatical time involved laying the foundation for watershed research in this area, including scouting field sites, collecting watershed data, and meeting with local and federal agencies in the area to learn about research needs, feasibility, and funding opportunities. Through these meetings, she also provided information about CSU's undergraduate and graduate programs so potential employers are aware of our students' skills and interests in internship opportunities. Dr. Kampf continued to advance her current research themes of snowmelt runoff, desert hydrology, and post-fire hydrology. The sabbatical time helped her synthesize these areas of research and develop plans for linking them

through a new research agenda designed to predict where streamflow is perennial, intermittent, and ephemeral and how this is affected by climate, land, and water resource use.

Julia Klein – Ecosystem Science and Sustainability

Dr. Klein achieved two main goals during her sabbatical. First, with funding from the National Science Foundation, she established a Research Coordination Network (RCN) called “Mountain Sentinels Collaborative Network”, a global transdisciplinary mountain sustainability network which represents researchers and stakeholders from over 56 mountain countries worldwide. The first year of network activities included: collaborating with colleagues and building the network in Europe and elsewhere; leading mountain scientific synthesis projects; planning and leading an international workshop in France that included researcher/stakeholder teams from mountains worldwide; applying for external funds (she is the lead on a pending \$1.5M grant proposal to the Belmont Forum after a successful pre-proposal submission); giving talks at professional academic and public venues; and conducting network educational activities. Second, Dr. Klein began to direct and produce – with skills and collaborations she developed during her sabbatical – a documentary film called *Sentinels*, which focuses on local Peruvians from the Andes who are taking brave actions to address critical climate change threats. She produced a 10-minute trailer that she showed as part of a conference keynote address and which will be shown at an official side event at the COP21 in Paris. She plans to pursue additional funds to develop this into a full-feature film.

Dr. Klein’s sabbatical was tremendously valuable to her as a faculty member and confers wider benefits to CSU. She had the opportunity to build and lead a vibrant and expanding mountain research network and to collaborate with top colleagues from multiple disciplines and regions. It was important to have the time to get a strong network up and running so the successful first year has set them on a strong trajectory with opportunities to apply for further funding and increase the impact. This project has contributed to her growth as a leader of network science and community practice. The RCN benefits CSU by bringing recognition through invited talks at conferences and public venues around the world; publications in strong journals; important connections with academic and key stakeholders around the world and external funding to the University. Moreover, CSU is in a strong position to be a center of research and educational excellence on mountain environment and societies, and Dr. Klein hopes to pursue this in a more formal way in the future. The opportunity to work on a documentary film was transformative for her career. She learned an entirely new set of skills and entered into a new community of professionals. Documentary film and related media are effective and powerful communication tools which are now part of her expanding toolbox. These are skills she can share with colleagues and students at CSU. Storytelling and film are effective vehicles for communicating science to the public, crucial skills for future sustainability leaders.

Michael Lefsky – Ecosystem Science and Sustainability

One focus of Dr. Lefsky's sabbatical was the development of a new research direction – quantitative applications of historic aerial photography. There are tens of millions of these photographs in archives globally, including photos of 97% of the conterminous United States from before 1941. These photos are an unparalleled source of information on ecological and socio-economic conditions prior to the rapid economic expansion that occurred at the end of World War II. Currently, use of these photos is limited by the absence of methods for processing and interpreting them and the lack of digitizing equipment. Developments in related fields (e.g. imaging technology and image processing methods) are advancing rapidly and as a consequence these limitations are becoming less significant. In addition to developing conceptual aspects of this research program, Dr. Lefsky established a research collaboration with the U.S. National Archives and Scotland's National Collection of Aerial Photography (NCAP) - Europe's premier center for aerial photography digitization and processing. He spent considerable time developing a source of research funding for this work.

There has been a surge of interest in photography and photogrammetric applications that have arisen from the availability of inexpensive drone aircraft whose low payload capacity is well suited for carrying light digital cameras. The development of rapid unsupervised techniques for photogrammetric processing of these images has revived interest in a technology that had until recently been considered to have been fully explored. On the basis of research conducted during his sabbatical, Dr. Lefsky is coordinating an initiative to develop natural resource applications of these drones at CSU. Drone aircraft have caught the public imagination and so he will be introducing them and the processing of data collected with them into his undergraduate and graduate courses. His sabbatical leave also allowed him to have the additional time to mentor two graduate students as they completed their degrees. He supervised an M.S. thesis on mapping of pre-fire bark beetle infestation and fire severity for the High Park Fire area which allowed them to reject the hypothesis that beetle infestation led to more severe fires. In addition, a Ph.D. student finished a dissertation on the use of space borne LIDAR remote sensing to map savannah stand structure.

Mark Paschke – Forest and Rangeland Stewardship

The objective of Dr. Paschke's sabbatical was to engage in scholarly activities that would enhance his contributions to Colorado State University. The primary activities that he engaged in to meet this objective were professional service activities, course improvements, and scholarly publications. During his sabbatical, he orchestrated the merger of two relatively inactive professional groups, the High Altitude Revegetation Committee (HAR) and the Central Rockies Chapter of the Society for Ecological Restoration (CeRSER) into a very active and engaged professional service organization. This merger culminated in a regional Ecological Restoration meeting hosted by both groups and held at Lory Student Center. Dr. Paschke served as the principle organizer of this meeting. The meeting went so well that both groups are now working

on a proposal to host the much larger North American meeting of the Society for Ecological Restoration in Denver in 2018. This week-long gathering of several thousand professionals will have significant economic impact on the state and will place CSU in excellent standing within the international Ecological Restoration community.

Dr. Paschke also spent a significant portion of his time updating lecture materials for his RS478 (Ecological Restoration), NR678 (Advanced Ecological Restoration), and NR578 (Ecology of Disturbed Lands) classes. Having time to read articles and books in these areas was of immense benefit to him in updating his knowledge, which he can now share with students. This will certainly result in CSU students being better prepared to deal with these topics as they graduate and enter the work force. In addition to catching up via reading, Dr. Paschke used his sabbatical to catch up by attending and participating in several workshops and professional meetings. One workshop led to the publication of a special volume on using ecological restoration in the cleanup of toxic waste sites. This volume, which he coauthored a paper in, will be published in late 2015 or early 2016 and will result in improved methods for converting contaminated sites into areas that provide ecosystem goods and services to benefit society. In addition to this publication, Dr. Paschke used his sabbatical leave to work on numerous additional journal articles. One of these has been published, two are in review, and three are in revision. In total, these scholarly publications will advance the field of restoration ecology and improve the reputation of CSU as a leader in this important emerging field.

Derek Schutt – Geosciences

Dr. Schutt's research consists of using seismology and geophysics to understand the structures and flow within the earth, and how deep earth processes affect what we see at the surface. A primary goal of his sabbatical time was to develop new collaborations with international colleagues on the topic of past and present plate tectonics. This was quite successful, as four new collaborations and projects were started, and each collaboration brings with it potential new experiences for students and new opportunities for funding. One of these new projects was a pleasant surprise: they found a five-year \$1.1M project to investigate the Mackenzie Mountains that would be funded by the National Science Foundation. He and his colleagues are interested in these mountains that straddle the border between the Yukon and Northwest Territories because they lie ~600 miles from the plate boundary where most mountain-building forces are generated. A significant amount of his sabbatical time involved working with his colleagues getting this experiment up and running, including 16 days actually spent out in the field in Canada.

Much of Dr. Schutt's sabbatical leave involved working with international colleagues in Europe on the common theme of past and present plate tectonics. He received a grant to spend a month at the Institute of Advanced Studies at the University of Bristol, U.K., starting a project to look at ancient plate boundaries in North America to investigate whether the style of plate tectonics have changed over the last 2 billion years. As part of that process they are building new methods to

investigate how the plates have deformed. Dr. Schutt also received a grant from the University of Aarhus, Denmark, to work with colleagues there to quantify the effects of deep Earth compositional variations – which have a role in explaining large volcanic islands like Iceland – on seismic and geophysical properties that can be observed at the surface. He also collaborated on a funded proposal to develop an integrated geophysical/compositional mini-course, and he will be travelling back to Denmark to help teach this. Once the bugs are worked out, Dr. Schutt plans to bring this back to CSU. Finally, he spent a week at Istanbul Technical University working with a colleague there to plan a joint project that investigates the strength and deformation of the Anatolian Plate on which Turkey lies.

College of Veterinary Medicine and Biomedical Sciences

Khursheed Mama – Clinical Sciences

This sabbatical offered Dr. Mama the opportunity for professional growth in areas consistent with her overlapping effort assignments in teaching, research, and service. Within the area of teaching, she was able to learn different approaches to education of graduate students and clinical trainees by observation and participation in teaching programs at the University of Zurich and the University of Helsinki. The clinical experiences at the University of Zurich exposed her to alternate approaches to anesthesia management of animals. At the University of Helsinki, the experiences were more focused toward pharmacological research and led to subsequent funding for studies carried out at Colorado State University with a junior faculty member and two graduate student trainees. Dr. Mama was able to further her skill and knowledge in the anesthetic and analgesic management of species ('non-domestic' and laboratory) that are an area of increased interest and focus in the veterinary curriculum. Since her sabbatical, Dr. Mama has helped students in search of highly competitive externships in zoo and wildlife medicine and is working on a program to develop a sustained academic experience for students with this as a professional interest.

An intangible benefit of this sabbatical was building relationships with national and international colleagues. The chance to explore opportunities related to her professional interests in her area of expertise without the day-to-day job related commitments provided time for reflection and refocusing of what is important in her role as a faculty member at CSU. This has given her renewed enthusiasm for CSU's program and reminded her of the diverse opportunities available as an academician and educator within the veterinary profession.

MATTERS FOR ACTION:

CSU-Fort Collins: Awarding of Honorary Degree

RECOMMENDED ACTION

MOVED, that the Board of Governors approve the awarding of an honorary degree, Doctor of Humane Letters, Honoris Causa at the May 2016 commencement, to the qualified individual identified and discussed by the Board of Governors in its executive session.

EXPLANATION:

Presented by Tony Frank, President.

An honorary degree is among the highest honors a university can bestow upon an individual, and thus is reserved for those who have achieved extraordinary distinction and who have contributed in very significant ways to the betterment of our State, Nation, and our world.

The Honorary Degree Committee and the Faculty Council Executive Committee unanimously endorse this nomination.

Approved

Denied

Scott C. Johnson, Secretary

Date

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Denied

Scott C. Johnson, Secretary

Date

MATTERS FOR ACTION:

2015-16 Academic Faculty and Administrative Professional Manual Revisions: Sections C.2.1.4 Electorate for Faculty Council and Election Procedures and C.2.4.2.1.m Department Codes

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Sections C.2.1.4 Electorate for Faculty Council and Election Procedures and C.2.4.2.1.m Department Codes

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:

Faculty Council comprises the faculty partner in the shared governance of the University and is the chief organization charged with representing faculty in interactions with the Administration. In this capacity, Faculty Council represents **all** faculty members, including both tenure track and non-tenure track faculty. In particular, it oversees policies that both fundamentally involve the activities of non-tenure track faculty and heavily impacts non-tenure track faculty. The right to vote for one's representative is the cornerstone of a representative system. It is appropriate that non-tenure track faculty be afforded the opportunity to vote for the faculty members of Faculty Council that represent their organization.

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

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

C.2.1.4 Electorate for Faculty Council and Election Procedures *(last revised May 2, 2007)*

The electorate eligible to vote for Faculty Council representatives from departments, colleges, and the Libraries shall consist of all regular full-time, regular part-time, senior teaching, special, and transitional members of the faculty. The Committee on Faculty Governance shall be responsible for annually apportioning the college representatives. The Committee on Faculty Governance shall establish uniform election and replacement practices throughout the University and shall supervise elections in departments, colleges, and the Libraries to ensure a secret ballot and impartial electoral procedures.

Departmental and the Libraries representatives normally shall be elected in the first (1st) week of April. However, when departments are merged or when a new department comes into operation, it shall on or after the effective date of its establishment elect its departmental representative to serve immediately on the Faculty Council. Also, as soon as a department is abolished, its departmental representative shall no longer serve on the Faculty Council. The college representatives shall be elected in the third (3rd) week of April. The terms of office for elected representatives to the Faculty Council shall be three (3) years beginning July 1, with the terms of approximately one-third (1/3) of the entire body of elected representatives expiring each year. The Committee on Faculty Governance shall determine the length of terms of departmental and college representatives to ensure equity among colleges.

C.2.4.2.1 Departmental Codes *(last revised June 21, 2011)*

The departmental code shall provide for the following:

- a. Designation of the title of its administrative officer.
- b. Any administrative organization within the department if desired.³
- c. Statement of the departmental mission.
- d. Procedures relating to the review of candidates for new or vacated faculty member positions.
- e. Procedures relating to the review of recommendations for faculty members for acquiring tenure, for promotion in rank, and for reappointment.

- f. Procedures for appointing faculty members to graduate student advisory committees.
- g. Procedures for conducting annual and periodic comprehensive reviews of the performance of departmental faculty members as prescribed in Section E.14.
- h. Procedures relating to self evaluation of departmental operations.
- i. Procedures by which students may appeal academic decisions of their instructors.
These procedures shall comply with the guidelines approved by Faculty Council (see Section I.7).
- j. A minimum of one (1) departmental faculty member meeting each semester of the academic year, with written notice given in advance by the department head.
- k. A periodic review of the departmental code as specified in Section C.2.4.2.2.e.
- l. Procedures for amending the code. These procedures shall require approval of a two-thirds ($2/3$) majority of the eligible faculty members of the department (as defined in Sections C.2.4.2) to amend the department code.
- m. A clear specification of the voting rights of all members of the department who are not faculty members with regular full-time, regular part-time, or transitional appointments not otherwise specified in the Manual.

The Board of Governors of the Colorado State University System
Meeting Date: February 4-5, 2016
Consent Item

MATTERS FOR ACTION:

CSU-Global Campus: Approval of changes to the Faculty Handbook

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the changes to the CSU-Global Campus Faculty Handbook as summarized below.

EXPLANATION:

Presented by Jon Bellum, Provost, CSU-Global Campus

The Faculty Handbook provides a guide to faculty expectations and performance in the online classroom. The Faculty Handbook also provides the faculty roles and responsibilities. The Handbook has been recommended for approval by the Academic and Student Affairs Committee and reviewed by the Office of General Counsel. A summary of the changes are below:

Overall the 2015 changes to the Faculty Handbook are to adjust for changes in staff titles, institutional policies, and modification of the faculty instructional expectations. The specific language that covers the terms of a teaching assignment are located in a separate assignment letter and have not been changed.

Overview of Changes:

- The Fact sheet which details CSU-Global statistics was revised with current statistics and information that reflect CSU-Global in 2015.
- Titles, positions, and contact information were updated throughout the handbook to align with current roles, responsibilities, and contact methods (i.e., we no longer have Associate Deans [we do now have an Assistant Provost], Manager of Training [now Associate Director of Faculty Development], or Manager of Academic Success [now Assistant Director of Student Success]).

- Course Scheduling was revised with information about the Faculty Management System that is responsible for faculty scheduling, assignments, and status.
- The Faculty Open House Checklist was revised for changes in technology and procedures and is now included in the Faculty Expectations.
- CSU-Global Faculty Expectations were updated for changes in technology and in instructional expectations (i.e., the move from Blackboard to Schoology, changes in gradebook appearance and practice, and the inclusion of live sessions in courses). In addition to being included in the handbook, Faculty Expectations are provided to faculty upon hire, posted on the Faculty Portal, and electronically acknowledged at the start of each course assigned.
- The Faculty Enhancement Program was added and delineated to inform faculty of the expanded role of peer mentors in the performance and review process.
- Sections within the handbook were moved to improve the clarity, organization, and flow of information.
- Links to CSU-Global policies were updated and approved policies since the last revision added to give faculty quick and easy access to important information.



FACULTY HANDBOOK

A Guide to Faculty Expectations and Performance for Online Teaching

Effective February 2016.

FACULTY SUPPORT: 303.565.3611
FACULTY.SUPPORT@CSUGLOBAL.EDU

 Colorado State University
GLOBAL CAMPUS

THE FACULTY HANDBOOK IS NOT A CONTRACT. Nothing contained herein creates a contract between the institution and the faculty. However, it includes important information concerning faculty policies, responsibilities and expectations at Colorado State University-Global Campus (CSU-Global Campus). CSU-Global reserves the right to make changes to the handbook in order to fulfill its mission or to accommodate administrative needs in a timely fashion. CSU-Global Campus is an Equal Opportunity/Affirmative Action Employer and complies with all federal laws, executive orders, and state regulations pertaining thereto. CSU-Global does not discriminate on the basis of disability, race, color, religion, national origin, age, or sex.

Preface

Welcome to Colorado State University-Global Campus! We are excited that you are joining us in our efforts to provide an outstanding online learning experience for our students. We rely on your special knowledge, expertise, and skills to provide a responsive, student-centered, and career-relevant education to our students.

Colorado State University-Global Campus (CSU-Global) is a 100% online university accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, one of six regional accrediting bodies in the U. S.

As you may know, the online environment can pose some challenges for students. Perhaps the most frequent challenge for students in the online platform is a sense of isolation or disconnect from the learning environment, which can lead to a lack of motivation, low success rates, and low levels of satisfaction. The most effective way to avoid isolation is to engage students with an interactive, supportive, student-centered environment. This is where the most important role of the faculty member comes into play. Because we are deeply committed to the success of each student, we have developed a set of faculty expectations that are focused on interaction, responsiveness, meaningful feedback, and effective classroom management. We want to thank you in advance for your commitment to CSU-Global and our students.

Our Mission

CSU-Global Campus is committed to advancing student success in a global society, investing in human capital, expanding the state economy, and enhancing the quality of life for citizens in the state of Colorado and beyond by providing access to dynamic degree programs characterized by academic excellence, innovative delivery technologies, and strong stakeholder engagement.

Our Vision

CSU-Global Campus is the premier provider of innovative, higher learning opportunities for nontraditional students in Colorado and beyond.

Core Values

- **Mission Focused:**
We drive student success in a global society through education, services, and support.
- **Innovative Thinking:**
We identify solutions to facilitate student and CSU-Global success through nontraditional industry methods and progressive solutions that are -effective, efficient, and innovative.
- **Accountability:**
We are responsible for our own actions, for those of our department, and for our university as we strive to be amazing.
- **Collaboration:**
We don't just talk about teamwork; we exhibit it in the way that we interact, consult each other, resolve issues, and respect each other's contributions.
- **Learning and Growth:**
We are a learning organization that is always evolving and is committed to continual improvement.
- **Professionalism:**
We treat all others as we wish to be treated, and as we wish to be defined by others.

Our History

CSU-Global Campus is one of three distinct campuses of the larger public Colorado State University System. The two sister University campuses include the original campus of Colorado State University located at Fort Collins (CSU) and Colorado State University-Pueblo (CSU-Pueblo). CSU and CSU-Pueblo are primarily residential campuses serving traditional students with each holding regional accreditation from the Higher Learning Commission (HLC). Located in Greenwood Village, Colorado, CSU-Global is by design a 100% online university for nontraditional adult learners who are unable to matriculate at a traditional campus due to geographic, work, or family challenges.

CSU-Global was established on August 24, 2007, by the Colorado State University System (CSUS) Board of Governors with a central goal of meeting the educational needs of adult learners. Thereafter, CSU-Global was legally sanctioned as a third, independent University on March 18, 2009, when Colorado's Governor Ritter signed into law the State of Colorado Senate Bill 09-086 declaring the establishment of the CSU-Global Campus as an online university component of the Colorado State System.

CSU-Global has offered undergraduate (baccalaureate) degree completion programs as well as graduate master's degree programs since September 2008. The university has granted over 300 degrees under extended accreditation from its sister campus, and on June 30, 2011 the university was granted its independent accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools.

Fact Sheet

Status

- The first and only statutorily-defined fully online and regionally accredited public university in the U.S.
- The third independent university in the Colorado State University System.
- Designed to provide the convenience and market approach found in the private, for-profit universities but guided by the accountability of a public university with high quality, high demand regionally-accredited degree programs at a low tuition cost.
- A mission focused on helping the more than 900,000 Colorado adults and the more than 57 million U.S. adult learners aged 25-64 years who have some higher education credit, but have not earned a degree. The university also offers professionally oriented master's degrees to students looking for a 100% online experience at a public institution. Students are located in Colorado, in all U.S. states and territories, and in more than 15 countries worldwide. The student body also includes many active duty military, veterans, and their dependents.

Stakeholders

- Faculty members are adjunct and trained by the university to address the unique needs of adult learners. CSU-Global has a 92% faculty retention rate and faculty who are academically qualified (82% with doctoral/terminal degrees and 85% with industry-experience in their areas of expertise).
- Student resources include 24/7 services for tutoring, library, and technical support.
- Average student age is 35 years old.
- From 200 students in the first class of September 2008, CSU-Global now serves approximately 14,000 students with new students added every month.
- Eight-week terms and monthly starts accelerate time-to-completion.

Position

- CSU-Global does not receive state appropriations and is currently operating exclusively off its own cash flow.
- Fixed, low tuition rate throughout a student's degree program; no student fees.
- Adult-student focused; learning outcomes focused on theory, knowledge and skills to secure employment and improve job performance.

Success

- Student end-of-course and third-party surveys reflect a high degree of satisfaction that exceeds higher education industry norms.
- As of March 2015, CSU-Global has conferred 5,196 degrees (3,644 undergraduate and 1,552 graduate).
- Student achievement on program learning outcomes is measured electronically each term; through its unique assessment tools, CSU-Global is able to document the learning of every student on program and institutional outcomes.

Contact Information

Colorado State University-Global Campus
7800 E. Orchard Road, Suite 200
Greenwood Village, CO 80111
General Number: 1-800-920-6723
Fax Number: 303-741-2084
Website: CSUGlobal.edu

Faculty Support

Please use Faculty.Support@CSUGlobal.edu as your primary contact. If you are experiencing any issues such as course scheduling, payroll, or if you just have any general questions use this email to seek assistance.

Please visit Faculty Support in the Faculty Portal for information on FAQs, training, how to tutorials, and overall faculty communication and support.

Additional Support Contacts

Advisors and Student Support: Record and submit concerns and student issues via the Student Alert System located in the Faculty Portal. Once an alert is generated, advisors and managers will follow up with students.

Course Support: Click the Course Support button in the Quick Links section of the Faculty Portal or email course.support@csuglobal.edu. Contact this office for questions related to course corrections (i.e. broken links, formatting issues, and courses unavailable). For course content issues, contact your PC and/or Dean to identify areas requiring course re-development (minor or major).

Help Desk: Chat, call, or create a ticket at <https://supportcenter.embanet.com/CSUGlobal>. Contact for 24/7 support on all technology related questions (i.e. computer, browser, links, login, and password issues).

Human Resources: Information regarding your retirement can be accessed by contacting the company affiliated with your individual plan. See the Faculty Portal for more guidance. For general human resource information, contact our HR Department at HR@csuglobal.edu.

Librarian: Email library@CSUGlobal.edu for questions on research and library collections, library subscription database functionality, copyright compliance, and citations

Payroll: For information regarding payroll, first access your account within ADP. If further assistance is required, contact payroll at Payroll@csuglobal.edu.

Registrar: Email Registrar@csuglobal.edu for questions concerning grade changes, Incomplete contracts, late policy questions, student attendance, and any other concerns regarding student grades.

Student Success: Contact Student Success at student.success@csuglobal.edu for questions concerning Grade Appeals, Plagiarism policy and process flow, Resolution of student issues, ADA, Academic Progress such as SAP Warning, Probation, and Suspension

Tech Support: Click the 24/7 Tech Support button in the top right hand corner of the Faculty Portal. Contact this office for support on all technology related questions (reset an email or portal password).

For curriculum questions relating to course content, please contact your Program Coordinator. The following general emails have been set up for all Program Coordinators.

School of Professional Studies

Dean: Dean.SPS@CSUGlobal.edu

- Applied Sciences: PC.AppliedSciences@CSUGlobal.edu
- Communications: PC.Communications@CSUGlobal.edu
- Criminal Justice: PC.CriminalJustice@CSUGlobal.edu
- General Education: PC.GeneralEd@CSUGlobal.edu
- HealthCare Management UG: PC.UGHealthcare@CSUGlobal.edu
- HealthCare Management GR: PC.GRHealthcare@CSUGlobal.edu
- Human Services: PC.HumanServices@CSUGlobal.edu
- Information Technology: PC.Technology@CSUGlobal.edu
- Public Management: PC.PublicMngt@CSUGlobal.edu
- Teaching and Learning: PC.Teach@CSUGlobal.edu

School of Management and Innovation

Dean: Dean.SMI@CSUGlobal.edu

- Accounting: PC.Accounting@CSUGlobal.edu
- Business Management: PC.BusMngt@CSUGlobal.edu
- Finance: PC.Finance@CSUGlobal.edu
- Human Resources: PC.HumanResources@CSUGlobal.edu
- International Management: PC.InternationalManagement@CSUGlobal.edu
- Management: PC.Management@CSUGlobal.edu
- Management Information Systems and Business Analytics: PC.MISBusAnalytics@CSUGlobal.edu
- Organizational Leadership UG: PC.UGLeadership@CSUGlobal.edu
- Organizational Leadership GR: PC.GRLeadership@CSUGlobal.edu
- Project Management: PC.ProjectManagement@CSUGlobal.edu
- Marketing: PC.Marketing@CSUGlobal.edu

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Faculty Roles and Responsibilities

Faculty Roles

Paramount to the mission of CSU-Global is the academic success of our students. Our faculty members are the foundation of instructional excellence and a cornerstone of student success. CSU-Global faculty members value interaction, facilitation, quality instruction, teaching excellence, as well as making a difference in the lives of students.

Appointment Terms and Conditions

Colorado State University-Global Campus employs adjunct, temporary, non-tenure-track instructors and appoints adjunct instructors/faculty on a course by course basis. Your appointment is considered to be an administrative professional appointment, and is subject to the terms and conditions set forth in this handbook as well as any additional terms and conditions stated in an appointment letter. Pursuant to C.R.S. 24-19-104, your position is deemed to be "at-will" and your appointment is subject to termination by either party at any time, although termination cannot be for a reason that is contrary to applicable federal, state, or local laws. Additionally, such appointment or any part of the appointment may be terminated in the event that student enrollment does not meet minimum course and section requirements as determined by CSU-Global Campus. Your appointment is also contingent upon funds being appropriated, budgeted, and otherwise made available. If you are currently completing the Faculty Certification Course (FCC100) training, this appointment is contingent upon completion of the training and approval by Associate Director of Faculty Development; first courses are considered probationary and future course appointments are contingent upon continuous evaluation. Appointments may also be terminated if the faculty member/instructor does not meet the performance expectations outlined in the Faculty Handbook.

This appointment is for your personal services as an Instructor for CSU-Global Campus. By accepting this appointment, you understand and agree that you are prohibited from informing, advising, disclosing, marketing or publicizing to students enrolled in CSU-Global Campus courses, the courses, programs or offerings of other educational institutions. Further, you understand and agree that you may not delegate any of your duties as an Instructor or subcontract any part of the performance required by this appointment. Violation of these terms and conditions may result in

immediate termination of your appointment by CSU-Global Campus. No compensation or other form of remuneration shall be owed or paid to you upon or after termination of this appointment, except for compensation earned prior to termination and prorated to the date of termination.

The term identified on the portal is for administrative purposes only and does not represent an employment agreement for a term or for an indefinite period. This appointment will terminate automatically at the end date of the term, unless earlier terminated by CSU-Global Campus upon written notice to you. Disputes, including but not limited to challenges, lawsuits, administrative actions or complaints, or grievances concerning this appointment shall be governed by the laws of the State of Colorado; by accepting your appointment, you as the faculty member agree that any such dispute shall be venued only in the administrative agencies and the courts of the State of Colorado.

Teaching and Learning

Teaching and learning are the focus of CSU-Global. Because the faculty's role in the educational process is primary and central, each faculty member has the responsibility to make every effort to be accurate, objective, and effective. In the online classroom, the teacher shall address topics and present materials consistent with the teaching assignments as defined in the approved course objectives.

The faculty member has the responsibility to encourage students in their pursuit of lifelong learning by providing an environment that promotes the highest academic standards of the discipline. To accord students respect as individuals, the faculty member shall seek to establish a relationship of mutual trust and the appropriate role as an intellectual guide, counselor, and mentor, both in and out of the classroom. If problems arise in the relationship between faculty and student, whether on personal matters, on instructional materials, or on methods, teacher and student shall attempt to resolve them in an informal and direct discussion as well-intentioned, reasonable persons before escalation. If the problem is not resolved, the faculty member should create a student alert providing details of the situation and what previous attempts were made to resolve the issue(s).

The faculty member has the responsibility not to exploit students for private advantage; the teacher also should avoid any form of discrimination or harassment, with the understanding that racism, sexism, and other bias preclude the establishment of effective learning.

The faculty member has the responsibility to foster and require honest academic conduct. The faculty member has authority and responsibility for grades and shall ensure that the evaluation and assessment of academic performance reflect each student's true achievement by good faith application of criteria appropriate to the field of study and the course. Faculty members have the responsibility to observe the university policies regarding such matters as the statement of course objectives, examination policy, office hours, course evaluations, and provisions of this Faculty Handbook and other policies.

Relationship with Administration and Colleagues

As colleagues, faculty members have responsibilities that derive from common membership in a community of scholars. Faculty members have, in the exchange of ideas and criticism, the responsibility to respect the views and rights of others and the university. Faculty members shall acknowledge the contributions of colleagues to their own work. In the evaluation of the professional performance of a colleague, the faculty member shall provide an honest and objective appraisal in accordance with established university criteria. The faculty member shall foster collaboration with and support of colleagues. Acts of racism or sexism, including harassment and other forms of bias and discrimination, violate university policies, and are unacceptable.

As members of the CSU-Global community, faculty members have a primary responsibility to strive for academic excellence in teaching and learning. When the situation warrants, faculty members acting or speaking as citizens have a responsibility to make clear that actions and utterances are entirely their own and not those of the university or any component of the university.

The rights granted by the First Amendment of the United States Constitution are applicable to the faculty member, both as an academician and as a citizen. In exercising these rights, the faculty member speaks only as an individual, either as a professional scholar

within a field of special competence or as a private citizen.

Faculty members should be mindful that membership in the academic community inevitably involves identification and association with the university and that the university often is judged by the actions, performance, attitudes, and expressions of its faculty members. Faculty members normally do not face a conflict between the exercise of their rights as a citizen and their responsibilities as a faculty member, and any such dispute would be controlled by applicable law. If citizenship activities interfere with faculty responsibilities, faculty members should request a leave of absence, resign from their appointment, or limit those activities to ensure a complete discharge of faculty responsibilities. Faculty members should refer to CSU-Global's *Conflict of Interest Policy* for more information on this matter.

Faculty Responsibilities

Faculty members have the obligation and responsibility to perform their duties in accordance with CSU-Global Faculty Expectations and to help the university maintain academic excellence and realize its goals.

Faculty Responsibility	Description
Knowledge and Scholarship/ Expertise	<ul style="list-style-type: none"> • Knowledge of subject matter, currency of knowledge, breadth of topical expertise. • Demonstration of current professional activities and scholarship related to teaching field.
Preparation and Instructional Delivery	<ul style="list-style-type: none"> • Completion of FCC100 Applicant Onboarding. • Successful completion of First Course Mentoring • Relevancy and efficacy of examples, discussions, and exercises; responsiveness to student inquiry. • Integrate active mastery learning instructional strategies and tools as appropriate such as critical thinking, exploration, and technology. • Facilitate learning by creating an appropriate learning environment for adult online learners in an accelerated setting. • Review outcomes assessment data and demonstrate that changes/improvements are made, based on assessment data results, in teaching methodology, instructional strategies, etc. to enhance student learning.
Participation and Feedback	<ul style="list-style-type: none"> • Demonstrate energy, attitude, and enthusiasm; engagement of students. • Demonstrate responsiveness, timely communications with students, and presence in course. • Assess the learning outcomes of students utilizing the assignment rubrics, and through multiple assignments, projects, and online discussions. • Provide extensive and substantive feedback to students every assignment. Feedback should be appropriate to assignment outcomes and student progress, and include constructive, directive, evaluative, descriptive techniques.
Online Course Management	<ul style="list-style-type: none"> • Participation and contribution, time management, completion of the assigned curriculum. • Demonstrate skills in managing administrative functions of course management, including posting materials in time for “open house” period, maintaining organized discussions, timely submitting of grades, and compliance with administrative procedures and academic policies.
Cultural/Environmental Contribution	<ul style="list-style-type: none"> • Support for the CSU-Global mission, including participation in retention efforts and activities related to the achievement of student outcomes, collegial relations, and participation in student support.
Continued Professional Development	<ul style="list-style-type: none"> • Participate in at least 50% of all faculty meetings. • Participate in at least one Faculty Certification Course (FCC) annually. • Participation in mentoring as requested. • Participation in the annual Faculty Enhancement Review process.

Curriculum Development and Materials

All CSU-Global, courses are developed by a team of faculty and instructional designers working collaboratively to produce the highest standard of curriculum. The curriculum development process is student-centered and faculty driven. Courses are pre-designed and pre-loaded on the LMS platform. All required materials, including reading assignments, are in place as are the APA requirements for undergraduate and graduate courses. Additionally, all critical thinking assignments, exercises, quizzes, or any other component of the course are designed and built into each course. This practice ensures consistency of program and course learning outcomes across course offerings. All courses are based on a 1000 point system. Weekly critical thinking assignments are linked to program outcomes and tracked via our learning management system. Faculty members should refer to CSU-Global's Curriculum and Assessment Handbook within the Faculty Portal for more information.

CSU-Global Guide to Writing and APA Requirements

The CSU-Global Guide to Writing and APA and course rubrics are required for grading assignments in courses (unless otherwise specified). Students and faculty can access the Guide in the left-hand navigation pane of every Schoology course or via respective portals. If you have any questions, contact the Librarian at Library@CSUGlobal.edu.

Use of Supplementary Course Materials

All supplementary course materials (i.e., YouTube videos, promotional materials) must be approved for use in the course by the Dean of the School prior to its use. Faculty members have the responsibility not to abuse their standing within the university for personal or private gain nor for personal or private business.

Student Outreach

The majority of CSU-Global students are busy working adults. School is a priority, but there is also the reality that when family and work issues arise, those will take precedence. CSU-Global recognizes these realities, and can therefore give strength and motivation to students who have slipped behind. They can reach out and help provide students with a path to catch up.

Faculty members are the most immediate connection with students. It is imperative that the faculty member follows up on a regular basis with students not demonstrating success, particularly at the beginning of the term. As the term progresses, we encourage you to

keep an eye out for students who miss assignments or disappear from the class.

Faculty should utilize the Student Alert System located in the Faculty Portal to notify the Office of Academic Success and Student Advisors of potential plagiarism and academic integrity issues, to report non-attendance or non-participation, and to raise concerns regarding student conduct.

Filing a Student Alert can help students succeed. Faculty members who have a student who is struggling academically, falling behind in their work, has had a plagiarism issue, has notified the faculty member of a life event, etc. should file the appropriate Student Alert so that all stakeholders are notified of the concern. Faculty members should report any issues with the Student Alert System to Tech Support as soon as they are discovered.

Faculty Operations

Faculty Qualifications

In general, faculty members are required to be experts in their area, have a terminal degree, and have a minimum of 18 graduate hours in the area they teach. Prior professional experience in the area of expertise and teaching experience is required of all faculty members. Faculty members should refer to CSU-Global's *Faculty Qualification Policy* for more information on this matter.

Faculty Training

As part of our mission to employ, develop, and retain high quality faculty, CSU-Global provides faculty training and professional development programs designed to strengthen instructional quality and to cultivate a community of faculty who are regionally and nationally recognized as experts in the field of online education.

CSU-Global offers faculty certification courses to further develop online teaching and facilitation skills, technology skills, and media development skills. For a schedule and course descriptions, visit the Faculty Portal.

Professional Development

Our outstanding faculty is a core component of our mission to advance student success and academic excellence as the premier provider of innovative, higher learning opportunities. To ensure that we uphold the highest standards, we work in conjunction with our faculty members to promote and encourage their professional growth and discovery of new knowledge and currency in the field through seminars, conferences, and presentations. For information on professional development, visit the Faculty Portal.

Faculty members who have taught for at least 4 terms and are in good standing can also request approval for a 25% tuition benefit to participate in any CSU-Global course in the academic catalog. [Click here](#) for the Faculty Tuition Benefit Form.

Course Scheduling

CSU-Global will establish the schedule and assignments for each class and faculty member. Course scheduling is conducted using the faculty management system (FMS). Faculty members interact with the FMS through the faculty portal's course assignment dashboard. Faculty members indicate their avail-

ability, accept course assignments, and digitally sign their agreements through this interface. CSU-Global offers four terms per trimester divided into two overlapping tracks (Burgundy and Gold).

Courses are required to be setup eight days before the term start. Failure to do so may result in the course(s) being reassigned. Faculty members are required to obtain course materials before the start of the course. Faculty members are provided with information about the required textbooks/materials for each course in the Faculty Information folder of each course and should order books directly from the publisher. Contact information for textbook publishers and steps to order materials is located on the Faculty Portal under the Instructional Resources tab, Academic Resources section.

Days Prior	Activity
4 weeks prior to term start	Schedule timeline and availability reminder
Approximately 27 days	Availability due
19 days prior	Courses offered
18 days prior	Accept or decline course(s) due
17 days prior	Courses push to Schoology
8 days prior	Course(s) setup due
7 days prior	Courses will be reassigned if not set up
Thursday before open house	Courses canceled
Friday before	Open house

All courses are predicted courses. With the exception of section one for each course, if a course does not have any registered students, the course will not activate for the faculty member to setup. Once the course is activated, the faculty member will be able to setup the course. Thursday before the term start, all classes with scheduled faculty and no registered students will be canceled.

Course Scheduling Questions

The Faculty Operations Specialist oversees all faculty and course scheduling through the faculty management system (FMS) and ensures that credentialed faculty members are in all courses each term. Courses are scheduled based on credentialing by Program Coordinators, faculty preference, seniority, and faculty performance. In the event that a faculty member has questions about any course scheduling action, decision, or process, please utilize the following course of action:

1. Email the Faculty Operations Specialist with your concerns clearly outlined. Phone contact should only be made for emergency reasons (i.e., substitute needed, scheduling conflict).
2. If the issue is not resolved satisfactorily, the faculty member should notify the Associate Director of Faculty Development by email with a formal written request stating succinctly the nature of the concern.
3. If not satisfied with the decision of the Associate Director of Faculty Development, the faculty member may submit a written appeal, stating succinctly the basis for the appeal to the Provost. The decision of the Provost (or designee) is final.

Faculty Expectations

The purpose of these expectations is to ensure that our students experience high quality, consistent, and supportive interactions with faculty throughout their program. At CSU-Global, faculty performance is monitored on a continual basis to identify and help faculty meet and exceed expectations using data received through analytic tools, cohort mentor monthly reviews, student course ratings, and general feedback. The University will monitor faculty performance against expectations in this Faculty Handbook.

- Include course expectations.
- Have a friendly and welcoming tone.
- Direct students to your faculty profile.

Pre-Term Procedures

The Friday prior to the first day of class, 'Open House,' the course becomes available for students to review. All faculty setup work should be completed in the course the Sunday before Open House. Students may begin working in the course as soon as it opens. All weekly modules are available to students throughout the course so they may work ahead if needed and refer back to information already covered in the course.

Information Alignment

Though CSU-Global works to have all courses fully prepared, faculty members are asked to preview their courses during the course setup period (2 weeks prior to open house) to ensure that everything is in order. Please check the following:

- Thoroughly read the Instructor Guide located under Faculty Information in the Materials.
- Course Syllabus and PDF rubrics are complete and aligned.
- Interactive lectures, learning outcomes, and required readings have been carefully reviewed.
- Getting Started page is in the Course Information folder and includes the Attendance Announcement and Academic Student Policies PDF.

Faculty Profile

Make sure that your faculty bio is accurate and posted. Take this opportunity to create an updated profile. Your profile should contain:

- Subjects taught
- Position
- Brief bio
- Phone number
- Office hours (Faculty must keep at least two hours per week as virtual office hours)
- Profile picture

Turnitin and Adaptive Technologies

- Check to see that you have activated Turnitin and any other adaptive technologies that will be used in the course.
- Activate Turnitin by clicking on the Turnitin link in the left navigation pane of the Schoology home page and accepting (if prompted).

Post Contact Information and Office Hours - 'Pinned Announcement'

Post a pinned announcement with your contact information. This is the only announcement that should be pinned. All other announcement functions will be done through the Update tab. The pinned announcement should contain your:

- Name
- Phone number
- Email address
- Office Hours

General Course Questions Discussion Board

Students post questions and comments in the General Course Questions Discussion Board which you will access throughout the course by going into the Course Information Folder and clicking on the General Discussion Board link.

Discussion Board

You and your students will interact on the discussion board each week. You can access discussions from the course's materials page. Before class begins:

- Reply to the Introduction Discussion, modeling what you expect of your students.
- Make sure all discussions for the course are complete and correct.
- You will not be able to edit the Discussion Question at any point, but you can add information, resources, guidance, etc. each week in your response to student posts or in your own post, if appropriate.

Welcome Announcement - Update

Post an update with your welcome announcement to your course(s). Your announcement should:

Gradebook

The Gradebook is the most vital component of the course. After students are entered into the Gradebook on Open House and before the course begins on Monday, you need to verify the Gradebook.

- Verify graded items total 1,000 points.
- Verify assignments and points match what is shown in the syllabus.
- Verify items are grouped by Module # in sequential order.

Report any errors found via the Course Support button on the Faculty Portal homepage under "Quick Links." Errors will be reviewed and corrected before courses open for students.

During the Term

The academic week at CSU-Global begins on Monday and ends the following Sunday.

CSU-Global has designed programs and courses around best practices in adult and online learning theory. Courses are offered in an eight (8) week accelerated format. Therefore, it is expected that students will gain maximum benefit from courses and stay on pace for successful completion when they are participating fully in each week's activities and assignments according to the course schedule. The CSU-Global late policy supports maximum classroom success. Students are actively involved in their courses throughout the week, so it is important that faculty be as well.

Participation

The First Week

- Respond individually to all initial student posts in the introductions and Module 1 discussion question.
- Personalize your response with a few sentences and provide helpful information on the course and your expectations.
- Encourage students to move forward into the Module 1 content.

Weekly Updates

- Post a course update at the beginning of each week.
- Summarize the past week's learning.
- Outline the assignments and expectations of the new week and encourage participation.

Continued Presence

- Engagement is important to student success.

- Check email messages, notifications (upper right corner), and the individual module Discussion Forums under Materials every time you log into the course.
- Log into class at least five times per week which includes at least once on either Saturday or Sunday to participate in the weekly discussions and answer student questions.
- Respond to each student who posts in the weekly discussions at least once each week. Responses should extend critical thought on content and weekly objectives, suggest additional resources, include a follow up question, and or move the student to a deeper understanding and ability to apply knowledge gained.
- Please notify Faculty Support if you must be away for more than 36 hours due to an emergency or other reason. Another instructor will be scheduled to monitor and support your course while you are away.

Grading

Weekly Assignments

- Grade all work within 72 hours of its due date. Late assignments move to the next grading period.
- Discussion Forum / Critical Thinking / Final Assignments should be graded by the following Wednesday at Midnight. Refer to Schoology tutorial for entering grades.
- Mastery Exercises (where applicable).
- Any late submissions that are turned in within 7 days have no point deductions for lateness. Grade and assess a 10% late penalty if the assignment is turned in 8 to 14 days late. After 14 days, do not grade the assignment and give a 0 in the gradebook. Any grades or values not entered skew the student's accurate overall grade in the course.

Comments

- Mark up student papers with comments and specific areas for improvement. Comments should be included in the assignment, in the rubric, and in the overall grade area.
- Make comments in the rubric for Discussion Boards.
- Tone for grading comments is positive and constructive; incorporate the Socratic Method.
- Grading rubrics and their criteria are clearly incorporated into feedback.
- Apply APA grading policies and deduct points as required.
- Refer students to Smarthinking tutoring as needed and or other resources including the Library and

the CSU-Global Guide to Writing and APA Requirements.

Live Classroom Sessions

- Live Classroom sessions are included in many of our courses. Live Classroom sessions give the instructor the opportunity to guide, reinforce, and enrich the instruction that is provided.
- Please check on your Faculty Information Folder > Instructor Guide to see if you are scheduled for Live Classroom sessions.
- Each session will last approximately one hour.

End of Term

Final Grades

- Final grades must be submitted by midnight (Mountain Time) Thursday following the end of the term.
- A point value of zero must be entered for all assignments that were not submitted. Review the gradebook in its entirety to be sure that the values are correct.
- Use the Final Overall (Custom) Grades column by inserting letter grades to show the students' final grade in their grade book. See grading scale on syllabus.
- The Overall (Custom) and Overall (Calculated) grades must match.
- Carefully proof-read to ensure that the grade entered is consistent with the grading scale. There should be no space between the letter grade and a + or -.

Incomplete

Consider student requests for 'Incomplete' grades when extenuating circumstances prevent the student from timely completion of coursework. CSU-Global faculty may grant an Incomplete to a student who has completed the first 5 weeks of assignments and has encountered an obstacle which prevents them from completing work from weeks 6-8. Contact registrar@csuglobal.edu with questions about policy or procedure. [Click here](#) to see the Incomplete Request Form for full eligibility.

Course Evaluations

In Week 5 of the term, encourage your students via Course Update and/or email to complete the End-of-Course Evaluation. This provides CSU-Global Campus with valuable information to improve our programs.

Wrap-Up

Student retention can be improved by concluding your student communications on an exceptionally positive note. Instructors should thank their students for their participation and express a desire to see them continue pursuing their educational goals.

Faculty Course Survey

As faculty, your feedback on how well courses meet their intended outcomes is critical to continuously improving the quality of our curriculum. When you click on the Rate this class link, you will be presented a rating window allowing you to click the number of stars to capture your rating. There is also an area for free-text comments that allows you to amplify areas not covered or provide specific information about one of the rating questions.

If you are finishing multiple courses, you can select which course to rate at the top of the window or you will be taken through each course via the next button. Faculty will have access to the rating scale for their courses from Monday, the day following the last day of class through Thursday of that same week. Complete the rating for all courses and click the submit button to retain your comments.

Faculty Substitution Procedure

Faculty members are required to notify the Faculty Scheduling Coordinator if they will be away from their courses for more than 36 hours. In such instances, the Faculty Scheduling Coordinator will replace the instructor with another credentialed instructor and will notify payroll of the change of instructors. Failure to notify the Faculty Scheduling Coordinator may be considered abandonment of duties.

Pay for substitutions will be for a period of one week (Monday through Sunday) for any days where a substitute is provided during that week. Substitutions that extend over that period will be paid in additional weekly increments of one or more weeks and assigned instructors will have the same period amount deducted from their compensation.

Faculty Performance Enhancement Program

The Faculty Enhancement Process is an important component of our mission to advance student success and academic excellence as the premier provider of innovative, higher learning opportunities. CSU-Global Campus is committed to maintaining the highest faculty standards dedicated to instructional excellence and strict adherence to institutional, and more specifically, student expectations. When faculty members meet institutional expectations, the student and faculty experience is greatly enhanced. By acceptance of employment at Colorado State University - Global Campus, faculty agree to the terms and conditions set forth in the appointment and applicable academic and faculty expectations and policies as they may be amended from time to time, including those identified in Faculty Handbook.

Performance management is a part of the overall faculty enhancement process and is the basis for decisions in the areas of faculty development and faculty retention. Faculty Performance is monitored against CSU-Global Faculty Expectations through quantitative and qualitative means using analytic tools, mentor reviews and reports, student course ratings, and other feedback sources to help faculty meet and exceed expectations. CSU-Global uses a three-phase application process, monthly monitoring of university faculty, an annual enhancement review of each faculty member, a progressive approach to correcting instances where faculty fail to meet expectations as outlined in the CSU-Global Faculty Handbook, and peer-reviewed recommendations for faculty inactivation when corrective steps fail.

I. Candidate Faculty Performance Evaluation

The first part of the three-phase faculty hiring process is the application and credential review, writing sample submission, and candidate interview. After successful completion of this screening process and applicant approval by the Manager of Faculty Recruitment, the candidate is moved to the second phase of the process; FCC100. CSU-Global requires all candidate faculty members to successfully complete Faculty Certification Course 100 (FCC100); the initial Applicant Onboarding course. FCC100 is a three week course designed to further the candidate's understanding of CSU-Global's mission and faculty expectations as outlined in the CSU-Global Faculty Handbook, introduce the candidate to the Schoology learning management system, and provide an opportunity to

evaluate the candidate as an instructor. (Note: as this is a continuation of the interview and selection process, not every applicant may be selected to move forward.)

Upon successful completion of this course and the recommendation of the CSU-Global FCC100 Facilitator, the candidate faculty member is moved to the third phase of the process and enrolled as an instructor in a mentored first-course. The first course assignment and successful completion of the mentoring period is the last phase in the application process. First courses are considered probationary. During this time, first-course mentors provide weekly support and guidance, and are available to answer questions, provide explanations, and support new instructors in meeting expectations. The candidate faculty will be evaluated throughout the eight week term based on faculty expectations as outlined in the CSU-Global Faculty Handbook. (Please note that it is possible for candidate faculty to meet the expectations on the Weekly Faculty Mentor Evaluation and still not move forward for reasons such as background checks, missing paperwork, or any other reason as determined by CSU-Global. Continued employment beyond this class is not guaranteed nor implied).

First-course mentors submit a final Mentor Course Check at the end of the eight weeks with their determination and recommendation to the Associate Director of Faculty Development. Candidates approved to become CSU-Global Faculty will receive a letter of congratulations and information about Faculty Cohort Mentors. Candidates not approved will be placed on inactive status in the Faculty Management System, Human Resources, and IT.

II. CSU-Global Faculty Performance Monitoring and Enhancement Review

CSU-Global faculty members are monitored and reviewed on an ongoing basis through two primary methods; monthly Cohort Mentor checklist reports and the annual performance enhancement review.

A. Monthly Cohort Mentor Faculty Performance and Engagement Checklist

The purpose of the Faculty Performance and Engagement Checklist is to ensure that CSU-Global students experience high quality, consistent, and supportive interactions with faculty throughout their program. Faculty Cohort Mentors observe and review courses for each faculty member on a monthly basis and work to support the instructor's efforts in meeting or

exceeding faculty expectations as outlined in the CSU-Global Faculty Handbook and communicate effective practices for areas of concern or needing attention by the instructor.

B. Annual Faculty Performance Enhancement Review

Once a year, the Faculty Cohort Mentor will assess the results of individual faculty performance against expectations delineated in the annual enhancement review. Results of the annual performance enhancement review are one component of the overall faculty rating in the Faculty Management System. Faculty members identified as not meeting minimum performance expectations as outlined in the CSU-Global Faculty Handbook will be contacted by the Associate Director of Faculty Performance and may be placed on a performance enhancement plan.

III. Performance Enhancement Plan and Process, Deficiency Notices, and Faculty Performance Enhancement Plan (PEP)

Paramount to the mission of CSU-Global is the academic success of our students and our faculty members are the foundation of instructional excellence and a cornerstone of student success. Faculty members are expected to meet or exceed stated faculty expectations as outlined in the CSU-Global Faculty Handbook. Faculty identified as not meeting minimum expectations will be contacted by their Cohort Mentor and/or the Associate Director of Faculty Performance to work towards resolution and to address any corrective action needed in order to be successful. CSU-Global reserves the right to immediately inactivate any faculty member or terminate any appointment for any reason, including but not limited to behavior deemed egregious or beyond remediation.

A. Faculty Performance Deficiency Notices

The Faculty Performance Deficiency Report outlines the steps and progressive plan of corrective and remedial actions which CSU-Global can institute as a result of faculty performance not meeting expectations as outlined in the CSU-Global Faculty Handbook. The plan is designed to address and resolve performance issues and give faculty the opportunity to be successful in a clearly delineated and collaborative manner.

B. Faculty Performance Enhancement Plan (PEP)

The purpose of the Performance Enhancement Plan (PEP) is to identify and document serious areas of concern or gaps in instructional performance of faculty expectations as outlined in the CSU-Global Faculty Handbook, and allow faculty the opportunity to

demonstrate improvement and commitment through a documented and mutually agreed upon plan of action. These areas may be identified through student complaints or feedback, Cohort Mentor monthly reviews, or other means. Faculty may be placed on probationary status until successful completion of the Performance Enhancement Plan. Failure to participate in the PEP may result in faculty being placed on inactive status in the Faculty Management System. At its discretion, CSU-Global may elect to prepare a Faculty Performance Deficiency Report and implement a Performance Enhancement Plan; however, CSU-Global is not required to do so. CSU-Global is under no obligation to follow or use progressive discipline with a faculty member. As set forth in this faculty handbook, a faculty member's appointment is always "at-will" and can be terminated by either party at any time and for any reason, although termination cannot be for a reason that is contrary to applicable law.

IV. Faculty Grievance and Inactivation

CSU-Global strives to provide faculty with a positive environment that promotes student success. The Associate Director of Faculty Development is responsible for monitoring faculty performance, communicating and managing performance concerns, and, when necessary, supervising the inactivation process.

A. Faculty Grievance

CSU-Global is committed to respecting its faculty. In the event that a faculty member decides to challenge an institutional action or decision that the faculty member deems unfair or not in accordance with policy, the following course of action is available:

1. Any faculty member with a grievance should first try to resolve the issue informally with the Associate Director of Faculty Development.
2. If the issue is not resolved satisfactorily, the faculty member may file a formal written request stating succinctly the nature of the grievance, within five business days from the receipt of the informal response from the Associate Director of Faculty Development for additional review by the Dean or Assistant Provost.
3. The Dean or Assistant Provost will review and reply in writing to the grievant's written request within seven business days.
4. If not satisfied, the grievant may submit a written appeal, stating succinctly the basis for the appeal,

within five business days after receipt of the Dean or Assistant Provost's written reply, to the Provost.

5. The Provost will review and respond in writing to the grievance appeal within 10 business days. A copy of the written response will also be sent to the President.

B. Faculty Inactivation

CSU-Global Campus employs adjunct, temporary, non-tenure-track instructors and appoints adjunct faculty members on a course-by-course basis. Appointment is considered to be an administrative professional appointment. Pursuant to C.R.S. 24-19-104, the position is deemed to be "at-will" and the appointment is subject to termination by either party at any time, although termination cannot be for a reason that is contrary to applicable federal, state, or local laws. Additionally, such appointment or any part of the appointment may be terminated in the event that student enrollment does not meet minimum course and section requirements as determined by CSU-Global Campus. Appointment is also contingent upon funds being appropriated, budgeted, and otherwise made available. Appointments may also be terminated if the faculty member/instructor does not meet the performance expectations as outlined in the Faculty Handbook provided during the FCC100 course and located in the Faculty Portal.

Faculty members may be placed on inactive status upon request, inactivity, or for failing to meet performance expectations as outlined in the Faculty Handbook.

1. Faculty members who request inactivation will be placed inactive in our Faculty Management System and made unavailable for scheduling. Access to University systems including Schoology and Email will also be removed.
2. Faculty members who have not taught for a period of six consecutive months or more will be placed on a status of inactive in our Faculty Management System and made unavailable for scheduling. Upon confirmation with faculty member regarding inactivation, access to University systems including Schoology and Email will also be removed.
3. Faculty members who have failed to meet performance expectations as outlined in the Faculty Handbook may be placed inactive in our Faculty Management System and made unavailable for

scheduling. Access to University systems including Schoology and Email may also be removed.

Policies and Procedures

Conflict Resolution

CSU-Global is committed to respecting its faculty. Faculty members can seek hearing and resolution of complaints through the established procedures.

Termination Policy

CSU-Global Campus employs adjunct, temporary, non-tenure-track instructors and appoints adjunct faculty members on a course-by-course basis. Your appointment is considered to be an administrative professional appointment. Pursuant to C.R.S. 24-19-104, your position is deemed to be "at-will" and your appointment is subject to termination by either party at any time, although termination cannot be for a reason that is contrary to applicable federal, state, or local laws. Additionally, such appointment or any part of the appointment may be terminated in the event that student enrollment does not meet minimum course and section requirements as determined by CSU-Global Campus. Your appointment is also contingent upon funds being appropriated, budgeted, and otherwise made available. If you are currently completing the Faculty Certification Course (FCC100) training, this appointment is contingent upon completion of the training and approval by Associate Director of Faculty Development; first courses are considered probationary and future course appointments are contingent upon continuous evaluation. Appointments may also be terminated if the faculty member/instructor does not meet the performance expectations outlined in the Faculty Handbook provided to you during the FCC100 course and located in the Faculty Portal.

Other Policies and Procedures

- *Affirmative Action Policy*
- *American Disabilities Act*
- *Copyright and TEACH Act Policy*
- *Services for Students with Disabilities*
- *Family Educational Rights and Privacy Act*
- *Possible Federal and State Data Collection and Use*
- *Academic Freedom Policy*
- *Classroom Policies*

Please refer to the Academic Catalog for all official student policies. The following policies are included here because of their relevance and specific involvement of faculty responsibilities and expectations.

- *Approved Writing and APA Resources Policy*
- *Classroom Expectations*
- *Plagiarism Policy and Process*
- *Late Policy*
- *Discussion Boards (DB)*
- *Mastery Exercises (ME)*
- *Critical Thinking (CT) Activities*
- *Portfolio Projects*
- *Incomplete Policy*
- *Grade Appeal Process*
- *Academic Dishonesty*
- *Specific Acts of Academic Dishonesty*

Committees

The Governance Council is the policy-making and governing body created to ensure the successful achievement of CSU-Global's mission, and to assist the institution with strategic direction, financial oversight and stability, and operational efficiency. The Council reviews matters related to:

- *Faculty Affairs*
- *Curriculum*
- *Student Affairs*
- *Institutional Effectiveness*
- *Operations*
- Any other matters requested for policy creation and approval by the Governance Council

Generally, items for Council review are brought forward by the Executive Staff of CSU-Global who receive notice of such items through their reporting personnel or through committee reports. However, all CSU-Global staff and faculty may submit items for Council knowledge, discussion, and/or approval. Items may be submitted to the Council Chair via email at GovernanceCouncil@CSUGlobal.edu. Requestors will be notified within 48 hours of the status of their requests.

Academic Support and Services

Faculty Support Staff

CSU-Global is led by a President and CEO appointed by the Chancellor and Board of Governors of the Colorado State University System. The Chief Academic Officer is the Provost and the academic department is supported by the following key positions:

Assistant Provost

The Assistant Provost is responsible for the coordination, implementation, and accountability of all academic department activities and the leadership of staff and faculty to drive program and course innovation and evaluation, academic planning, budget management, faculty and support staff development and evaluation, and the scheduling and staffing of classes.

Deans

CSU-Global's School of Professional Studies and School of Management and Innovation each have a Dean who, along with the Program Coordinators, ensuring relevant and effective curriculum as well as faculty credentialing in their subject area. Deans report to the Provost.

Program Coordinators

Program Coordinators work collaboratively with CSU-Global academic staff and leadership to provide discipline-specific curricular expertise. They make recommendations to the Provost, Associate Provost, campus staff, and curriculum committees on curricular structure, integrity, and currency of programs, courses, grading rubrics, and continuity for existing and new programs. Program Coordinators are responsible for credentialing faculty for their assigned programs. Program Coordinators report to the School Deans for curriculum matters.

Associate Director of Faculty Development

This position supports the academic mission of instructional excellence by providing a high level of onboard training, continuing education, and professional development opportunities as well as overseeing the faculty enhancement review process.

The Associate Director of Faculty Development oversees the professional development of the CSU-Global faculty and the implementation and integration of faculty performance indicators, instructional expectations and technologies, and academic best practices. This

position is also responsible for the successful communication of university initiatives, coordination of the recruitment, scheduling, and performance processes, and facilitating the collaboration of stakeholders with faculty issues. In addition, the Associate Director of Faculty Development manages the faculty portal, the evaluation and on-boarding of new faculty, CSU-Global professional development training opportunities and offerings, and research conferences and presentations.

Faculty Operations Specialist

The Faculty Operations Specialist oversees all faculty scheduling and is the principle administrator of the faculty management system (FMS). This position ensures that credentialed faculty are in all courses and maintains the integrity of faculty records and enhancement reviews in the FMS.

Faculty Cohort Mentors

Faculty cohort mentors are terminally degreed, experienced CSU-Global faculty who review faculty performance through monthly course checks and the annual enhancement process, provide faculty with guidance in online instruction best-practices, and are faculty's primary point of contact for all non-curricular questions and concerns. It is the job of the mentee to follow through on tasks, assignments, and commitments made to the mentor and the organization and it is important that the mentee be open to honest and constructive feedback for the process to be effective. Even experienced online instructors should seek to constantly improve. We hope that you accept the feedback you receive in the spirit in which it is given - as a constructive way to help you help our students meet educational and career goals. This support will continue throughout your association with CSU-Global.

Faculty Facilitators

Facilitators instruct all faculty certification courses (FCC) are seasoned CSU-Global Campus faculty members who possess an in-depth understanding of the University's mission, vision and commitment to advancing student success. Facilitators have a commitment to communicating and working collaboratively, creatively, and in a collegial manner to promote the professional growth and development of University faculty.

Manager of Faculty Recruitment

The Manager of Faculty Recruitment oversees the recruitment and hiring needs all faculty at CSU-Global Campus. This includes new programs in addition to the existing programs. The Manager of Faculty Recruitment works closely with the Deans and Program Coordinators to ensure the credentialing documentation is current.

Associate Director of Assessment

The Associate Director of Assessment has responsibility for the process of assessment of student learning which includes student learning outcomes data, course evaluation data, and program evaluation data. Student learning outcomes data are collected and analyzed twice annually and the results are applied to the continual improvement of student learning, curriculum enhancements and instructional practices.

Manager of Instructional Design

The Manager of Instructional Design provides oversight of the curriculum instructional designers ensuring all stake-holders in the course revision process receive guidance on instructional design standards. CSU-Global curriculum is continually improved through a collaborative review and revision process with the deans, program coordinators and program faculty members guiding curriculum decisions.

Assistant Director of Student Success

The Assistant Director of Academic Success coordinates programs and activities designed to promote student academic and personal success at CSU-Global Campus. Staff works in partnership with faculty regarding their issues and concerns with students. These issues include, but are not limited to: students with disabilities, behavioral issues, academic assistance for struggling or at-risk students, consultation regarding student policies and processes, and grade appeals. The Manager of Academic Success and Academic Success Advisors work with Student Advisors to ensure proper communication.

Librarian

The CSU-Global campus library supports and enhances teaching, learning, and research at CSU-Global through the acquisition and delivery of high-quality. For more information, contact Library@CSU-Global.edu.

Payroll

Faculty can inquire about payroll through ADP self-serve in the faculty portal. For additional questions,

contact our Accounting Department at Payroll@csu-global.edu. Faculty members will be paid for instruction in two monthly installments. Payroll is direct deposited on the last working day of the month.

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7800 East Orchard Road, Suite 200
Greenwood Village, CO 80111

CSUGlobal.edu

Colorado State University-Global Campus offers career relevant bachelor's and master's online degree programs for working adults and nontraditional learners. As the first and only 100% online, fully accredited public university in the United States, CSU-Global is focused on student success as its number one priority. Embracing the land grant heritage as part of the Colorado State University System, CSU-Global sets the standard for quality and innovation in higher education through its expert faculty who are recognized as industry leaders and trained in working with adults in an online learning environment. CSU-Global offers a streamlined enrollment process with accelerated eight week courses that start every four weeks. Visit CSUGlobal.edu or call 1-800-920-6723 for more information.

MATTERS FOR ACTION:

CSU-Global: Program name change for the Master of Healthcare Administration and Management degree

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the program name change for the Master of Healthcare Administration and Management to the Master of Healthcare Administration.

EXPLANATION:

Presented by Dr. Rick Miranda, CSUS CAO

The faculty of the Healthcare Administration and Management program, based on feedback from students and the program advisory board, have initiated the request for the program name change.

The Master of Healthcare Administration, or MHA, is the professional degree awarded to students pursuing careers in health administration. Changing the name of the degree from the current Master of Healthcare Administration and Management to Master of Healthcare Administration aligns with the industry standard nomenclature. Perceived benefits relate immediately to marketability and employability for CSU-Global students and graduates. Aligning with industry standards avoids potential confusion and will allow CSU-Global MHA students using social media, such as LinkedIn, have an instantly identifiable earned credential. The MHA is a search word recruiters are looking for when seeking potential employees in healthcare administration. Changing the name of the degree will also make it easier for students to sit for the board examinations to become a Fellow of the American College of Healthcare Examiners, since the awarded degree of an MHA is readily identifiable. The program learning outcomes and course sequence will not be modified as part of this program name change, as the curriculum is already aligned with national standards for MHA programs.

Board of Governors of the
 Colorado State University System
 Meeting Date: February 4-5, 2016
 Report Item

MATTERS FOR ACTION:

Report on CSU-Pueblo sabbatical and educational leaves 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 provides summaries of the sabbaticals completed during the 2014-2015 academic year.

REPORT ON APPROVED SABBATICAL LEAVES FOR AY2014-2015

As described in material presented at the October 2015 meeting of the CSU System Board of Governors, per section 2.11.2 (Sabbatical Leaves) of the CSU-Pueblo 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.”

Per section 2.11.2.4 of the CSU-Pueblo Faculty Handbook, faculty who received sabbatical leave submit a final report within three months of the end of the sabbatical period to their department chair (who forwards it to the respective Dean and Provost), which includes a summary of activities undertaken and benefits accrued. Similarly, section 2.11.3 of the CSU-Pueblo Faculty Handbook on Educational Leaves describes how “Enhancement Leaves are for the purpose of providing probationary and tenured faculty the opportunity to participate in educational activities

or programs which will enhance their credentials, knowledge, or reputation. 2.11.3.2c. states “All faculty members returning from educational leave must submit to the Provost, with copies to the Dean and Department Chair, a written report on the results of the leave within two (2) months of return.” While such leaves are leaves-without-pay and thus no costs are incurred, they provide important experiences for faculty in their professional development.

Below are summaries of the four sabbatical reports and a summary of the one report for Enhancement Leave.

Ms. Sandy Hudock, Professor, Library Services

Professor Hudock’s sabbatical in the first half of 2015 completed research and preparation of a manuscript for publication regarding the concept of ‘flow theory’ from positive psychology, applying it to the action of library research undertaken in a research-intensive undergraduate class. Appropriate IRB approval of the research protocol occurred prior to the start of the sabbatical. She incorporated Experiential Sampling Method techniques in developing data. She was able to complete a manuscript, “‘Can Research Send Me High?: Addressing Flow Theory,” and submit it to the journal the *Reference Services Review* in April (and it was accepted for publication in late August 2015). The foundation for this work included various research articles and studies, along with two texts. The first, *Theories of Information Behavior*, provided a review of current trends and ideas in what has been termed “the affect revolution” and for example discusses user behavior theory, specifically the importance of affect in information behavior (citing examples internationally across various contexts - public libraries, prisons, everyday life). The second text,

The Digital Scholar, provided examples of projects and approaches incorporating research into composition class writing assignments. The sabbatical research project provided Professor Hudock the opportunity to view the student’s research process itself along with the provision of supportive assistance to the students from a multidisciplinary approach using information science, writing, sociological, psychological, and cultural theory. In her words, “These approaches, combined with epistemological and educational theory, allow me to gain a holistic understanding of library users’ cognitive and affective needs that enables me to serve them better.”

Dr. Neb Jaksic, Professor, Engineering

Professor Jaksic was formally on sabbatical during the full 2014-2015 academic year, but was also busy with sabbatical activities in the previous and following summers (i.e. his activities encompass summer 2014 through summer 2015). Professor Jaksic’s activities included research in robotics, nanotechnology, and engineering education; he also undertook professional activities including reviewing grant proposals for two National Science Foundation (NSF) programs; he engaged in some course development, implementing new engineering education practices in engineering courses at both the undergraduate and master’s graduate levels through two on-campus federal grants (known as the Regional Access to Graduate Education or RAGE, and Providing Opportunities to Excel, or PROPEL, grants, in particular for activities related to

mechatronics and robotics courses); also undertook course development for the engineering laboratories (Sustainable 3D Printing Lab, Microcontrollers Lab, and Virtual Reality Lab); and engaged in peer-reviewed dissemination of some results of these activities through publications and conference presentations.

Focusing in more detail only on one of the robotics research projects, significant progress was achieved in two high-priority robotics projects: a graduate student in the M.S. engineering program designed an assistive robot (lower extremities robotic exoskeleton) that can help individuals with weak leg muscles to stand up from a specially-designed wheel-chair and walk. Software simulation of such an assistive robot was successfully performed, and virtual reality simulations are underway. The second project in this group, Brain-Controlled Forklift-like Robot, used an existing forklift-like small robot designed and built earlier. The graduate student working on this project was able to demonstrate various robot operations controlled by his brain via electrodes placed on his head and using EEG signals.

Focusing briefly on two of the nanotechnology research projects, Design of a Low-cost Atomic Force Microscope, and Optimization of Carbon Nanotubes Manufacturing, a small-size teaching AFM and chemical vapor deposition (CVD) equipment for CNT synthesis were funded through the campus's RAGE and Propel grants. Implementation of these instruments were the primary activities performed for these projects. In addition, a new research direction dealing with Tungsten-disulfide (WS_2) in the form of fullerene-like nanoparticles was initiated. Namely, such WS_2 nanoparticles show promise in low-friction applications but the processes for coating objects with WS_2 are not well developed. A small amount of fullerene-like WS_2 nanoparticles was donated for research. Characterization of these nanoparticles as well as an investigation of associated coating processes are in progress.

Professor Jaksic also engaged in professional service, as a member of the Board of Directors of the American Society for Engineering Education (ASEE), and the Chair of Council of Sections, Zone IV [which is the geographic region including engineering and engineering technology faculty from Alaska, Idaho, Montana, Oregon, Washington, Canada (Alberta, British Columbia, and Saskatchewan), Arizona, California, Hawaii, Nevada, Colorado, South Dakota, Utah, and Wyoming]. He was involved in discussions, guidance, and decision-making at the zone and the society levels. After his term ended he continued as a member of the Nominating Committee for 2014-2015.

Dr. Jaksic gave five conference presentations at two national conferences, one presentation at a regional conference, and one on-campus presentation during his sabbatical. Several publications have resulted from this work, including a journal article (N. Jaksic, "Novel Experiential Learning Practices in Engineering Education Based on Inexpensive 3D Printers," *Computers in Education Journal*, Vol. 5, No. 4, pp. 2-17, October-December 2014. – Received the Best Journal Article Award for 2014) and refereed conference proceedings (e.g. N. Jaksic, "Post-processing 3D-printed Plastic Objects: Laboratory Tools, Techniques, and Experiences," 2015 ASEE Rocky Mountain Section Conference, Denver, CO, pp. 27-34, April 10-11, 2015).

Mr. Juan Morales, Associate Professor, English and Foreign Languages

Professor Morales was on sabbatical in fall 2014. He made significant progress on his second and third poetry collections and his writing exercise book project. In more detail, he completed significant revisions on his second poetry collection, *The Siren World*, including incorporation of thirty new poems. The book was accepted for publication (and was since published by Lithic Press, in June 2015). His third collection of poetry is tentatively titled *The Handyman's Guide to End Times*, and was under consideration by two literary presses (Conundrum Press and the University of New Mexico Press); Professor Morales revised the poems, conducted workshops with the book, and planned one more revision prior to resubmitting to the University of New Mexico Press. He also made significant progress on his Writing Exercise/Digital Project, including the creation of dozens of new writing prompts – innovative exercises to be used in part in creative writing courses addressing pedagogical issues ranging from getting started; to writing concerned with political, personal, or social subject matter; to the revision process. Many of these prompts were shared via *Pilgrimage Magazine*, generating feedback. Finally, Professor Morales had numerous poems published in venues such as Minor Arcana's *Monster Fancy* anthology, *Casa de Cinco Hermanas Press*, *Poet Lore*, Snakeskin UK's *Monster Issue*, Sugar House Review's *the Sounds of Sugar*, *Luna Luna Magazine*, *Cobalt Review*, *Huizache*, *Clay County Pastoral*, and *North Dakota Review*.

Dr. Tim Peters, Associate Professor, Teacher Education

Over the course of his year-long sabbatical, Professor Peters developed a book, *Motivate to Achieve*, along with a supporting website, for K-12 teachers, that incorporates relatively recent research in social psychology and is novel in that it provides practical ways for K-12 educators to help students learn by exploring self-control, grit, and growth mindset. The book includes 20 research-based classroom interventions by way of specific lesson plans, for teachers to directly implement; each intervention activity also comes with a discussion summarizing the research support for these activities. The research is based on work by Carol Dweck (Professor of Psychology at Stanford) and her popular book, *Mindset: The New Psychology of Success* and Paul Tough's *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*, along with work by Angela Duckworth (Professor of Psychology at the University of Pennsylvania) on self-control and grit, and other work by Po Bronson, Ashley Merryman, Dan Yeager and others. (Very briefly, the research relevant for Dr. Peters's book focuses on a student's ability to self-regulate and stay focused on an immediate task and ability to persevere over obstacles and maintain pursuit of the long term goal through increased resolve and courage, including what is known as their grit, in achieving a long-term goal.)

This guide was not developed in a vacuum; during his sabbatical he visited three successful international schools, two which have achieved international prominence in student achievement. Briefly, he visited Dr. Paul Drijvers, professor of mathematics at the Freudenthal Institute at the University of Utrecht - the Freudenthal Institute is the home of Realistic Mathematics Education (RME), which also has a partnership with the University of Colorado at Boulder. The visit

provided Professor Peters with curricular materials from their program and a better understanding of their philosophy and their emphasis on application and relevance as a vital ingredient to motivating students. He also visited the Mathematical Gymnasium in Belgrade, Serbia, an internationally renowned secondary level math magnet school (ranked number one at the International Science Olympiads by the number of medals won by its students - more than 400). He met with the school's director, Srđan Ognjanović and visited classrooms, teachers and students – the sense of strong community was striking. He also visited the La Paz Community School, a certified International Baccalaureate school in Flamingo, Costa Rica; the school emphasized community and cooperation, a self-transcendent purpose for learning, mindfulness, experiential education, student-teacher relationships, student choice, affirmation of student values, and autonomy. Each of the schools gave him a firsthand knowledge of different methods to motivate students to pursue academic achievement.

Dr. Igor Melnykov, Associate Professor of Mathematics

Professor Melnykov was on Enhancement Leave for the 2014-2015 academic year. He undertook research in cluster analysis which resulted in two coauthored research publications – one was the first chapter in the book *Partitional Clustering Algorithms* published by Springer-Verlag; the other is “Semi-supervised model-based clustering with positive and negative constraints”, to appear in *Advances in Data Analysis and Classification* (and which has led to continued work in developing statistical packages using R to implement the methods in the latter publication). He also presented work on finite mixture models in clustering at an international conference. He was essentially a full-time consultant at Nazarbayev University in Kazakhstan, assisting them as they develop their new master's and PhD programs in mathematics and statistics. Dr. Melnykov focused on curriculum development in statistics, developing new 400-level courses in regression analysis and design of experiments – this type of experience will likely strengthen our upper-level course offerings, including potentially at the master's level. He also supervised a capstone thesis project in cluster analysis.

Section 2

Real Estate and Facilities Committee

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
REAL ESTATE/FACILITIES COMMITTEE MEETING AGENDA
February 4, 2016 – CSU Global Campus**

OPEN SESSION

1. Easement: From City of Fort Collins for the “A” Action Item
2. Land: Acquisition of Eight Parcels from CSURF along Whitcomb St. Action Item

Board of Governors of the Colorado State University System
Meeting Date: February 4, 2016
Action Item

MATTERS FOR ACTION:

Land: Colorado State University acquisition of an easement at Maxwell Natural Area in Larimer County.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the acquisition of this easement totaling approximately .255 acres of land on the Maxwell Natural Area in Larimer County.

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 an easement on the Maxwell Natural Area in Larimer County. The proposed easement will replace an existing lease set to expire in December, 2022 and shall be purchased for the sum of ten dollars (\$10). It is a 10-year perpetually renewing easement with options for either party to terminate no less than sixty (60) days prior to the end of the then-current term.

As shown in Exhibit A, the subject property is located at Maxwell Natural Area in the foothills just west of Hughes Stadium. On December 12, 1923, the State Board of Agriculture signed a 99 year lease with R.G. Maxwell to access The A for the purpose of the annual Alumni Association painting project. In 1976, the City of Fort Collins purchased the land and while honoring the lease, the City requires the Alumni Association to pull a permit annually for the painting project. This easement will terminate the lease and negate the need for the Alumni Association to go through the annual permitting process.

Approved

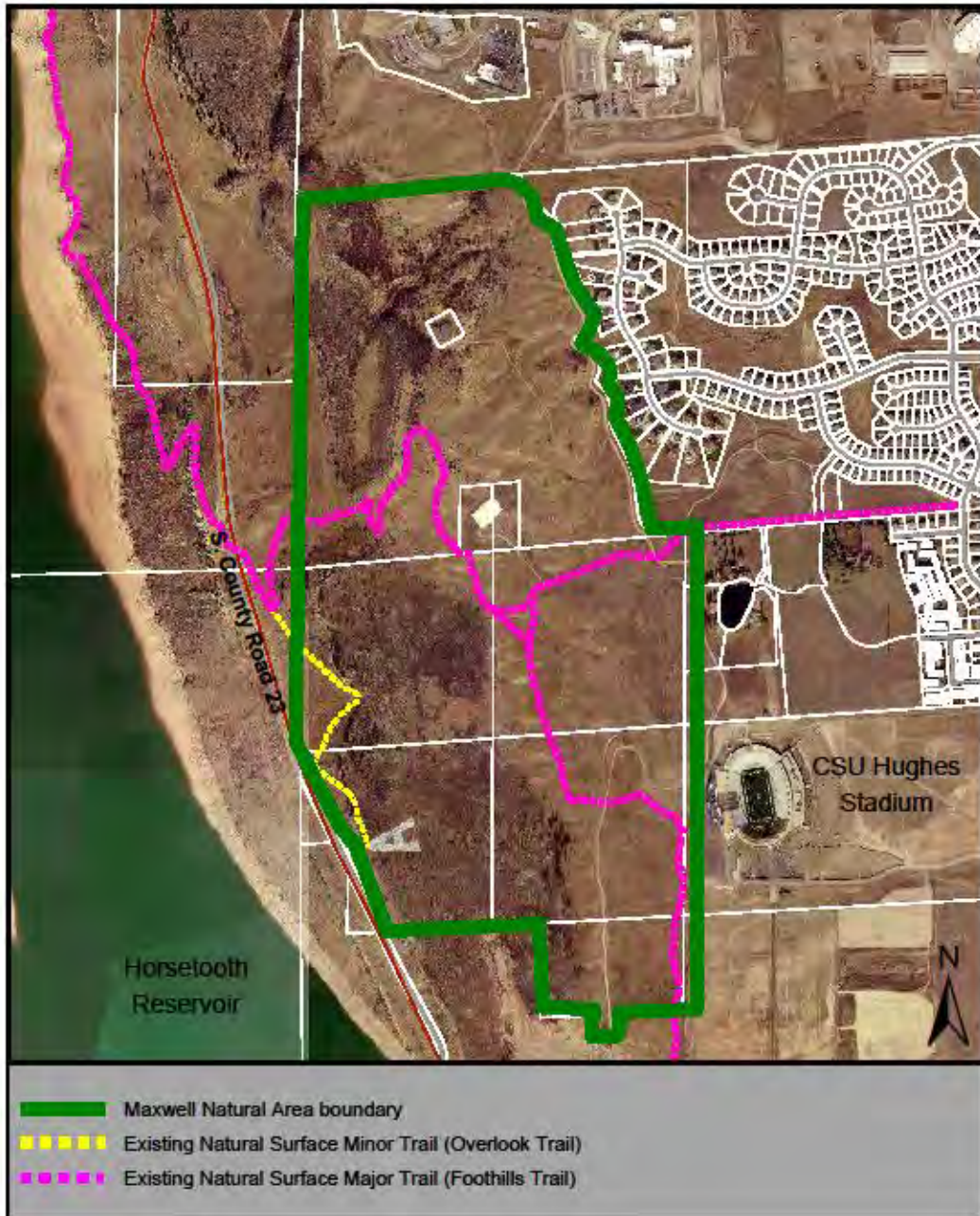
Denied

Board Secretary

Date

Exhibit A

Maxwell Natural Area Aerial depicting trails and "A"



MATTERS FOR ACTION:

Land: Acquisition of 8 parcels on the 1500 Block S Whitcomb Street, Fort Collins, CO.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the acquisition of eight parcels of real property located at 1500, 1504, 1508, 1512, 1516, 1520, 1524 and 1528 South Whitcomb Street, Fort Collins, CO from the Colorado State University Research Foundation on the terms discussed by the Board in its executive session and in accordance with the parameters outlined in such discussion to support the purchase and costs of the acquisition using a mix of funds from the Land Endowment Income Account, the Real Estate Investment Fund, the Academic Enrichment Program, and Central One-Time Resources.

FURTHER MOVED, that the President or the Vice President for University Operations of Colorado State University is hereby authorized to sign implementing contracts and other documents necessary and appropriate to consummate the transaction with modifications made in consultation with General Counsel.

EXPLANATION:

Presented by Dr. Tony Frank, President.

The Colorado State University Research Foundation (CSURF) owns eight parcels on the east side of Whitcomb Street along the 1500 Block (specifically address numbers: 1500, 1504, 1508, 1512, 1516, 1520, 1524, and 1528) as shown on the attached **Exhibit A**.

The properties are needed for expansion of the parking area for the Aggie Village North development and for improvements to the surrounding infrastructure. The acquisitions

are consistent with the long-term plans to acquire these sites from CSURF as needed to accommodate campus growth.

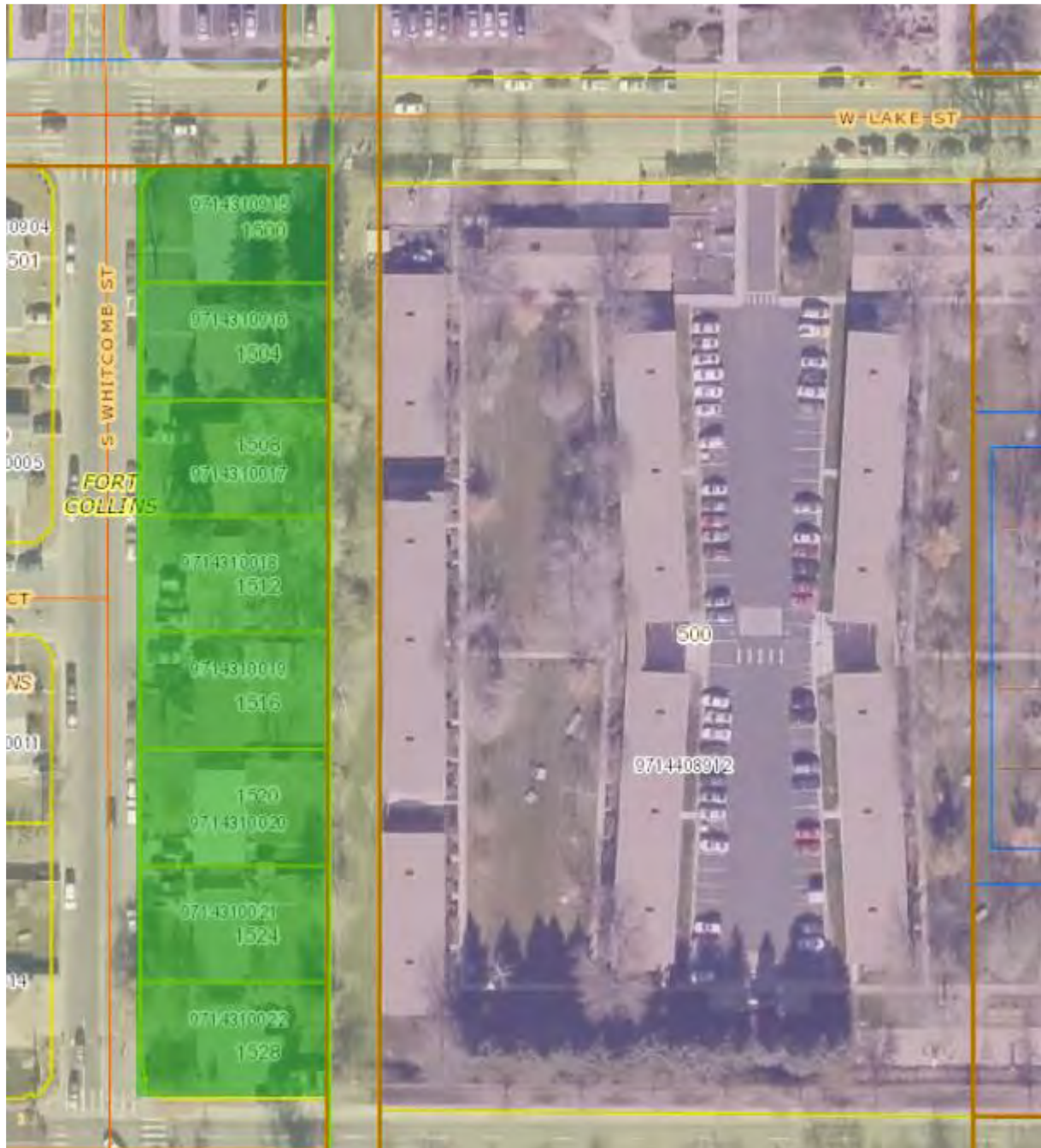
Approved

Denied

Board Secretary

Date

EXHIBIT A



Section 3

Executive Session

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Section 4

Evaluation Committee

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Section 5

Public Comment

Section 6

Board Chairs Agenda

Section 7

Audit and Finance Committee

Audit Issues

1. *Discussion/Presentation* – FY 2015 Audit Results - BKD 20 min.
2. *Discussion/Presentation* – Audits issued since last Committee meeting 5 min.
3. *Discussion/Presentation* – Status of FY 2016 Audit Plan 5 min.
4. *Discussion/Presentation* – Report of overdue recommendations 5 min.

Finance Issues

5. *Discussion/Presentation* – FY 2017 Campus Incremental Budget/Tuition update 15 min.
6. *Discussion/Presentation* – Quarterly Financials – 2nd Quarter 15 min.
7. *Discussion/Presentation* – Treasury Update 5 min.

Finance & Audit Committee Presentation February 5, 2016



Item 1

FY15 Audit Results - BKD

Item 2

Audits Issued



Audit of the Athletics Department – Colorado State University-Pueblo

EXECUTIVE SUMMARY

December 7, 2015

Background Information

CSU-Pueblo is a Division II member of the National Collegiate Athletic Association (NCAA). CSU-Pueblo competes in the Rocky Mountain Athletic Conference. The mission of the CSU-Pueblo Department of Athletics is to develop and maintain a top-quality Division II intercollegiate athletics program.

For the 2014/2015 academic year, there were 22 varsity intercollegiate sports programs. Men's varsity programs included baseball, basketball, golf, soccer, tennis, football, wrestling, lacrosse, track and field, and cross country. Women's varsity programs included basketball, cross country, golf, soccer, softball, tennis, volleyball, indoor and outdoor track and field, lacrosse and swimming/diving.

CSU-Pueblo is home of the 2014 Division II Football National Champions. Overall, CSU-Pueblo athletes have won two team national championships, 74 RMAC championships, and eight regional tournament championships; and have had 73 national tournament appearances and 35 top ten finishes. CSU-Pueblo has produced 195 All American athletes.

Scope and Objectives

The audit covered Athletics administrative and financial transactions for the period July 1, 2014 through March 31, 2015. Financial information outside the audit period was used for comparative purposes.

The objectives of the audit were to:

1. Determine adequacy of intradepartmental procedures, policies, and internal controls;
2. Determine compliance with established University policies and procedures;
3. Determine processes are in place to ensure compliance with significant external regulations; and
4. Evaluate effectiveness and efficiency of departmental operations.

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. Request supporting documentation, including revenue contracts, for the previous and future payments remitted to CSU-Pueblo under the 2008 contract between CSU-Pueblo and Friends of Football (FOF) to ensure amounts received comply with the terms of the contract. If CSU-Pueblo desires to amend the terms of the 2008 contract, the AD should consult with the Office of General Counsel (OGC) to consider available options.
2. Discuss opportunities to streamline the payment process for Thunderbowl and Bookstore sales commissions in order to improve efficiency and reduce administrative costs. Changes to contract terms and conditions should be discussed with the OGC
3. Consult with the OGC to address amending the contract to reflect the reduced commission paid to FOF when NCAA commission is required and to address exempting merchandise sold at or below cost.
4. Develop a report to replace the AIS report previously used in order to provide timely and efficient billing to the Foundation.
5. Policies and procedures for invoicing the Foundation should be documented.
6. Review and update the financial policies related to the use of unrestricted funds provided by the Foundation. This includes procedures; FBS 01-2006; Use of Discretionary Funds provided by the Foundation; and the Pueblo Financial Services General Procedures, an addendum to the 2010 Memorandum of Understanding.

7. Ensure all staff follow documented policies and procedures for fundraising.
8. Ensure the University receives the appropriate credit from the vendor, and consider whether the cost of the shirts should be reimbursed to CSU-Pueblo.
9. Expand the policy on allowable expenses to provide more detailed direction. The policy should specifically address clothing purchases, gifts, flowers and tips.
10. Ensure the Fiscal Officer reviews and approves PCard transactions in a timely manner.
11. Update PCard policies and procedures in order to provide adequate guidance to departments on proper PCard approval processes.
12. Conduct PCard training for departments including how to upload documents and approve transactions in Quali. Since there appeared to be some confusion over travel card usage, training on travel cards should also be considered.
13. Consider reassigning the Fiscal Officer role to the respective departments since they are most knowledgeable about their expenditures to reduce the additional workload assumed by BFS.
14. Evaluate the NSF collection process checks to determine whether it is efficient and effective for departments to collect on NSF checks. If the Controller determines the current practice should be continued, departments should be trained on NSF collection procedures.
15. Submit the lease agreement and accompanying terms to the OGC for a legal review.
16. Review and update facility rental rates according to Procedure 6.9. Supporting documentation of the rate review should be maintained.
17. Determine if the budget office is the appropriate designee for calculating the rental rates. If so, that expectation should be communicated to the budget department.
18. Ensure Athletic facility rental income is recorded in the appropriate income account. The amount of rental income currently in the expense account should be reclassified to the appropriate income account.
19. Record ticket sales as gross revenue and online fees as an expense.
20. Set a prepaid expense threshold so smaller invoices could be expensed rather than calculating and recording the prepaid portion of every invoice.

21. Institute periodic surprise change fund counts. 128
22. The Athletics Business Manager and one other person should count the safe together and document the total. Any discrepancy between the cash count and the amount of the custodian's records should be investigated and reported to the Controller.
23. The combination to the safe should also be changed to prevent unauthorized access from a prior employee.
24. The balance in the safe should be reviewed to determine whether the amount maintained in the safe is appropriate.
25. Segregate access to the safe to ensure two people are needed to access funds. When instances exist where it is not practical to have two people access the safe, compensating controls should be developed.
26. Amend the CSU-Pueblo Administrative/Profession handbook to require annual filings of conflict of interest forms.
27. Reconcile the amount received from ticket sales to the amount deposited with the cashier and recorded in Quali. Differences should be documented and explained.
28. Ensure cash is deposited in accordance with CSU-Pueblo cash handling procedures (weekly or whenever the total on hand reaches \$500).
29. Ensure staff follows established cash transportation procedures.

We have discussed the finding and recommendation with management, and are satisfied that completion of the proposed action will mitigate the issues noted. Implementation has already been completed for recommendations 4, 5, 7, 18, 21, 24, 28 and 29.

Details may be found in Audit Report 16-04 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



Audit of the Colorado Water Institute – Colorado State University

EXECUTIVE SUMMARY December 16, 2015

Background Information

The Colorado Water Institute (CWI) is an affiliate of Colorado State University that reports to the Office of Engagement. It exists for the express purpose of focusing the water expertise of higher education on the evolving water concerns and problems being faced by Colorado citizens. CWI coordinates research efforts with local, state, and national agencies/organizations and works closely with researchers, scientists, and private industry to develop sound science that assists and informs Colorado water managers and users. CWI facilitates the transfer of new water knowledge and assists in educating the next generation of Colorado water professionals by working with all Colorado institutions of higher education.

Scope and Objectives

The audit scope included information related to CWI financial activity and policies and procedures for fiscal years 2014, 2015 and 1st Quarter of 2016. The audit objectives were to:

- Determine if an objectives setting/strategic planning process exists, is regularly evaluated, and supports University strategic objectives.
- Determine whether procedures are in place to ensure CWI provides accurate, timely, and complete required reports to the University and external parties.
- Evaluate CWI's system of internal controls and whether the system is currently functioning as designed.

Results and Conclusions

The initial risk assessment process calculated this as MEDIUM 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 LOW residual risk level.

We observed that CWI's mission, goals and objectives are periodically evaluated and support University strategic objectives. CWI provides a number of periodic reports to internal and external entities and these are generally both accurate and timely. We have discussed with CWI management ways to implement greater accuracy through automation of some financial records and through more frequent reviews of the necessary information. The system of internal controls within CWI is well established, currently functioning properly as designed, and generally adequate. The tone at the top was one of promoting excellence in student experiences while ensuring fiscal responsibility in financial and administrative operations. Some opportunities for improvement to further strengthen internal controls were explored with management (detailed information was provided to them in a separate memo), but we did not identify any findings resulting in formal recommendations during this audit. Details may be found in Audit Report 16-05 issued the same date as this Executive Summary.

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

Allison A. Horn – Director, Internal Auditing

Item 3

Status of FY 2016 Audit Plan

**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)	CVMB/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	Report 16-04
New for 2015-2016			
CSU	CEMML	WCNR/Provost	
CSU	Risk Management Office	VP University Operations	Review
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	Report 16-05
CSU	Natural Resources Ecology Lab	WCNR/Provost	
CSU	Occupational Therapy Dept	College Health & Human Sci/Provost	Fieldwork
CSU	Electrical & Computer Engineering Dept	College of Engineering/Provost	
CSU	Confucius Institute	VP International Affairs	Planning
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.	Fieldwork
CSUP	Cashier Office	VPFA	
CSUP	Special Projects		

Item 4

Report of Overdue Recommendations



All Overdue Recommendations

Wednesday, January 20, 2016

Audit Number	Audit Name	Institution	Rec. No.	Recommendation	Audit Report Response	Target Completion Date	Revised Target Completion	Current Response
13-07	Warner College of Natural Resources	CSU	1	Update the WCNR strategic plan.	Agree. WCNR will begin strategic planning in Fall 2013 and intend to have a plan completed by June 2014.	6/30/2014	2/29/2016	
15-07	Extension Field Offices	CSU	1	Segregate key financial duties. To prevent concentration of duties in the County Extension Offices, all provisions of the current handbook should be followed.	Agree. The County Director will investigate the viability of segregating these duties. If this is not a viable options, the County Director will implement an oversight policy to meet the need for additional review of cash receipts.	8/31/2015	03/31/2016	
15-07	Extension Field Offices	CSU	2	The annual financial reports should be expanded to require the following: a) categories of expense b) a positive statement by the County Director.	Agree. The annual financial report documentation will require the counties to submit a profit and loss report or a similar report that provides further detail on the revenue and expenses of the non-appropriated account activities for the calendar year.	8/31/2015	03/31/2016	
15-07	Extension Field Offices	CSU	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 t 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	

Audit Number	Audit Name	Institution	Rec. No.	Recommendation	Audit Report Response	Target Completion Date	Revised Target Completion	Current Response
15-07	Extension Field Offices	CSU	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	
15-09	OSP Cost Transfers	CSU	1	Work with the University Controller to facilitate the development of a training program for University staff to educate them on the importance of compliance with Federal Cost Principles.	Agree. Additional training around Federal Cost Principles is appropriate.	6/30/2015	01/31/2016	
16-01	Agricultural Experiment Station	CSU	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 Kuali entry.	10/1/2015	N/A	
16-01	Agricultural Experiment Station	CSU	8	Ensure that staff members are notified of the risks presented when scanning checks containing personal information into Kuali 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 Kuali. The backup documentation is retained in the department, if needed.	10/1/2015	N/A	
16-04	Athletics	CSU-P	15	The AD should submit the lease agreement and accompanying terms to the OGC for a legal review.	Agree. The Athletic Director will give a copy of the current lease agreement to CSU-Pueblo's Office of General Counsel for legal review.	12/15/2015	01/15/2016	

Item 5

FY17 Campus Incremental Budget/Tuition Update

FY17 Incremental E&G Budget - V.3.0
Colorado State University - Fort Collins
Tuesday, January 26, 2016

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	726,400
Differential Tuition (Undergraduate and Graduate) 3% Rate Increase	<u>1,350,601</u>
Total Tuition	23,316,801
State Funding Impact	(3,815,706)
Facilities and Administrative Overhead	255,000
Other	-
Total	<u>\$ 19,756,095</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)	562,960
Graduate School Tuition Pool for GTA/GRAs	365,000
Salaries and benefits - Faculty and Admin Pro - 1.8%	5,707,000
Salaries and benefits - State Classified - 0%	-
Faculty Promotions	538,000
Fringe Benefit Enhancement - DCP 1% increase	-
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:	77,541
Existing	2,263,000
Internal Reallocations	(5,070,000)
Total	<u>\$ 19,756,095</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 7%; \$961.60
Non-Resident Graduate 3%; \$343.70 and Non-Resident Professional Veterinary Medicine 2%; \$533.35
Salary Increases Faculty/AP - 1.8%
Salary Increases SC 0%
Internal Reallocations 2%
Fees around X%

FY17 Incremental E&G Budget - V.3.0**Colorado State University - Pueblo**

Tuesday, January 26, 2016

New Resources	<u>6% Increase</u>	<u>Notes</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	1,500,000	
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	1,400,000	1/
Total	<u>\$ 560,000</u>	

New Expenses		
Financial Aid/Scholarship Increase (6% inflation)	\$ 276,000	
Financial Aid Increase for Eliminating Tuition Discount	350,000	2/
Financial Aid Reduction for Enrollment Decline (5% decline)	(230,000)	
Total Financial Aid Change	396,000	
Salaries and benefits: Faculty and Administrative Professionals	-	3/
Salaries and benefits: State Classified Employees	-	
Reduce E & G support of athletics (offset by \$2 per crh in mandatory fees)	(190,000)	4/
Faculty Promotions	60,000	5/
Fringe Benefit Rate Increase	267,000	
Other Mandatory Costs (utilities and miscellaneous inflation)	527,500	
Miscellaneous Adjustments	(500,500)	6/
Repayment to CSU-Global (goal to repay \$440,000)	-	
Commitments/Quality Enhancements:	-	
Contingency Funds	-	7/
Total	<u>\$ 560,000</u>	

Net \$ -

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

\$ 204,000

Base Assumptions

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

FY17 Incremental E&G Budget - V.3.0**Colorado State University - Pueblo**

Tuesday, January 26, 2016

- 1/ Based on concerns raised by Board members at the December 2015 meeting, the estimated revenue from eliminating tuition discounts was reduced by \$200,000 to be more conservative.
- 2/ The estimated financial aid associated with eliminating tuition discounts was reduced by \$50,000 commensurate with the adjustment to estimated revenue.
- 3/ Previous versions of CSU-Pueblo's budget request for FY 2016-17 included \$586,000 for 2.0% raises for faculty and administrative professionals. CSU-Pueblo has not given base building raises since FY 2011-12. While it is crucial for the campus to give raises, this draft budget does not include funds for this purpose to reduce the budget shortfall.
- 4/ The suggested fee of \$2 per credit hour has been reduced from the \$5 per credit hour that was presented to the Board at the December 2015 meeting. The revised figure will reduce E & G support of athletics by \$190,000 (compared with \$475,000 at the December 2015 Board meeting).
- 5/ Previous versions of CSU-Pueblo's budget request for FY 2016-17 included \$100,000 for faculty promotions. The figure was revised to \$60,000 to more accurately reflect need for FY 2016-17.
- 6/ The following adjustments are being analyzed to potentially address the \$500,500 estimated shortfall: (a) transfers from Extended Studies and other cash accounts; (b) changes to fringe rates; (c) changes to indirect cost recoveries; (d) holding vacancies; (e) reducing adjuncts; (f) reductions in marketing; (g) reductions in institutional aid; and (g) potential savings from mandatory costs (system expenses, IT contracts, utilities, etc.).
- 7/ Previous versions of CSU-Pueblo's budget request for FY 2016-17 included \$300,000 for contingency funds. These funds are necessary for unforeseen circumstances (e.g., enrolment declines, equipment failures, lawsuits, etc.). Despite the need for these funds, they are not included in this budget to reduce the budget shortfall.

FY17 Incremental Educational & General Budget | As of December 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
--------------------	--------------------



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 6

FY16 Q2 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 YTD Budget Q2	FY 2016 Q1	FY 2016 Q2	% Variance
Operating revenues							
Student tuition and fees	409,616,622	460,303,854	497,528,534	252,456,729	246,373,934	253,419,275	0.4%
State fee for service revenue	72,024,958	78,930,768	90,643,546	44,499,627	22,661,265	45,322,524	1.8%
Grants and contracts	269,965,468	274,318,833	321,600,000	146,193,000	72,608,957	144,799,072	-1.0%
Sales and services of educational activities	34,177,621	33,762,571	33,315,854	18,060,000	9,208,961	18,286,645	1.3%
Auxiliary enterprises	144,400,211	153,865,332	165,451,070	85,265,635	69,246,677	85,040,721	-0.3%
Other operating revenue	8,127,766	10,132,729	10,578,922	5,272,925	2,359,439	5,178,276	-1.8%
Total operating revenues	938,312,646	1,011,314,087	1,119,117,926	551,747,916	422,459,233	552,046,514	
Operating expenses							
Instruction	272,048,930	293,171,205	322,951,848	155,886,111	68,041,578	149,804,828	-3.9%
Research	182,094,484	187,160,137	196,100,000	92,284,064	48,360,377	93,490,289	1.3%
Public service	83,702,686	90,677,017	108,190,000	47,636,195	24,134,916	48,619,045	2.1%
Academic support	78,803,754	79,861,280	84,118,738	42,023,696	20,785,819	41,314,928	-1.7%
Student services	46,913,161	51,875,352	60,492,899	27,611,966	13,605,405	27,489,071	-0.4%
Institutional support	56,194,005	62,601,791	69,540,189	34,277,367	18,667,919	33,572,634	-2.1%
Operation and maintenance of plant	66,897,018	75,940,549	78,369,690	36,953,054	18,204,982	36,820,858	-0.4%
Scholarships and fellowships	24,557,517	30,660,619	33,388,369	15,608,271	9,126,479	15,997,520	2.5%
Auxiliary enterprises	136,054,228	143,188,413	143,914,773	78,641,791	41,338,195	79,189,265	0.7%
Depreciation	77,647,941	89,538,159	97,800,000	44,344,098	22,668,063	45,627,591	2.9%
Total operating expenses	1,024,913,724	1,104,674,522	1,194,866,506	575,266,612	284,933,733	571,926,029	
Operating Income (Loss)	(86,601,078)	(93,360,435)	(75,748,580)	(23,518,696)	137,525,500	(19,879,515)	
Non-operating revenues (expenses)							
State appropriations	2,472,452	2,355,000	2,355,000	980,000	980,000	980,000	0.0%
Gifts	42,804,532	44,404,784	48,100,000	21,918,000	12,374,390	21,915,813	0.0%
Investment income	5,272,460	3,900,704	5,600,000	3,087,000	1,658,420	3,201,100	3.7%
Interest expense on capital debt	(24,048,096)	(26,971,190)	(31,000,000)	(14,223,000)	(8,073,388)	(14,282,691)	0.4%
Federal nonoperating grants and contracts	40,020,008	41,115,631	44,188,369	20,440,681	16,649,151	20,307,762	-0.7%
Other nonoperating revenues (expenses)	5,245,861	10,788,905	5,303,718	4,137,000	2,819,573	4,126,131	-0.3%
Net nonoperating revenues	71,767,217	75,593,834	74,547,087	36,339,681	26,408,147	36,248,114	
Income (Loss) Before other revenues	(14,833,861)	(17,766,601)	(1,201,493)	12,820,985	163,933,647	16,368,599	
Other revenues (expenses)							
State capital contributions	3,620,349	17,152,774	6,000,000	8,029,000	2,944,035	7,910,533	-1.5%
Capital grants	4,513,900	12,591,382	8,018,352	2,655,000	1,754,735	2,655,429	0.0%
Capital gifts	21,192,762	21,054,584	21,000,000	436,000	5,881	435,639	-0.1%
Payments (to)/from governing boards or other institutions	258,034	629,140	851,648	264,807	(131,255)	274,457	3.6%
Additions to permanent endowments	1,838,405	(245,754)	1,800,000	-	-	-	0.0%
Total other revenues	31,423,450	51,182,126	37,670,000	11,384,807	4,573,395	11,276,058	
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)	33,415,525	36,468,507	24,205,791	168,507,042	27,644,657	

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 YTD Budget Q2	FY 2016 Q1	FY 2016 Q2	% Variance
Operating revenues							
Student tuition and fees	332,374,897	363,593,738	390,000,000	199,690,001	211,696,841	200,604,540	6.0%
State fee for service revenue	65,420,240	71,706,368	82,392,739	40,374,224	20,598,186	41,196,366	2.0%
Grants and contracts	260,314,497	261,659,846	308,900,000	138,293,000	68,143,816	136,895,255	-1.0%
Sales and services of educational activities	33,870,326	33,749,510	33,000,000	17,820,000	9,086,112	18,033,493	1.2%
Auxiliary enterprises	133,329,255	144,809,559	154,500,000	80,118,632	64,924,724	80,316,189	0.2%
Other operating revenue	6,335,320	6,661,758	7,800,000	3,900,000	1,685,335	3,782,844	-3.0%
Total operating revenues	831,644,535	882,180,779	976,592,739	480,195,857	376,135,014	480,828,686	
Operating expenses							
Instruction	239,212,135	261,240,321	286,000,000	137,989,323	59,275,914	132,209,299	-4.2%
Research	181,970,518	186,131,875	195,000,000	91,734,064	48,051,567	92,936,914	1.3%
Public service	82,702,890	90,494,542	108,000,000	47,586,195	24,103,404	48,570,456	2.1%
Academic support	67,375,071	71,353,494	74,000,000	37,565,215	18,637,466	36,871,891	-1.8%
Student services	26,940,458	29,482,324	32,000,000	15,062,580	7,357,575	15,053,887	-0.1%
Institutional support	41,458,022	45,298,522	50,000,000	25,000,000	13,749,280	24,334,948	-2.7%
Operation and maintenance of plant	59,157,759	67,843,943	70,000,000	32,900,000	16,352,757	32,601,222	-0.9%
Scholarships and fellowships	9,811,610	9,952,019	10,000,000	5,329,590	3,232,934	5,665,504	6.3%
Auxiliary enterprises	126,365,574	130,258,276	131,500,000	69,879,404	35,737,096	69,815,856	-0.1%
Depreciation	70,883,954	82,575,435	90,000,000	40,846,797	21,208,671	42,433,775	3.9%
Total operating expenses	905,877,991	974,630,751	1,046,500,000	503,893,168	247,706,663	500,493,751	
Operating Income (Loss)	(74,233,456)	(92,449,972)	(69,907,261)	(23,697,311)	128,428,350	(19,665,065)	
Non-operating revenues (expenses)							
State appropriations	2,472,452	2,355,000	2,355,000	980,000	980,000	980,000	0.0%
Gifts	40,828,396	41,342,150	45,000,000	20,318,000	10,782,683	20,317,813	0.0%
Investment income	4,694,643	3,262,710	5,000,000	2,787,000	1,459,172	2,787,252	0.0%
Interest expense on capital debt	(19,652,589)	(22,218,575)	(26,000,000)	(11,990,000)	(5,840,040)	(11,989,969)	0.0%
Federal nonoperating grants and contracts	24,491,942	23,989,284	24,000,000	12,206,000	11,181,197	12,206,158	0.0%
Other nonoperating revenues (expenses)	2,951,232	10,415,187	5,000,000	4,005,000	2,756,093	4,004,673	0.0%
Net nonoperating revenues	55,786,076	59,145,756	55,355,000	28,306,000	21,319,105	28,305,927	
Income (Loss) Before other revenues	(18,447,380)	(33,304,216)	(14,552,261)	4,608,689	149,747,456	8,640,862	
Other revenues (expenses)							
State capital contributions	1,822,451	3,084,287	3,000,000	6,629,000	1,918,922	6,629,296	0.0%
Capital grants	4,513,900	12,573,030	8,000,000	2,655,000	1,754,735	2,655,429	0.0%
Capital gifts	21,171,264	21,054,584	21,000,000	436,000	5,881	435,639	-0.1%
Payments (to)/from governing boards or other institutions	(2,830,773)	(3,351,010)	(4,500,000)	(2,350,000)	(1,488,974)	(2,350,350)	0.0%
Additions to permanent endowments	1,838,405	(245,754)	1,800,000	-	-	-	
Total other revenues	26,515,247	33,115,137	29,300,000	7,370,000	2,190,564	7,370,014	
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)	14,747,739	11,978,689	151,938,020	16,010,876	

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 YTD Budget Q2	FY 2016 Q1	FY 2016 Q2	% 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	-	-	-	-	60	60	-
Academic support	-	-	-	-	-	-	-
Student services	-	-	-	-	-	-	-
Institutional support	5,579,035	5,395,974	6,550,638	3,214,302	1,640,636	3,130,848	-2.6%
Operation and maintenance of plant	-	-	-	-	-	-	-
Scholarships and fellowships	4,204	18,179	-	-	-	2,632	-
Auxiliary enterprises	-	-	-	-	-	-	-
Depreciation	-	-	-	-	-	-	-
Total operating expenses	5,583,239	5,414,153	6,550,638	3,214,302	1,640,696	3,133,540	-
Operating Income (Loss)	(5,583,239)	(5,414,153)	(6,550,638)	(3,214,302)	(1,640,696)	(3,133,540)	-
Non-operating revenues (expenses)							
State appropriations	-	-	-	-	-	-	-
Gifts	-	-	-	-	-	-	-
Investment income	43,153	(36,148)	-	-	6,569	6,583	-
Interest expense on capital debt	-	-	-	-	-	-	-
Federal nonoperating grants and contracts	-	-	-	-	-	-	-
Other nonoperating revenues (expenses)	-	-	-	-	-	-	-
Net nonoperating revenues	43,153	(36,148)	-	-	6,569	6,583	-
Income (Loss) Before other revenues	(5,540,086)	(5,450,301)	(6,550,638)	(3,214,302)	(1,634,127)	(3,126,957)	-
Other revenues (expenses)							
State capital contributions	-	-	-	-	-	-	-
Capital grants	-	-	-	-	-	-	-
Capital gifts	-	-	-	-	-	-	-
Payments (to)/from governing boards or other institutions	5,163,512	5,259,678	6,550,638	3,214,302	1,719,750	3,224,302	0.3%
Additions to permanent endowments	-	-	-	-	-	-	-
Total other revenues	5,163,512	5,259,678	6,550,638	3,214,302	1,719,750	3,224,302	-
Special items							
Transfer of assets of OPEB plans to irrevocable trust	-	-	-	-	-	-	-
Total special items	-	-	-	-	-	-	-
Increase (decrease) in net position	(376,574)	(190,623)	-	-	85,623	97,345	-

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

	FY 2014 Actual	FY2015 Actual	FY 2016 Original Budget	FY 2016 YTD Budget Q2	FY 2016 Q1	FY 2016 Q2	% Variance
Operating revenues							
Student tuition and fees	48,454,218	63,603,436	71,060,044	35,530,022	17,976,129	35,473,986	-0.2%
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	1,007,250	289,168	1,001,405	-0.6%
Total operating revenues	49,646,643	65,446,528	73,074,544	36,537,272	18,265,297	36,475,390	
Operating expenses							
Instruction	10,232,984	12,605,994	16,503,926	7,672,827	3,634,731	7,490,615	-2.4%
Research	-	-	-	-	-	-	
Public service	-	-	-	-	-	-	
Academic support	2,960,592	4,457,086	4,899,482	2,358,481	868,136	2,370,900	0.5%
Student services	13,196,369	16,905,263	22,393,509	9,499,691	4,533,013	9,447,126	-0.6%
Institutional support	5,274,946	6,306,771	6,563,235	2,849,907	1,438,492	2,743,894	-3.7%
Operation and maintenance of plant	418,996	491,710	492,029	219,224	127,004	214,078	-2.3%
Scholarships and fellowships	6,551,036	8,474,220	11,488,369	5,078,681	2,311,635	5,106,231	0.5%
Auxiliary enterprises	-	-	-	-	-	-	
Depreciation	93,291	287,116	300,000	197,301	94,263	196,525	-0.4%
Total operating expenses	38,728,214	49,528,160	62,640,550	27,876,112	13,007,274	27,569,371	
Operating Income (Loss)	10,918,429	15,918,368	10,433,994	8,661,160	5,258,023	8,906,020	
Non-operating revenues (expenses)							
State appropriations	-	-	-	-	-	-	
Gifts	-	-	-	-	-	-	
Investment income	247,931	332,273	260,000	130,000	111,000	252,702	94.4%
Interest expense on capital debt	-	-	-	-	-	-	
Federal nonoperating grants and contracts	6,551,036	8,474,220	11,488,369	5,078,681	2,311,635	5,106,231	0.5%
Other nonoperating revenues (expenses)	(168,750)	(161,250)	(231,250)	-	-	-	
Net nonoperating revenues	6,630,217	8,645,243	11,517,119	5,208,681	2,422,635	5,358,933	
Income (Loss) Before other revenues	17,548,646	24,563,611	21,951,113	13,869,841	7,680,658	14,264,952	
Other revenues (expenses)							
State capital contributions	-	-	-	-	-	-	
Capital grants	-	-	-	-	-	-	
Capital gifts	-	-	-	-	-	-	
Payments (to)/from governing boards or other institutions	(7,012,389)	547,235	(724,056)	(362,028)	(175,257)	(362,028)	0.0%
Additions to permanent endowments	-	-	-	-	-	-	
Total other revenues	(7,012,389)	547,235	(724,056)	(362,028)	(175,257)	(362,028)	
Special items							
Transfer of fire suppression activities to DPS	-	-	-	-	-	-	
Total special items	-	-	-	-	-	-	
Extraordinary items							
Gain on insurance recovery	-	-	-	-	-	-	
Total extraordinary items	-	-	-	-	-	-	
Increase (decrease) in net position	10,536,257	25,110,846	21,227,057	13,507,813	7,505,401	13,902,924	

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 YTD Budget Q2	FY 2016 Q1	FY 2016 Q2	% Variance
Operating revenues							
Student tuition and fees	28,787,507	33,106,680	36,468,490	17,236,706	16,700,963	17,340,750	0.6%
State fee for service revenue	6,604,718	7,224,400	8,250,807	4,125,403	2,063,079	4,126,158	0.0%
Grants and contracts	9,650,971	12,658,987	12,700,000	7,900,000	4,465,142	7,903,817	0.0%
Sales and services of educational activities	307,295	13,061	315,854	240,000	122,849	253,152	5.5%
Auxiliary enterprises	11,070,956	9,055,773	10,951,070	5,147,003	4,321,953	4,724,532	-8.2%
Other operating revenue	600,021	1,627,879	764,422	365,675	384,936	394,028	7.8%
Total operating revenues	57,021,468	63,686,780	69,450,643	35,014,787	28,058,922	34,742,437	
Operating expenses							
Instruction	22,603,811	19,324,890	20,447,922	10,223,961	5,130,933	10,104,914	-1.2%
Research	123,966	1,028,262	1,100,000	550,000	308,811	553,375	0.6%
Public service	999,796	182,475	190,000	50,000	31,452	48,529	-2.9%
Academic support	8,468,091	4,050,700	5,219,256	2,100,000	1,280,218	2,072,136	-1.3%
Student services	6,776,334	5,487,765	6,099,390	3,049,695	1,714,817	2,988,058	-2.0%
Institutional support	3,882,002	5,600,524	6,426,316	3,213,158	1,839,511	3,362,945	4.7%
Operation and maintenance of plant	7,320,263	7,604,896	7,877,661	3,833,831	1,725,221	4,005,557	4.5%
Scholarships and fellowships	8,190,667	12,216,201	11,900,000	5,200,000	3,581,909	5,223,154	0.4%
Auxiliary enterprises	9,688,654	12,930,137	12,414,773	8,762,387	5,601,099	9,373,408	7.0%
Depreciation	6,670,696	6,675,608	7,500,000	3,300,000	1,365,129	2,997,292	-9.2%
Total operating expenses	74,724,280	75,101,458	79,175,318	40,283,031	22,579,099	40,729,368	
Operating Income (Loss)	(17,702,812)	(11,414,678)	(9,724,675)	(5,268,244)	5,479,823	(5,986,930)	
Non-operating revenues (expenses)							
State appropriations	-	-	-	-	-	-	-
Gifts	1,976,136	3,062,634	3,100,000	1,600,000	1,591,707	1,598,000	-0.1%
Investment income	286,733	341,869	340,000	170,000	81,678	154,563	-9.1%
Interest expense on capital debt	(4,395,507)	(4,752,615)	(5,000,000)	(2,233,000)	(2,233,347)	(2,292,722)	2.7%
Federal nonoperating grants and contracts	8,977,030	8,652,127	8,700,000	3,156,000	3,156,319	2,995,374	-5.1%
Other nonoperating revenues (expenses)	2,463,379	534,968	534,968	132,000	63,479	121,458	-8.0%
Net nonoperating revenues	9,307,771	7,838,983	7,674,968	2,825,000	2,659,837	2,576,672	-8.8%
Income (Loss) Before other revenues	(8,395,041)	(3,575,695)	(2,049,707)	(2,443,244)	8,139,659	(3,410,259)	
Other revenues (expenses)							
State capital contributions	1,797,898	14,068,487	3,000,000	1,400,000	1,025,112	1,281,237	-8.5%
Capital grants	-	18,352	18,352	-	-	-	-
Capital gifts	21,498	-	-	-	-	-	-
Payments (to)/from governing boards or other institutions	4,937,684	(1,826,763)	(474,934)	(237,467)	(186,774)	(237,467)	0.0%
Additions to permanent endowments	-	-	-	-	-	-	-
Total other revenues	6,757,080	12,260,076	2,543,418	1,162,533	838,338	1,043,770	
Special items							
Transfer of assets of OPEB plans to irrevocable trust	-	-	-	-	-	-	-
Total special items	-	-	-	-	-	-	-
Increase (decrease) in net position	(1,637,961)	8,684,381	493,711	(1,280,711)	8,977,998	(2,366,489)	

Item 7

Treasury Update

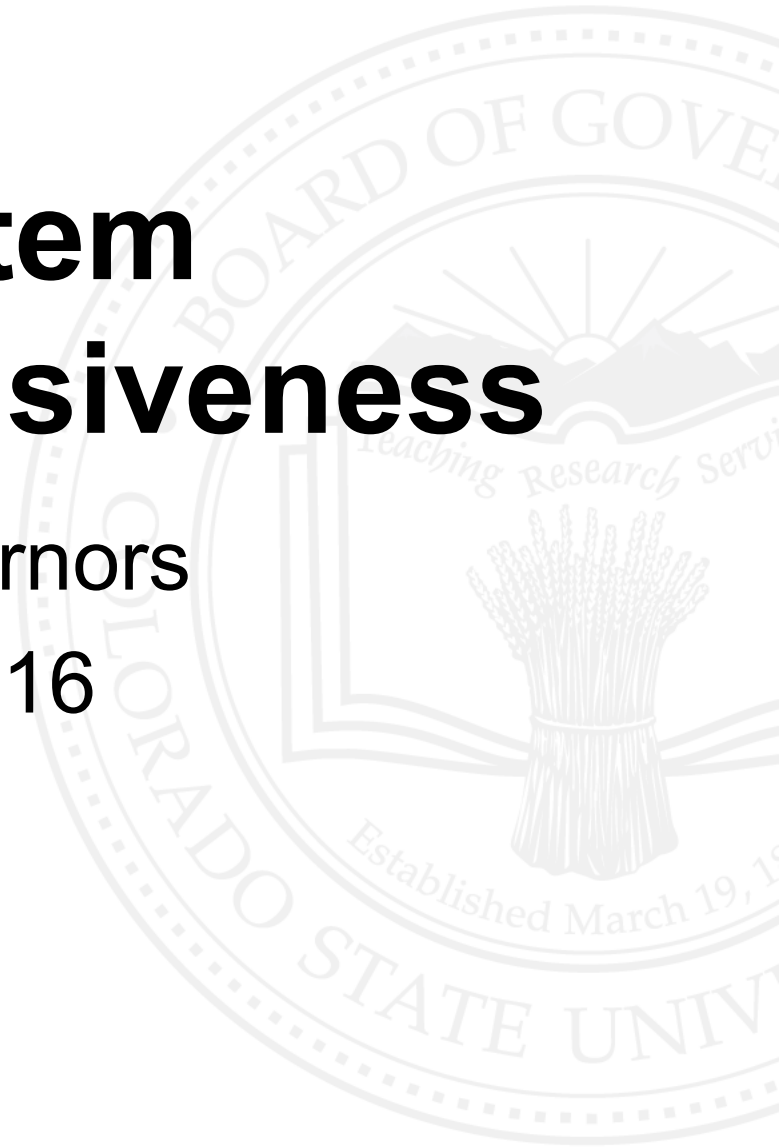
Section 8

Strategic Mapping Update

CSU System Market Responsiveness

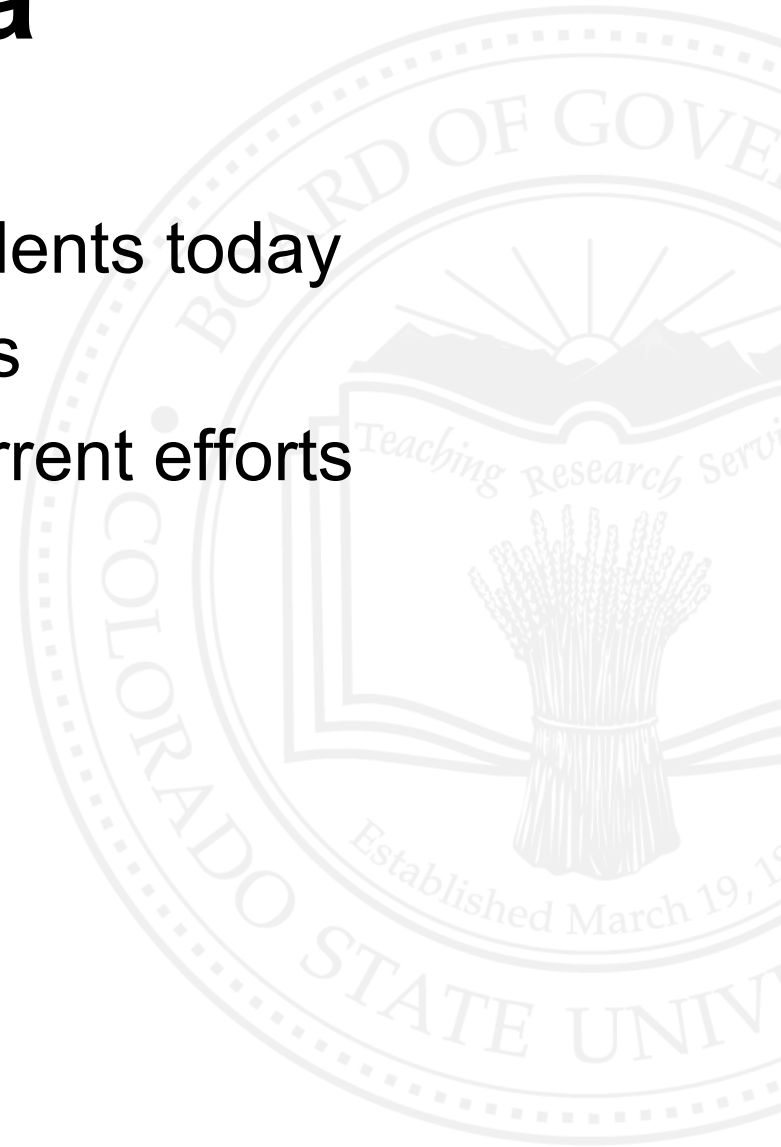
Board of Governors
February 2016

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM



Agenda

1. Changing landscape & students today
2. Employment market desires
3. High-impact practices & current efforts
4. Questions

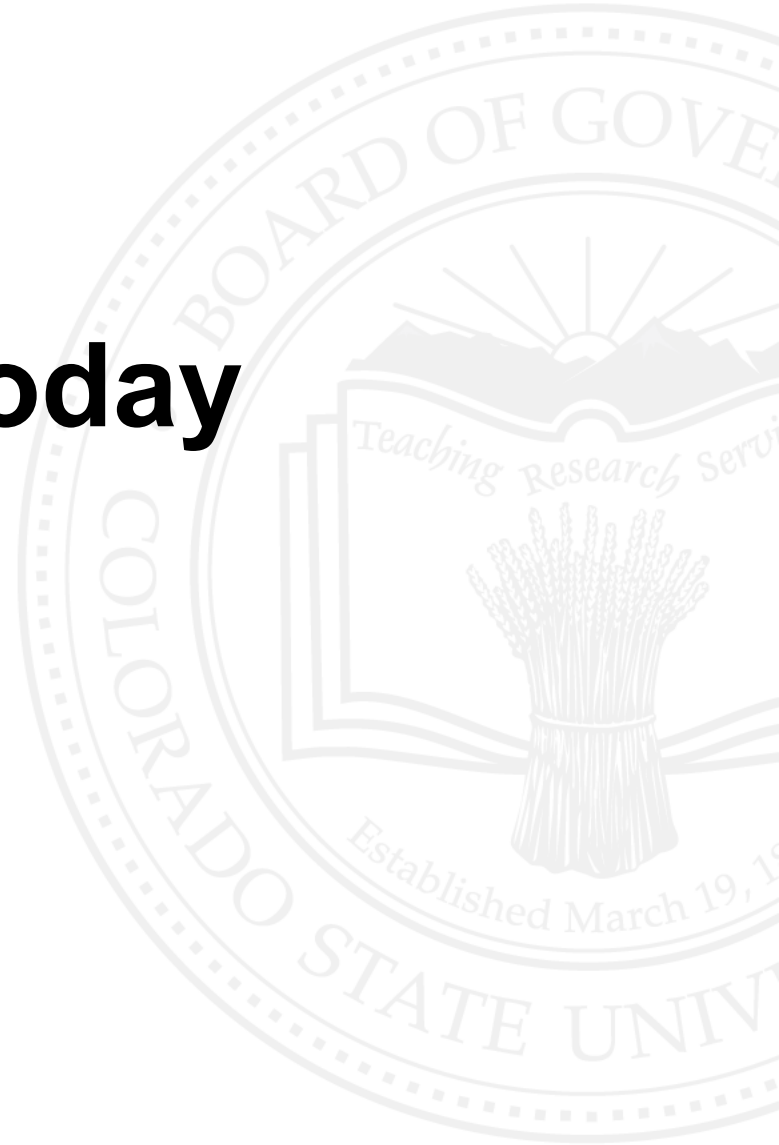


Impetus for discussion and changing landscape ¹⁵⁰

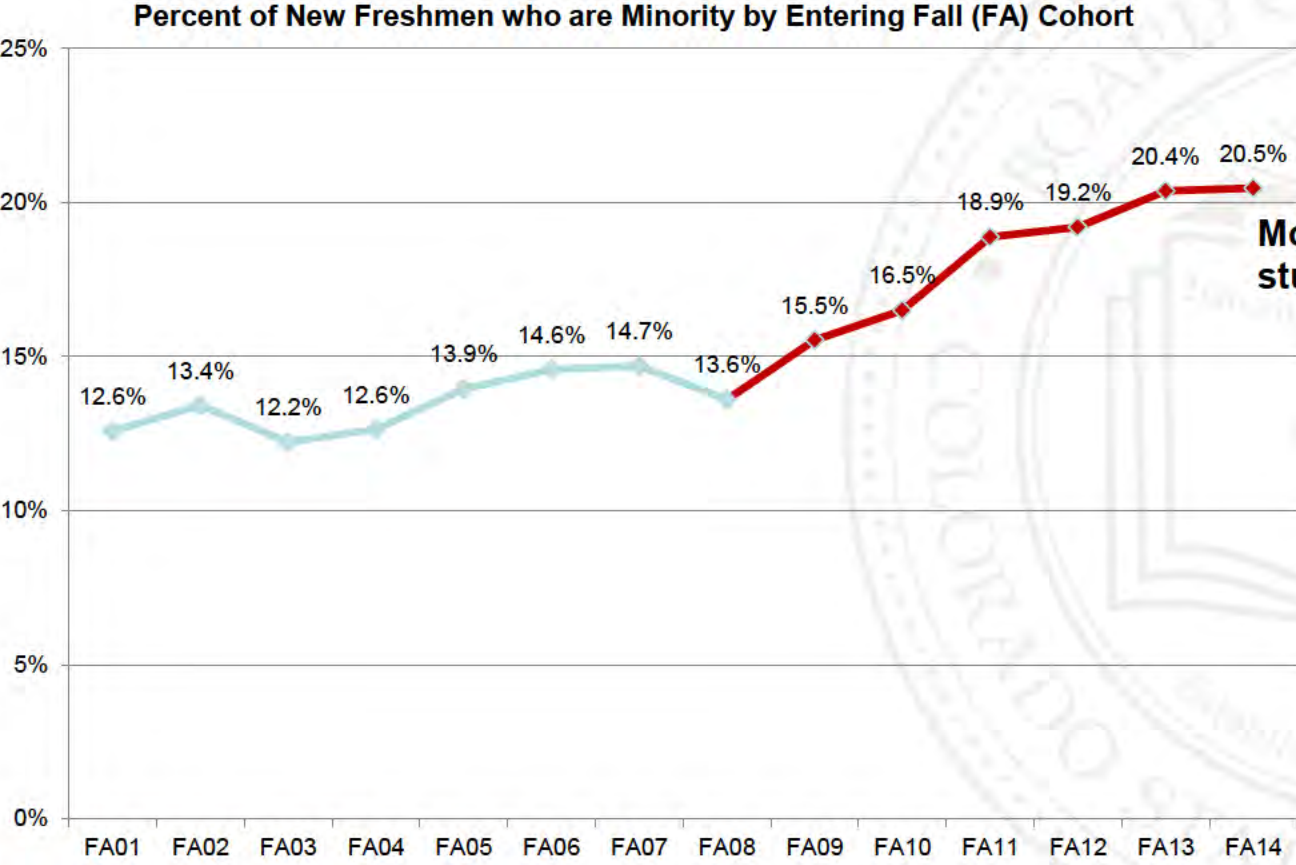
- Why Market Readiness?
- CSU is major talent producer for the state
 - Nearly 50,000 alumni in Denver / 95,000 in the state
 - 79% of graduates first full-time jobs' are in Colorado
- Variety in jobs
 - 7.5 careers and 22 jobs (US Department of Labor predictions)
 - Expectation to change jobs every 3 years
 - Up to 50% of market intentionally free-lancing by 2020
- Continue to engage with many employers
 - 1400 hired from CSU last year
 - This presentation will share what they want and how we can help

Students today

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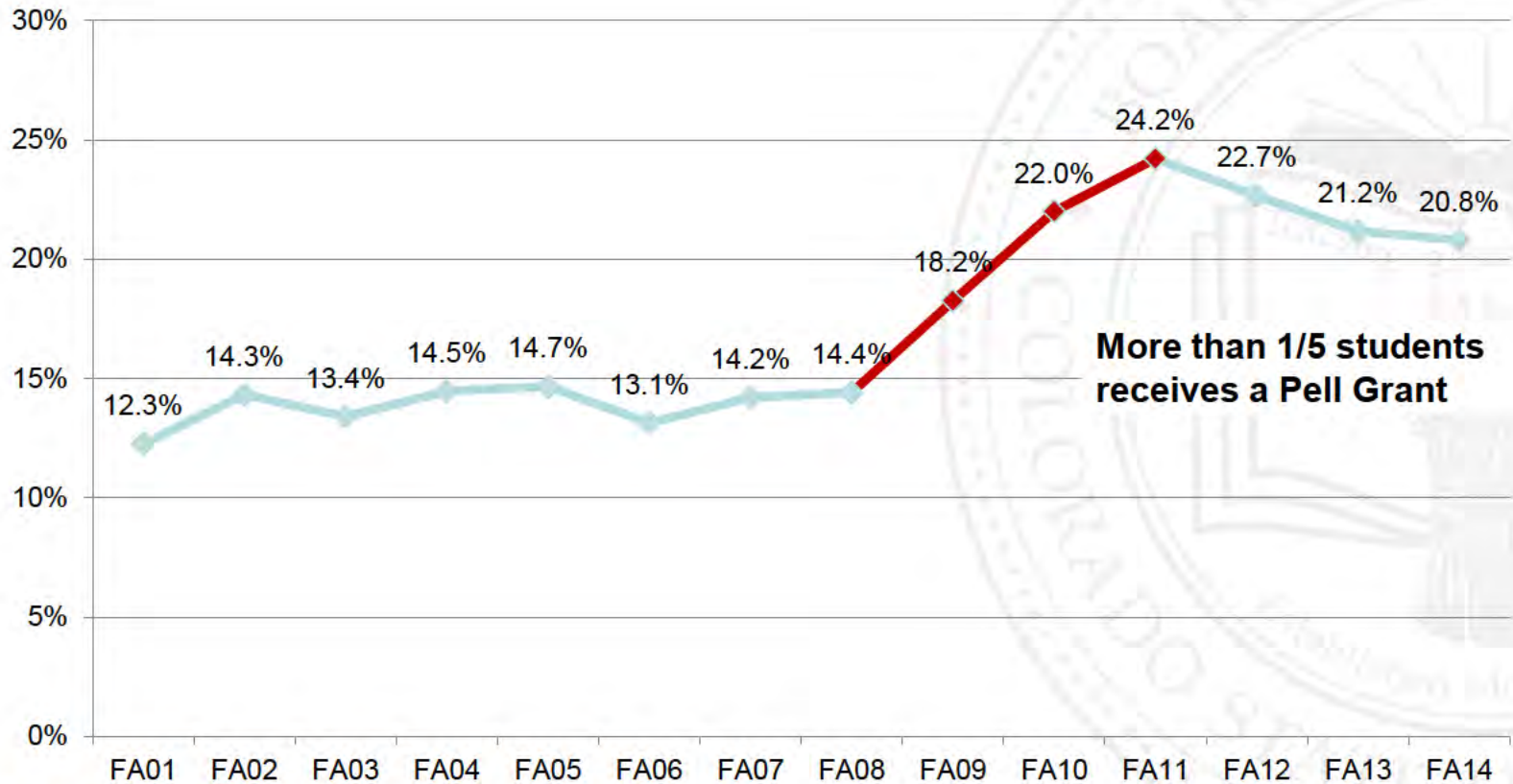
Diversity of first-time full-time students: racial/ethnic minority



More than 1/5 is a student of color

Diversity of first-time full-time students: students with Pell Grants ¹⁵³

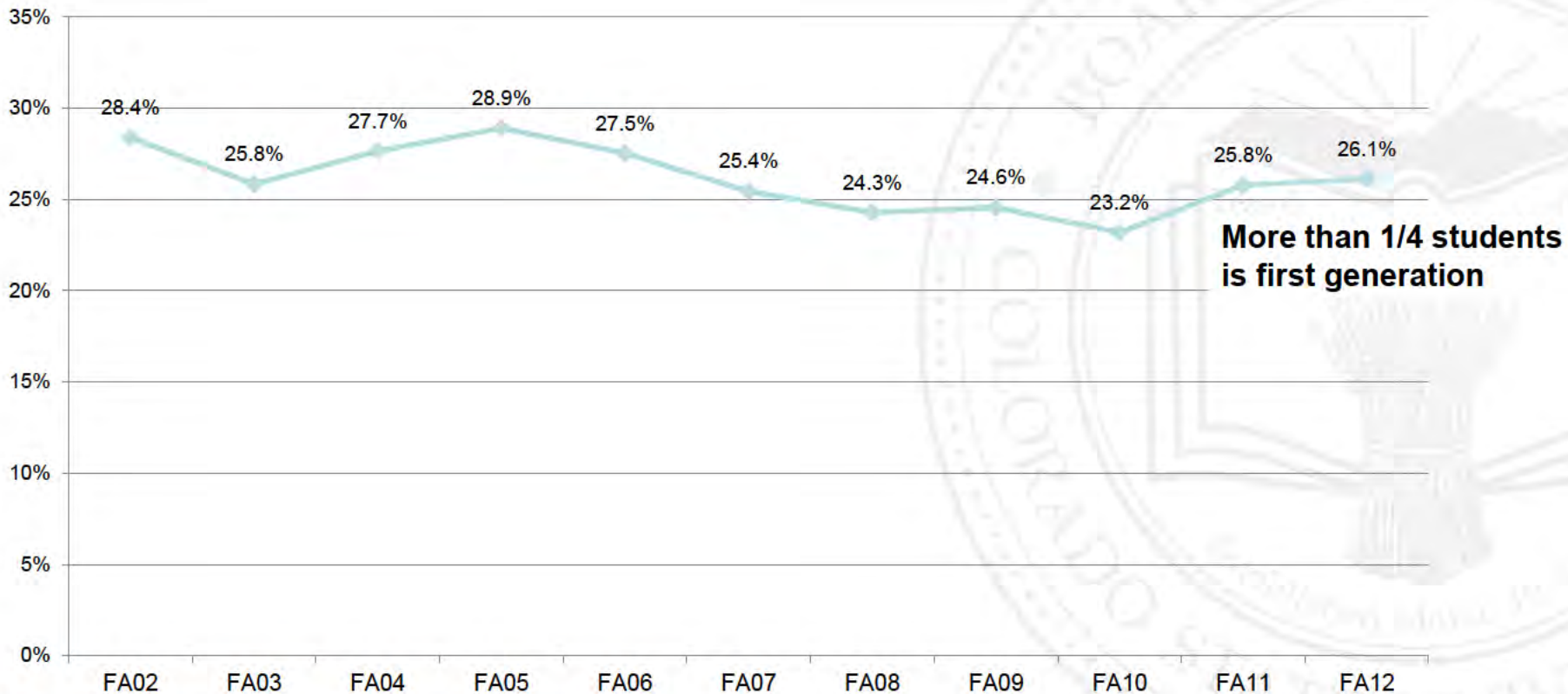
Students with Pell Grants as a Percent of the Entering Fall New Freshman Cohort



**More than 1/5 students
receives a Pell Grant**

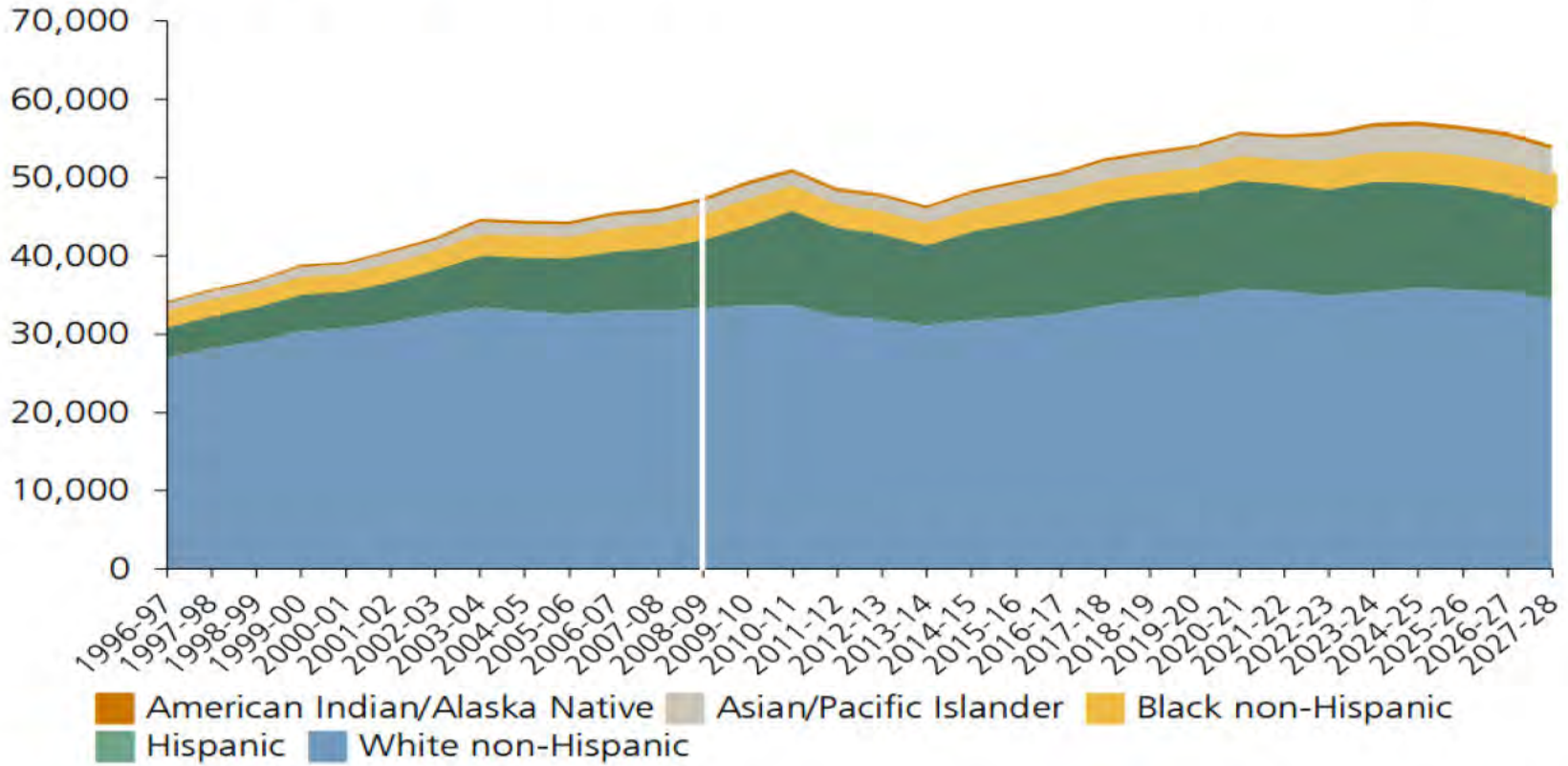
Diversity of first-time full-time students: First Generation students ¹⁵⁴

Percent of First Generation Students in New Freshman Entering Cohorts



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COLORADO STATE UNIVERSITY SYSTEM

High school graduate pipeline: WICHE projections



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COLORADO STATE UNIVERSITY SYSTEM

Source: WICHE, *Knocking at the College Door*, 8th Edition, <http://www.wiche.edu/pub/knocking-8th>

K-12 pipeline: Colorado K-12 pupil enrollment, 2014

	Number	Percent
Black/African Amer.	41,660	4.7%
Hispanic/Latino	294,435	33.1%
Asian	27,297	3.1%
Amer. Indian/Nat. Amer.	6,537	0.7%
Nat. Hawaiian/Pac. Isl.	2,065	0.2%
2 or More Races	32,707	3.7%
White	484,305	54.5%
TOTAL	889,006	100.0%

Students of color = 45.5%

Source: Kids Count Colorado, 2014

Disaggregation essential in understanding and assessing student outcomes and experiences

- Recognizing and acknowledging the variety of experiences and aspirations
- Anticipating the future and present: changing workforce, changing market
- At once assuring open pathways to all careers, while also valuing the variety of ways students will choose to contribute to society
- Shared responsibility of the University and employers to ready our environments for a diverse workforce
 - Enhancing career-relevant experiences along the way:
 - “High Impact” practices that help students apply knowledge, and have particular benefits for students from first generation backgrounds (more later)
 - Building career capital (for example: Career Event, Denver (C4E))

Employment market desires

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Diverse people, pathways and places ¹⁵⁹

MEMBERS OF CSU'S 2012-2013 GRADUATION CLASS ARE NOW LOCATED ACROSS...

44
STATES

23
COUNTRIES

1,112
UNIQUE EMPLOYERS



Josef Cebalga, '13
Political Science Graduate
Program Assistant, Colorado Parks and Wildlife



Allison Pineda, '12
Construction Management
Program Engineer, Miller Electric

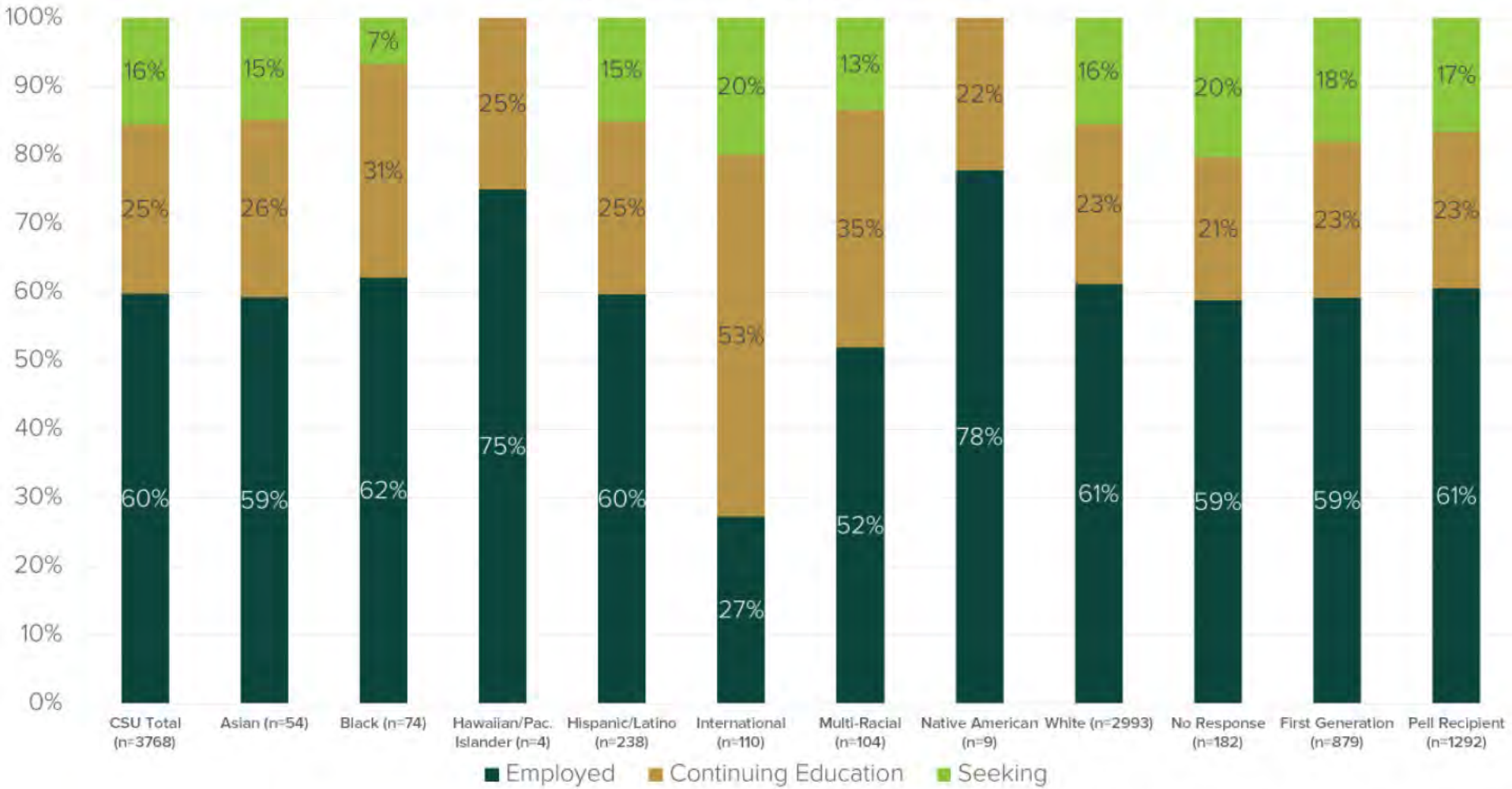
Who's Recruiting CSU Grads

Charles Schwab
Coca-Cola
Colorado Parks and Wildlife
Deloitte
Disney
Hewlett-Packard
Lockheed Martin
OtterBox
Schneider Electric
Target Corporation
Turning Point Center for Youth and Family Development
US Air Force
US Geological Survey
USDA Forest Service
Vail Resorts

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

Population Comparisons

160

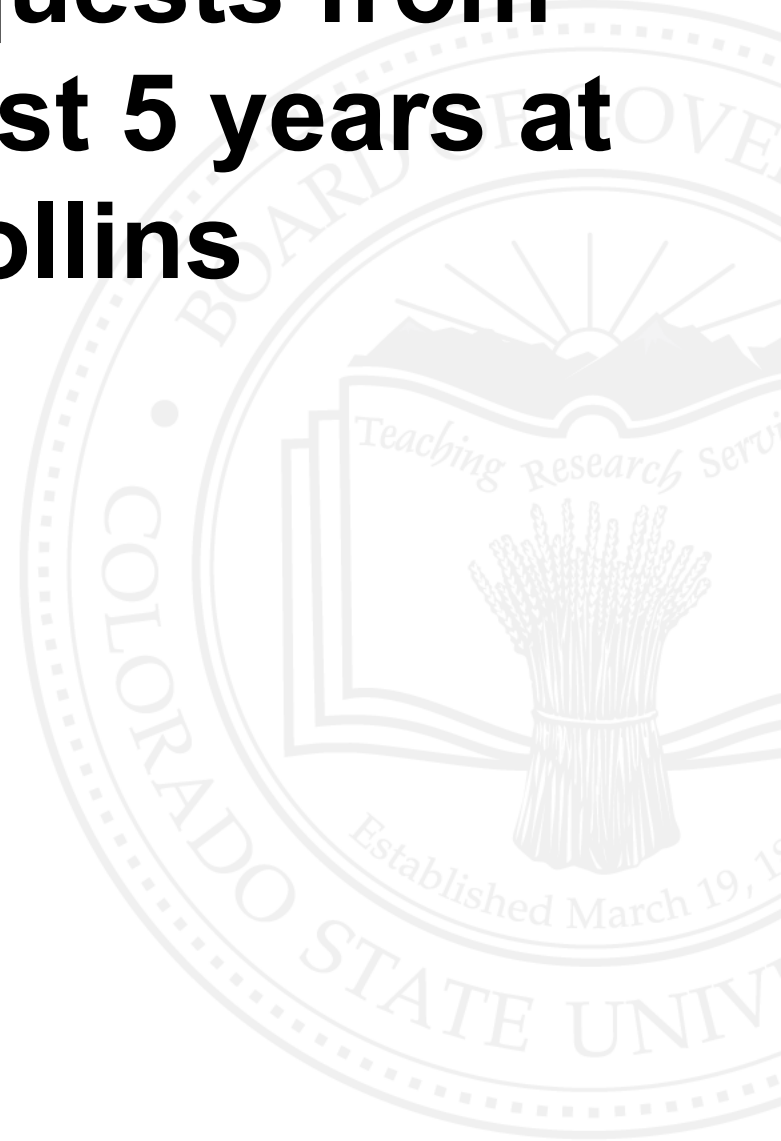


BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM



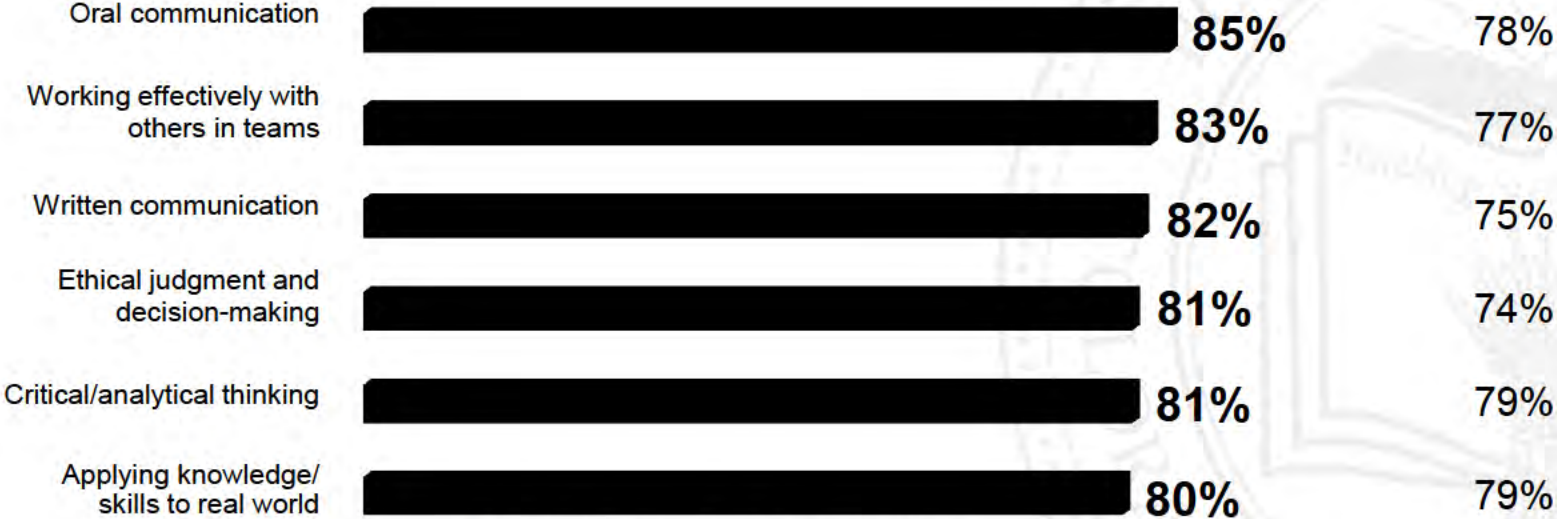
Most common requests from employers in the last 5 years at CSU Fort Collins

- Leaders
- Diverse Talent
- Your “Best” Students



Learning outcomes at least 4/5 employers rate as “Very Important”

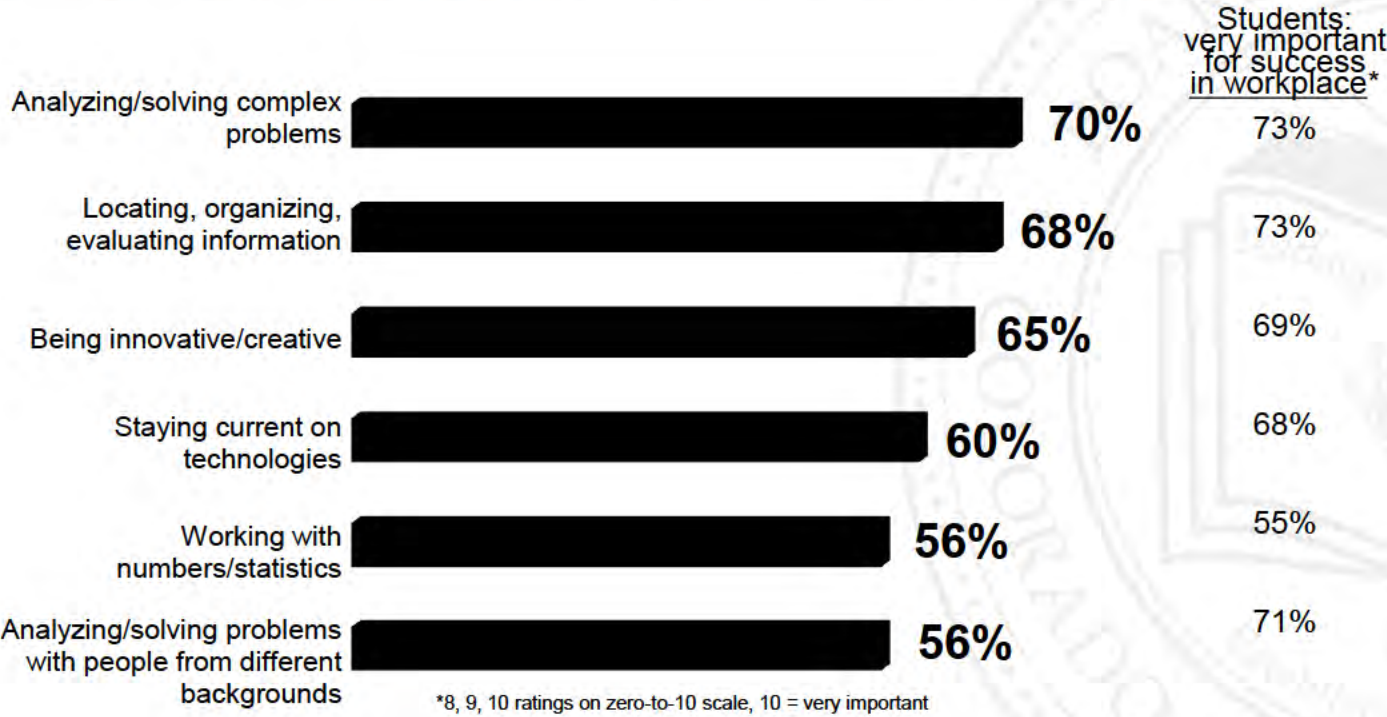
Student rating:
very important
for success
in workplace*



*8, 9, 10 ratings on zero-to-10 scale, 10 = very important

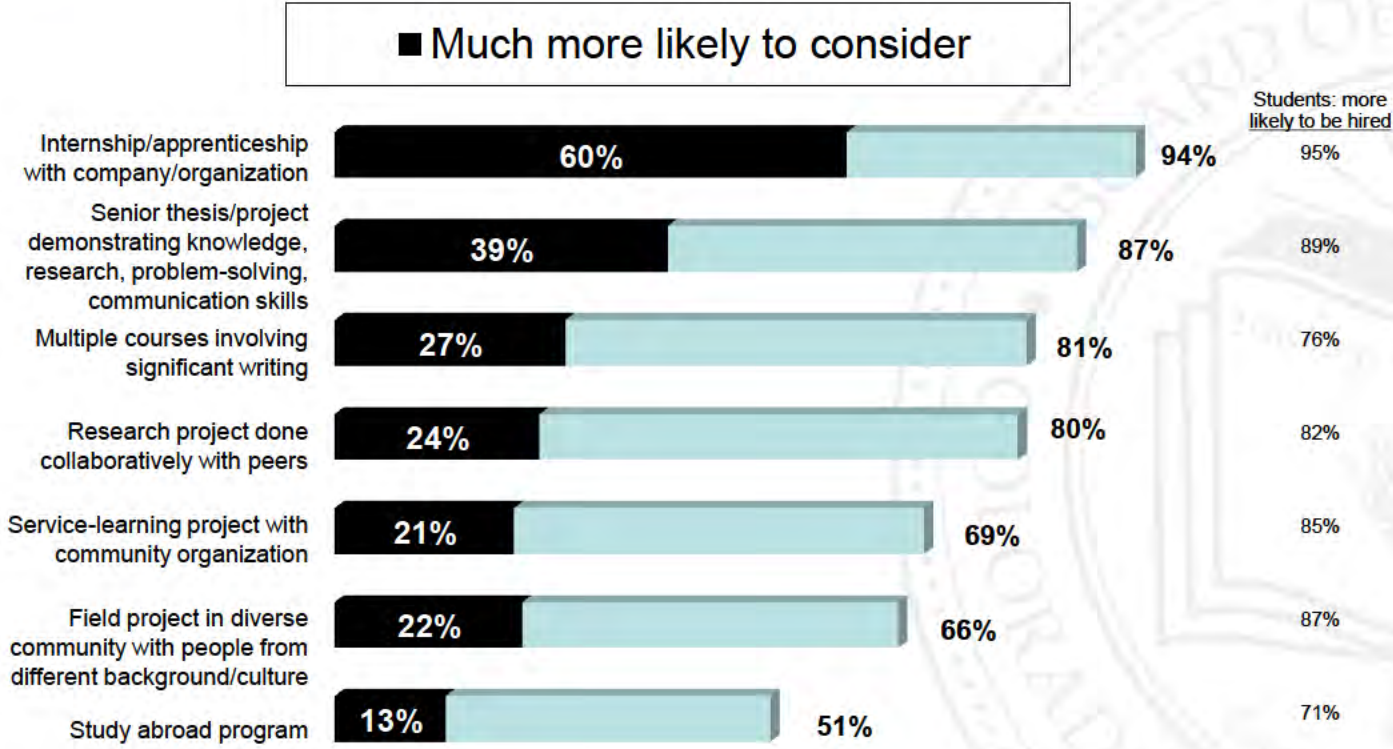
Source: AAC&U survey of 600+ employers with at least 25 FTE's and 70 Universities.

Learning outcomes that more than half of employers rate as “Very Important”



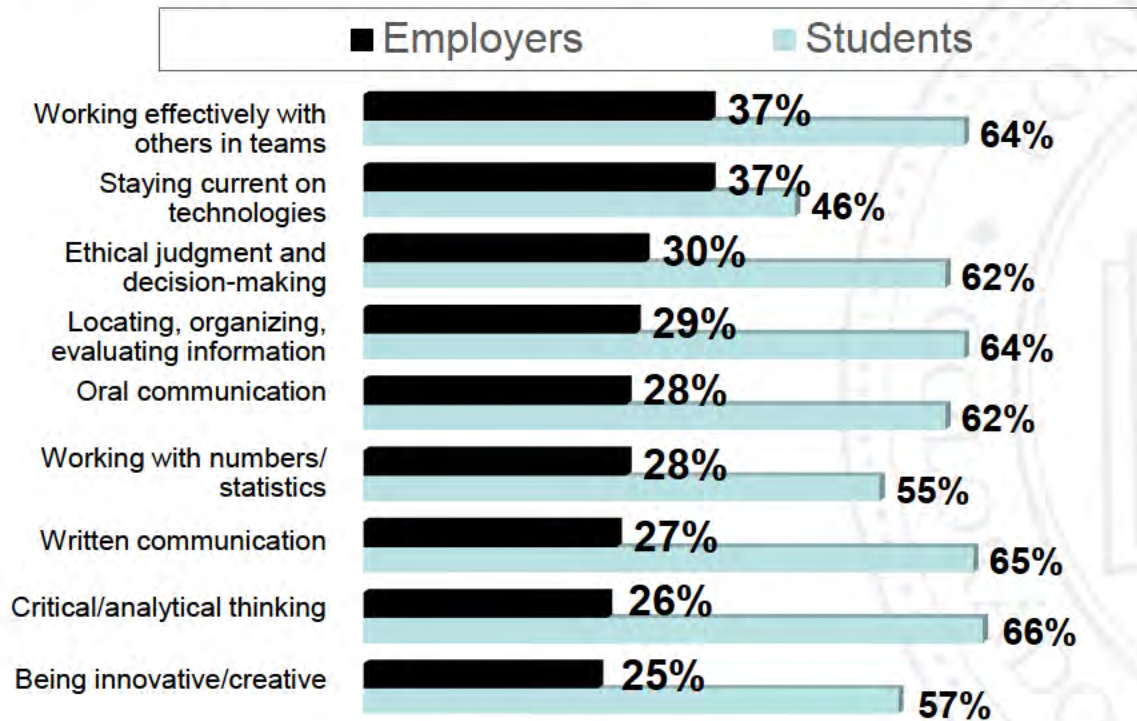
Source: AAC&U survey of 600+ employers with at least 25 FTE's and 70 Universities.

Who are employers most likely to hire?



Source: AAC&U survey of 600+ employers with at least 25 FTE's and 70 Universities.

Employer vs. student perceptions: are students prepared?



Source: AAC&U survey of 600+ employers with at least 25 FTE's and 70 Universities.

10 Factors that Traditionally Impact First Destination Success

The Economy

Institutional Reputation

Faculty

Curriculum

Career Services

Internship Culture

Experiential Learning Culture

Student Aptitude & Readiness

Student Aspirations

Student & Alumni Networks



“*For years, the value of a college degree has been determined not by the most important outcomes of a college education, but by the easiest outcomes to measure, namely, job and graduate school placement rates and alumni salaries (usually only from their first job out of college). While these metrics have some merit, they do not provide a holistic view of college graduates’ lives. These outcomes do not reflect the missions of higher education institutions, and they do not reflect the myriad reasons why students go to college.*”

The Gallup-Purdue Index Report Introduction

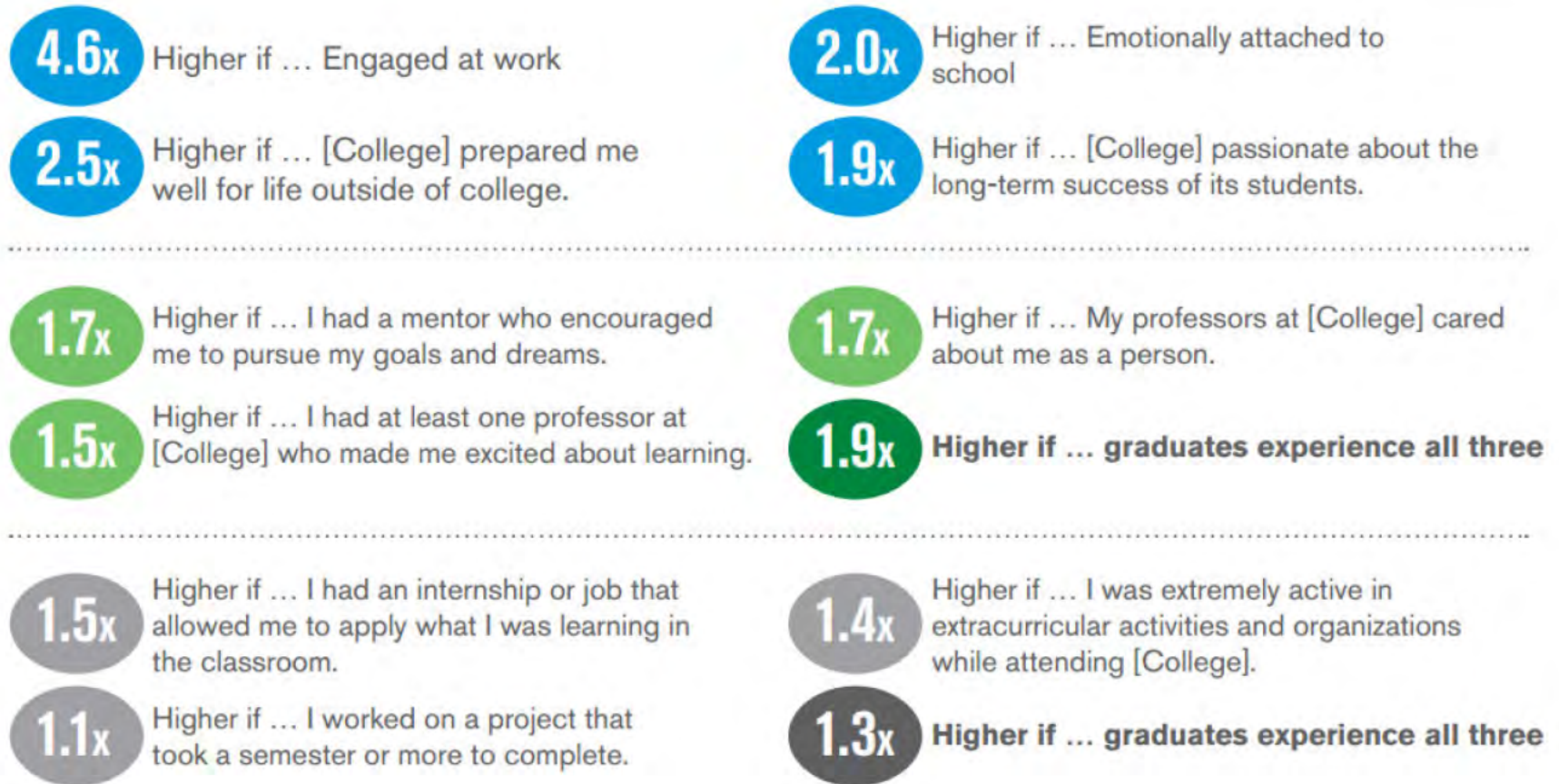
Well-being

The interaction and interdependency between many aspects of life.

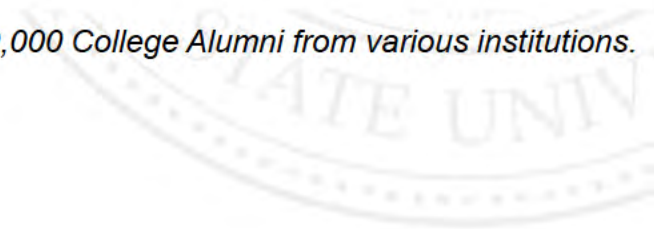
Are you “thriving,” “struggling,” or “suffering?”

- **Purpose Well-Being:** Liking what you do each day and being motivated to achieve your goals
- **Social Well-Being:** Having strong and supportive relationships and love in your life
- **Financial Well-Being:** Effectively managing your economic life to reduce stress and increase security
- **Community Well-Being:** The sense of engagement you have with the areas where you live, liking where you live, and feeling safe and having pride in your community
- **Physical Well-Being:** Having good health and enough energy to get things done on a daily basis

Odds of thriving in all areas of well-being are:



Source: Gallup-Purdue Index of 30,000 College Alumni from various institutions.



The odds of being engaged at work are:

2.6x Higher if ... [College] prepared me well for life outside of college.

2.4x Higher if ... [College] passionate about the long-term success of its students.

2.2x Higher if ... I had a mentor who encouraged me to pursue my goals and dreams.

2.0x Higher if ... I had at least one professor at [College] who made me excited about learning.

1.9x Higher if ... My professors at [College] cared about me as a person.

2.3x **Higher if ... graduates experience all three**

2.0x Higher if ... I had an internship or job that allowed me to apply what I was learning in the classroom.

1.8x Higher if ... I was extremely active in extracurricular activities and organizations while attending [College].

1.8x Higher if ... I worked on a project that took a semester or more to complete.

2.4x **Higher if ... graduates experience all three**

Source: Gallup-Purdue Index of 30,000 College Alumni from various institutions.



The odds of being emotionally attached to alma mater are:

8.7x Higher if ... [College] prepared me well for life outside of college.

8.1x Higher if ... [College] passionate about the long-term success of its students.

6.2x Higher if ... My professors at [College] cared about me as a person.

5.5x Higher if ... I had at least one professor at [College] who made me excited about learning.

4.1x Higher if ... I had a mentor who encouraged me to pursue my goals and dreams.

6.1x **Higher if ... graduates experience all three**

2.7x Higher if ... I was extremely active in extracurricular activities and organizations while attending [College].

2.4x Higher if ... I had an internship or job that allowed me to apply what I was learning in the classroom.

2.2x Higher if ... I worked on a project that took a semester or more to complete.

3.2x **Higher if ... graduates experience all three**

Source: Gallup-Purdue Index of 30,000 College Alumni from various institutions.



High-impact practices

The best ways for students to
achieve learning outcomes

Source: Association of American Colleges & Universities (AAC&U)

High-impact educational practices

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects

How can U.S. institutions improve high-impact practices?

- Redesign curricular pathways rich in high-impact practices, both general education and majors
- Redesign assessment approaches focused on projects and signature work
- Integration of curricular, co-curricular, work-based learning: advising and career exploration
- Need new ways for graduates to demonstrate competencies (e.g. e-portfolios, sophisticated Linked-In pages, etc.)

Source: Association of American Colleges & Universities (AAC&U)

Undergraduate degree structure

- Core curriculum / general education
 - Skills (e.g. writing)
 - Core knowledge (e.g. some states have Texas history)
 - Ways of knowing – Epistemology (science/social-science/arts/humanities)
 - Values (cultural competency, global awareness, inclusiveness, sustainability)
- Major / Depth
- Minor / Breadth
- Throughout: focus on learning outcomes (at both degree and course or program levels)

High impact practice

CSU Fort Collins

Criteria/categories of activity (that imply High Impact):

- Writing intensive
 - Reflections on personal/professional growth, specialized knowledge
- Active / integrated learning
 - Deep engagement/effort with the subject matter, application, variable situations
- Collaborative learning
 - Group/team approaches; diverse interactions; relationship building (peers and others)
- Advanced communication skills
 - Presentations, discussions, rich feedback from faculty/mentors

Examples of high-impact experiences (if done well...):

- Undergraduate research
- Internship related to the major
- Study Abroad / Semester At Sea

High-impact practices

CSU-Global

- Common first-course experience for undergraduate and graduate students
 - Within the context of a leadership course, students are introduced to academic writing, services to support writing including the online tutoring service – this allows Global to accommodate students coming with different levels of academic preparation.
- Adaptive learning tools in lower division math and composition courses
 - Provides students coming in with varied academic preparation the tools to support successful completion of important introductory courses.
- Capstone courses
 - All undergraduate and graduate students complete a capstone course that provides an opportunity to demonstrate knowledge of program learning outcomes and is a platform to conduct common exit assessments and career development activities.
- Degree optimization
 - Awards of completion and skills endorsements designed around coursework in undergraduate degrees that provide current students with intermediary levels of achievement to support workplace success and retention.

High-impact practices CSU-Pueblo

- **First-year student experience courses:** Students enroll in one of eight courses that orient students to college and major (with insights on future career options; guest speakers from practitioners in field; creative problem-solving; also some focus on developing study skills/academic success/personal budgeting/financial planning); special sections for students who have not yet declared a major.
- **Experiential education:** Campus accreditation with Higher Learning Commission requires “Quality Initiative”; campus chose “Experiential Education”; includes courses designated as EE, vetted by campus committee, and is imbedded in campus strategic plan.
- **STEM focus on sustainability:** Current Title V grant for STEM students integrating sustainability/service learning in STEM majors (from research regarding attracting high-achieving socioeconomically disadvantaged students to physical sciences and engineering).
- **Internships, field work:** Many majors require internships, field practice – examples athletic training requiring internships, nursing requiring 780 hours of clinical practice, teacher education requiring 830 hours of teaching practice
- **Service learning, undergrad research, pro bono:** Many classes require *pro bono* work in the community (w/local small businesses or non-profits); many programs require service learning projects; some programs require (and many others encourage) undergraduate research courses. Internships, field practice, and such experiential education all being measured in strategic plan implementation process

High-impact practices CSU-Pueblo

- **Writing:** All first year composition courses are writing intensive. Writing across the curriculum is part of focus of recently awarded US Department of Education Title V grant for Center for Teaching and Learning (“MAESTRO”); e.g. upper-level pure mathematics (theory) courses include writing and presentation assignments
- **Capstone courses:** Capstone courses required in many majors (usually requiring seminar presentations of individual or group work); honors program requires undergraduate thesis
- **Study abroad, international focus:** Students participate in study abroad; many courses have embedded historical and cultural perspectives
- **Curriculum development:** Curricula guided by suggestions from community/local professionals serving on college/school and departmental advisory boards, and recommendations from professional societies (e.g. American Chemical Society’s Committee on Professional Training requires 400 hours of advanced lab experience). Title V grant for course redesign in STEM areas, including infusing sustainability (collaboration with community colleges)

Questions?

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM



Appendix

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM



89%

secured offer or plans
in 2013-2014

84%

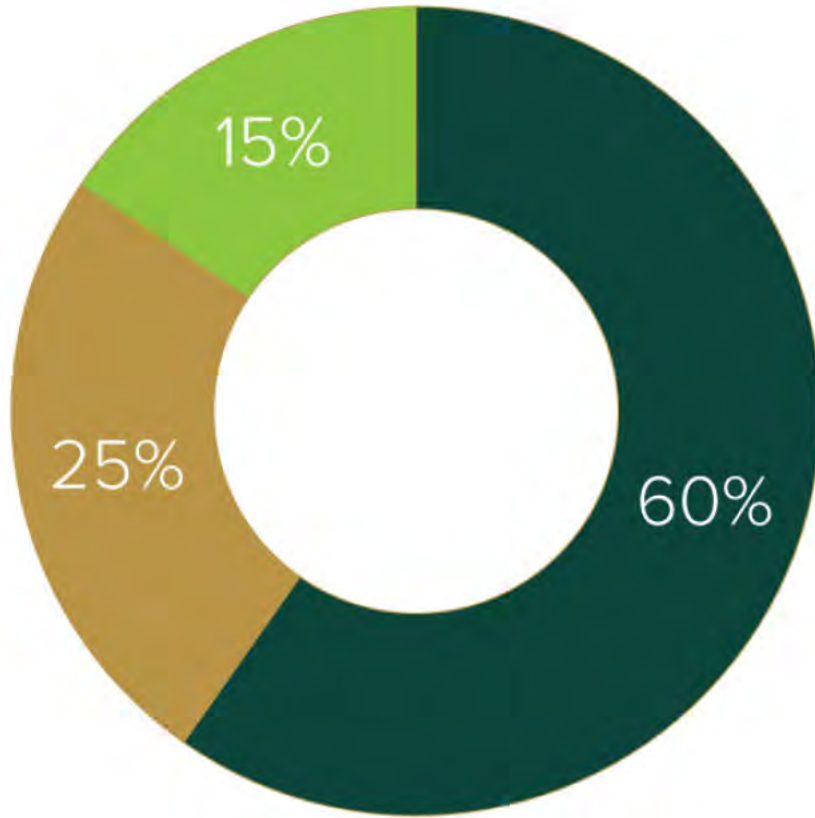
secured first
destination plans in
2013-2014

81%

secured first
destination plans in
2012-2013

75%

are employed in a
field related to their
major in 2013-2014



- Employed
- Continuing Education
- Seeking

n=3768, Analysis excludes students that have voluntary withdrawn from the workforce.

1400

Unique employers
hired CSU graduates

200

Unique schools
accepted CSU
students

CO

most popular post-
graduation location

“ CSU is the sole reason why I do what I do today. Through my classes, the mentors I had, and the organizations I was a part of, **I was able to truly learn more about myself and my role enabling positive social change within my community.**”



Josef Canaria, '13,
Political Science/Communication Studies
Program Assistant, Louisiana Foundation Against Sexual Assault

64%

obtained an internship

We know that the greatest learning often comes straight from the work environment. We are diligent in building relationships with employers who create internship opportunities for our students. This real-world experience helps ensure that our students are well prepared for their future careers. As a result, our student interns are quickly hired into jobs related to their majors, and they report shorter on-the-job learning curves compared to many of their peers.



80%
of interns found work related to their major

91%

of the top 35 employers
recruit on campus

79%

of the top 110 employers
recruit on campus

61%

of the top 200 employers
recruit on campus

Employers Hiring the Most



COLORADO STATE UNIVERSITY SYSTEM

Overall Impact 4 Factors

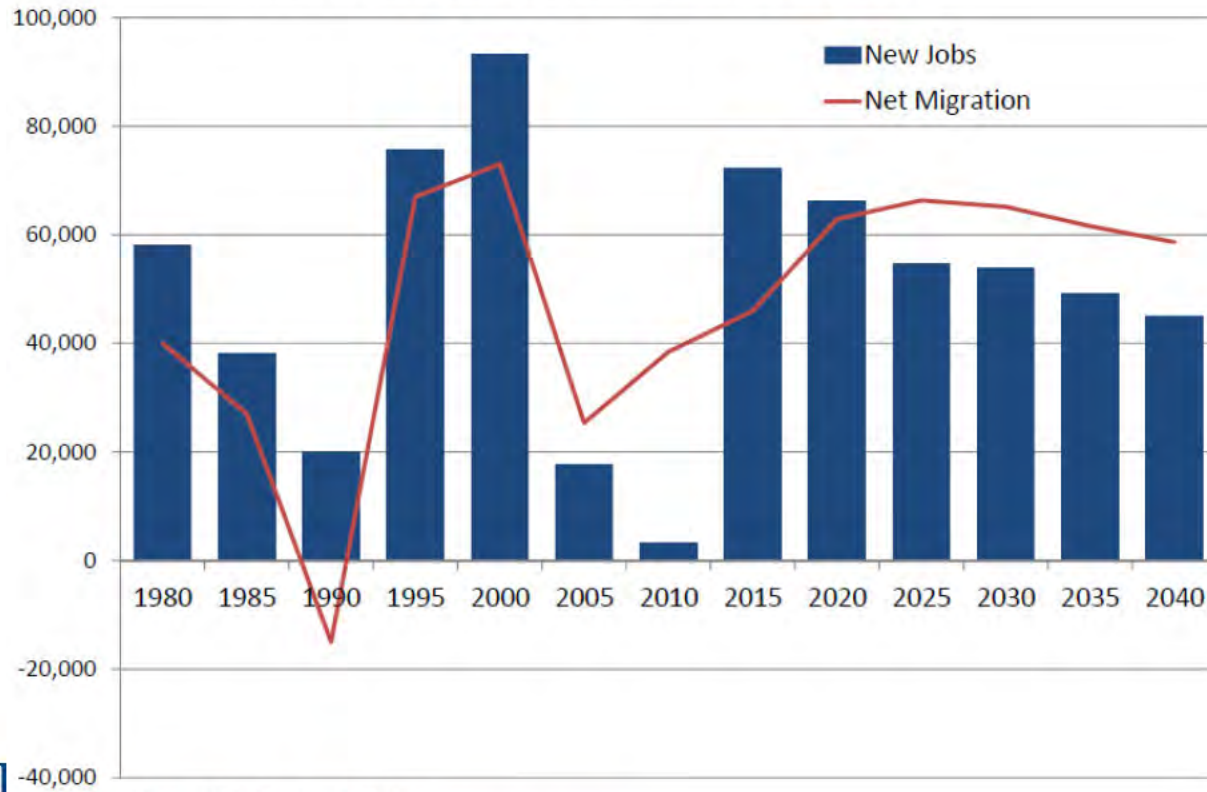
(GPA >3.0, Internship, On Campus Employment, Use of Career Services)

98% of those who secured full-time permanent employment had at least one factor

If zero factors, only **39%** found employment related to major – 36 percentage points below CSU average

Economic and Hiring Trends
Colorado

Colorado New Jobs and Net Migration

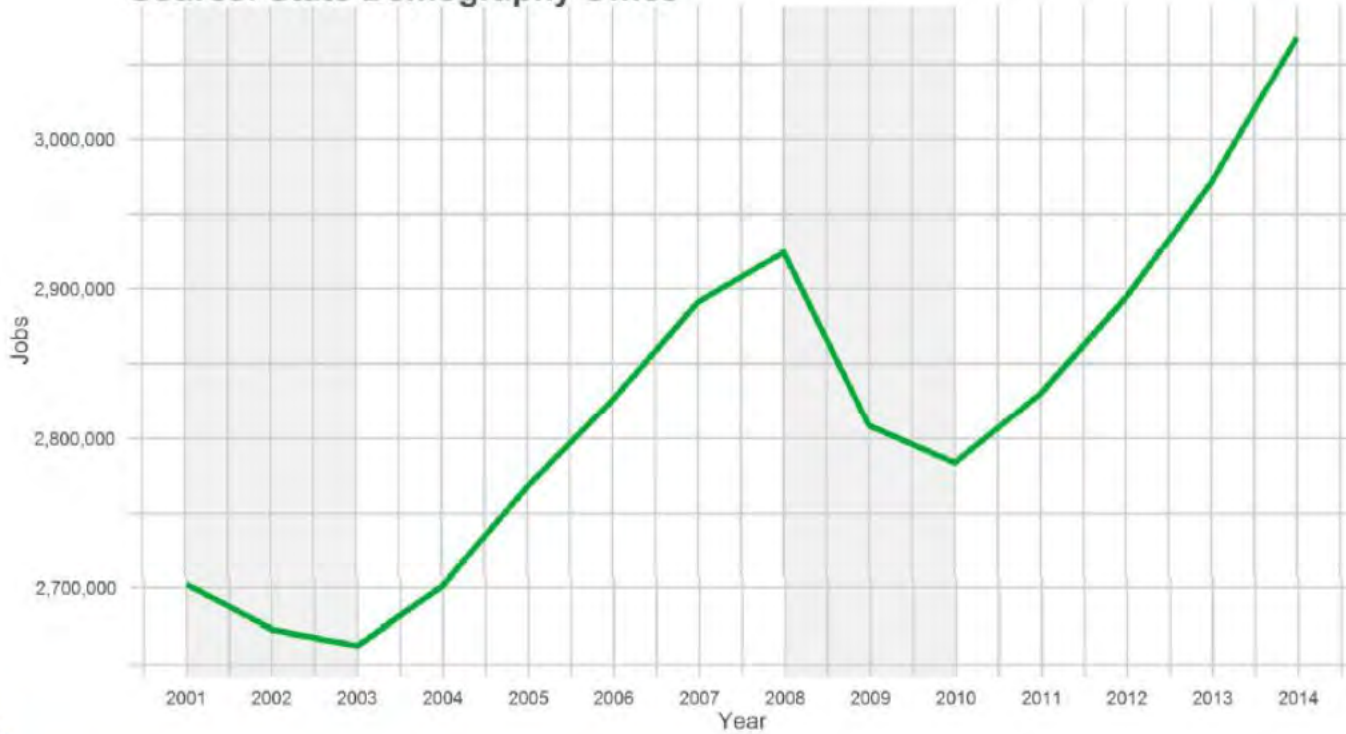


Source: State Demography Office



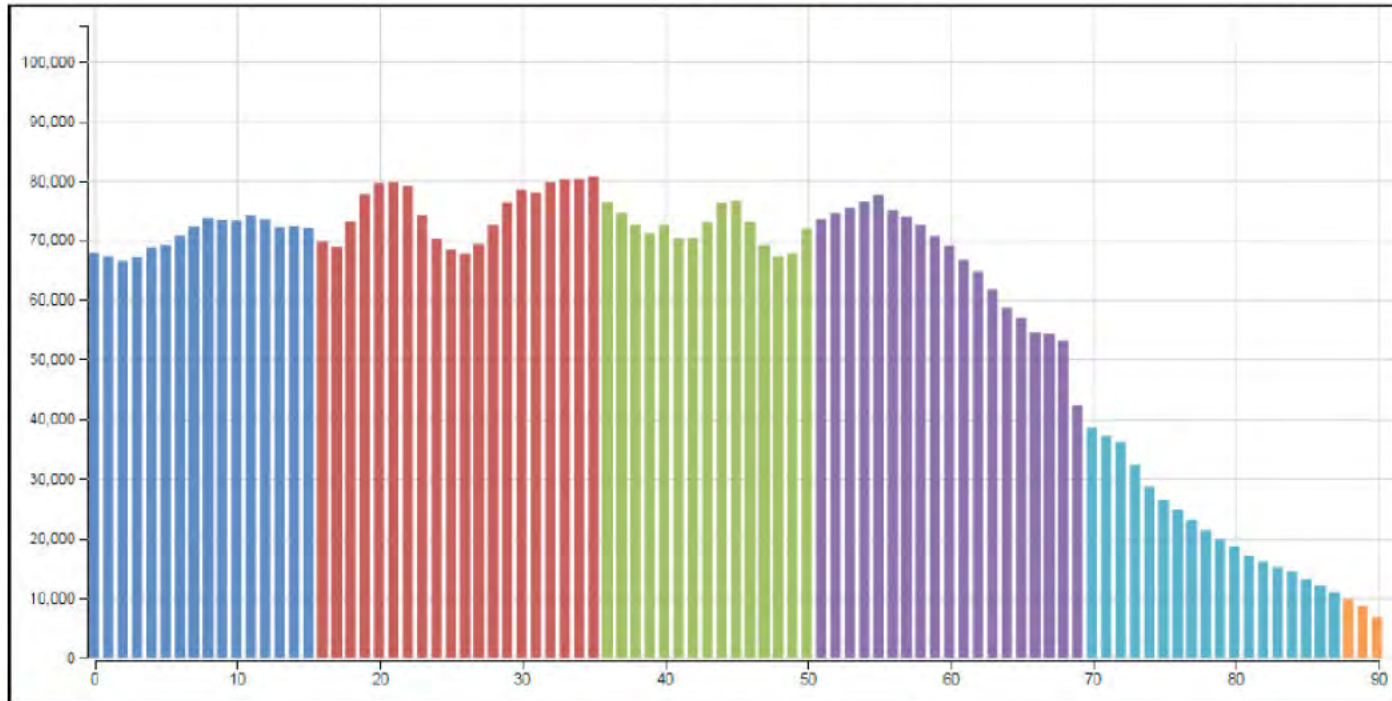
Economic and Hiring Trends Larimer County and Colorado

Colorado County Total Estimated Jobs, 2001 to 2014
Source: State Demography Office



Economic and Hiring Trends
Colorado

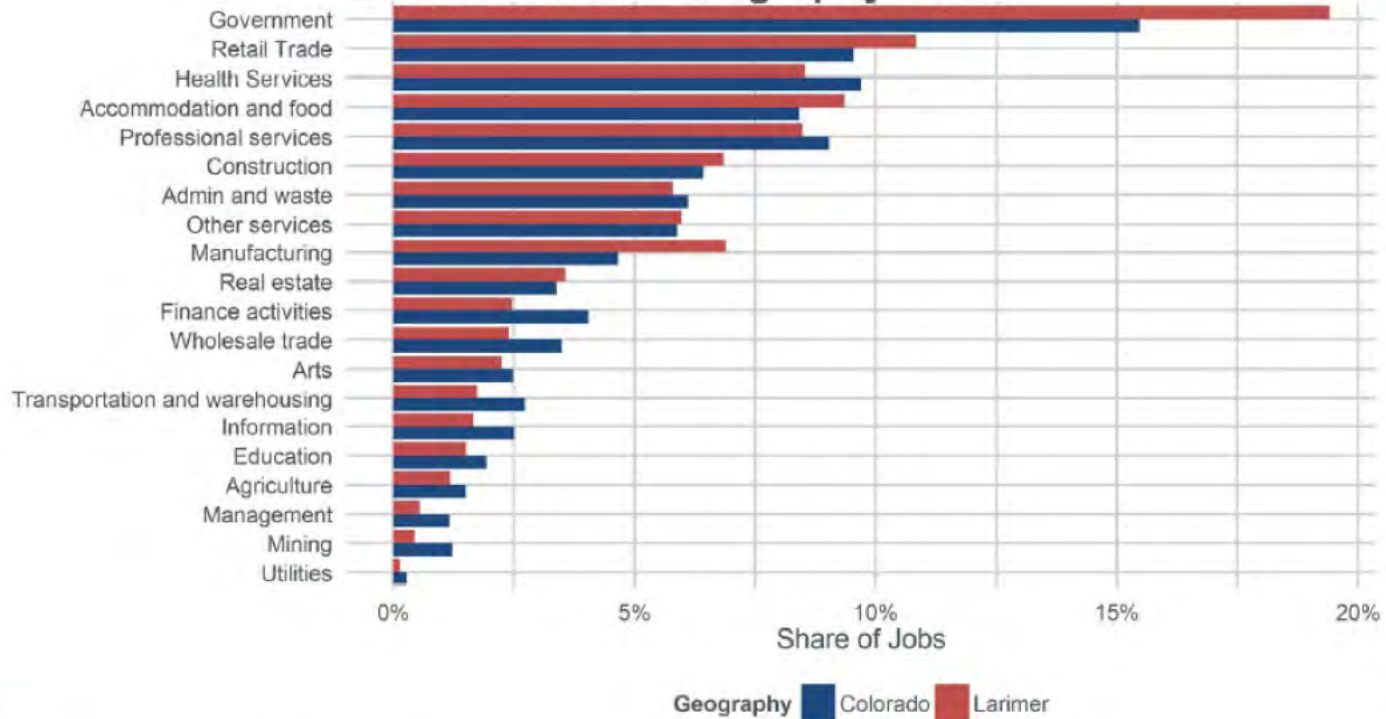
Colorado 2015





Economic and Hiring Trends Larimer County and Colorado

Share of Employment by Industry, 2014 Source: State Demography Office



TITLE

Information

Ending

Section 9

CSU Global Reports

Board of Governors to the
Colorado State University System
February 5th, 2016
Student Report

New CSU Global Library

The library for CSU-Global is the hub for student research and learning. A new library website has been launched with the intention of providing clearer navigation, better descriptions of collections and services, expanded instructional guidance, and improved ADA and mobile device compliance. With the new library comes new interactive resources of what used to be static PDFs for the CSU-Global Guide to Writing and APA. Students can now easily navigate resources when working on classwork including templates and examples, formatting help, citation and reference help along with writing tips and plagiarism guides. The CSU-Global Library follows a two year action plan (2015-2017) which aligns with the CSU-Global Strategic Plan and the Association of College & Research Libraries (ACRL) Standards for Libraries in Higher Education.

Upcoming Student Participation

On February 23rd, 2016 I will be representing the Student population at a luncheon with the Higher Learning Commission. I plan on sharing student insight with the commission and being available to answer any of their questions.

Student Update

As of this week I have only three more classes left of my degree and will be walking at graduation in June after completing my capstone project in project management. In the coming months I am the definition of a non-traditional student and will rely on the flexibility of my degree program. On 2/11 I will be taking the U.S. Naturalization Exam to hopefully become a U.S. Citizen before my birthday. I am hosting the Society of Women Engineers Region I conference in Boulder, CO 2/25-2/27 as the Rocky Mountain Section President and we anticipate over 250 attendees. I will be presenting at this conference a session called "Getting laid off. It's not the end" as well as leading a Zumba session for the conference's wellness track. Finally I will be helping plan the largest STEM Outreach event in the country for middle school girls called GESTEM. It is an annual event where we bring 1000 middle school students from lower income areas around Denver Metro on a school day (5/6) to learn about and participate in STEM activities. Wish me luck!

Respectfully,



Megan Schulze
Student Representative
Colorado State University Global Campus

Board of Governors of the Colorado State University System
 Meeting Date: February 4-5 2016, CSU-Global Campus
 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 Satisfaction Survey – 2015.

- 2015 Mission & Vision Faculty Survey Information

2015 Mission & Vision Faculty Survey Information

Faculty	2015 Strongly Agree or Agree	Number of Faculty Participating In Survey
CSU-Global is committed to student success.	98.1%	318
CSU-Global is committed to its value collaboration.	88.5%	286
CSU-Global is committed to its value of learning and growth.	96.6%	312
CSU-Global is a premier provider of innovative learning.	94.4%	305
My individual contributions aid in achieving the CSU-Global Mission.	98.8%	314
Overall, I am satisfied with CSU-Global	97.0%	296

Faculty	2015 Very Satisfied or Satisfied	Number of Faculty Participating In Survey
As a stakeholder in CSU-Global, please rate your level of satisfaction in its Mission achievement to-date	96.3%	312

This is an overview of CSU-Global's faculty satisfaction levels in key teaching and program areas.

CSU-Global Faculty Representative Board Report

Board of Governors of the
Colorado State University System
February 4-5, 2016
President's Report Item



In preparation for CSU-Global's regional accreditation reaffirmation, I present to the Colorado State University System Board of Governors, short summaries which address the specific Higher Learning Commission criterion for the university's reaffirmation, and that provide an overview of the status of the university.

CSU-Global's Mission Execution Summary

CSU-Global's mission is to facilitate the global workplace success of adult, nontraditional learners through education in Colorado and beyond. By state statute, CSU-Global provides bachelor's and master's degrees, and in March 2009, the university became Colorado's first new public university since 1965 by signature of the Governor of Colorado.

Since opening its doors to students in Fall 2008 to Fall 2015, CSU-Global has graduated 5,561 students. Of its over 15,000 active students, 40% are first generation college students; 23% are from underserved populations; and 16% are military, veteran, and military family members. CSU-Global students are primarily 24-55 years old with an average age of 35 years.

The university actively engages its internal and external stakeholders through industry associations, scholarship programs, community leadership, and professional development opportunities; and through its communication vehicles that include its website, printed literature, and press releases. CSU-Global also works to engage its students and prepare them for workplace success through its courses and degree programs which are identified through triangulated research on workplace projections, industry analysis, and faculty feedback. Adult, nontraditional learners are further supported through the university's services that include fixed tuition rates, tuition planning, an absence of student fees (beyond course materials), year-round monthly terms, every course being offered every term, and 24x7 live tutoring, technical support, and library and career center access. The university also conducts ongoing monitoring of student learning leading to workplace success through pre and post ETS assessments, learning outcomes tracking, and alumni and employer surveys.

To ensure its mission-achievement and ongoing viability, the university has a collaborative budgeting process that involves participation from every department, its Governance Council, and the CSU System Board of Governors. CSU-Global's largest expense items are Instruction and Student Services and Outreach, and the university also offers a variety of scholarships every trimester. Additionally, CSU-Global has made investments in partnerships that include community colleges, rural Colorado K-12 school districts, community-based organizations, and businesses; and it has devoted significant time in sharing its work with industry organizations,

state and federal legislators, other higher education institutions, and representatives of military organization.

CSU-Global is proud of its commitment, work, and achievements towards its mission including its ability to facilitate both its students' academic and professional success. The university also recognizes the effective collaboration between its faculty and staff which can be seen in its data-driven outcomes that provide stakeholders and students with assurances of high quality, relevant, and market-driven education.

CSU-Global's Demonstration of Integrity Summary

As a state, nonprofit university, CSU-Global has the structure and positioning for sustained ethical, responsible behavior. The university resides within the Colorado State University System alongside its sister campuses, and is governed by the Board of Governors who confer with the CSU System Audit Manager, General Counsel, and Chancellor on matters related to institutional compliance, integrity, and responsibility. The Board and the CSU System institutions meet six times a year for review of university activities that include audit and finance, academic and student activities, faculty matters, and presidential evaluation. And, as a Colorado state entity, CSU-Global is subject to the Colorado Open Records Act and State Fiscal Rules which further assure its appropriate behavior and actions.

For its own internal governance, CSU-Global utilizes its Governance Council. The Council has five reporting committees comprised of faculty, staff, and students that work together to both prompt and review proposed policies and actions leading to Governance Council approvals. Additionally, through its proactive action to have formal reviews conducted by peer-driven associations and knowledgeable industry groups, the university works to ensure that its departments act with compliance, efficiency and effectiveness through its activities, policies, and processes.

CSU-Global strives to provide to students and other stakeholders, clear and easily-available information through its website, Student Handbook, Employee Handbook, Faculty Handbook, shared drive, and portals. Accessible information includes its position within the CSU System and as an accredited institution, academic program and policies, Title IV status, and student academic and financial expectations. Internally, CSU-Global provides access to departmental meeting notes, Governance Council Minutes, Leadership meeting notes, expectations of roles and responsibilities, and training information to its staff and faculty. Further, it provides opportunities to directly participate in activities, committees, and task force groups that drive every area of the university. For enhanced fairness and transparency, CSU-Global also utilizes its technology for faculty management and scheduling, student plagiarism monitoring, and faculty training for the benefit of both faculty and students.

CSU-Global's High Quality Education & Services Summary

CSU-Global has designed its academic programs to align with the needs of industry and has developed policies and processes to outline expectations at the undergraduate and graduate level. The expectations are found in the Curriculum and Assessment Handbook and other documents that aid faculty and university staff in developing new programs and revising existing programs.

Faculty oversee the quality of academic programs and have developed course levels that support both first-time adult freshman and transfer students, including introductory courses and structured pathways. The institution has adopted criteria for delineating the rigor of each course level, and course learning outcomes are aligned with specific levels of Bloom's Taxonomy. In regards to learning outcomes, CSU-Global has a well-developed, long-running program to assess student learning and make improvements based on its data. The program was initiated shortly after the institution began offering courses in 2008, and has been continuously improved by faculty and staff over the past seven years. Data on student learning are collected each term and are reviewed by faculty during a structured process every six months. Based on the data, faculty feedback, and input from the university's Program Advisory Councils, annual action plans are developed to revise all courses at least every 24 months.

The institution has developed transfer-friendly policies to support its adult, nontraditional students and has a team of transcript evaluators to review collegiate and non-collegiate credit within institutional policy. Where applicable, the institution aligns its programs with statewide articulations and other external pathways designed to provide coherent transfer options for students. The institution also has structured policies and processes for evaluating prior learning assessment (PLA) and has developed competency based exams (CBE) aligned with course learning outcomes to provide additional methods for students to earn credit.

CSU-Global provides students and faculty with the support necessary to be successful including a modern learning management system, student and faculty portals providing the ability to manage day-to-day activities, and a comprehensive library that supports all program offerings with full-text resources. The institution has also adopted adaptive tools in many general education courses to support students transferring to the institution with varied educational backgrounds and abilities. Additionally, student-facing support staff have qualifications necessary to perform their duties and are provided extensive initial training and continued professional development. Internal and third-party student satisfaction surveys indicate students are satisfied with the support they receive from staff and faculty.

The institution has developed a faculty structure that provides both content and oversight of the curriculum while also ensuring continuity of faculty leadership. CSU-Global continues to hire both benefited and part-time faculty to ensure it has the faculty necessary to oversee the curriculum, assessment of student learning, and instruction. Additionally, the university has a comprehensive program for identifying, recruiting, and training new faculty as well as the continued professional development of existing faculty. Faculty are evaluated every year and are provided a mentor to support their instructional effectiveness.

Further, the institution has goals for student retention, persistence, and graduation; and data for these areas are reviewed every four weeks and at the end of each trimester for continual enhancements to both instructional programming and to student support processes.

CSU-Global reviews the success of graduates through an alumni survey, Educational Testing Services assessments, employer surveys, analysis of graduate salaries via Colorado's EdPays-College Measures Report, and an internal review with data from Equifax. All data indicate that CSU-Global graduates are satisfied with their experience, and have also experienced consistent increases in compensation post graduation.

CSU-Global's Sustainability Summary

CSU-Global has the resources, demonstrated strategic planning and achievement capabilities, and data-driven outcomes for ongoing institutional effectiveness. Its staff and faculty work collaboratively both in-person and remotely as the university has evolved its technology and infrastructure to support the university's approach to student engagement and success.

The university has functional departments of Student Outreach and Enrollment which includes marketing and communications personnel; Student Operations and Advising which includes student financial aid and cash management, transcript review and credit articulation, and student success personnel; Institutional Operations which includes finance, accounting, human resources, software and application development, information systems management, and learning management system personnel; and Academic Operations which includes program coordinators and lead faculty; academic deans; directors for assessment, the library, and faculty development; institutional researchers; curriculum development personnel; Office of the Registrar; and teaching faculty. Additionally, as an institution that serves working adult students, CSU-Global's 24x7 resources are an important factor for student retention and success; and the university has multiple systems in place leading to 99.8% uptime, live tutoring and technical support, and open access to its online Library and the Career Center.

As a state nonprofit university that does not receive state funds, CSU-Global keeps close watch on its student retention and engagement, and a tight control on its expenses leading to healthy reserves and has a composite financial index score of 8.2 for FY14, with no significant deficiencies in its independent audits for previous years since inception. For its work towards mission achievement, the university is active in student outreach and is proud of its diverse student body. Additionally, the university provides students with multiple scholarship opportunities each trimester, and free access to Career Coaches and career workshops and consortiums, and its recent launch of its Degree Optimization Program now provides its adult, nontraditional students with intermittent Awards of Achievement Certificates and Skill Endorsements based on completed coursework toward degree completion.

CSU-Global has an effective governance structure that includes the CSU System Board of Governors, and its own Governance Council for the development and implementation of university policies, procedures, and budgets which are determined through the participation of students, faculty, staff, and administration. It has also collaboratively and successfully created and completed three strategic plans and is prepared to launch its newest “Transformation” plan for FY 2017-2020. Importantly, the university has developed multiple pathways for formal and informal, direct and third-party feedback from staff, faculty, and students; and has constructed a Leadership Dashboard for university-wide access that provides over 100 different metrics leading to student engagement, retention, learning outcomes achievement, and efficient organizational operations.



Colorado State University
GLOBAL CAMPUS

President's Report – February 2016

Strategic Plan 2017-2020
Follow Up

CSU-Global Alignment to CSU System Strategic Map

	CSU-Global Goal 1: Develop Innovative Stakeholder Engagement	CSU-Global Goal 2: Utilize Evidence-based Practices	CSU-Global Goal 3: Create Knowledge-sharing for Global Good
CSUS-identified Challenges to the Mission as they align with CSU- Global's Strategic Plan Goals	<ul style="list-style-type: none"> -Market Responsiveness - Value Proposition and Public Dialogue -Funding/Affordability/ Cost Shifting 	<ul style="list-style-type: none"> -Value Proposition & Public Dialogue 	<ul style="list-style-type: none"> - Talent identification
CSUS-identified KPIs to CSU-Global's Strategic Plan Goals	<ul style="list-style-type: none"> -Ag program exploration -Extension of student benefits -Degree completion programs -Extension of Pueblo Hub 	<ul style="list-style-type: none"> -Credit transfer -Policy and compliance review 	<ul style="list-style-type: none"> -System-wide meetings for veterans & sustainability -Faculty exchanges -Ascend Extension

Goal 1 Targeted Outcomes

Develop Innovative Stakeholder Engagement to Meet FY Projections

1. Increase student retention

- a. 1st-3rd term retention by 4%.
- b. Increase 6-year graduation rate by 5%.
- c. Reduce by 10% the number of students who withdrawal after 1 year.
- d. Maintain At or Above the Mean for 24 Noel-Levitz student satisfaction factors, and decrease Student Advisor complaints by student by 10% per year.

2. Increase student lead efficiency

- a. Increase lead contact rate by 5%; and the conversion rates from Applicant to Term Start by 2%.
- b. Increase by 5% the number of students utilizing CSU-Global's lifelong learning offerings.

3. Increase in data re: academic quality and stakeholder perception based on new 'academic quality' framework

4. Enhance staff development and engagement

- a. Improve screening, hiring & development to reduce staff turnover by 10% each year.

Goal 2 Targeted Outcomes

Utilize Evidence-based Practices to Meet FY Projections

1. Enhance academic quality

- a. Decrease student issues with faculty by 20%; and reduce time to faculty-student resolutions by 25%.
- b. 80% of faculty will meet expectations on their monthly reviews.
- c. 100% academic department participation in allocation models for materials purchasing to optimize and enhance student learning.
- d. Strategically integrate the Library and its resources to increase library-related usage guides by 10%, e-resource use by 35%.

2. Increase staff participation in the student academic experience

- a. 100% staff participation in internal informational-sharing meetings i.e., academic excellence, departmental activities.
- b. Reduce by 10% each year the number of students who enter SAP/Academic Probation.
- c. Reduce non-cycle curriculum edits by 40%.

Goal 3 Targeted Outcomes

Create Knowledge-sharing for Global Good

1. Broaden and increase reach to outside stakeholders

- a. Create integrated communications strategy across all CSU-Global staff, faculty, student & external stakeholder areas for efficiency and increased global reach.
- b. Achieve 1000 virtual participants for CSU-Global's annual conference.
- c. Implement at least 3 new vehicles per year to make information generated by CSU-Global staff and faculty accessible to the global marketplace.
- d. Increase by 50% each year, CSU-Global presentations at conferences.
- e. Increase CSU-Global academic stakeholder engagement to create a global community (for jobs, networking, professional development, academic quality).

2. Continue to develop the role of faculty leadership

- a. Increase by 15% per year, faculty participation in Assessment Course; achieve 100% participation of Lead Faculty in Assessment Course.
- b. Enlarge the faculty database on faculty expertise and experience for increased efficiency and ease in incorporation in university work.

Section 10

*Colorado State University
Reports*

COLORADO STATE UNIVERSITY

Jason Sydoriak – Student Representative

Campus Safety Advisory Committee

Finished a draft for a policy proposal that will act as a template for a Campus Safety Advisory Committee. This committee will be created through a collaborative effort with the CSU administration and the CSU police department. This committee will consist of elements of shared governance throughout campus and will provide insight on campus safety.

ASCSU Todos Santos Trip

Five student leaders have been chosen to represent ASCSU on a trip to the Todos Santos campus. Their names are Jason Sydoriak, President of ASCSU; Dakota Truitt, ASCSU Director of Environmental Affairs; Griselda Landa-Posas, ASCSU Assistant Director of Environmental Affairs; Yohana Tuquabo, ASCSU Deputy Director of Diversity Affairs; and Kenny Hillair, ASCSU Graduate Senator. We will be setting up meetings throughout the semester to develop an itinerary for our trip and create a list of stakeholders we will meet with. In addition a template for a report on how we will disseminate information to the student body will be developed as well.

General Assembly Legislation Monitoring

- Bill HB16-1042 Liquor License Exemption Higher Ed Brewing Program (Support)
- Bill Topic: Submission Threshold for Higher Ed Cash Projects (Support)
- Bill SB16-024 Private Student Loan Cap Act
- Bill HB16-1100 Define Tuition Status Unaccompanied Homeless Youth
- Bill HB16-1003 Middle Class College Savings Act
- Bill SB16-037 CORA Changes
- Bill SB16-043 Increased Consumer Protections in Student Lending

ASCSU Student Course Surveys

I have taken on the position that teaching surveys administered to students, particularly the ASCSU Student Course Survey, perpetuates social injustice and pay inequity for instructors who happen to be female, a minority, or teaching in poor facilities. Over the break literature on the matter was brought to my attention and faculty members, some on faculty council and will remain unnamed, have provided insight that has helped develop my position. ASCSU provides \$6500.00 annually to help with administering the surveys to students at the end of each semester. These biases do not seem to be something that can be mitigated to a point that does not inflict professional harm on instructors and I cannot in good faith provide the funds to support it. Other

means of evaluating teaching should be pursued. ASCSU is more than happy to assist in supporting these means whether with insight or funds.

Occupancy Ordinance Reform (U+2)

The bulk of the language for the reforming ordinance has been completed. Only a few more revisions are needed before pursuing ballot initiative signatures. The ordinance will add an individual to the three unrelated making it four unrelated. It will also allow two individuals to live with a family as opposed to only one. We are still deliberating if two families should be allowed to live with one another. In addition to this some nuances are changed to the noise nuisance code and the extra occupancy registry.

We are now currently having stakeholder meetings with city officials and community members. We will be initiating our petition gathering in mid February. At the moment we are taken in reports that some students will be removed from their homes in Avery Park due to the proactive enforcement. We want to ensure that students know that we are making a concerted effort in trying to apply leverage against the city to stop focusing on students regarding this ordinance.

Diversity Bill

Personally wrote draft ASCSU legislation that will create senator seats for all Student Diversity Programs and Services offices and the Adult Learners Veteran Service Office in order to enhance a diverse perspective within ASCSU. The current process of becoming a senator may potentially be intimidating or discomfoting for particular groups of students. This reform will make it easier for these groups to participate in Senate while also being able to vote. The original effort would not have allowed them to vote.

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

February 4-5, 2016, Denver, CO.

Below I provide a summary of the December 1, 2015 Faculty Council meeting (full meeting minutes will be posted on the CSU Faculty Council web site). I also include additional highlights of interest.

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

Summary of the December 1, 2015 Faculty Council Meeting

- 1) Provost Miranda's report
 - a) Miranda reported on the progress of the salary equity exercise and that recommendations were being developed.
 - b) Miranda gave an update on the open records request by the Coloradoan.
- 2) Chair Stromberger's report
 - a) Two new policies will be forthcoming to put CSU in compliance with federal laws. One addresses the need for research data, generated from federally-funded grants, to be available to the public. Faculty Council standing committees that will be involved are Committees on Libraries; Responsibilities and Standing of Academic Faculty; and Scholarship, Research and Graduate Education. The second policy will address requirements to make on-line materials accessible to disabled persons.
 - b) Stromberger noted that State Senator John Kefalas is looking to expand the Colorado Open Records law to include electronic records and requested feedback from members about the issue.
 - c) Stromberger provided an update on the impacts of racism and protests at the University of Missouri, on faculty there and elsewhere. Two faculty have resigned from Missouri, and one faculty is on academic leave at the University of Kansas, after a discussion with graduate students on racism backfired. Stromberger is discussing the incidents at Missouri and Kansas with campus leadership.
 - d) A student rally was held November 16, after which students presented six recommendations to President Frank to address racism and diversity issues on campus. President Frank is organizing campus leaders to study each recommendation and propose implementation strategies. The University Curriculum Committee will be examining courses offered under the Global and Cultural Awareness category as part of the recommendations.
- 3) Actions
 - a) Members were elected to the Committee on Strategic and Financial Planning, and Committee on Responsibilities of Standing of Academic Faculty
 - b) A new center, the Global Diversity Center, was approved.
 - c) Faculty Council approved the proposed revisions to the Manual, Sections C.2.1.4, Electorate for Faculty Council and Election Procedures, and C.2.4.2.1.m, Department Codes. The revisions provide rights to special appointment and senior teaching appointment non-tenure track faculty to vote for their departmental representative to Faculty Council. Final approval by the Board of Governors is pending.
 - d) Proposed revisions to the Graduate and Professional Bulletin, Scholastic Standards, were approved. The revision explains how GPAs are calculated, and clarifies that 100- and 200-level courses are not to be included in programs of study.
- 4) Discussion
 - a) Miranda presented a draft of the fiscal year 2017 budget. Miranda explained projected new resources from tuition and overhead, minus a \$3.8 million projected cut of state funding. Miranda explained new expenses and a 2% internal reallocation to balance the budget.
 - b) Miranda proposes to increase the percentage salary increase when assistant professors are promoted to the associate-level, from 5% to 10%. This strategy will help address salary gaps observed at the associate and full professor level, compared to other institutions. He hopes that this can be accommodated in the budget.

Additional highlights and concerns

- 1) Continued research success. During fiscal year 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. 92 invention disclosures and 49 patents were filed and 43 agreements with companies to license CSU technologies were made. Notable awards from the last quarter include:
 - a. Keck Foundation recently awarded \$1M to Amy Prieto and Jamie Neilson for their project, “Natural Selection for Next-Generation Functional Materials: Property Selective Synthesis of New Materials for Disruptive Advancements in Energy Storage” in the Science and Engineering category.
 - b. Colorado State University’s Biopharmaceutical Manufacturing and Academic Resource Center (BioMARC) has been awarded a 10-month, \$4.6 million contract funded by the Department of Defense (DoD) to help develop and manufacture new vaccines to fight viruses that cause inflammation of the brain.
- 2) Semester-at-Sea program has gotten off to a fast start and 12 faculty (representing 12 departments and 5 colleges) have been selected as Global Teaching Scholars for the first three voyages.
- 3) Concerns of faculty include the need to address deferred maintenance on buildings, salary levels and effects on retention, workload, and how budget cuts will be implemented.

COLORADO STATE UNIVERSITY PRESIDENT'S REPORT

Board of Governors of the Colorado State University System
February 5, 2016

I. TEACHING AND LEARNING: ASSURE EXCELLENCE IN ACADEMIC PROGRAMS

A. College of Business online grad programs rank among best in the nation

Colorado State University's College of Business in January was recognized as an outstanding provider of online graduate education programs for 2016 by *U.S. News and World Report*. The online MBA, graduate business programs, and information technology programs placed in the top tier of the nation's distance-education offerings. CSU's programs were given high marks for faculty credentials, student services and technology, and student engagement.

B. New online graduate certificate integrates research and design

Colorado State University's new online Graduate Certificate in Evidence-Based Design will teach designers, architects, facility managers, and other professionals to use research to create and evaluate spaces and structures that influence human behavior and cater to people's needs, well-being, and safety. The certificate, which will begin to be offered in Fall 2016, is a three-course program that focuses on trends and issues, theory, and research methods relating to the design of the built environment.

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

A. CSU program for students with disabilities gets \$2.2 million to expand

CSU's Opportunity for Postsecondary Success Program in the Center for Community Partnerships, part of the Department of Occupational Therapy, received \$2.2 million from the U.S. Department of Education to continue and expand its efforts in a new program called CHOICES: Creating Higher-Education Opportunities for Individualized Career and Employment Success. The five-year CHOICES project, funded by the DOE's Office of Postsecondary Education, is a partnership with the Poudre School District, Front Range Community College, the Colorado Division of Vocational Rehabilitation, CSU's Resources for Disabled Students office, the CSU Division of Student Affairs and others. Through CHOICES, students with autism spectrum disorder, brain injuries and other complex needs will receive individualized mentoring and support as they pursue postsecondary education and secure employment. The project will also include a research component to measure how well participants attain their goals and develop self-advocacy skills.

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

A. CSU breakthrough imaging tool maps cells' composition in 3-D

A one-of-a-kind instrument built at Colorado State University lets scientists map cellular composition in three dimensions at the nanoscale, allowing researchers to watch how cells respond to new medications at the most minute level ever observed. The new mass-spectral imaging system is the first of its kind in the world, and its applications are just beginning to surface, said Carmen Menoni, a University Distinguished Professor in the Department of Electrical and Computer Engineering. Menoni's group, in collaboration with an interdisciplinary group of faculty, devised and built the instrument with help from students. She found a partner in CSU's renowned Mycobacteria Research Laboratories, which seek new treatments for the global scourge of tuberculosis. Jorge Rocca, also a University Distinguished Professor in the Department of Electrical and Computer Engineering, created the laser attached to the spectrometer. Its beam is invisible to the human eye and is generated by an electrical current 20,000 times stronger than that of regular fluorescent tubes in ceiling lights, resulting in a tiny stream of plasma that is very hot and dense. The plasma acts as a gain medium for generating extreme ultraviolet laser pulses. The project was funded with \$1 million from the National Institutes of Health as part of an award to the Rocky Mountain Regional Center of Excellence for Biodefense and Emerging Infectious Disease Research.

B. Recyclable bioplastics created in Colorado State University chemistry lab

Colorado State University chemists made a completely recyclable, biodegradable polymer, paving a potential new road to truly sustainable, petroleum-free plastics. The innovation is from the lab of Eugene Chen, professor of chemistry and recent recipient of the Presidential Green Chemistry Challenge award. Publishing in *Nature Chemistry* Nov. 23, Chen and postdoctoral fellow Miao Hong describe synthesizing polyester that, when simply reheated for an hour, converts back to its original molecular state, ready for reuse. Chen's discovery has promising market potential, and a provisional patent has been filed with the help of CSU Ventures.

C. Report shows benefits, risks of stormwater and graywater

Capturing graywater and stormwater to supplement traditional water supplies has a lot of potential benefit, but it doesn't make sense for everyone, and there are plenty of legal, regulatory, and climate-related hurdles in doing so, says Colorado State University's Sybil Sharvelle. Sharvelle, associate professor of civil and environmental engineering and head of CSU's Urban Water Center, served on a 12-member national committee charged with addressing the benefits and challenges of stormwater and graywater as supplemental water sources. The National Academies report, released publicly Dec. 16, was two years in the making and provides information on the costs, benefits, risks and regulations associated with capturing these alternative water sources. The study was sponsored by the U.S Environmental Protection Agency, National Science Foundation, and other agencies. CSU's Urban Water Center is part of the university's One Water Solutions Institute.

D. DNA research offers clues on cell mutation

A team of researchers from Colorado State University has been studying DNA damage in living cells to learn more about how genetic abnormalities arise. In a study highlighted in the November issue of *Genetics*, the team — led by J. Lucas Argueso, CSU assistant professor and Boettcher Investigator in the Department of Environmental & Radiological Health Sciences — found that RNA, or ribonucleic acid, has a new and important part in this process. RNA is a molecule that plays a central role in the function of genes. Argueso and his team — including Hailey Conover, Ph.D. student in Cell & Molecular Biology and lead author of the study, and Deborah Afonso Cornelio, a post-doctoral researcher — are looking at what happens to yeast cells when they are unable to accurately remove RNA from DNA. Findings from this study have direct implications for children with Aicardi-Goutieres syndrome, a devastating disorder that affects the brain, the immune system and the skin. CSU researchers worked in close in collaboration with scientists from the National Institute of Environmental Health Sciences in North Carolina.

IV. RESEARCH AND DISCOVERY: IMPROVE DISCOVERY CAPABILITIES

A. Philips partnership lights the way for new research and innovation at CSU

The new CSU Horticulture Center will showcase new technology in LED lighting not previously installed anywhere else in the world. Colorado State University and Philips Lighting have forged a long-term collaborative partnership by signing an agreement to create a state-of-the-art LED-lighted education, research, and training horticulture facility at CSU. The partnership will allow the two entities to perform collaborative research and focused cultivation studies to validate and innovate around the application of advanced LED lighting for horticultural activity. This research is anticipated to optimize desired plant characteristics, including the nutritional value of city farm-produced foods, irrigation strategies, climate impact, soil conditions, thermal effects, year-round production, greenhouse food, hops, floriculture and turf, and also to dramatically reduce the power consumption of indoor growth facilities.

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

A. Positive results from Denver soil health awareness campaign

Soil in neighborhoods surrounding the National Western Stock Show complex has been found to be more than sufficient for growing a variety of landscape and garden plants, CSU announced Dec. 4. Denver County CSU Extension staff and several partner agencies distributed 153 free soil test kits to homeowners in four neighborhoods throughout Denver prior to and on Earth Day 2015. Forty-six kits were returned and analyzed at no cost by the Soil, Water and Plant Testing Laboratory on the Colorado State University campus. Follow-up education and training with written information was provided where necessary.

VII. RESOURCES AND SUPPORT: EXPAND FUNDRAISING

A. Major Gift Report

	December 2015		FY16 (July - December)		FY15 (July - December)	
	Amount	Count	Amount	Count	Amount	Count
Contributions	\$66,480,482	9,049	\$96,229,755	22,096	\$42,842,456	18,233
Irrevocable Planned Gifts	\$1,000,000	2	\$1,412,019	5	\$54,644	1
Revocable Gifts and Conditional Pledges	\$1,354,620	5	\$11,276,420	56	\$57,585,083	99
Payments to Commitments Prior to Period	(\$23,290,130)	734	(\$28,114,406)	942	(\$9,379,724)	1,029
Total Philanthropic Support	\$45,544,972	8,621	\$80,803,787	21,696	\$91,102,459	17,679
Private Research	\$1,058,914	17	\$16,650,747	121	\$16,351,482	100
Net Private Support	\$46,603,886	8,638	\$97,454,535	21,802	\$107,453,940	17,768

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

\$7,694,343 gifts and a revocable commitment designated as \$6,924,908 to support the *CSURF Gifts of Land - CAS*, College of Agricultural Sciences, and \$769,434 to support the *CSURF Gifts of Land - WCNR*, Warner College of Natural Resources, and an anonymous amount revocable commitment to support the *Animal Cancer Center* and the *Veterinary Teaching Hospital*, College of Veterinary Medicine & Biomedical Sciences

\$3,109,413 gift designated as \$1,504,555 to support the *James C. Kennedy Waterfowl and Wetlands Chair Endowment*, \$1,386,420 to support the *Kennedy Graduate Fellows Endowment*, \$140,425 to support the *Kennedy Post-Doctoral Fellowship*, \$62,968 to support the *Kennedy Outreach Initiatives*, and \$15,046 to support the *Kennedy Undergraduate Scholars*, Warner College of Natural Resources

\$1,000,000 gift to support the *Thisted Family Scholarship Endowment*, College of Business

\$1,000,000 revocable commitment to support the *The Mountain Girl Cooper Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$1,000,000 pledge to support the *Animal Heart Center*, College of Veterinary Medicine & Biomedical Sciences

\$1,000,000 gift to support the *Property-Selective Synthesis Project-Keck*, College of Natural Sciences

\$803,941 planned gift to support the *Animal Cancer Center*, College of Veterinary Medicine & Biomedical Sciences

\$600,000 pledge to support the *Kendall Anderson Nutrition Center*, College of Health and Human Sciences

\$550,000 gift designated as \$350,000 to support *Equine Outreach and Industry Relations* and \$200,000 to support *Therapeutic Horsemanship*, College of Agricultural Sciences

\$500,000 revocable commitment to support the *Debra J. Marbut and Daniel W. Burger Equine Research Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$499,000 in gifts and a revocable commitment designated as \$350,000 to support the *CSU Stadium* and \$149,715 to support the *Athletic Discretionary*, Athletics

\$400,000 gift designated as \$300,000 to support the *Ralph C. Wilson, Jr. Construction Education: Building Leaders*, and \$100,000 to support the *Ralph C. Wilson, Jr. Service-Learning Endowment*, College of Health and Human Sciences

\$300,000 in gifts to support *Equine Orthopaedic Research*, College of Veterinary Medicine & Biomedical Sciences

\$277,072 in gifts designated as \$269,572 to support *CSU Extension Outreach and Community Service*, Other Areas, and \$7,500 to support the *Accounting Faculty Fellowship*, College of Business

\$247,588 gift designated as \$200,000 to support the *Presidential Ambassadors Legacy Scholarship Endowment*, Student Affairs, and \$47,588 to support the *Women and Gender Collaborative*, Other Areas

\$240,222 gift to support the *Cynthia L. Whitney Student Scholarship Endowment*, College of Business

\$220,000 in gifts designated as \$120,000 to support the *Center for Companion Animal Studies*, and \$100,000 to support the *Small Animal Sports Medicine and Rehabilitation*, College of Veterinary Medicine & Biomedical Sciences

\$204,620 revocable commitment to support *One Cure*, College of Veterinary Medicine & Biomedical Sciences

\$200,000 revocable commitment to support the *Richard F. Goates and Dawn Goates Crus Scholarship Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$125,000 revocable commitment to support the *Mechanical Engineering*, College of Engineering

\$110,719 gift to support the *Goodrich, et al PRP*, College of Veterinary Medicine & Biomedical Sciences

\$100,179 gift to support the *Martha Ann Henson Memorial Scholarship Endowment*, College of Natural Sciences

\$100,000 pledge to support the *Ram Legacy Scholarship*, Athletics

\$100,000 pledge to support the *CSU Stadium*, Athletics

\$100,000 revocable commitment to support the *Donald and Beverly Weiss Scholarship Endowment*, College of Agricultural Sciences

\$100,000 pledge to support the *Lucy Oncology Clinic*, College of Veterinary Medicine & Biomedical Sciences

\$100,000 pledge designated as \$75,000 to support the *Sophie and Ted Aldrich Asian Textile Endowment*, and \$25,000 to support the *Sophie and Ted Aldrich Asian Textile*, College of Health and Human Sciences

\$100,000 pledge to support the *CSU Stadium*, Athletics

\$100,000 revocable commitment designated as \$50,000 to support the *Partners for Excellence-Marketing Endowment*, and \$50,000 to support the *Partners for Excellence-Accounting Endowment*, College of Business

VIII. RESOURCES AND SUPPORT: NURTURING HUMAN CAPITAL

A. University employees drive CSU to top of Colorado Combined Campaign giving

The philanthropic support from faculty and staff of Colorado State University to Colorado non-profit agencies has propelled the University to once again be the top Colorado state agency via the Colorado Combined Campaign. CSU Employee's donated more than \$122,914 during this campaign, top among the 51 participating agencies. The next highest donating entity is University of Colorado Denver-Anschutz Medical Campus with \$89,698. CSU's average gift is \$455, higher than the state average which is \$317. The CCC reported raising about \$975K this year.

IX. RESOURCES AND SUPPORT: INCREASING AWARENESS

A. CSU helps celebrate Western heritage, Ram pride at Stock Show

Colorado State University's partnership with the National Western Stock Show was on display during the 16-day event. This was especially significant given the recent passage of Denver Tourism Ballot Measure 2C, which funds the National Western Center Redevelopment Project. CSU, as one of the primary NWC partners, has envisioned a significant presence at the complex focused on addressing global challenges related to food, water, health, energy, and the environment, while improving agricultural literacy and engaging students of all ages in STEM subjects and the arts. Among the aspects of CSU's involvement included CSU Day on Jan. 16, CSU's Ag Adventure informational experience for children, a CSU booth, and 4-H Day on Jan. 15.

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	Abadilla, Jason K	CEMML	11/3/15	unknown
2	Allegretti, Arren Mendezona	Warner College of Natural Rsres	12/17/15	unknown
3	Antonelli, Lara	Hartshorn Health Services	12/21/15	12/31/15
4	Barrett, Mary F	Hartshorn Health Services	11/2/15	11/30/15
5	Borthwick, Laurie A	Hartshorn Health Services	11/16/15	11/25/15
6	Borthwick, Laurie A	Hartshorn Health Services	12/28/15	12/30/15
7	Borthwick, Laurie A	Hartshorn Health Services	1/11/16	1/14/16
8	Chard, Christine Adele	Health & Exercise Science	12/15/15	12/26/15
9	Clark, Shannon Lee	Bioag Sci & Pest Management	10/27/15	11/14/15
10	Clement, Beverly	CEMML	11/9/15	11/13/15
11	Cler, Bridget J	Admissions	11/20/15	11/30/15
12	Cler, Bridget J	Admissions	12/3/15	1/4/16
13	Cler, Bridget J	Admissions	1/20/16	1/27/16
14	Cooney, Jennifer Leah	Peaks & Plains Region	10/13/15	11/2/16
15	Coughenour, Michael B	Natural Resource Ecology Lab	12/1/15	5/15/15
16	Crozier, Clarissa R	Journalism & Media Communication	1/1/16	5/15/16
17	Cusick, Sean D	CEMML	11/27/15	11/28/15
18	DeRosby, Stephanie F	Univeristy Counseling Center	11/25/15	11/26/15
19	Eckstein, Torsten	Microbio, Immuno & Patho	12/1/15	7/5/16
20	Freed, David J	Journalism & Media Communication	1/1/16	5/15/16
21	Gerlitzki, Elizabeth Anne	Hartshorn Health Services	12/21/15	12/31/15
22	Godwin, Daniel Stewart	CEMML	10/31/15	12/28/15
23	Jarnot, Kacee Collard	Lory Student Center	12/21/15	1/4/16
24	Jorgensen, Sarah Elizabeth	Hartshorn Health Services	11/23/15	11/25/15
25	Jorgensen, Sarah Elizabeth	Hartshorn Health Services	12/21/15	12/31/15

	NAME	DEPARTMENT	FROM	TO
26	Jorgensen, Sarah Elizabeth	Hartshorn Health Services	1/4/16	1/16/16
27	Katz, Haley C	Alumni Relations	12/31/15	1/2/16
28	Khalehpari, Yotam	Residential Dining	11/23/15	11/26/15
29	Khalehpari, Yotam	Residential Dining	12/21/15	1/1/16
30	Kline, Andrew	Hartshorn Health Services	1/7/16	1/9/16
31	Knudsen, Jessica Hillary	Human Development & Fam Studies	11/9/15	11/10/15
32	Leinen, Laura Beth	CIRA	12/3/15	12/21/15
33	Logan, David Lowell	College of Engineering	11/4/15	12/1/15
34	Matthews, Jon Stephen	Hartshorn Health Services	11/4/15	11/25/15
35	Matthews, Jon Stephen	Hartshorn Health Services	12/2/15	12/31/15
36	Mayan, Mo H	Biomedical Sciences	12/8/15	12/17/15
37	Mellon, April	Hartshorn Health Services	11/2/15	11/30/15
38	Mellon, April	Hartshorn Health Services	12/3/15	12/31/15
39	Mellon, April	Hartshorn Health Services	11/12/15	12/13/15
40	Mellon, April	Hartshorn Health Services	11/2/15	11/30/15
41	Morse, Emily	Hartshorn Health Services	11/23/15	11/25/15
42	Morse, Emily	Hartshorn Health Services	12/21/15	12/31/15
43	Morse, Emily	Hartshorn Health Services	1/4/16	1/9/16
44	Orswell, Forrest M	Student Legal Services	11/6/15	11/24/15
45	Orswell, Forrest M	Student Legal Services	12/14/15	12/22/15
46	Pace, Wendy G	Warner College of Natural Rsrcs	11/5/15	11/22/15
47	Parcesepe, Kristin Marie	Student Financial Services	11/9/15	11/16/15
48	Parker, Daniel James	CEMML	11/25/15	1/1/16
49	Roderick, Carol	School of Music, Theatre & Dance	1/1/16	5/15/16
50	Rodriguez, Ruth	Admissions	11/25/15	12/1/15
51	Rodriguez, Ruth	Admissions	12/1/15	1/4/16
52	Rodriquez, Ruth	Admissions	1/4/16	1/6/16
53	Salman, M D	Clinical Sciences	11/15/15	11/14/16
54	Sample, Laura Angelica	CEMML	7/16/15	7/19/15
55	Sharkey, Moira	Alumni Relations	11/5/15	11/30/15
56	Sharkey, Moira	Alumni Relations	12/22/15	1/9/16
57	Shepard, Devin M	Business College	12/3/15	12/4/15
58	Sikes, Mallory Renee	Peaks & Plains Region	11/20/15	12/14/15
59	Sikes, Mallory Renee	Peaks & Plains Region	10/31/15	11/19/2015
60	Vesty, Jill C	Hartshorn Health Services	11/23/15	11/15/15
61	Vesty, Jill C	Hartshorn Health Services	12/21/15	12/31/15
62	Vesty, Jill C	Hartshorn Health Services	1/4/16	1/16/16
63	Whitesell, Julie C	Hartshorn Health Services	12/21/15	1/1/16
64	Wolfelt, Susan J	Hartshorn Health Services	11/23/15	11/25/15
65	Wolfelt, Susan J	Hartshorn Health Services	12/21/15	12/31/15
66	Wolfelt, Susan J	Hartshorn Health Services	1/4/16	1/9/16
67	Xiong, Lina	Human Dimensions of Natural Rsrcs	1/6/15	unknown

Section 11

CSU-Pueblo Reports



Colorado State University-Pueblo Student Representative's Report

Associated Students' Government President Sarah Zarr

General Statement

CSU-Pueblo is a unique institution that has different goals, different types of students, different challenges, and is a different type of college as a regional comprehensive university. As we look at the things we need to overcome and fix at our institution and the type of support that the students need and the university needs I constantly keep this in mind.

Campus and Student Initiatives and Projects

Things to do before you Graduate List

We are working on a tradition list of things students should do in Pueblo and on campus before they graduation. We are doing new and old things on this list.

Student Debates

We are beginning to plan open debates for students to discuss and form opinions on key issues. We are partnering with the Forensics Team to put these on.

New Facility Projects

We are looking into several projects to do around the residence halls to make more common areas for students to congregate around the residence halls.

Technology

I presented with Karl Spiecker and Lesley Di Mare to the Information Technology Board in

order to secure funds for technology that is still not at the level it desperately needs to be on our campus.

Fiesta with Faculty

A fiesta among students and faculty featuring fun activities and food in order to foster better relationships between students and faculty.

Ask for Help Video and Campaign

We are working to remove the negative stigma that comes from asking for help. We aim to show everyone that it is okay to ask for assistance. This will be a wide reaching program that encompasses aspects such as mental health, tutoring, and substance abuse. This will aim to influence students to get the help that they need in order to maintain a healthy lifestyle as well as remove that negative stigma that surrounds asking for help, seeing a counselor, revealing negative aspects of your life to a friend, or seeing a tutor because you don't entirely understand the subject.

External Initiatives and Projects

Higher Education Funding

We are beginning an initiative to raise awareness, educate, and gain the support of the student body in combating the declining trend in higher education funding within the state of Colorado. We have taken on the responsibility as representatives of all CSU-Pueblo students to act in their best interests regarding the future of their education within the state of Colorado. We are empowering students with a voice to advocate for their own futures in higher education. Our plan is to raise awareness, petition, contact state representatives and make it easy for students to contact representatives, and lobbying.

Internal Initiatives and Projects

Open Forums

This semester we are going to have an open forum once a month to meet with students and address concerns and talk about key issues we are working on.

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 all you do!

"Leadership is about making others better as a result of your presence and making sure that impact lasts in your absence." –Sheryl Sandberg

Board of Governors of the
Colorado State University System
February 2016 Meeting
CSU-Pueblo Faculty Report

**COLORADO STATE UNIVERSITY-PUEBLO
FACULTY REPORT**

This report covers highlights since the December 2015 Board of Governors Meeting.

Since the December Board of Governors meeting the 2015 Colorado State University-Pueblo faculty senate have met once. The first meeting for the spring 2016 semester with the full senate which occurred on January 18, 2016. 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 the information from the November 30, 2015 meeting is included, minutes of the January 2016 meeting will be covered in the next report.

**Colorado State University-Pueblo AY 2015-2016
Senate Meeting Agenda OUC Aspen Leaf Room
30 November 2015 3:30 PM to 5:30 PM**

The full senate met after the meeting was called to order by Senate President Massey. After the minutes and agenda were approved a report was presented by University President Dr. Leslie Di Mare. Di Mare reported on the leaving of Trisha Macias and a replacement Nikki Whitaker beginning December the 11th. It was also noted that a replacement search will begin in May 2016. President Di Mare also provided updates on the following:

- Successful Meeting with legislator Sal Pace with a potential for \$200,000 plus dollars over 3 years for research from the excise tax monies.
- Approval of one time salary award of \$1090/each to be deposited on December 7 with details to follow from Karl Spieker's office.
- Consultant on campus for to assess Financial Aid- consultant fee being covered in vacancy saving of Sean McGivney.
- Web redesign committee formed with Karl Spieker and Adam Pocius serving as co-chairs.
- The housing debt service on the dorms due in 2016. The university cannot afford to cover the costs. The approximate \$1 million dollar debt above the revenue generated by full dorms. The president's team in conjunction with the Chancellor are working on strategies to help toward these costs such as a mandatory two year live in requirement. Additional details will be upcoming.
- Di Mare finished with questions from the senate membership.

Provost Kreminski followed with a report. The following are items highlighted:

- Recognition of the loss of Dr. Sue Hanks a long time faculty and department chair in HSB.

- Dean searches nearing completion.
- Potential research funds in the area cannabis with good prospects for CSUP faculty.
- Searching for interested faculty to develop new academic programs.
- Strategic planning committee and EE Roundtable group update.
- Kreminski finished with questions from the senate membership.

Amy Robertshaw, the registrar reported on the DARS audit system.

- Training happening now
- In order for summer 2016 grads to walk in May, planning sheets (online) are due by January 29th / if not walking, due June 3rd
- Degree Audit is slow
- IT: DARS moving to independent server to speed up process
- For now, paper version serves as “band-aid”
- Batch access software will upload to PAWS
- Only Chairs will sign off on Graduation Contracts; DARS implementation team decided that advisors would simply see work/status go “green”
- Talking to campus now because of looming deadlines
- Forms still available now for substitutions and waivers
- More training available during convocation week
- Coming soon:
 - Gen Ed exceptions online
 - Over 10-years old credit approvals online

Robertshaw followed up with questions from the senate.

Assistant Provost Helen Caprioglio reported on the Pre-Requisite Pilot Project:

- Expanded to all departments for any pre-reqs that are code-able as of 30 Nov 2015
- Will show up on class rosters, ASAP. Will back-fill to fall 2015
- All departments will be asked (spring 2016) to check status of all students on roster to verify that system is working so necessary corrections can be made
- Robertshaw: Eventually, Records will drop (failing) students from rosters AFTER grades are posted / for now, in a class = ability to enroll in next class
- Provost: This program doesn’t determine or check for co-reqs
- Assuming it all works, and once we’ve all agreed it works, we will work with IT to expand this plan
- Mincic: Great for adjuncts, especially
- Audience, Steve McClaran: Number of nuances here; great philosophically, but still concerned about AIS exceptions and increasing amount of paperwork that may be created
- Discussion: late fees, transfer credits, etc.
- Instructors will always be able to override any pre-req

Senate President Margie Massey reported the following:

- Web Site Design Committee – Sent out Survey
- Space Utilization Committee – working on online forms; cabinet has just approved forms; hoping these are online, ASAP

The senate continued with “Unfinished Business and New Action Items-First Readings, Second Readings, and Votes” the following are the results:

- The faculty senate had been charged with a comprehensive review of the APR-(Annual Performance Review) process. An adhoc committee was formed to study and recommendations the following are the results of the second reading fo said committee:
 - 2nd Reading – APR Proposal – Ad Hoc Committee – Bill Brown
 - Proposal from committee includes 4 “Friendly” Amendments
 - a. Discussion
 - i. Motion to vote on Amendment 3, Mincic
 - ii. Second, lhm
 - iii. Discussion
 - iv. Call the Question, Jaksic
 - b. APPROVED, NO on Amendment 3: APR Changes WILL be retroactive to 2015 / 4 votes of YES / 8 votes NO / 1 Abstention, Whited
 - 2. Motion, Accept Ad Hoc Committee Recommendation with Amendments 1 & 2, Mincic
 - 3. Second, Jaksic
 - 4. Discussion
 - a. Call the Question, Jaksic
 - b. Write-in Vote: 11 YES / 3 NO
 - c. APPROVED
 - MOTION TO EXTEND MEETING BY 5 MINUTES, Massey
 - 1. Moved, Jaksic
 - 2. Second, Mincic
 - 2nd reading – GSB – Students enrolled in 3+2 programs pay undergraduate tuition for all programs – Neb Jaksic
 - 1. Discussion
 - 2. Call the Question, Jaksic
 - 3. APPROVED
 - 2nd Reading – GSB – All other (3+2) students enrolled in graduate courses pay graduate tuition – Neb Jaksic
 - 1. Discussion
 - 2. Call the Question
 - 3. APPROVED

The meeting is now running very late so the following is a list of the shortend committees/boards reports

- a. Academic Programs and Standards Board (APSB) – Bill Brown
 - 1. See Report from APSB
 - a. Bill Brown named Chair
 - b. Last meeting on 13 October
- b. Committee on Shared Governance (CSG) – Brian Vandenheuvel
 - 1. NO REPORT
- c. Curriculum and Academic Programs Board (CAPB) – Donna Souder
 - 1. Final Meeting of 2015 was 18 November
 - 2. Will have approved curriculum proposals to Senate from Records for expedited reading in spring 2016

- d. Faculty Compensation Committee (FCC) – Margie Massey
 - 1. NO REPORT
 - e. Faculty Handbook Committee (FHC) –
 - 1. Vacancy
 - 2. NO REPORT
 - f. Faculty Procedures and Policies Committee (FPP) –
 - 1. Vacancy
 - 2. NO REPORT
 - g. General Education Board (GEB) – Donna Souder
 - 1. NO REPORT
 - 8. Graduate Studies Board – (GSB) Neb Jaksic
 - 1. NO REPORT
 - 2. Update: in-state tuition for graduate students for one year in order to establish residency for recruiting purposes, fall 2016
 - 9. Information Technology Board (ITB) – Margie Massey
 - 1. NO REPORT
 - 10. Scholarly Activities Board (SAB) – Neb Jaksic
 - 1. Meeting weekly for SEED Grant Proposals
 - 2. RFP out before break
 - 3. Up to \$8,000
 - 11. University Budget Board (UBB) – Margie Massey
 - 1. Sub-committees formed
 - 2. Report being created for Cabinet
 - 12. University Board on Diversity and Equality (UBDE) – Mike Mincic
 - 1. NO REPORT
- II. Faculty Representatives
- a. Board of Governors (BoG) – Mike Mincic
 - 1. BoG meets 10th of Dec
 - 2. More soon
 - b. Colorado Faculty Advisory Council (CFAC) – Mike Mincic
 - 1. Met last month
 - 2. Report from Mincic forthcoming
- III. New Business, NONE
- IV. Adjournment
- A. Motion to adjourn, Jaksic
 - B. Second, Mincic
 - C. APPROVED, 5:33pm

Respectfully submitted by:

Michael A. Mincic, PLS, MEd, Senate Vice President
 Board of Governors Representative for the CSU-Pueblo Faculty Senate
 Chair of Engineering Technology, Construction and Automotive Industry Management
 Professor and Program Coordinator, Construction Management and Civil Engineering Technology
 Colorado State University-Pueblo
 719-549-2638

COLORADO STATE UNIVERSITY – PUEBLO PRESIDENT’S REPORT

I. ACADEMIC EXCELLENCE

A. CSU-Pueblo Building Partnerships with PuebloPlex Redevelopment Plan

CSU-Pueblo is working with PuebloPlex officials to create opportunities for students and faculty to work within the PuebloPlex Redevelopment Plan, which was recently presented at a final Public Meeting on Wednesday, January 13, 2016, at the Pueblo Convention Center.

The Redevelopment Plan will be the roadmap to creating a dynamic, vibrant location that is to nurture job growth, expand the tax base and return the soon-to-be-former Pueblo Chemical Depot to its highest and best use. CSU-Pueblo has a vision to develop a Center of Excellence with security emphases in transportation, homeland, cyber, agriculture, and water.

PuebloPlex, and their consultant Matrix Design Group, presented the Public Draft Redevelopment Plan for the PuebloPlex site. The meeting had a strong turnout with 60 participants from the greater Pueblo community in attendance to learn about the Draft Redevelopment Plan for the future of PuebloPlex. The meeting began with a brief project overview which included a history of PuebloPlex, the project location, and existing assets, as well as public input from previous workshops that helped shape the Draft Redevelopment Plan. The presentation followed with an overview of the Redevelopment Plan including the Housing Assistance Submission, land use areas, types of land uses, and proposed transportation improvements.

B. New Online Construction Management Program Launched

The Bachelor of Science degree in Construction Management combines skill sets obtained through course work in civil engineering technology and business combined with construction management courses to prepare students for the fast-paced construction industry. The program provides students with industry current and relevant skills necessary to manage construction-related projects. The program composition enables the student to work in heavy-civil infrastructure or commercial-residential-industrial projects. The online model offers students the opportunity to retool or work on career advancement without having to return back to the campus environment.

II. STUDENT ACCESS AND SUPPORT

A. CSU-Pueblo Chemistry Department's Project SEED Recently Highlighted

Students and faculty from CSU-Pueblo in the 2015 American Chemical Society Project SEED Program were prominently highlighted in the recently published 2015 Project SEED Program Summary (Dec, 2015). CSU-Pueblo is the only institution in the state of Colorado with a Project SEED Program. Project SEED is a summer research program that opens new doors for economically disadvantaged students to experience what it's like to be a chemist. Students entering their junior or senior year in high school are given a rare chance to work alongside scientist-mentors on research projects in industrial, academic, and federal laboratories, discovering new career paths as they approach critical turning points in their lives.

III. DIVERSITY

A. Former Denver Mayor Speaks at MLK Event

The Diversity Resource Center hosted the annual Martin Luther King breakfast on Monday, January 18. The event featured former Denver Mayor Wellington Webb. Webb discussed Dr. King's legacy while motivating participants to give back to their community. Webb spent 12 years as the leader of Denver's Mile High City, and helped pull it out of the economic doldrums of 1991 to an investment of \$7 billion in infrastructure when he left office in 2003. In October 2003, he founded Webb Group International, a firm that works with businesses and cities on economic development projects, public relations and other consulting areas. Webb is the only Mayor in U.S. history to serve as President of the U.S. Conference of Mayors, President of the National Conference of Black Mayors, and President of the National Conference of Democratic Mayors.

V. COMMUNITY OUTREACH

A. CSU-Pueblo Partners with El Pueblo History Museum on *El Movimiento*

History Colorado's traveling exhibit, *El Movimiento: The Chicano Movement in Colorado*, will be on display at El Pueblo History Museum beginning January 22, 2016 and running until December 12, 2016. *El Movimiento* documents Chicano's struggle for

justice in Colorado during the 1960's and 1970's through boycotts, demonstrations, and organized events.

El Pueblo History Museum will display the powerful Colorado-inspired exhibit and incorporate Pueblo-centered elements. CSU-Pueblo faculty partnered with museum staff to develop curriculum using the exhibit this spring semester in at least 12 sections of Chicano Studies at the university. Through the exhibit, visitors will be able to better understand the roots of the Chicano experience and cultural identity as well as the significance of the movement to Pueblo and throughout Colorado.

B. International Artists to Visit in January

Nastja Säde Rönkkö and Luke Turner will exhibit and discuss their collaborative projects at the Fine Art Gallery at CSU-Pueblo from January 18-29. All events are open to the public at no charge. Rönkkö & Turner are best known for collaborating with Shia LaBeouf, who as an actor played key roles in the films *Fury*, *Disturbia*, and the first three blockbuster *Transformers* films. At its core, their collaboration explores the nature of empathy, identity, and vulnerability, amplified by the particulars of an individual under constant public gaze. Rönkkö & Turner will present a public lecture from 5-6:30 p.m. on Friday, January 22 in the Library and Academic Resources Center, Room 109. Assistant Professor of Philosophy Dr. Andrew J. Corsa will discuss the artists' work in relation to philosophical problems concerning authorship and group cognition from 6-7:30 p.m. on Tuesday, January 26 in the Library Academic Resources Center, Room 109. Rönkkö & Turner will participate in a public reception at the Fine Art Gallery from 5-7 p.m. on Thursday, January 28.

VI. RESOURCE MANAGEMENT

A. Ebersole Receives Grant to Produce Video Documentary

Professor Samuel Ebersole received \$15,000 to produce a video documentary and video segments about the Arkansas River in southeastern Colorado as part of a larger grant designed to inform the public about the importance of water. The project is funded for one year and funding is renewable for up to three years. The grant is from the Colorado Water Conservation Board and is for Public Education and Outreach. The \$50K annual grant includes other initiatives as well as the video documentary. Pre-production on the project has begun and much of the production will take place in 2016.

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

February 5, 2016

CSU-System Wide

- Held a meeting on best practices and collaboration related to IT with CSU Fort Collins and CSU-Pueblo meeting January 22.
- Hosted a System-wide meeting January 5 -- with representation from each campus – to continue efforts on policy alignment.
- Executed contract with Cheryl Lovell to complete review of System-wide integration opportunities in relation to admissions and transfers.
- As part of an effort to boost collaboration opportunities between CSU-Global and CSU Fort Collins, CSU-FC College of Business Dean Beth Walker recently toured CSU-Global

Campus Updates

- CSU-Pueblo, CSU-Global: Joint programs update - Agriculture

CSU System Government Affairs - Federal

- Chancellor Frank and Executive Vice Chancellor Parsons will join Board members at the AGB (Association of Governing Boards of Universities and Colleges) meeting in Washington D.C. in April – and for a series of visits with Colorado's Congressional delegation afterward.
- Colorado Congressmen Jared Polis and Cory Gardner and their staffs provided extraordinary assistance to Colorado State University in supporting and transporting a CSU student who experienced a health crisis while studying in Todos Santos, Mexico, in January.

CSU System Government Affairs – State

- The 2016 session of the Colorado General Assembly is in full swing, and the System and its campuses are tracking/monitoring 40 bills and actively working 10 issues. Chancellor and staff continue meeting with key legislators.
- Chancellor Frank and System staff met with the Legislature's Joint Budget Committee January 7.
- The System hosted more than 20 legislators at the National Western Stock Show January 22 to showcase plans for the NWC project and COPs. Chancellor Frank also attended the Coors Western Art Show and Denver Mayor and City Council dinner in conjunction with the NWC.

Statewide Partnerships:

- Chancellor Frank joined Governor Hickenlooper, National Western Stock Show President Paul Andrews, Denver Museum of Nature and Science President George Sparks, and North Denver

Cornerstone Collaborative Exec. Director Kelly Leid at the Colorado Forum January 6 to discuss plans for the National Western Center.

National higher education engagement

- Executive Vice Chancellor Parsons presented on the NWC project at an Urban Land Institute conference in Denver January 21.

Department of Fish, Wildlife, and Conservation Biology

Todos Santos Programs



High impact practices that lead to:

- Mastery of learning objectives
- Retention
- Graduation rates



Experiential learning

- Widely implemented across a range of topics and mediums
- Students actively engaged in learning



Immersive field experiences (24/7)



Education abroad

- Programs that help students explore cultures, life experiences, and worldviews different from their own
- Explore “difficult differences” (Kuh et al. 2013)
 - e.g., racial, ethnic, and gender inequality,
 - continuing struggles for human rights, freedom, and power
- Become better global citizens



CSU pledged support to:

- The Institute of International Education's *Generation Study Abroad Commitment*
 - Broad initiative to double the number of US students going abroad by 2020
- CSU pledges to ↑ Education Abroad enrollment by 100 students annually until 2020
 - Increase students with international experience by the time they graduate from 17% to 23%
 - Put CSU in the top third among its peers

CSU Todos Santos Center

Experiential
learning



Immersive
field
experiences



Education abroad

Fish, Wildlife, and Conservation Biology Program Motivation

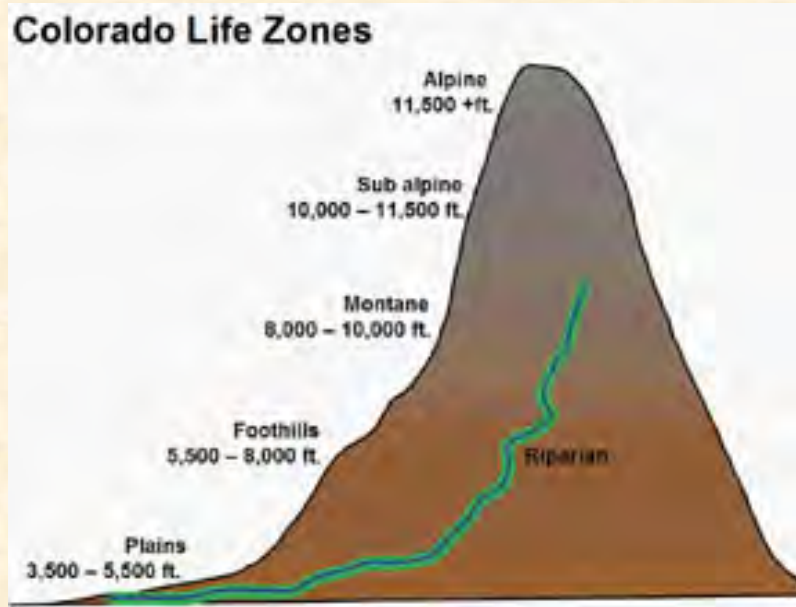
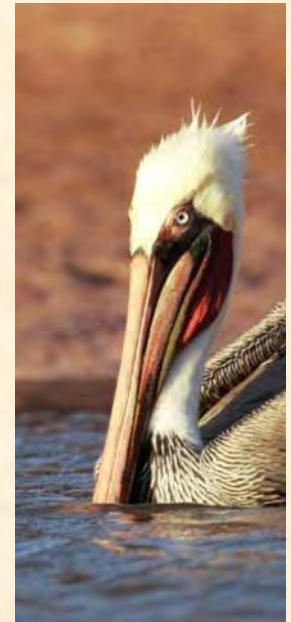
- Few STEM Education Abroad opportunities
 - Links to Major requirements often difficult



Education Abroad Programs for FWCB Students		2013-14	2014-15
Popular FWCB undergrad education abroad programs 2013-2015	FWCB Winter Break in Todos Santos, Mexico		13
	Unaffiliated Program or Direct Enrollment at a Foreign Institution	6	3
	Res., Internship, Service Learning, or Coursework Not-for-Credit	3	1
	Lincoln University - Christchurch, New Zealand	1	
	Ecology, Evolution, & Conservation of Ecuadorian Biodiversity	1	
	Marine Ecotourism -Marsh Harbour, Bahamas		1
	Radboud University - Nijmegen, Netherlands		1
	IE - Engineers Without Borders		1
	IE - Panama Alternative Break		1
	CEA San Jose, Costa Rica - Medical Spanish & Health Sciences		1
	CIEE Arts and Sciences Program in Wollongong, Australia		1
	ISA Gold Coast, Australia: Griffith University		1
	USAC Brazil: Cultural Studies, and Natural Resource Management	1	
Total	12	24	

FWCB Program Motivation

- Experiential learning
 - Mountain Campus experience
 - Hands-on, real world problems...and solutions
- Exposure to ecosystems not found in Colorado
 - Desert, tropical, marine
 - Compare and contrast ecosystems, conservation practices



<http://csuhort.blogspot.com>



wikipedia



FW 382-Travel Abroad: Wildlife Conservation

- 3 Credits
 - Study of various overseas ecosystems and natural resources conservation programs; discussions with local ecologists/managers.
 - Baja California Sur-focused
 - Fall semester course meetings with students
 - Study abroad component over Winter Break (2 weeks)
 - 18 participants in 2015
 - 16 participants in 2016





Amazing student experience

- Exploring new ecosystems
- Engaging in local research
- Honing field skills

FWCB Semester Program in Todos Santos

- Intentional effort to provide STEM program with curricular link to FWCB
 - Semester-long experience enhances cultural immersion
 - Ten weeks, 16 credits, 5 upper-level, integrated courses
 - CSU courses, CSU credits, required for FWCB major
 - Taught entirely by CSU Faculty
 - Six FWCB Faculty involved including Dept. Head
 - Diversity of diversity of expertise
 - Flexibility & broad experience teaching
 - Guest lecture and research involvement of BCS scientists
 - First offering January-March, 2016
 - 15 students
-
- >5% of our undergrads were in Mexico the first 2 weeks of January
 - ~1/3 of our faculty will be teaching there

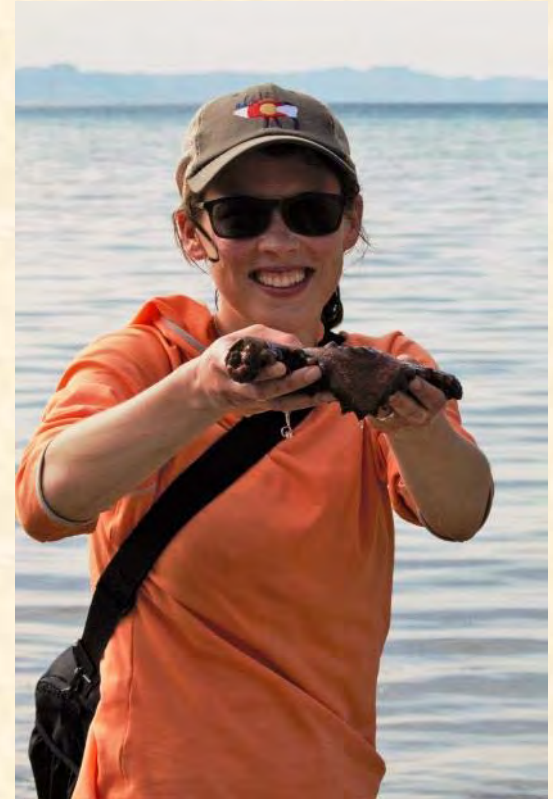
Controversies = Teaching points

- Improved highway between La Paz and Cabo San Lucas
 - Do you think development is going to be happen?
- Planned or unplanned development?
 - What do people value? Golf courses?
- Environmental impacts
 - How do these compare with issues in Colorado and elsewhere?



Challenges for FWCB program continuation

- Sustainability
 - Faculty commitment of time & energy in light of regular responsibilities
 - Creativity, flexibility in staffing
 - Pool of potential students
 - Advertise early, collaborate with advisors
- Affordability
 - Removing cost barriers to participation



Other opportunities

- Non-credit options for student clubs?
- Oct-Dec semester program?
- Market outside CSU?
- Collaborate with other units in the CSU System?
- Alumni trips?

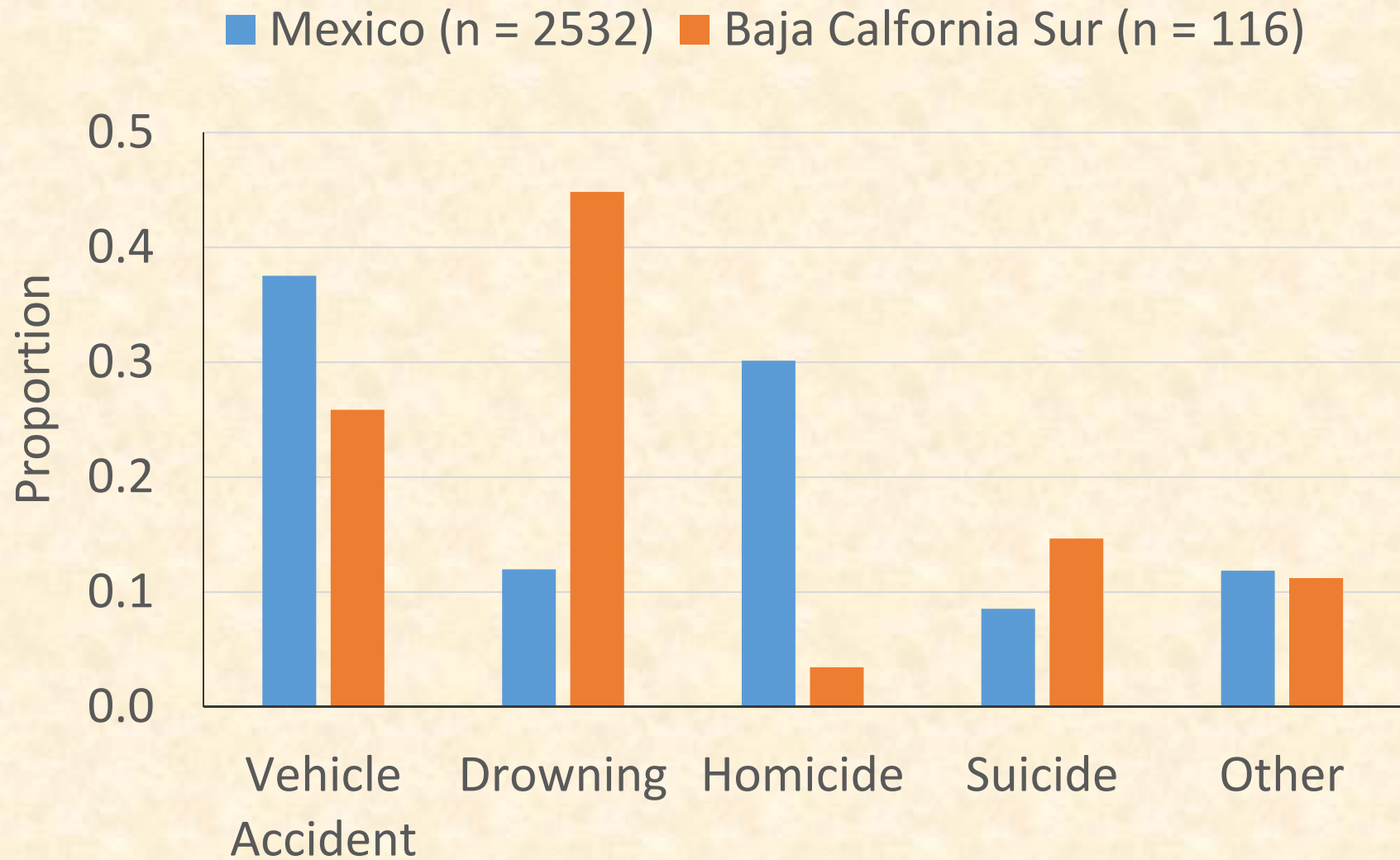


Risks

- Scary for some students and parents
 - Travel warnings
 - Critters



Cause of death (proportion) of US citizens in Mexico and BCS 2004-2014 (excluding heart attacks)



Acknowledgments



- Todos Santos Center
 - Kim Kita, McKenzie Campbell, Amy Rex
- Education Abroad
 - Laura Thornes, Aimee Jones
- The Institute for Teaching and Learning
 - Gwen Gorzelsky, Chris Geanius, Tonya Buchan,
 - Nolan Smith, Dave Johnson, Gavin Miller
- Dept. head, faculty, graduate students
 - Ken Wilson, Kate Huyvaert, Larissa Bailey,
 - Will Clements, Kevin Bestgen, Brittany Mosher
- Financial Aid
- Registrar's Office
- Provost's Office
- Health Center
- Resources for Disabled Students
- General Council
- Risk Management
- Libraries
- TOSEA
- Many others



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Colorado State University



Colorado State University is proud to be one of the key partners in the re-imagining of the National Western Center (NWC). Read on for updates about CSU's activities within the NWC, as well as stories that spotlight neighbors, partners, and collaborators on this landmark project.



News

CSU at the NWSS

Colorado State University and the National Western Stock Show have a rich history dating back to the first Stock Show in 1906, when CSU presented the Grand Champion Steer.

Now, 110 years later, CSU's annual presence at the Stock Show, which wrapped up its 2016 show on January 24, embodies the university's agricultural heritage, but also serves as an opportunity to showcase CSU's innovative approach to food systems.

This year, the College of Agricultural Sciences continued hosting Ag Adventure, a hands-on learning opportunity for children to understand where food comes from. In addition, CSU hosted two

Upcoming Events

25th Annual Governor's Forum on Colorado Agriculture

Thursday, February 18
8 a.m. to 5 p.m.
Renaissance Hotel, Denver

Colorado State University is proud to join Governor John Hickenlooper and the Colorado Agricultural Leadership Program, in conjunction with the Colorado Department of Agriculture to present the 25th Annual Governor's Forum on Colorado Agriculture in Denver.

Colorado's Agricultural

booths in the Hall of Education sharing information about CSU and the NWC partnership. Saturday, January 16 marked the annual CSU Day at the National Western Stock Show, with CAM the Ram joining more than 500 alumni and CSU fans for a day to celebrate CSU.

National Renewable Energy Lab Partnership

The National Renewable Energy Lab, based in Golden, CO, has signed on to help the NWC partners develop strategies to meet the aggressive sustainability goals outlined in the NWC Master Plan. One of these goals includes "net zero" energy for the NWC, meaning the center would produce as much energy as it needs. NREL will be providing technical assistance, and then sharing the lessons learned from the NWC project nationally. [Read more...](#)

EPA Grant

Denver was awarded a technical assistance grant from the Environmental Protection Agency (EPA), under its "Local Foods, Local Places" initiative. Denver will receive technical assistance to identify strategies to enhance local food systems and local food education, and incorporate local foods into the redevelopment of the National Western Center to improve public health and economic and community development opportunities for neighborhood residents. [Read more...](#)

Measure 2C

In November, City and County of Denver voters approved Measure 2C, which provides \$475M for the National Western Center from tax revenue. The Measure extended an existing tax on hotel rooms and rental cars, and much of the funds will be used for infrastructure and to lay the groundwork for development of the NWC. The passage of 2C also triggered the funding from [House Bill 1344](#) for CSU's facilities at the NWC.

Regional Tourism Act

The State of Colorado's Economic Development Commission (EDC) voted in December to approve the National Western Center for \$121.5 million in funding through the Regional Tourism Act (RTA). The RTA allows tourism-related projects to borrow against future out-of-state sales tax revenue, and the NWC RTA funding will help spur the implementation of the National Western Center master plan. The NWC partnership is excited to have the State as a partner

Leadership Program is focused on developing Colorado's future agricultural leaders. The Summit will explore relevant industry issues and provide insight into potential outcomes and solutions to help ensure the future success of Colorado's agricultural industry.

National Western Center Advisory Committee

February 25
5:30 p.m.
Centennial Room, National Western Complex

National Western Center Advisory Committee meeting, involving key stakeholder in the project, and open to the public.

Partner Spotlight: National Western Stock Show

The National Western Stock Show first opened in 1906 and this year marks the 110th anniversary. Attendance has grown over the years from an estimated 15,000 visitors attending the first show to the record breaking 726,972 visitors in 2006 – the year of the Centennial. In 2016, the National Western Stock Show experienced the second-largest participation year in its history, with more than 680,000 attendees.

The National Western Scholarship Trust was established in 1983 to provide scholarships in the areas of agriculture, rural medicine, and veterinary sciences. Today, the Scholarship Trust awards 80 scholarships every year and has given away \$8 million in scholarships since its inception.

via the RTA!

Articles and Links of Interest

Sustainability:

- [Golden's NREL signs on to help develop National Western energy plan](#)

Food Systems, Agriculture, and Innovation:

- [New & Next: Developing Denver's food system infrastructure](#)
- [National Western Stock Show teaches kids about agriculture](#)
- [State gives \\$200M to National Western, NoCo Tourism projects](#)

Water:

- [Colorado's Water Plan will need everyone to pitch in, officials say](#)

Community:

- [Veterinary volunteers leave pets wagging in Denver neighborhood](#)
- [Mayor Hancock turns to familiar face to lead National Western project](#)
- [2016 National Western Stock Show: 2nd highest attendance in 110-year history](#)



Project Spotlight

CSU and PetAid are exploring a partnership at the NWC to provide low-cost and free care for pets of qualifying families. CSU and PetAid co-hosted their second free pet wellness clinic in December at Focus Points in the Elyria neighborhood, and served more than 100 pets.

Fifteen volunteers staffed the clinic, including CSU veterinary students, area veterinarians, Spanish-language translators, and employees from CSU and PetAid Colorado. Students worked alongside local practicing veterinarians to learn while providing supervised care. This kind of learning opportunity will be an important part of what is envisioned at the NWC in coming years. [Read more...](#)

This quarterly newsletter is sent to CSU partners and to individuals who have expressed interest in CSU's role in the National Western Center redevelopment and the university's activities in Denver.

The intent of the publication is to share news and updates about the NWC, showcase local and national stories related to the redevelopment, and to spotlight partners, residents and professionals active within the project.

Section 13

Consent Agenda

- Colorado State University System
 - ♦ Minutes of the December 10, 2015 Board and Committee Meetings
 - ♦ Minutes of the December 11, 2015 Board and Committee Meetings
 - ♦ Policy 128, Board Retention Policy

- Colorado State University
 - ♦ Campus Crisis Management
 - ♦ Student Affairs Management of Auxiliary Enterprises
 - ♦ Student Affairs Administration
 - ♦ Faculty Manual Change Sections C.2.1.4 and C.2.4.2.1

- Colorado State University-Pueblo

- Colorado State University-Global Campus
 - ♦ CSU-Global: Faculty Handbook

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
BOARD OF GOVERNORS MEETING
Colorado State University System, Denver, Colorado
December 10, 2015**

CALL TO ORDER

Chair Mosher called the meeting to order at 9:01 a.m.

ROLL

Governors present: William Mosher, Chair; Demetri Munn, Vice Chair; Scott Johnson, Secretary; Dennis Flores; 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; Michael Nosler, General Counsel, CSU System

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

Guests present: Brett Anderson, Vice President for University Advancement, CSU; Jon Bellum, Provost, CSU-Global Campus; Nate Bogg, Banker, Wells Fargo; Rick Callan, Sr. Real Estate Analyst, CSURF; William Clem, Student Union, CSU; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Kathleen Henry, President/CEO, CSUF; Mike Hooker, Director, Communications, CSU System; Blanche Hughes, Vice President of Student Affairs, CSU; Steve Hultin, Director, Facilities, CSU; Nancy Hurt, Managing Director, CSURF; Jason Johnson, Deputy General Counsel, CSU; Lynn Johnson, CFO, CSU; Rick Kreminski, Provost, CSU-Pueblo; Paul Orscheln, Vice President, Student Services and Enrollment, CSU-Pueblo; Ryan Pollen, Banker, Wells Fargo; Karl Spiecker, Vice President, Finance and Administration, CSU-Pueblo; Kim Tobin, Associate Vice President, Advancement, CSU; Ludwik Turzanski, Todos Santos Project; Marco Vivas, Controller, CSU-Global Campus; Jason Warr, Vice President of Operations, CSU-Global Campus; Rob White, Reporter, *Coloradoan*

PUBLIC COMMENT

Chair Mosher convened the meeting and indicated the first agenda was public comment for which two individuals signed-in to address the Board. Mr. Turzanski presented information from Mexican and American residents who live in Todos Santos and have concerns about the association with the developer. Mr. Clem commented on behalf of students who object to the 2017 tuition increase. Chair Mosher remarked that the Board is in the budget process; no tuition increases have been finalized at this time; and the Board takes the issue of tuition increases very seriously. Dr. Frank added that the campus open planning and budget hearings will provide opportunities to comment on proposed tuition increases.

AUDIT AND FINANCE COMMITTEE

Vice Chair Zimlich convened the meeting in the absence of Committee Chair Tuor.

Audit Findings: Ms. Horn reported two audit reports were issued since the last meeting. The first audit report is for the CSU Equine Reproduction Lab with one recommendation to document some of the critical processes and there were no red flag issues. Management has agreed with the recommendation and already started the documentation process. The second audit report is for the CSU Athletics Department that had two formal recommendations for policy compliance and a management letter related to best practices, not concerns of non-compliance or fiscal misstatement. The CSU-Pueblo Athletics audit report will be presented at the February meeting. Audits in progress include CSU-Pueblo Housing, the Colorado Water Institute and the CSU Data Centers. There are collectively eight overdue recommendations for the CSU Warner College of Natural Resources, the CSU Extension Field Offices and the CSU Agricultural Experiment Station.

FY17 Governor's Budget Request: Ms. Johnson provided an overview of the Governor's FY 2017 budget that includes a \$20 million cut to higher education funding of which \$4.2 million is attributable to the CSU System. The Governor is requesting that governing boards have full authority on tuition increases. There is no funding for new capital construction projects and only \$10 million would be available for controlled maintenance for all state agencies. If legislation is passed to change the hospital provider fee to an enterprise fund, the Governor has a prioritized list for the \$125 million in funding of which the fifth priority is restoration of the \$20 million cut to higher education.

Campus Budget Updates: Ms. Johnson indicated each campus would provide a report.

Colorado State University: Dr. Frank explained the draft FY17 budget is only the incremental Education and General Fund (E&G) budget with the tuition broken out by categories and includes the growth in student enrollment that occurred in the current year, FY 16, and a decline in state funding. The proposed tuition increases were modeled at 5% as previously discussed. Dr. Frank reviewed the new expenses that include an additional \$5 million in financial aid, a 1.8% salary increase for faculty and administrative professionals, and deferment of the third year of planned investments in the defined contribution plan. Any increase in state classified employees' salaries would be determined by the state. Dr. Frank noted the budget has been presented to the various campus constituency groups and is embedded in the online balance budgeter.

Next steps in the budget process include the campus strategic planning discussions that will be followed by the planning and budget hearings. An updated draft budget will be brought to the Board in February; the budget will be finalized after the General Assembly approves the Long Bill; and then the budget will be submitted for Board approval at the May meeting.

CSU-Pueblo: Dr. Di Mare reminded the Board that in FY13 there were no increases in tuition and fees. Mr. Spiecker recounted that various tuition scenarios based on flat enrollment were presented at the previous meeting. The revised conservative budget reflects a 6% tuition increase and, although no enrollment decline is anticipated, a 5% enrollment decline instead of flat enrollment was factored into the budget. The elimination of tuition discounts above 12 credit hours as discussed at the October meeting and a 6% increase in financial aid were also calculated into the budget model. Other assumptions in the model include a 2% increase for salaries and benefits for faculty and administrative professionals, and a reduction in E&G support for athletics to be supplemented by an increase in athletic fees.

When asked about the firm hired to assist with recruitment, Dr. Di Mare explained Royall & Co. brought in over 12,000 applications through the marketing campaign. However, the institution was not able to

process all of the applications to create the expected yield. The services are being reevaluated to determine whether to reduce or discontinue utilizing Royall & Co. for recruitment.

Dr. Di Mare reiterated that a 5% decline in enrollment next year is not expected but was utilized in the budget calculations based on recent years. Dr. Kreminski explained the variables for the 5% calculation to create the conservative budget. Dr. Di Mare noted six new sports were introduced the previous year; CSU-Pueblo is faring better in terms of declining enrollments compared to peers; and the location and lack of social amenities on campus were two reasons cited in a recent survey for not attending the university. A consultant has been hired to evaluate the university's financial aid packaging. Potential additional revenue streams are being evaluated.

Committee Vice Chair Zimlich remarked that the Board takes seriously the issue of the impact of tuition increases for students with affordability and access core to the mission of a land grant system. However, with the current state funding environment, the Board has a responsibility to balance the budget which can only be done by cutting costs, creating new revenue streams or raising tuition with the intent to keep the tuition increase as low as possible to keep the institutions functioning.

CSU-Global Campus: Mr. Vivas reported tuition rates will remain the same at \$350 per undergraduate credit hour and \$500 per graduate credit hour. Enrollment growth is anticipated to remain strong with a target of 9,600 new students of which a larger portion will be in graduate programs for a 75:25 undergraduate/graduate ratio. Collections should remain strong with 2% factored into the budget model for bad debt. New expenses include increases in academic support and student services to improve the teaching curriculum and increase retention, and additional instruction to support the enrollment growth. The new pay model is receiving positive feedback from the instructors.

In response to questions, Dr. Takeda-Tinker reported there are currently over 15,000 students; cost of acquisition per student is projected to increase by 15% given competition for air/radio time in an election year; and this will be the fifth year with no tuition increases. Net income is projected to be \$83 million (30%) if the Colorado scholarship program continues.

Foundation Flow of Funds: Dr. Frank commented on the complexity of the relationship between the CSU Foundation (CSUF) and the CSU Advancement Office. Gifts to the university are divided into the two basic categories of expendable and endowment funds that are invested by CSUF with an average of 8% return on investments. There is a 4.5% payout on the endowment that is determined annually by the CSUF board and a 2% administrative fee that is used for various expenditures including legislative relations, the CSUF annual budget and a "quasi endowment." For endowed funds, the remaining earnings go back to the principle and are placed in the securities reserve fund. A breakout on the CSUF FY15 operating budget was provided.

A fund flow chart for the quasi endowment was reviewed and includes a transfer to the operating budget of the Advancement Office. Resources from the quasi endowment are critical to the success of the capital campaign. Materials on AGB best practices for relations between foundation and governing boards that are separate legal entities was provided in the meeting materials. Opportunities for interaction between the Board of Governors and the CSUF board are being explored. Ms. Henry noted the importance of the Board liaison to the CSUF board for communications.

In response to questions, Mr. Anderson reviewed the Advancement budget and explained the staff reporting structure shared with the colleges. CSU's Advancement operations are generally smaller than similar institutions, ranking 14 out of 15 compared to peer institutions. When asked about investment returns, Ms. Henry commented on how the returns have varied with the market. The CSUF board and investment committee devote significant time to asset allocation.

FY16 Quarter 1 Financial Statements: Ms. Johnson reviewed the consolidated CSU System and individual campus financial statements that were prepared according to governmental accounting standards. The CSU and CSU-Pueblo financial statements vary from the budget presentations that include only the E&G funds. Generally the CSU System is on track with the FY16 budget. The CSU-Pueblo budget was adjusted for the decrease in revenue as presented at the October meeting. When asked about institutional support, Ms. Johnson responded the line item includes non-academic areas, i.e., business and financial services, human resources, police department, institutional advancements, etc.

CSURF Capital Lease Renewal: Ms. Johnson explained the two capital lease programs that are available through partnership with the CSU Research Foundation (CSURF). The action was the annual renewal of these two capital lease programs. **Motion/Action:** Governor Robbe Rhodes moved to approve; Governor Johnson seconded; and the motion carried unanimously.

Reserves Report: Ms. Johnson explained the complexity of the three individual institutional reserve reports is directly related to the complexity of each institution.

Colorado State University: Ms. Johnson explained the adjustments in the CSU reserves report for compensated absences and PERA retirement plan liabilities that are required by GASB in the annual audit report. She reviewed the commitments associated with the E&G budget, the self-funded/auxiliary funds, carryover items and the 1.5% reallocation to the units. Ms. Johnson noted Dr. Frank has made a commitment at CSU to grow the unrestricted Board of Governor reserves annually by 3% and, at the end of FY2015, the total unrestricted reserves were \$80,131,894, with the Board reserves representing \$36.5M of this amount.

CSU-Pueblo: Ms. Johnson explained the reserves schedule was similar but less complex than the CSU report and included the same GASB adjustments. The negative \$1.2 million fund balance was a carryover from several years ago where the institution had a negative revenue impact as a result of uncollected receivables. At that point in time, CSU-Pueblo requested \$6 million in assistance of which the Board approved approximately \$5 million and the negative fund balance is the difference from the request. The CSU System is working with CSU-Pueblo to move the balance to a positive position. When asked about the student course fees and the E&G budget, Mr. Spiecker explained the complications were basically an anomaly with transitioning to the new accounting system.

CSU-Global Campus: Ms. Johnson reported the reserve schedule was less complex than for the other two campuses and included the same GASB 68 adjustments and a GASB 31 adjustment for unrealized gains in the investment portfolio managed by the state. The unrestricted net asset balance at the end of FY15 was close to \$50 million.

Treasury Update: Ms. Johnson explained the next steps include finalizing the job description for the Treasurer and completing the search process to be chaired by the Associate Provost in the College of Business. After the position is filled, the individual will draft an investment policy for Board consideration; an investment firm will be hired; the investment policy will be finalized; and the allocation strategy will be developed.

The meeting recessed for a break at 10:40 a.m. and reconvened at 10:55 a.m.

STRATEGIC MAPPING

Value Proposition and Public Dialogue: Ms. Parsons recounted that the value proposition and public dialogue on higher education was the substantive issue to be discussed at this meeting. Relevant national

and local articles were provided to the Board. Congress will potentially be evaluating reauthorization of the Higher Education Act. The \$1.2 trillion in federal student loan debt and default rates have been a frequent issue for public dialogue. Statistics indicate that 70% of students who borrow owe less than \$25,000 at graduation and 40% owe less than \$10,000.

Ms. Parsons noted \$21,000 is the average debt for CSU students who graduate with loans and 44% of the students graduate with no debt. Dr. Di Mare reported the loan default rate at CSU-Pueblo is now below 9%; 80% of the students are Pell eligible; the average loan debt upon graduation is \$28,000 which is typical for a regional HSI; and 26% graduate with no debt. Dr. Takeda-Tinker reported CSU-Global Campus students graduating with a Bachelor's degree have an average debt of \$22,187 and 38% with no debt; the average loan at the Master's level is \$32,265 and 40% with no debt; the default rate is 4.8%; 23% are subsidized by employers; and Pell grants are now at 21-22%.

Culprits identified for the debt level include the recession, lack of savings, lack of college preparation, rising enrollment, and tuition increases. For-profit providers account for approximately 60% of federal student loan debt. Candidates for public office and various news articles have suggested a variety of cost containment strategies. Statistics were provided to demonstrate that the return on investment for a college degree remains high.

Discussion followed on the issues of individual ROI vs. ROI relative to the broader community; the economic impact for Colorado with the CU and CSU systems contributing \$10.5 billion in economic activity; the range of debt by EFC; and tracking of unemployment statistics for recent graduates. Other issues discussed included use of multiple learning platforms; faculty tenure/non-tenure costs relative to the value for students; non-academic costs; and value of degree based on institutional reputation. Issues discussed relative to research included the complex calculation of federal indirect costs to conduct research for the public good; and differential tuition and socializing research costs across institutions to lower costs for more expensive educational programs.

Ms. Parsons noted market responsiveness will be the discussion topic for the February meeting and at the May meeting the Board will examine the talent market for faculty and non-faculty employees.

Update on System Strategic Plan: Ms. Parsons reported work continues on leveraging and integrating human and infrastructure resources across the institutions. Several System-wide meetings have been hosted in Denver or are being scheduled for subject matter experts from all three institutions to share best practices and develop relationships. The CFOs met in December; a meeting for IT professionals is being rescheduled; and in early January there will be a policy alignment meeting.

Ms. Johnson commented that during the CFOs meeting there was discussion relative to the KFS financial system with a new module for travel and entertainment that could be expanded to CSU-Pueblo. The transition of the System employees to the CSU payroll has been completed and will be expanded for travel and entertainment, and the PCARD program. There was also discussion on expanding KFS to CSU-Global and the multitude of state reports or data requests to allow for better planning.

Ms. Parsons reported that, in addition to the administrative meetings, there have been several academic collaborations between CSU and CSU-Pueblo including a workshop on developing programming on offsite locations and a guest lecture from Natural Resources. Additional collaborations are being explored.

CSU-Global Campus Strategic Plan: Dr. Takeda-Tinker recounted the creation and completion of the first CSU-Global Campus strategic plan for 2010-2015 entitled "Strengthening the Foundation" that was completed in 2014. The second "Enhancing the Foundation" strategic plan for 2014-2017 with five goals

has now been completed. The new “Transformation” strategic plan for 2017-2020 will address the market challenges of nontraditional students through purposeful academic excellence marked by innovation of stakeholder engagement, heightened integration of evidence-based practices, and a commitment to knowledge-sharing for the global good.

A video on the generalities of the new strategic plan’s and the three goals was shared. Dr. Takeda-Tinker explained the decision to use three goals with four objectives and utilize 15 examples of evidence that will allow for flexibility and adaptability. Faculty and staff will annually work collaboratively to outline activities for each of the goals with defined metrics aligned with the budget process. The updated activities and metrics will then be presented to the Board. There will be ongoing monitoring to measure progress towards the goals. The Board will receive updates at each meeting.

CSU-Global Campus’ unique platform and technology allows for customized student learning environments to meet generational expectations. The enhanced data collection and more predictive analytics will allow for better individualized experiences in learning and engagement for students both within the U.S. and internationally. The experiments conducted and data collected will benefit the CSU System and higher education in general, particularly online learning. The plan will be informally launched after the HLC site visit in February and then formally launched July 1, 2016.

The meeting recessed for lunch at 12:03 p.m. and reconvened at 12:25 p.m.

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Committee Chair Robbe Rhodes convened the meeting and asked Dr. Miranda to review the new CSU academic degree programs that would be approved on the consent agenda.

New B.S. Degree Program in Human Dimensions of Natural Resources: Dr. Miranda explained the new degree program is part of an extensive reorganization of the department’s undergraduate curriculum. The current Natural Resources Recreation and Tourism program offers two areas of concentration that would be coalesced into the new degree to more accurately emphasize the area of expertise. The new major would include existing curriculum with reworked course offerings and new approved courses. The current student population will be migrated into the new program and there is no anticipation of a large new cohort of students. No new faculty or teaching assistants will be required and there will be no budget implications.

New Master of Communications and Media Management, Plan C: Dr. Miranda explained the difference between the three Master’s plans (A, B, C) with Plan C basically coursework only. The proposed new degree would be a Denver-based hybrid degree program with both online and classroom coursework with a focus on digitally delivered communications. A variant of the degree program was put on hold in 2005 when the Dept. of Journalism received approval to create a Ph.D. program and the timing to renew the Master’s degree program is now deemed to be appropriate. The expectation is there will be a minimum cohort of twenty students per year and no budget implications with the program funded via distance tuition revenues.

Sabbatical Requests Approved for AY 2016-17 – CSU: Dr. Miranda explained the institutional process for approving sabbatical requests that support faculty with their scholarly activity, enhance the university’s reputation and improve the students’ educational experience. The written report provided a description of the sabbatical leaves in each of the eight colleges.

Sabbatical Requests Approve for AY 2016-17 – CSU-Pueblo: Dr. Kreminski reported there were twelve sabbatical requests and two educational leave requests that were approved. Tenure-track faculty are

generally eligible for sabbatical leave every seven years. Educational leaves are leave without pay that provide an opportunity for faculty to enhance expertise in a particular field of study connected to an educational program.

AY 2014-15 Program Review Summary – CSU: Dr. Miranda explained the report summarized the program review activities for the previous year. The purposes for program reviews are to assess the quality of the degree programs and to analyze the operations of the departments delivering the degree programs. The review process includes a self-study and an internal review committee and is supported by data provided by the Office of Institutional Research.

CampusLabs software, utilized by the HLC for its accreditation processes, has been instituted to archive online all program review information and allows for electronic communications. Through the Provost's Office, annually approximately \$100,000 to \$150,000 is budgeted to provide grants to support initiatives identified in the program review process. In addition to the internal review process, there are numerous specialized external accreditations outside of the HLC's overall university accreditation that are conducted primarily by professional societies or professional accrediting organizations.

AY 2014-15 Program Review Summary – CSU-Pueblo: Dr. Kreminski listed the program reviews completed and explained the internal review process. Summaries and action items from the reviews were provided in the meeting book.

CSU Academic Calendar – Fall 2020–Summer 2022: Dr. Miranda explained there were essentially no major changes other than date modifications except for the addition of Founder's Day beginning on February 11, 2021. The academic calendar will be approved on the consent agenda.

Dr. Miranda explained that CSU holds commencements in fall and spring on a Friday and Saturday in mid-December and mid-May respectively. Due to enrollment growth, there are scheduling issues in accommodating those commencements in the available campus venues. Various ways of addressing the scheduling issues that would accommodate the students and their families have been explored. A proposal was presented to pilot two Sunday morning commencements beginning in May 2016. **Motion/Action:** Governor Flores moved to permit CSU to hold commencements on Sunday contingent upon Faculty Council approval. The motion was seconded and carried unanimously.

CSU-Pueblo Academic Calendar – AY 2016-17 and AY 2017-18: Dr. Kreminski reported there were no substantive changes from the previously approved calendar. Dr. Di Mare noted the academic calendar is in compliance with the HLC requirements. Dr. Kreminski explained the semesters are now composed of 14 weeks of instruction and one week of finals. An additional five minutes was added to the Monday-Wednesday-Friday classes for 55 minutes of instruction time. There was no change to the teaching blocks for the Tuesday-Thursday classes that are 80 minutes of instruction time. The academic calendar will be approved on the consent agenda.

Enrollment and Student Success Reports: Dr. Miranda indicated there were reports for each of the three campuses.

Colorado State University: Dr. Miranda reviewed trends in the five years of enrollment data. There is generally a continued growth in the number of degrees awarded; the number of student credit hours reflects an efficiency in awarding more degrees; undergraduate enrollment has increased by 700 during the five-year period; male-female ratios remain consistent; and resident enrollment is steady and non-resident enrollment has increased by over 1,500. First generation enrollment is relatively flat; Pell-eligible enrollment was increased in the past year; and while multi-racial demographics have decreased, all other categories of underrepresented minorities have increased. There is a slight decline in enrollment in the

Health and Human Sciences and Liberal Arts colleges. Student success metrics that are measured by retention and graduation remain strong. The 86.6% freshmen retention rate and four-year graduation rates are the highest in school history.

CSU-Global Campus: Dr. Bellum explained how the CSU-Global Campus reporting schedule has been adjusted from twice annually to a fall/winter/spring trimester that better captures the data for the year-round operations. The data provided is on a fall to fall comparison. Highlights include growth in the female population which also appears to be a national trend; a slight decrease in Colorado residents or individuals residing in Colorado to 44%, largely due to recruitment from other states; an increase in Pell grants; ethnicity remains stable with 24% for underrepresented minorities; age remains relatively stable; and active enrollment is close to 15,000 students.

When asked about the resident/non-resident mix, Dr. Takeda-Tinker explained generally the target is around 50% and the cost of acquisition within the same state has grown. Instead of increasing spending for recruitment, efforts are being focused on retention and graduation. CSU-Global Campus recently began offering a Colorado scholarship to counterbalance the COF supplement on traditional campuses and the data will be analyzed to determine the effectiveness of the program. Dr. Bellum reported retention during the past few years at CSU-Global has remained steady and supports the growth model while maintaining academic quality. Retention nationally for part-time nontraditional adult students is approximately 10%.

CSU-Pueblo: Dr. Kreminski explained the five years of fall to fall comparison enrollment data was based on resident instruction. There was a decline of 6.8% in credit hours from last year and headcount was down by 6.3% which was factored into the budget analysis. Enrollment and graduation in STEM degree programs has increased and there is a record number of international students. The retention rate for first time full-time freshmen is at 64.5% which is the highest since 2010 and 38% of new freshmen are self-reported as Hispanic.

There is also a significant amount of non-resident instruction that includes independent study courses through extended studies which is typically cash-funded with no state funding and different tuition rates. The strategic plan to be presented in February will include targets and initiatives for recruitment, retention and graduation. When asked about the persistence rate, Dr. Kreminski explained students who withdraw have an exit interview and generally cite personal or financial reasons.

Open Source Texts, E-Textbooks, All Student Access Modes: Dr. Miranda explained the differences between open source and e-textbooks, and the associated cost implications, convenience, timeliness and flexibility. The CSU faculty are being encouraged to consider open source textbook resources for their classes which would help lower costs for students. A workshop was held in September with 44 of the 47 attendees rating open source textbooks as suitable for the CSU courses they would be teaching. Examples of lower level e-textbooks that are free electronically through Openstax College were provided. There are also other free course materials, i.e., lectures, notes, interactive homework designs and videos.

An open forum was held at CSU in October to learn about “mash ups” which are curricular materials assembled in small segments from a variety of sources. Lumen Learning is working with universities to design modularized curricular materials wherein Lumen Learning would assemble the free contents tailored to faculty members’ requirements for a cost of \$5 per student. Faculty are being sought for testing this option.

CSU participates in the Unizin consortium that provides access to a variety of electronic content that integrates with the Canvas learning management system. Through the consortium, a whole course fee model could be utilized to negotiate discounts if there was a guarantee that all students subscribed to the

e-books. The most effective way would be to charge students a relatively low text book fee which would be cheaper than owning print or electronic copies. The students would have access from day one of the course and there would be persistent access through graduation. There could also be an option to print for a nominal fee. The faculty would be able to annotate and to query to detect whether a student has interacted with the textbook.

Examples of open source texts used at CSU-Pueblo were provided and faculty feedback is generally reported to be positive. Library usage for e-reserve items has increased significantly. There are also in-house manuals and a WeBWork homework system in place for some math courses. One issue identified by faculty with the use of e-books is difficulty during class to determine if a student is reading the text or doing other activities.

CSU-Global piloted open source materials with two undergraduate courses. Feedback was that the open source was not well aligned with the university's learning outcomes and the open source books were discontinued. The issue of open source materials and e-textbooks continues to be evaluated.

Publishers are more active in producing electronic textbooks that are not open source and therefore would need to be purchased. There are no guarantees on content, interactivity or learning analytics with a retail model.

REAL ESTATE/FACILITIES COMMITTEE

Committee Chair Johnson convened the committee meeting and noted there were several action items of which three would be discussed in executive session before approval in open session. He asked Dr. Frank to review the first three action items.

Forest Legacy Conservation Easement – Sawtooth Mountain Ranch: Dr. Frank explained conservation easements periodically brought to the Board are linked to CSU through the Colorado State Forest Service as the holder of these easements. The State of Colorado has elected to use this process and there are no financial implications for this action. The details of the proposed action item are contained in the meeting materials. **Motion/Action:** Chair Mosher moved to approve; Governor Gustafson seconded; and the motion carried unanimously.

CSU Medical Center Easement: Dr. Frank explained the second matter for action is the granting of public utility and access easements to the City of Fort Collins in association with the construction of the new health and medical center on the corner of Prospect and College Avenue. A diagram was provided in the meeting materials. **Motion/Action:** Governor Robbe Rhodes moved to approve; Governor Zimlich seconded; and the motion carried unanimously.

Exchange of Land with City of Fort Collins: Dr. Frank explained the exchange is for land owned by the Board around the corners of the health and medical center to allow the City of Fort Collins to move forward with modifications of the intersection of Prospect and College Avenue for a different land parcel owned by the City. **Motion/Action:** Governor Flores moved to approved; Governor Robbe Rhodes seconded; and the motion carried unanimously.

EXECUTIVE SESSION

At the request of Chair Mosher, General Counsel Nosler read the meeting into executive session for the purposes of discussions relating to the purchase or sale of property for public purpose; consideration of nominations for the awarding of honorary degrees or proposals for the naming of any building for a person or persons; and to receive the litigation report, all confidential as set forth in the meeting notice.

Motion/Action: Governor Johnson made the motion to convene in executive session. Governor Munn seconded and the motion carried unanimously. The meeting convened in executive session at 2:18 p.m. and reconvened in open session at 3:34 p.m.

OPEN SESSION

Chair Mosher reported there were three naming resolutions discussed in executive session for which action would now be taken. He asked General Counsel Nosler to present the matters for action.

CSU Naming Opportunity – On-Campus Stadium: General Counsel Nosler indicated the matter for action is item six in the resolutions book. **Motion/Action:** Governor Flores moved to approve; Governor Zimlich seconded; and the motion carried unanimously.

CSU Naming Opportunity – University Art Museum: General Counsel Nosler indicated the matter for action was provided in the meeting book. **Motion/Action:** Governor Johnson moved to approve; Governor Robbe Rhodes seconded; and the motion carried unanimously.

CSU Naming Opportunity – Temporary Gallery in University Art Museum: General Counsel Nosler indicated the matter for action was provided in the meeting book. **Motion/Action:** Governor Flores moved to approve; Governor Zimlich seconded; and the motion carried unanimously.

Board Chair Mosher reminded the Board of the evening's social event at the Union Station and noted the meeting would reconvene the following morning at 7:30 a.m. The meeting was then adjourned for the day at 3:38 p.m.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
BOARD OF GOVERNORS MEETING
Colorado State University System, Denver, Colorado
December 11, 2015**

CALL TO ORDER

Chair Mosher called the meeting to order at 7:59 a.m.

ROLL

Governors present: William Mosher, Chair; Demetri Munn, Vice Chair; Scott Johnson, Secretary; Nancy Tuor, Treasurer; Dennis Flores; 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; Michael Nosler, General Counsel, CSU System

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

Guests present: Jon Bellum, Provost, CSU-Global Campus; Maria Garcia Berry, CEO, CRL Associates; Kim Day, CEO, Denver International Airport; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Jocelyn Hittle, Director, Denver Program Development, CSU; Blanche Hughes, Vice President of Student Affairs, CSU; Jason Johnson, Deputy General Counsel, CSU; Lynn Johnson, CFO, CSU; Gene Kelly, Soil and Crop Sciences, CSU; Rick Kreminski, Provost, CSU-Pueblo; Paul Orscheln, Vice President, Student Services and Enrollment, CSU-Pueblo; Rich Schweigert, Director of Government Relations, CSU System; Karl Spiecker, Vice President, Administration and Finance, CSU-Pueblo; Rob White, Reporter, *Coloradoan*

DENVER INTERNATIONAL AIRPORT PRESENTATION

Chair Mosher convened the breakfast meeting and Ms. Day was introduced. Ms. Day provided an overview of Denver International Airport's operations, economic impact and land opportunities, and expressed appreciation for the opportunity to partner with Colorado State University. Mr. Kelly commented on CSU research and the agricultural activities that would provide collaborative opportunities with DIA. Ms. Hittle described ideas for potential outreach and engagement at DIA. Ms. Parsons explained there will be long-term umbrella memorandum of understanding between the university and DIA, and then there would be addendums for short-term projects. The meeting then recessed for a break at 9:01 a.m. and the regular business meeting reconvened at 9:08 a.m.

BOARD CHAIR'S AGENDA

Hospital Provider Fee Resolution: Chair Mosher recounted that the Board at the October meeting discussed consideration of a resolution to support the Governor's efforts to change the hospital provider

fee to an enterprise fund. Governor Zimlich noted at the last meeting he had expressed concerns but his perspective has now changed based on additional information. Governor Syrodiak commented the ASCSU passed a similar resolution. **Motion/Action:** Governor Tuor moved to approve; Governor Munn seconded; and the motion carried unanimously.

CSU-GLOBAL CAMPUS REPORTS

Student Report: Governor Schulze reported the new mentor program that pairs first-time first-year students with students of at least junior level status has been launched to provide support through the first 18 credit hours. Another new opportunity is CSU-Global Campus has been chosen to be part of the Alternative Credit Project that provides low cost credit options for bachelor's degrees. When asked about the quality of the credits, Dr. Bellum explained the various options have been reviewed by ACE and CSU-Global Campus to ensure the quality is equivalent to lower division collegiate coursework.

Faculty Report: Governor Deemer commented on the growth of CSU-Global Campus and provided an overview of the current faculty. As an online institution, the number of faculty has not needed to increase proportionally to the enrollment growth. The percentage of faculty with terminal degrees has increased; the retention rate for the part-time faculty is now at 91%; and the diversity of faculty has increased.

President's Report: Dr. Takeda-Tinker reported new student enrollment is higher than projections. The HLC site visit is scheduled for February 22-23, 2016, with the Board lunch scheduled on the 22nd. All of the HLC documents have been filed and will be credentialed by the first week of January. CSU-Global Campus is in the process of applying for two Department of Education experiment programs. The first experiment program is a business partnership for training with CSU-Global Campus as the higher education partner and the second experiment program pertains to dual enrollment with high schools for the use of Pell grant funds.

Equifax/third-party salary data reflects salaries for graduates continue to increase subsequent to awarding of degrees. An additional request has been made to Equifax for pre- and post-graduation data. There was a 30% response rate for an employer satisfaction survey that indicates companies are 99% very satisfied/satisfied with their CSU-Global graduates, and 82% stated that they were extremely/very likely and 21% are somewhat likely to hire another CSU-Global Campus graduate.

COLORADO STATE UNIVERSITY REPORTS

Student Report: Governor Syrodiak reported efforts continue to create a police advisory board; an ASCSU trip to Todos Santos is being planned for spring break; a resolution was passed to support changing the hospital provider fee to enterprise status; an Alternative Transportation Fee Advisory Board has been established; and the City of Fort Collins is highlighted in the Smithsonian's Places of Invention exhibit due to the joint efforts between the city and CSU for sustainable innovation. ASCSU has hired an attorney to help draft an ordinance to reform U+2 and signatures will be collected to put the initiative on the 2017 city ballot.

Faculty Report: Governor Doherty explained his written report summarizes the October and November Faculty Council meetings. In addition to shared governance, other issues the Faculty Council will be working on include parental leave policies, faculty omnibus positions, and hiring additional tenure-track faculty. Governor Doherty summarized Todos Santos programs to be offered through the Department of Fish, Wildlife and Conservation Biology during the winter break and the spring semester. The suggestion was made to have a presentation at the February meeting.

President's Report: Dr. Frank explained how stadium updates will be presented on the construction phase and, when the stadium is completed, there will be ongoing reports to track financial performance. Ms. Parsons reviewed the construction budget and schedule with construction currently on target, and noted the live construction can be viewed on the web cam. The Stadium Advisory Group (SAG) composed of different constituency groups met twice during the fall. The SAG also attended a weekly football game operations meeting and observed the management activities during two football games. The Game Day Experience Committee is working with city staff on game day logistics. In addition to these committees, CSU through the IGA is working with the city on infrastructure projects. Premium ticket sales are benchmarked against the pro forma and proceeding well with the goal to sell all of the inventory.

Ms. Parsons reviewed a pro forma income statement template to track the financial performance that does not include the academic and alumni space which would be a separate report. Dr. Frank noted the template allows for tracking against the three buffers presented in the conservative low case scenario. In response to a question on light and sound containment, Ms. Parsons explained information on best practices is being utilized. There was a general consensus that the reporting format will provide transparency on the use and source of funds.

Dr. Frank provided an overview of the requests, options and assignments for the area immediately west of the new stadium. Consideration was given to the land grant heritage and the original agricultural land on the campus; the perennial gardens, arboretum and greenhouses; practice fields; a women's sports hub; and parking.

CSU-PUEBLO REPORTS

Student Report: Governor Zarr reported next semester piggybanks will be given to students in the residence halls to collect spare change to support the student emergency fund. Other updates include the groundbreaking for the Occhiato University Center was held; ASG assisted Enactus for a week of sustainability awareness activities and there are now new recycling bins in two buildings; and ASG approved funds to clean up the ropes course and to fund trees and other upgrades. During finals week, students were encouraged to write thank you notes to staff and faculty, and there has been a push for students to complete the evaluation surveys. ASG is working with the Dean of Students to develop an honor code and efforts continue internally to ensure ASG has a solid foundation.

Faculty Report: Governor Mincic noted his written report reflects the work completed at the October Faculty Senate meeting. Work continues through the various Senate and university committees on numerous issues such as tuition rate policies. Issues of concern include the enrollment shortfall, the statewide budget cuts and the bond debt issues. There are several dean searches underway and new academic degree programs and other methods to generate resources are being explored. A new graduation planning sheet has been implemented and is in the trial stages.

Governor Mincic provided an update on the online construction management degree program that was developed in conjunction with CSU-Global Campus. Videos for the program posted on CSU-Pueblo's website have resulted in 1,131 leads; 180 leads to applications; 45 applications in process; 23 students admitted; 18-20 students ready to start class in January 2016; and another 20-24 students to start a second cohort in March. The cost per lead is \$176 which is slightly higher than normal acquisition costs; this is a pilot project and work will continue to reduce the costs. Dr. Takeda-Tinker explained CSU-Global Campus is handling the admissions and financial aid processes which are then reviewed and approved by CSU-Pueblo who will have actual admittance of the student. The videos were shared with the Board.

President's Report: Dr. Di Mare reported the *On the Move* campaign has raised approximately \$15 million. Notification has been received on the receipt of a \$3 million gift for academics and scholarships.

There is a prospect for another \$2 million gift that would bring the total to \$20 million of the \$25 million goal. Other updates include CSU-Pueblo continues to examine new degree programs and is working with CSU on potential agricultural degrees. Another potential program would be a Homeland Security certificate or a degree in cybersecurity. Dr. Kreminski explained a grant application has been made to the NSA for a campus-wide designation.

Dr. Di Mare commented on the medical marijuana research opportunity for CSU-Pueblo with the passage of the Pueblo County excise tax on retail marijuana and noted the university will abide by all regulations and laws for this research. The university will be working with the county commissioners and lobbying for marijuana monies through the legislature.

Other updates include Rev 89, the university's radio station, now has global streaming capabilities and can broadcast around the world. Marketing campaigns are being assessed, particularly in light of the new two-year residence hall requirement. The university is partnering with the Greater Pueblo Chamber of Commerce and the City Council on an event to be held downtown to welcome students and their families. The university is also working with local school districts on curriculum to improve college readiness. Faculty representatives from the university traveled to Los Alamos National Laboratories to explore mutually beneficial relationships.

CONSENT AGENDA

Chair Mosher reviewed the consent agenda items and asked for a motion to approve. **Motion/Action:** Governor Tuor moved; Governor Robbe Rhodes seconded; and the motion carried unanimously.

The meeting was recessed for a short break at 10:42 a.m. and reconvened at 10:50 a.m.

CHANCELLOR'S REPORT

National Western Center (NWC) Update: Ms. Parsons reported the quarterly newsletter will be provided to the Board; plans for the CSU Water Center are being developed; and the RTA awarded \$121.5 million towards the project. Ms. Garcia Berry provided an overview of the 2C campaign to extend the Denver lodgers' tax.

Legislative Update: Mr. Schweigert highlighted potential legislative topics for the coming legislative session that include the hospital provider fee; plans for the NWC; work by an interim committee for the blind to allow blind students preference for vending machines at higher education institutions; higher education tuition caps; expansion of CORA; sexual violence on campus and "yes means yes" initiatives; and student intellectual property rights. The CSU System will sponsor a bill to allow students in distillery and brewing degree programs to taste the product. The DHE and the OSPB have recommended funding for the third phase of capital construction for the CSU chemistry building. Other issues being discussed include free college and matters related to adjunct faculty.

Ms. Parsons explained that the CSU System works with a federal lobbyist in Washington, DC. Federal priorities for 2016 include funding for new and existing research projects; reauthorization of the Higher Education Act; online and compliance based-learning; and Title IX.

Metro Denver Boys and Girls Club: Ms. Parsons remarked on the new CSU partnership with the Boys and Girls Club of Metro Denver that will be focused on education and college preparation. Activities will take place twice annually on the campus to help the kids understand what it is like to be on a college campus. There will also be support for the families to assist with completing admission applications and financial aid forms. For students from the Metro Denver Boys and Girls Club there will be a guarantee of

an annual \$2,500 scholarship for every year the student remains in good standing at CSU. A video on the new partnership was shared.

BOARD MEETING EVALUATION AND NEXT MEETING

Positive feedback was received on sending relevant articles in advance of the meeting. The next meeting is scheduled for February 3-5, 2016, at CSU-Global Campus. With no further business to come before the Board, the meeting was adjourned at 11:26 a.m.

The Board of Governors of the
Colorado State University System
Meeting Date: February 5, 2016
Consent Item

MATTERS FOR ACTION:

Approval of revised CSUS Board of Governors Public Record Retention Policy 128.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System (Board) hereby approves and adopts the revised the CSUS Board of Governors Policy 128 for Public Record Retention.

EXPLANATION PRESENTED BY: Michael D. Nosler, General Counsel.

In October 2013, the Board of Governors of the Colorado State University System (Board) approved an updated Policy and Procedures Manual to ensure the Board discharges its constitutional and statutory responsibilities. From time to time, the Policy and Procedures Manual will need to be either amended or augmented in order to continue to responsibly administer governance functions on behalf of the Colorado State University System. Accordingly, revised Policy 128 is proposed for Board approval to reflect the revised CSU System organizational structure and related responsibilities approved at the December 11, 2015, Board meeting, namely the elimination of the Executive Secretary to the Board of Governors position.

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

COLORADO STATE UNIVERSITY SYSTEM

Policy and Procedures Manual

SUBJECT: GOVERNANCE

Policy 128: CSUS Board of Governors Public Record Retention Policy

Board Policy:

The public agendas, minutes and board meeting materials of the Board of Governors are vital historical records of the CSUS. Previous agendas, minutes and board material have been archived and converted to digital format and/or bound to be kept as permanent records. The purpose of this Board of Governors Record Retention Policy is to facilitate compliance with the Colorado Open Records Act (CORA) and Schedule 8 regarding Higher Education of the Colorado State Archives State Agency Records Management manual. The Office of General Counsel is the official custodian of records and is responsible for the oversight of the Board's records retention in accordance with this policy. The Executive Assistant to the General Counsel is responsible for the maintenance of the records.

Procedure and Guidelines:

A. Document Creation and Publication

1. The Board of Governors' public records, including agendas and board materials, minutes and supporting documents shall be assembled and made available to members of the Board of Governors by the Executive Assistant to the Board of Governors. After each meeting of the Board, the agenda, minutes, and resolutions shall be posted on the Colorado State University System Board of Governors website by the Executive Assistant to the General Counsel.

B. Record Retention

1. Retention periods for public records of the Board apply to information regardless of the physical format and are compiled based on the fiscal year, from July 1 through June 30.

C. Document Storage

1. A copy of the agendas, meeting materials, and minutes for 3 years shall be filed in the Colorado State University System Office in order to satisfy Schedule 8 of the Colorado State Archives State Agency Records Management Manual, 1.1: Governing Board Meeting Minutes.

COLORADO STATE UNIVERSITY SYSTEM

Policy and Procedures Manual

SUBJECT: GOVERNANCE

Policy 128: CSUS Board of Governors Public Record Retention Policy

2. To the extent available, all original Board resolutions are stored in the Colorado State University System Office or in the CSU Archives.
3. Annually, the agendas and corresponding board materials and minutes from the prior fiscal year are to be bound and stored in the Colorado State University System Office as the official record of each Board meeting.
4. Annually, the supporting documents for the meetings of the previous fiscal year are to be scanned and posted to the public archive portal accessible through the CSUS Board of Governors website.
5. Audio recordings of meetings of the Board shall be retained as set forth in Colorado Open Meetings Law CRS 24-6-401 et seq.

D. Disposal at the close of each fiscal year

1. The Board of Governors' meeting material and documents that have been scanned and posted to the public archive portal can be recycled.

History: Effective by Board Resolution May 9, 2014
Revised by Board Resolution February 5, 2016

Board of Governors of the Colorado State University System
Meeting Date: February 5, 2016
Consent Item

MATTERS FOR ACTION:

Graduate Certificates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the Graduate Certificates.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

In order to qualify for Title IV funding, graduate certificates awarded by Colorado State University must demonstrate approval by the Board of Governors, the Colorado Department of Higher Education and the Higher Learning Commission. The certificates listed here for which we are seeking approval have received approval from the University Curriculum Committee and the Faculty Council.

Board of Governors of the Colorado State University System
Meeting Date: February 5, 2016
Consent Item

Graduate Certificates:

School of Education

Campus Crisis Management – 15 credits

Student Affairs Management of Auxiliary Enterprises – 14 credits

Student Affairs Administration – 11 credits

Board of Governors of the Colorado State University System
Meeting Date: February 5, 2016
Consent Item

MATTERS FOR ACTION:

2015-16 Academic Faculty and Administrative Professional Manual Revisions:
Sections C.2.1.4 Electorate for Faculty Council and Election Procedures and
C.2.4.2.1.m Department Codes

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Sections C.2.1.4 Electorate for Faculty Council and Election Procedures and C.2.4.2.1.m Department Codes

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:

Faculty Council comprises the faculty partner in the shared governance of the University and is the chief organization charged with representing faculty in interactions with the Administration. In this capacity, Faculty Council represents **all** faculty members, including both tenure track and non-tenure track faculty. In particular, it oversees policies that both fundamentally involve the activities of non-tenure track faculty and heavily impacts non-tenure track faculty. The right to vote for one's representative is the cornerstone of a representative system. It is appropriate that non-tenure track faculty be afforded the opportunity to vote for the faculty members of Faculty Council that represent their organization.

Board of Governors of the Colorado State University System
 Meeting Date: February 5, 2016
 Consent Item

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

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

C.2.1.4 Electorate for Faculty Council and Election Procedures *(last revised May 2, 2007)*

The electorate eligible to vote for Faculty Council representatives from departments, colleges, and the Libraries shall consist of all regular full-time, regular part-time, senior teaching, special, and transitional members of the faculty. The Committee on Faculty Governance shall be responsible for annually apportioning the college representatives. The Committee on Faculty Governance shall establish uniform election and replacement practices throughout the University and shall supervise elections in departments, colleges, and the Libraries to ensure a secret ballot and impartial electoral procedures.

Departmental and the Libraries representatives normally shall be elected in the first (1st) week of April. However, when departments are merged or when a new department comes into operation, it shall on or after the effective date of its establishment elect its departmental representative to serve immediately on the Faculty Council. Also, as soon as a department is abolished, its departmental representative shall no longer serve on the Faculty Council. The college representatives shall be elected in the third (3rd) week of April. The terms of office for elected representatives to the Faculty Council shall be three (3) years beginning July 1, with the terms of approximately one-third (1/3) of the entire body of elected representatives expiring each year. The Committee on Faculty Governance shall determine the length of terms of departmental and college representatives to ensure equity among colleges.

C.2.4.2.1 Departmental Codes *(last revised June 21, 2011)*

The departmental code shall provide for the following:

- a. Designation of the title of its administrative officer.
- b. Any administrative organization within the department if desired.³
- c. Statement of the departmental mission.
- d. Procedures relating to the review of candidates for new or vacated faculty member positions.
- e. Procedures relating to the review of recommendations for faculty members for acquiring tenure, for promotion in rank, and for reappointment.

Board of Governors of the Colorado State University System
Meeting Date: February 5, 2016
Consent Item

- f. Procedures for appointing faculty members to graduate student advisory committees.
- g. Procedures for conducting annual and periodic comprehensive reviews of the performance of departmental faculty members as prescribed in Section E.14.
- h. Procedures relating to self evaluation of departmental operations.
- i. Procedures by which students may appeal academic decisions of their instructors.
These procedures shall comply with the guidelines approved by Faculty Council (see Section I.7).
- j. A minimum of one (1) departmental faculty member meeting each semester of the academic year, with written notice given in advance by the department head.
- k. A periodic review of the departmental code as specified in Section C.2.4.2.2.e.
- l. Procedures for amending the code. These procedures shall require approval of a two-thirds (2/3) majority of the eligible faculty members of the department (as defined in Sections C.2.4.2) to amend the department code.
- m. A clear specification of the voting rights of all members of the department who are not faculty members with regular full-time, regular part-time, or transitional appointments not otherwise specified in the Manual.

The Board of Governors of the Colorado State University System
Meeting Date: February 4-5, 2016
Consent Item

MATTERS FOR ACTION:

CSU-Global Campus: Approval of changes to the Faculty Handbook

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the changes to the CSU-Global Campus Faculty Handbook as summarized below.

EXPLANATION:

Presented by Jon Bellum, Provost, CSU-Global Campus

The Faculty Handbook provides a guide to faculty expectations and performance in the online classroom. The Faculty Handbook also provides the faculty roles and responsibilities. The Handbook has been recommended for approval by the Academic and Student Affairs Committee and reviewed by the Office of General Counsel. A summary of the changes are below:

Overall the 2015 changes to the Faculty Handbook are to adjust for changes in staff titles, institutional policies, and modification of the faculty instructional expectations. The specific language that covers the terms of a teaching assignment are located in a separate assignment letter and have not been changed.

Overview of Changes:

- The Fact sheet which details CSU-Global statistics was revised with current statistics and information that reflect CSU-Global in 2015.
- Titles, positions, and contact information were updated throughout the handbook to align with current roles, responsibilities, and contact methods (i.e., we no longer have Associate Deans [we do now have an Assistant Provost], Manager of Training [now Associate Director of Faculty Development], or Manager of Academic Success [now Assistant Director of Student Success]).

The Board of Governors of the Colorado State University System

Meeting Date: February 4-5, 2016

Consent Item

- Course Scheduling was revised with information about the Faculty Management System that is responsible for faculty scheduling, assignments, and status.
- The Faculty Open House Checklist was revised for changes in technology and procedures and is now included in the Faculty Expectations.
- CSU-Global Faculty Expectations were updated for changes in technology and in instructional expectations (i.e., the move from Blackboard to Schoology, changes in gradebook appearance and practice, and the inclusion of live sessions in courses). In addition to being included in the handbook, Faculty Expectations are provided to faculty upon hire, posted on the Faculty Portal, and electronically acknowledged at the start of each course assigned.
- The Faculty Enhancement Program was added and delineated to inform faculty of the expanded role of peer mentors in the performance and review process.
- Sections within the handbook were moved to improve the clarity, organization, and flow of information.
- Links to CSU-Global policies were updated and approved policies since the last revision added to give faculty quick and easy access to important information.

Section 14

Board Meeting Evaluation

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Appendices

- Correspondence
- Construction Status Reports
- Higher Ed Readings

Appendix I

Board Correspondence



GOBIERNO DE
BAJA CALIFORNIA SUR
SECRETARÍA DE TURISMO

Gobierno del Estado de Baja California Sur
Oficina del Secretario de Turismo

“2016, Año de la Ruta de las Misiones en el Estado de Baja California Sur”

January 14, 2016

Dr. Tony Frank

President

Colorado State University

0100 Campus Delivery

Fort Collins, CO 80523-0100

Dear Dr. Frank,

We are pleased to hear that Colorado State University recently welcomed dozens of students and faculty members to the Todos Santos Center at the beginning of 2016. The Center is an important addition to Todos Santos and one that will benefit CSU students, faculty and the community at large, this year and for many years to come.

We support investment in our state that advances jobs, education, the well-being of our people and businesses that rely on tourism. CSU's Todos Santos Center positively impacts each of these pillars.

We appreciate the expertise that CSU brings to our state and look forward to working with you to ensure that your students and faculty have a positive and enriching experience in Mexico. CSU is a welcome and important addition to Todos Santos and to our state. Please don't hesitate to contact my office if you have any questions.

Sincerely,



Luis Genaro Ruiz Hernández
Secretary of Tourism of Baja California Sur

SECRETARIA DE TURISMO DEL GOBIERNO
DEL ESTADO DE BAJA CALIFORNIA SUR

Geary, Melanie

From: bobvangermeersch@aol.com
Sent: Wednesday, January 27, 2016 12:54 PM
To: CSUS Board
Subject: Re: Letter to the board

Hi Melanie
 Thanks
 Bob V

-----Original Message-----

From: CSUS Board <csus_board@Mail.Colostate.edu>
To: 'bobvangermeersch@aol.com' <bobvangermeersch@aol.com>
Sent: Wed, Jan 27, 2016 10:57 am
Subject: RE: Letter to the board

Good morning Mr. Vangermeersch,
 Dorothy Horrell resigned from her position with the Board of Governors when she was appointed Chancellor of CU Denver. We are awaiting Senate confirmation of a new Board member.
 Best regards,
 Melanie

Colorado State University System
 475 17th Street, Suite 1550
 Denver, CO 80202
 (303) 534-6290

From: bobvangermeersch@aol.com [<mailto:bobvangermeersch@aol.com>]
Sent: Monday, January 25, 2016 2:14 PM
To: CSUS Board <csus_board@Mail.Colostate.edu>
Subject: Re: Letter to the board

G'Day Melanie
 Just checked the website and see only 8 voting governors listed.
 Who am I missing? Is MS Horrell still a governor?
 Thanks
 Bob V

-----Original Message-----

From: CSUS Board <csus_board@Mail.Colostate.edu>
To: 'bobvangermeersch@aol.com' <bobvangermeersch@aol.com>
Sent: Thu, Jan 21, 2016 8:36 am
Subject: RE: Letter to the board

Good morning Mr. Vangermeersch,

1. There is no written policy for Board of Governors correspondence, this is the preference of the Board and the way it has been done for many years as a matter of efficiency as well as a way of consolidating communications into one transmittal for the Board's review and information prior to the next regular meeting.

2. Policy 118 is clear that only the Chair and the Chancellor are authorized to speak on behalf of the Board, with regard to public or media inquiries.

We have had some changes in the System office and Sharon will no longer be receiving the correspondence addressed to the Board, it will now come to me.

Best regards,

Melanie

Colorado State University System
475 17th Street, Suite 1550
Denver, CO 80202
(303) 534-6290

From: bobvangermeersch@aol.com [<mailto:bobvangermeersch@aol.com>]
Sent: Sunday, January 17, 2016 4:12 PM
To: CSUS Board <csus_board@Mail.Colostate.edu>
Subject: Fwd: Letter to the board

G'Day Sharon
I trust you had a nice long week end. when may I expect an answer on these two questions?
Thanks
Bob Vangermeersch

-----Original Message-----

From: [bobvangermeersch <bobvangermeersch@aol.com>](mailto:bobvangermeersch@aol.com)
To: [csus_board <csus_board@Mail.Colostate.edu>](mailto:csus_board@Mail.Colostate.edu)
Sent: Sat, Jan 9, 2016 7:24 am
Subject: Re: Letter to the board

Hi Sharon
A couple of questions:
1. Is the policy of sending a "book" every two months a written policy?
if yes, could you please reference it for me.
2. Does BOG policy 118 prevent a governor from a conversation with a member of the public regarding BOG business?

Thanks
Bob Vangermeersch

-----Original Message-----

From: CSUS Board <csus_board@Mail.Colostate.edu>
To: [bobvangermeersch <bobvangermeersch@aol.com>](mailto:bobvangermeersch@aol.com)
Sent: Fri, Jan 8, 2016 3:35 pm
Subject: RE: Letter to the board

Mr. Vangermeersch,

In accordance with Board practice, all communications received on behalf of the Board are included in the Board books for the next regularly scheduled meetings. As to your additional question, in accordance with Board Policy 118, only the Chair or the Chancellor are authorized to speak on behalf of the Board.

Sincerely,
Sharon Teufel

Colorado State University System
475 17th Street, Suite 1550
Denver, CO 80202
(303) 534-6290

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From: bobvangermeersch@aol.com [<mailto:bobvangermeersch@aol.com>]
Sent: Thursday, January 07, 2016 8:23 PM
To: CSUS Board <csus_board@Mail.Colostate.edu>
Subject: Fwd: Letter to the board

Hi Sharon
When may I expect an answer???

ANOTHER QUESTION: Is there a "gag order" on the 15 governors that do not let them respond to communications from the public?

Thanks
Bob Vangermeersch

-----Original Message-----

From: bobvangermeersch <bobvangermeersch@aol.com>
To: csus_board <csus_board@mail.colostate.edu>
Sent: Mon, Jan 4, 2016 1:17 pm
Subject: Fwd: Letter to the board

G'Day Sharon
I trust that you had a nice holiday season.

Could you please confirm how my email letter was sent to the board members.

1. Email with the attachment?
 2. Hard copy with the attachment also in hard copy?
 3. Hard copy but bundled with other documents?
- if it is #3 please tell me how many other documents.

Thanks for your help.
Regards
Bob Vangermeersch

-----Original Message-----

From: bobvangermeersch <bobvangermeersch@aol.com>
To: csus_board <csus_board@Mail.Colostate.edu>
Sent: Mon, Dec 21, 2015 1:19 pm
Subject: Re: Letter to the board

G' Day Sharon

Thanks for the email per my request. Will my communication be sent as an individual letter or will it be bundled with many pieces of correspondence.

Thanks
Bob Vangermeersch

-----Original Message-----

From: CSUS Board <csus_board@Mail.Colostate.edu>
To: bobvangermeersch <bobvangermeersch@aol.com>
Sent: Mon, Dec 21, 2015 12:47 pm
Subject: RE: Letter to the board

Good afternoon, Mr. Vangermeersch:

This confirms receipt of your email and the attachment which will be shared with the Board of Governors.

Sincerely,

Sharon Teufel

Sharon Teufel
Executive Assistant to the General Counsel
and Board of Governors
Colorado State University System
475 17th Street, Suite 1550
Denver, CO 80202
(303) 534-6290

Notice: This email (including attachments) is protected by the Electronic Communications Privacy Act, 18 USC 2510-25221. It is confidential and may be legally privileged. If you are not the intended recipient, you are hereby notified that any retention, dissemination, distribution, or copying of this communication is strictly prohibited.

From: bobvangermeersch@aol.com [<mailto:bobvangermeersch@aol.com>]
Sent: Wednesday, December 16, 2015 2:29 PM
To: CSUS Board <csus_board@Mail.Colostate.edu>
Subject: Letter to the board

G'Day Sharon
Would you please forward my letter ,pasted in below, to all 15 members of the board and send me an email conformation when you do so. Please also send the attachment.
Merry Christmas and a Happy New Year to you, I appreciate your help.
Bob Vangermeersch 970-223-0493

TO: The CSUS Board of Governors 12-16-2016

FROM: Bob Vangermeersch 970-223-0493 bobvangermeersch@aol.com

SUBJECT: The attached CSU audited athletics Statement of Revenues and Expenses (SRE) for FY 2014.

Dear Board members

I would direct you attention to page 10 of the attachment summary of operating revenue and expenses. There are several areas of concern with the amount of university subsidies needed to keep the CSU athletics dept. functioning in the black.

1. On the revenue side:

A. The contribution line under "Non-Program Specific" shows \$5.6 M. I have analyzed the detailed budget and can not find distributions of that amount to any of the

departments. I can only conclude that these contributions went to pay for the football stadium design and development.

B. The Self Generated Revenue (SGR) amounted to \$13.2 million. This revenue is comprised of ticket sales, NCAA and conference distributions, sponsorships advertising, parking and concessions etc.

2. On the expense side:

A. The cost of financial aid to the athletes is listed as an expense(as it should) of \$7.5 million which is contrary to what some of the CSU administrators have been quoted as saying that it is revenue.

B. The football program loses over \$6 million a year.

C. The total loss (deficiency) ,as reported, is \$19.6 million and if the contributions (\$5.6M) did indeed go to the football stadium D and D that's a loss of over \$25,000,000.

Dr. Frank has told you; and been quoted in the local paper as saying " We are now in a situation where these budgets (athletics) are running slight deficits."

If you believe that hogwash there is a bridge for sale in Brooklyn.

I looked up the word SLIGHT my dictionary said ----"Small in size, inconsiderable." Maybe I could get a job at CSU at a SLIGHT Salary?

And this is the department (athletics) for which you folks are building a new football stadium.

That stadium will need revenue ,break even, for over \$18,000,000/year. In FY 2020 that's \$12 million for debt service, \$2.8 million for added operating expenses and \$3.6 million to replace what Hughes brings in.

Ladies and Gentlemen, these are actual and audited financial numbers. Please explain "What were you thinking when you approved this stadium project"? It will only add to the cash hemorrhage.

I would be pleased to discuss this with any or all of you if you have the gumption to do so.

Geary, Melanie

From: bobvangermeersch@aol.com
Sent: Monday, January 04, 2016 4:29 PM
To: CSUS Board
Subject: a WSJ article to forward to the BOG
Attachments: We're Glad We Say No to College Football - WSJ.pdf

G'Day Sharon

Would you please forward this WSJ article to all 15 members of the CSUS board?

Please let me know when that is accomplished.

Regards

Bob Vangermeersch

THE WALL STREET JOURNAL.

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<http://www.wsj.com/articles/were-glad-we-say-no-to-college-football-1451855999>

OPINION | COMMENTARY

We're Glad We Say No to College Football

Drexel University happily avoids the spending binges that sap resources at far too many other schools.

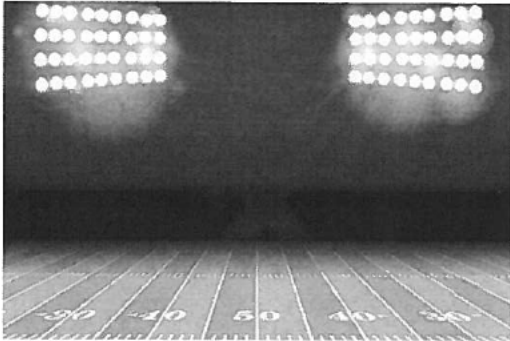


PHOTO: GETTY IMAGES/ISTOCKPHOTO

By JOHN A. FRY

Jan. 3, 2016 4:20 p.m. ET

The spectacle of the NCAA national-championship game Jan. 11 in Glendale, Ariz., between Clemson University and the University of Alabama is sure to inspire fresh dreams of prosperity and prominence at many universities.

That's too bad, because for all but a handful of schools the

cost of a prime-time sports program will always exceed revenues. Yet many universities are spending tens or even hundreds of millions to build football stadiums and training facilities, shelling out millions more to attract star coaches.

In the past five years public universities have allocated more than \$10.3 billion in student fees and other subsidies to prop up sports programs, according to a November examination by the Huffington Post and the Chronicle of Higher Education. A study released last year by the American Association of University Professors found that athletic spending increased by 25% at public four-year colleges between 2004 and 2011, adjusted for inflation. Funding for instruction and academic support remained nearly flat. The study also found that the median pay for NCAA Division I football head coaches increased 93% between 2006 and 2012. Median pay for professors rose a mere 4%.

In many states the highest-paid state employee is the head coach of the state university football or basketball team. University of Alabama football coach Nick Saban made \$7.2 million last year, about 50 times more than the average pay of a full-time professor. But at least his team returned some revenue to the university.

That is unusual: A NCAA study last year found that only 20 of the nearly 130 university athletic programs in the top-flight Football Bowl Subdivision enjoyed a positive operating margin. The average loss was \$17.6 million. These athletic programs wouldn't survive in the private economy and only function by "taxing" the rest of the university.

The mounting sports losses force universities to divert funding from the fundamental task of educating students. Student fees, according to an analysis by USA Today, fund 65% of Old Dominion University's athletic department budget. That Virginia school shared a conference with the institution of which I am president, Drexel University, but Old Dominion switched to another in 2013, aspiring for a big-time football run.

Colorado State University sold \$239 million in bonds earlier this year to build a football stadium. Jessica Wood, an analyst at Standard & Poor's said in April that the new debt

would “exert greater pressure on financial resources that we already view as very weak for the rating.” The university hopes the stadium will attract more out-of-state applicants and encourage alumni to attend games.

That isn't a sure bet. Ask the University of Akron, which opened a \$65 million football stadium in 2009. After an initial attendance bump, the school's ticket sales can't cover the stadium's annual debt service of \$2.2 million.

Pressure to win can also compromise academic integrity. Nearly half of all big-time college sports programs were punished for major NCAA rules violations in the past decade, according to the news outlet Inside Higher Ed. Some schools have been cited multiple times.

The move from student athletics to professional sports leagues could be all but complete if the NCAA's prohibition against paying players ends. Jeffrey Kessler, an attorney for former Clemson cornerback Martin Jenkins, has filed a lawsuit to strike down “reasonable compensation” limits for players and let a competitive market emerge. But paying players will exacerbate the financial pressure on universities. As Notre Dame president, the Rev. John Jenkins, recently said: a free market that allows players to negotiate a salary would be “Armageddon.”

Such a scenario may be what led the University of Chicago to drop football in 1939—though it was reinstated in 1969 at the more low-key level of Division III. In the 1930s Robert Maynard Hutchins, then the university's president, called college football an “infernal nuisance.” As Hutchins put it: “In many colleges, it is possible for a boy to win 12 letters without learning how to write one.”

Not many presidents today could get away with Hutchins's candor. Last year University of Alabama at Birmingham President Ray Watts dropped the school's football program because more than 65% of the \$30 million athletic budget came from university funds and student fees. Then came calls for Mr. Watts' resignation. Six months later the university said football would remain.

College sports can foster community and build allegiance and visibility for the institution. For student athletes, competition instills teamwork, cultivates leadership and builds time-management skills. But sports are only a part of a school's educational mission. At Drexel we recognize the benefits of sports but are not burdened by the distractions that come with maintaining a football program. Drexel hasn't fielded a team since 1973 when administrators realized its budget burden.

Not having a football program turns out to be a major strategic advantage for Drexel. Our student athletes in other sports win conference championships; many of our teams are nationally ranked. Our Division I athletic programs create a strong sense of pride on campus. But we focus entirely and exclusively on our mission: delivering a high-quality education for all students. More universities should feel welcome to join us.

Mr. Fry is the president of Drexel University in Philadelphia. He previously served as chairman of the NCAA Division III presidents council and on the NCAA's executive committee.


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Appendix II


Construction Status Reports






CSU FORT COLLINS-CONSTRUCTION STATUS OF BOND FUNDED PROJECTS

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 1/16
<p>Aggie Village North</p> <p>Total Budget: \$112,265,000</p>	<p>\$112,265,000</p> <p>Housing and Dining Services</p>		<p>Phased through Aug 2016</p>	<p>This project is a redevelopment from the low density Aggie Village married student housing to high density undergraduate and international student apartments.</p> <p>Construction is approximately 70% complete. Buildings are fully dried in. Exterior nearing completion and MEP rough in complete. Interior framing, drywall, MEP fit up and interior finishes underway.</p>
<p>Multipurpose Stadium</p> <p>Total Budget: \$220,000,000</p>	<p>\$220,000,000</p> <p>Stadium Revenue</p>		<p>Aug 2017</p>	<p>This project will construct a multi-use stadium on main campus.</p> <p>Project is in budget and on schedule. Construction is approximately 8% complete. GMP in place with associated contract amendment fully executed. Rough grading, mass excavation complete, drilled piers nearing completion. Footings and foundations underway.</p>

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 1/16
<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>This project consists of approximately 82,000 gsf of classroom, advising and Alumni Center space.</p> <p>Design documents are complete. Construction to be concurrent with the Stadium project.</p>
<p>South College Avenue Garage</p> <p>Total Budget: \$16,500,000</p>	<p>\$16,500,000</p> <p>Parking and Transportation Services</p>		<p>June 2016</p>	<p>This project will construct an approximately 660-space parking garage on main campus.</p> <p>Design-Build team has been selected, project is in budget and on schedule. Foundation work is complete and precast panel erection is underway.</p>

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 1/16
<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>This project will construct an approximately 161,000 gsf medical center with 27,500 gsf on the 4th floor unfinished to accommodate future growth.</p> <p>The Design-Build team has been selected, project is in budget and on schedule. Site has been cleared. Mass excavation and utility work underway.</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>This project will construct an approximately 152,000 gsf biology building with 10,000 gsf on the 4th floor unfinished to accommodate future growth.</p> <p>Design-Build team has been selected. Project is in budget and on schedule. Site clearing complete, utilities in place, mass excavation complete. Footings and foundations underway.</p>

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 1/16
<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>This project will construct a bike and pedestrian underpass at Center Ave and Prospect Road.</p> <p>The Design-Build team has been selected, project is in budget and on schedule. Below grade structural crossing design coordinated with City of Fort Collins. Utility relocates underway.</p>
<p>Chemistry Building</p> <p>Total Budget: \$56,566,618</p>	<p>State funding: First 2 phases \$38,694,678 Pending phase 3 (\$12,471,940)</p> <p>CSU Match: \$5,400,000</p>		<p>July 2017</p>	<p>This project will construct an approximately 60,000 gsf chemistry building.</p> <p>Project has received two of three phases of funding. Chemistry off-site utilities are 95% complete using phase 1 funding. Bids received and in budget. Building construction to begin Feb 2016.</p> <p>Final phase of state funding has been submitted or 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 01/18/2016	Description
Corridor Extension @Student Recreation Center	\$856,260 Student Rec. Ctr. Fee			Construction Completed January 2012	
South Campus Entry Drive, Parking Addition, Foyer addition, Internal Renovation @ Buell Communication Center Building	\$1,062,500 Student Fee-- \$300,000 Parking funds---\$301,000 Building Repair/Replacement-- \$462,500			Construction Completed February 2012	
Ochiato University Center Renovation and Addition	\$30,000,000 Debt to be repaid with student fee facility fees & auxiliary services revenue			Ochiato University Center Schematic Design completed. 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.) Bid Package 3 pricing anticipated 02/16. 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 under budget and on schedule. 11 buildings are live on-line. Project is Substantially Complete
New General Classroom Building	\$16,000,000 Capital Funds		Construction Start 06/14 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 Phase 1 field and bleachers June 2014, Phase 2 Building estimated February 1, 2016	Phase 2 (building) 100% complete. Occupancy scheduled for February 1, 2016 Press box construction and sitework underway. (Phase I--Synthetic turf field--- completed and in use.) Houston General Contractor	

Appendix III

Higher Education Readings

For the strategic plan discussion...

A NEW ROUTE TO STUDENT AID

Inside Higher Ed; October 14, 2015

In October the U.S. Department of Education announced a new experimental pathway to federal aid for partnerships between colleges and non-traditional providers like skills boot camps or MOOCs. The scope will be limited – only 10 or so applications are expected to be accepted – and colleges and their partner organization are required to bring along a third party to provide quality assurance, essentially acting as an informal accreditor. But with 16,000 expected graduates from boot camps in 2015 at an average cost of \$1,000/week of training, the new pathway is seen as a way of increasing the affordability for a student market increasingly looking for job training and skills either in addition to or in place of a formal bachelor's degree.

TURNS OUT HAVING A COLLEGE DEGREE WAS WORTH SOMETHING AFTER THE RECESSION

The Washington Post; December 10, 2015

In the years that the U.S. was emerging from the Great Recession it was common to hear about an epidemic of college educated twenty-somethings working menial jobs well below their supposed skill set as a college graduate. But a new study from the New York Federal Reserve found several complicating factors at play.

1. The trend of under- or unemployed graduates is up and down over the past decades, actually peaking in the early 1990s at around 47 percent.
2. In the wake of the recession jobs for the less-educated grew faster than jobs for the more-educated, meaning there were simply more of those jobs to go around.
3. There is variation among jobs that don't require college degrees and some, such as IT specialists or other tech jobs, employ more than twice the number of college graduates than those with no degree.
4. There is additional variation among the type of degree a graduate received. Graduates from high-demand fields or from programs involving specific career training are far less likely to face unemployment than graduates who majored in broader topics.
5. Finally, the study found that underemployment of recent grads is mostly temporary and that the number of college graduates working a low-skilled service job fell by half in the years between 22 and 27 years old.

YOU SHOULD PLAN ON SWITCHING JOBS EVERY THREE YEARS FOR THE REST OF YOUR LIFE

Fast Company; January 7, 2016

The old line of thinking – that staying with one company your entire career proved your loyalty and increased your value as an employee – is being reconsidered. Job hopping every three to four years is increasingly considered the path to success as job hoppers are more and more seen as having a higher learning curve, being higher performers, and being more loyal, the thinking being they care more about making a lasting impression in a short amount of time. And for employees, job hopping can actually be seen as an increased form of job stability as you gain experience in applying, interviewing, and securing a new job quickly – skills that many long-time employees lack in the wake of company downsizing or layoffs.

[COLORADO TO OPEN 1ST P-TECH SCHOOLS FOCUSED ON SKILLED CAREERS](#)

Denver Business Journal; January 12, 2016

Two new schools opening in fall 2016 in Colorado will offer a first-of-its-kind program called Pathways in Technology Early College or P-TECH, allowing high school students to attend classes for 6 years instead of 4 and emerge at the end with a high school diploma and an associate degree in a STEM-related field. Students, of which 200 are expected in the first year, will be offered a curriculum designed to meet the needs of local businesses and will be first in line for job opportunities at participating companies in the community. The new schools will be located in the St. Vrain Valley School District and the El Paso County School District.

For additional reading...

[HOW SOME WOULD LEVEL THE PLAYING FIELD: FREE HARVARD DEGREES](#)

New York Times; January 14, 2016

With rising college costs and affirmative action becoming increasingly contentious issues in higher education, a slate of candidates at Harvard is proposing making tuition free for undergrads using money from the university's sizeable endowment. The slate claims that in addition to addressing the high cost of tuition to attend Harvard (currently \$45,000/year), it would also increase the racial and ethnic diversity of the campus by encouraging lower-income students, a significant number of which are minorities, to apply. Whether such an action would even be possible is not clear – many have pointed out that an endowment is not like a bank account and most of the funds are earmarked for specific programs – but it's not the only proposal of its kind under consideration. A proposal to require colleges with \$1B+ endowments to spend a quarter of their annual earnings in tuition assistance or lose their tax exempt status is being circulated by New York Republican Representative Tom Reed.

[THE CHALLENGE OF RESTORING THE 'PUBLIC' TO 'PUBLIC HIGHER EDUCATION'](#)

The Chronicle of Higher Education; December 11, 2015

Public higher education advocates have frequently highlighted the individual economic benefit of a college degree as a way to encourage state legislators to fund higher education as an investment in their state's economic future. But this tactic has somewhat backfired as legislators have been equally likely to take the position that with the promise of increased earning potential after graduation it is reasonable to expect students to shoulder more of the costs while in school. There is a push currently to shift the conversation away from strict metrics and economics and towards the public and personal social capital generated by higher education. The new Post-Collegiate Outcomes Initiative, created by the land-grant-university group, is starting to explore ways to measure and show these less tangible benefits.

[BUILDING A NEW RESEARCH-UNIVERSITY SYSTEM](#)

The Chronicle of Higher Education; January 17, 2016

While American research universities have been considered the best in the world for over a century, and continue to hold that distinction today, there is no denying that the times are changing and the model that has propelled American institutions to the top may not be the ideal model for the 21st century. Jonathan Cole, former provost at Columbia University, thinks that academic leagues or knowledge

communities – essentially de facto mergers between the top universities both in the United States and the international community – could increase competition for premier professors and researchers as well as improve the quality of education for undergraduates and graduates.

NATIONAL WESTERN STOCK SHOW TEACHES KIDS ABOUT AGRICULTURE

The Denver Post; January 23, 2016

For the final weekend of the stock show, CSU partnered with the National Western for a children's learning experience called Ag Adventure where families learn about animal and crop production from CSU students and volunteers.

A NEW ROUTE TO STUDENT AID

The U.S. Department of Education today announced an experimental pathway to federal aid for partnerships between colleges and nontraditional providers, including ones that run skills boot camps or offer unaccredited online courses.

As part of the **long-awaited project**, the department will waive a ban on colleges outsourcing more than half of their course content and instruction to a nonaccredited entity. The feds have that authority under the experimental-sites initiative, which allows for flexibility in testing the disbursement of financial aid.

The experiment will be limited in scope, department officials said. They plan to accept fewer than 10 applications from colleges and their partners. But the department said Tuesday that boot camps and MOOC providers are likely candidates for participation, as are short-term certificate programs and forms of corporate training.

“Some of these new models may provide more flexible and more affordable credentials and educational options than those offered by traditional higher [education] institutions, and are showing promise in preparing students with the training and education needed for better, in-demand jobs,” the department said in a written statement.

A key part of the experiment, which is dubbed the Educational Quality through Innovative Partnerships (EQUIP) program, is to try out new ways of ensuring academic quality in these nontraditional programs.

“Since these providers are not within the purview of traditional accrediting agencies,” the department said, “we have no

generally accepted means of gauging their quality.”

To apply to the experiment, colleges and their partner organization must bring along a third-party “quality assurance entity.” This group in many ways will perform the task of an accreditor, although mostly in an informal, nonbinding manner.

On Tuesday information remained skimpy about the alternative-accreditation piece of the project. The department said it would release a **full description** today in The Federal Register. But the feds previously have described what they think quality assurance should look like under the experiment, at least in rough terms. And the results of completing a program through one of these partnerships -- meaning student outcomes -- will be part of the mix.

In July the White House **held a meeting** about the rapidly expanding coding and skills boot camp sector. Federal officials described preferred areas for quality assurance at that meeting, sources said. And they gave similar examples to the news media on Tuesday.

The new quasi accreditors will be required to develop ways to assess programs, the department said, including the claims providers make about student learning, evidence they have to support those claims (including assessments), student outcomes like learning and employment, and the management and stability of the nontraditional providers.

Possible participants on the quality-assurance side, sources have said previously, could include higher education groups like the American Council on Education and the Council for Adult and Experiential Learning, or even companies such as LinkedIn or Parchment. Industry trade groups are also

possibilities. So are regional accreditors themselves, perhaps through new subsidiaries.

National accrediting agencies are a possibility as well. For example, the Distance Education Accrediting Commission in April **unveiled** a quality control process for noninstitutional online course providers. Leah Matthews, the commission's executive director, said her group was interested in applying to the participate in the experiment.

The department said Tuesday that quality-assurance entities should have experience with the nontraditional providers they will scrutinize. And the results of the experiment, said Ted Mitchell, the under secretary of education, in a phone call with reporters, should inform ongoing policy discussions about standards in higher education.

The project is designed to “help us understand whether an outcomes-focused quality-assurance system has legs,” he said.

Role for Regionals

Accreditors shouldn't be too worried about being replaced, however, at least not in the immediate sense. That's because they will have the power to review and approve the proposed experimental sites, even after the feds sign off on them. Several sources said such arrangements almost certainly would trigger a review by accreditors -- under requirements for so called substantive changes of academic offerings. And just as likely, they said, regional accreditors will approve those applications, given the strong political support for this federal experiment.

Paul Freedman has tangled with an accreditor over a similar partnership. Freedman helped create an unusual partnership

between Tiffin University and the Silicon Valley education company he led. Tiffin, which is a small private university located in Ohio, offered online, two-year degrees with Altius under the Ivy Bridge College brand.

The Higher Learning Commission essentially **shut down Ivy Bridge** in 2013. In making that decision, HLC, which is the largest regional accreditor, cited some of the same regulations the feds are waiving under the newly announced experiment -- including what the accreditor thought was an outsized role by Altius as an outsourced academic content provider.

As a result, Freedman said, he has a bittersweet reaction to the experiment's creation. He supports the project, but said “it’s basically driving the creation of more Ivy Bridges.” (Earlier this year Ivy Bridge’s owners **sued** HLC.)

Because current accrediting agencies will be the ultimate overseers of the experiment, Freedman said it will fail to break accreditors’ “monopolistic control” of access to federal financial aid.

“You’re still going through the existing accreditation system,” he said. “That will still remain as a relevant standard.”

Even so, accreditors are likely to sign off on the federally approved partnerships between colleges and MOOC providers and boot camps, which are enjoying lots of bipartisan political support. And the department’s goal is to see how quality assurance might work differently in these spaces, Mitchell said. Paul LeBlanc agreed. LeBlanc, Southern New Hampshire University’s president, recently completed a three-month stint as an adviser to Mitchell, during which he worked on the experiment’s development.

“EQUIP's secondary goal is to explore new approaches to quality assurance, more focused on outcomes, data driven and transparent,” he said in an email. “The hope, I think, is to develop new and better approaches to program quality, to influence the existing accreditors, and to perhaps lead to the approval of new gateway accreditors.”

The experiment could set the stage for an alternative form of accreditation that includes access to federal aid, said Judith Eaton, president of the Council for Higher Education Accreditation. (The council **has written** about external quality review for noninstitutional providers.)

Eaton praised the limited scope of the department’s project, calling it prudent.

“The risk taking with regard to taxpayer money is reasonable,” she said.

Lowering Costs

An **estimated 16,000 students** will complete a skills boot camp program this year. The immersive sessions in coding and other mostly tech-related skills lead to impressive job-placement numbers -- typically over 90 percent for students who complete them.

But boot camps don’t attract many low-income students. They typically cater to college graduates. And with price tags that average around \$11,000 for 11 weeks of training, they’re far from low cost.

The experimental sites program will lower those costs, at least for the handful of programs that are selected, as their students could receive federal aid. And access for low-income students will be one criterion the feds use to evaluate applications.

That logic applies to unaccredited online courses, too. The department described a hypothetical student who might benefit from the program -- a single parent who took a set of MOOCs over a three-month period, earning a certificate in data science and 12 college credits that could be transferred to an academic program at the partner college, or elsewhere.

Not everyone is jazzed about the experiment, however, including some people who work for nontraditional providers. Robert Shireman, a former Education Department official and prominent critic of for-profit higher education, **has written** that the project could open the floodgates of federal aid to low quality providers.

Sharing a similar concern this week was Clint Schmidt, the chief operating officer at Bloc, a coding boot camp with a fully online model featuring one faculty member (or mentor) per student.

In an **essay**, Schmidt said, “Partnering with accredited schools to deliver tech skills for credit is a dangerous back door to access[ing] federal student loans.”

Schmidt said the federal money could encourage some boot camps to churn more students through their real estate-driven business model. A better solution would be to have a rigorous standard of quality in place before aid is targeted to the sector. “But if accreditation in boot camps is not directly tied to demonstrable skills and significant career outcomes for students,” he said, “then boot camps can chase easy dollars to bump revenue per square foot without being directly accountable for student outcomes.”

Even executives at General Assembly, which is by far the

largest of the boot camps, have expressed mixed feelings about federal aid eligibility. Jake Schwartz, the company's cofounder and CEO, **said in April** that while federal aid tends to drive up prices, General Assembly likely would participate in such an experiment because others would and "government money is hard to pass up."

Federal funding could have a positive impact on the corporate training side, said Alan Todd, CEO of CorpU, which specializes in online courses and features a social learning platform. He said federal financial aid could work if it helps companies and their employees -- as well as colleges -- make college-level corporate training more affordable.

However, that benefit would be limited if the experiment comes with too much red tape. And Todd said that's certainly a possibility.

"I don't think that the commercial providers like CorpU are going to rush into this," he said.

TURNS OUT HAVING A COLLEGE DEGREE WAS WORTH SOMETHING AFTER THE RECESSION

In the wake of the Great Recession, a meme took hold: That of the overeducated barista, unable to find a job in their field, working instead in a low or middle-skilled position just to get by. By 2011, more than half of college graduates under age 25 were jobless or underemployed. The effect lessened over the past few years, to the point where my colleague Ylan Mui declared the era was "coming to a close." But were recent grads really stuck in these jobs that were so far beneath them? In retrospect, a new study from staff at the New York Federal Reserve finds that the reality was a bit more complicated.

First of all, it's useful to go back a little further than the recession. This isn't a new phenomenon: The proportion of people within five years of graduating from college working in jobs that didn't require a college degree actually peaked in the early 1990s, at above 47 percent. It fell dramatically thereafter, rose sharply in the mid-2000s, dropped again, rose in the recession, and has been mostly dropping since 2014.

Second of all, it's true that jobs for the less-educated grew faster than those for the more-educated, starting as the nation emerged from recession. So perhaps if new graduates ended up underemployed, it's in part because those were the easier jobs to get.

Beyond those crude divisions, though, the Fed economists dug a little deeper. There's actually a lot of variation among jobs that don't require college degrees, both in skill level and pay, from relatively high-earning IT specialists down to ... well, baristas (and other restaurant workers). The researchers found that the percentage of college graduates employed in the

higher-end occupations was twice as large as the percentage of those with no degree at all — and the relationship reversed in the low-end occupations, suggesting some amount of return on that higher education investment.

Finally, it's worth noting that not all college degrees are created equal. There's a lot of variation in the underemployment rates of people with different college majors — people who graduated in high-demand fields like nursing and civil engineering, for example, almost never encounter that problem. More generally, those who major in technical subjects or ones that involve specific career training are less likely to face underemployment than those who study something more broad, like anthropology or communications.

(That's why Marco Rubio was both right and wrong about philosophers and welders -- while career philosophers earn more than welders, those who studied philosophy are more likely to find themselves in jobs that don't require all that training.)

But don't fret too much about the English majors who can't find a job in their field right out of college. The Fed's study found that underemployment is mostly a transitory state — the percentage of 22-year-old college grads working in low skilled service jobs falls from 13 percent to about 6.7 percent by the time they're 27, for example. They may still bear lifelong scars from the Great Recession, but things do get better.

YOU SHOULD PLAN ON CHANGING JOBS EVERY THREE TO FIVE YEARS FOR THE REST OF YOUR LIFE

Changing jobs every couple of years used to look bad on a resume. It told recruiters you can't hold down a job, can't get along with colleagues, or that you're simply disloyal and can't commit.

That stigma is fast becoming antiquated—especially as millennials rise in the workplace with expectations to continuously learn, develop, and advance in their careers. This sentiment is different than the belief of past generations that you cling to an employer over a lifetime in the hopes that your long-term employer will treat you fairly in the end with a matching 401(k) plan, among other benefits.

There are a lot of arguments for jumping ship every few years. The economy isn't what it used to be—and never will be again.

Workers who stay with a company longer than two years are said to get paid 50% less, and job hoppers are believed to have a higher learning curve, be higher performers, and even to be more loyal, because they care about making a good impression in the short amount of time they know they'll stay with each employer.

Patty McCord, former chief talent officer for Netflix (and responsible for the company's current innovative work culture), says job hopping is a good thing, and young people should plan to do so every three to four years.

"I think that the most important, critical change in people's mental outlook is to view employees as smart contributors from the beginning," advises McCord, who now coaches and advises companies and entrepreneurs on culture and leadership.

"If we changed our perspective and said, 'Everyone here wants to come in, do a great job, and contribute,' then they either fit or they don't," she adds. "You build skills faster when changing companies because of the learning curve."

Why the high learning curve? Because job hoppers are constantly

placed outside of their comfort zones. They join companies, know they have to learn fast, make great impressions, and improve the bottom line—all within a couple of years before moving on to their next conquest. As a result, they're usually overachievers and learn a lot in a short span of time.

According to Penelope Trunk, serial entrepreneur and author, life is actually "more stable" with frequent job changes.

"In terms of managing your own career, if you don't change jobs every three years, you don't develop the skills of getting a job quickly, so then you don't have any career stability," Trunk tells *Fast Company*. "You're just completely dependent on the place that you work as if it's 1950, and you're going to get a gold watch at the end of a 50-year term at your company."

She adds:

I read a lot of research about what makes a good employee . . . and people used to think that the longer you kept an employee, the more worth they are to you, because you train them and they get used to their job and then they do it. But, in fact, an employee who stays on the job and isn't learning at a really high rate is not as engaged, so they're not doing as good work. So it turns out, the employee who stays longest, you get the least work out of, and the employees that job hunt are the most receptive of becoming extremely useful, very fast.

Trunk believes that the learning curve "pretty much flattens after three years." While there are few exceptions to jobs people should stay in for longer, such as academia, most people should leave if they want to stay engaged, says Trunk.

But what about companies? We all know how costly it is to train employees. If companies have to keep training new employees, how does this affect their business objectives?

This is a concern McCord is asked about regularly by the companies she consults. Employee retention is a big issue, and "it scares the hell out of" employers, says McCord. They've invested a lot in hiring big talent. To that, McCord has some advice: In 15

years, when your company is growing rapidly because of all the high, job-hopping achievers that have come and gone, unless you're an institution, don't worry that no one has any institutional knowledge of your company.

COLORADO TO OPEN 1ST P-TECH SCHOOLS FOCUSED ON SKILLED CAREERS

Two new schools will be ground zero for a first-of-its kind program in Colorado where high schoolers can attend class for six years (rather than four) to earn an associate degree in a STEM related field.

STEM refers to science, technology, engineering and math.

The schools will be located in the Longmont-based St. Vrain Valley School District and El Paso County School District 49, near Colorado Springs. They will open in fall 2016 and serve about 200 students the first year.

They will be the state's first "Pathways in Technology Early College" (P-TECH) schools, offering students curriculum designed to meet the needs of businesses.

"P-TECH schools are an example of what the state can accomplish when it pools its resources together and forms partnerships between the business and education community," said Colorado Gov. John Hickenlooper.

"In fewer than five years, more than 70 percent of jobs in Colorado will require some form of education beyond high school. P-TECH schools will give students the skills they need to participate in the changing workforce," he said.

P-TECH schools were developed from a consortium of school districts, employers and community colleges. P-TECH students will work with business community mentors, gain real-world workplace experience and take classes designed to fill skills gaps needed by local businesses. Graduates will then be first in line when jobs open at companies participating in the P-TECH program.

The two schools come after the Legislature in 2015 approved the measure to bring P-TECH schools to Colorado.

These first two approved P-TECH schools are partnerships between the following:

- St. Vrain Valley School District, Front Range Community College, and IBM
- James Irwin Charter School (El Paso County School District 49 as authorizer), Pikes Peak Community College, Bal Seal Engineering, and Housing and Building Association of Colorado Springs.

HOW SOME WOULD LEVEL THE PLAYING FIELD: FREE HARVARD DEGREES

Should [Harvard](#) be free?

That is the provocative question posed by a [slate of candidates](#) running for the [Board of Overseers](#) at Harvard, which helps set strategy for the university. They say Harvard makes so much money from its [\\$37.6 billion endowment](#) that it should stop charging tuition to undergraduates.

But they have tied the notion to another, equally provocative question: Does Harvard shortchange Asian-Americans in admissions?

Their argument is that if Harvard were free, more highly qualified students from all backgrounds would apply, and the university would no longer have trouble balancing its class for racial or ethnic diversity — making sure, they say, that Asian-Americans do not lose out.

The slate of five candidates was put together by [Ron Unz](#), a conservative California software entrepreneur who has sponsored ballot initiatives opposing bilingual education. Although the campaign, “Free Harvard, Fair Harvard,” includes one left-leaning member — the consumer advocate [Ralph Nader](#) — Mr. Unz and the other three candidates have written or testified extensively against affirmative action, opposing race-based admissions.

Their positions are in lock step with claims in a federal [lawsuit accusing the university of discriminating](#) against Asian-Americans in admissions. Harvard has denied the accusations.

Coincidence or not, the plaintiffs in that case are seeking from Harvard exactly what the Unz slate wants: disclosure of data showing how the university's freshman class is selected each year.

The politically charged data holds the potential to reveal whether Harvard bypasses better-qualified Asian-American candidates in favor of whites, blacks, Hispanics and the children of the wealthy and powerful, the group argues.

"Our focus is entirely on greater transparency in admissions," Mr. Unz said, "namely urging Harvard to provide much more detailed information on how they select the very small slice of applicants receiving offers of admission, in order to curb the huge potential abuse possible under the entirely opaque system."

Whatever the political motivations of the slate, Mr. Unz, a Harvard alumnus, and the other members have hit on two increasingly contentious issues in higher education: ballooning college costs and [affirmative action](#).

The expense of college has become a hot topic in the presidential race, with several candidates proposing solutions ranging from government-financed tuition to private investors' financing of school expenses in exchange for a share of an individual's future earnings. Lawmakers on Capitol Hill have proposed an idea similar to the one held by Mr. Unz's slate — that college endowments be tapped to cover tuition.

The United States Supreme Court is considering whether race should be used as a factor in college admissions. As so called underrepresented minorities — blacks, Hispanics and Native Americans — get a boost at Harvard and many other

colleges, some Asian-Americans are among those who say they are not treated fairly.

If Harvard abolishes tuition for undergrads, Mr. Nader said, "it will ricochet across the [Ivy League](#)."

Maybe. Officials at Harvard suggested that even if the slate were to win, the idea is a nonstarter, pointing out that the endowment is split into thousands of funds designated for specific uses that have nothing to do with undergraduates.

"There is a common misconception that endowments, including Harvard's, can be accessed like bank accounts, used for anything at any time as long as funds are available," Jeff Neal, a Harvard spokesman, said. "In reality, Harvard's flexibility in spending from the endowment is limited by the fact that it must be maintained in perpetuity and that it is largely restricted by the explicit wishes of those who contributed the endowed funds."

Mr. Neal also said that although tuition is high, Harvard, like many universities with large endowments, is generous with financial aid, awarding more than \$1.4 billion to undergraduates in the past decade.

But Mr. Unz says that even with potential aid, prospective low-income applicants may be discouraged by the published tuition of \$45,000 a year.

The idea of free tuition paid for by endowment income has also gained traction in Congress. College endowments held \$516 billion in 2014, with 74 percent of the money held by 11 percent of institutions, according to a [Congressional Research Service report](#) in December. The average return in 2014 was 15.5 percent, the report said, but the colleges spent

only 4.4 percent. By law, those are tax-exempt earnings. Lawmakers have proposed requiring that about 90 colleges with endowments of \$1 billion or more spend about 25 percent of their annual earnings for tuition assistance — or forfeit their tax exemptions.

Representative Tom Reed, a New York Republican who is behind the proposal, said this would partly address a crisis in college costs for low- and middle-income families.

At universities like Harvard with large endowments, Mr. Reed said, “if my math is correct, that would essentially wipe out any tuition bill that a child would be responsible for.”

Mr. Unz, whose [2012 data analysis](#) of admissions at Harvard and other [Ivy League](#) institutions is cited in the case against the university, said his slate was not pressing to abolish affirmative action at Harvard, but was only seeking more information. But several members of the group are known for their past advocacy against using race in admissions.

One is Lee C. Cheng, a Harvard graduate and chief legal counsel for the online electronics retailer [Newegg.com](#). He is co-founder of an organization that filed a [brief](#) in support of the white plaintiff in the [lawsuit against the University of Texas](#) that is before the Supreme Court.

Mr. Cheng is also quoted in the suit against Harvard, which was brought by [Students for Fair Admissions](#).

Another member of the slate is Stuart Taylor Jr., a former reporter for The New York Times who got his law degree from Harvard and is co-author of a [2012 book](#) contending that affirmative action harms minority students. And another is [Stephen Hsu](#), a physicist and vice president at Michigan State University who has written against the use of race in college admissions.

Mr. Nader, who also got his law degree from Harvard, said the admissions system has been “bollixed up for decades” by legacies and other preferences.

In court documents filed in the University of Texas case, Harvard says a victory for the plaintiffs in the Students for Fair Admissions lawsuit would overturn its efforts to build a racially diverse class.

The Board of Overseers, with 30 members elected for rotating six-year terms, is the second most powerful board at the university. Members are generally elected from nominees selected by the Harvard Alumni Association.

To be placed on the ballot, other candidates must get petitions signed this month by 201 Harvard graduates. Mr. Unz, who these days is busy collecting signatures, believes his group stands a good chance. Part of his strategy apparently relies on low turnout among the 320,000 or so alumni, combined with the hope that an estimated 15,000 to 20,000 Asian-American graduates will be energized by the “Fair Harvard” plank.

This is not the first time a candidate slate has tried to influence the board. In one case, in 1991, a Harvard Law School student named Barack Obama was one of three candidates running on a slate called the Harvard-Radcliffe Alumni Against Apartheid.

It lost.

THE CHALLENGE OF RESTORING THE 'PUBLIC' TO 'PUBLIC HIGHER EDUCATION'

Advocates for public colleges know a degree has value beyond increased wages for their graduates. Now they are trying to convince everyone else.

How to make that argument is the theme here at the annual conference of higher-education lobbyists representing public two- and four-year colleges — members of the American Association of Community Colleges, the American Association of State Colleges and Universities, and the Association of Public and Land-Grant Universities. Members of the Council for Advancement and Support of Education also attended.

Central to the discussions was the growing movement to more broadly define the value of public colleges, which for more than a decade has focused on the financial payoff of earning a degree.

"America is losing her way on higher education," Thomas W. Ross, president of the University of North Carolina system, said on Wednesday in a speech to the lobbyists. The discussion of higher education's value has become too focused on metrics, return on investment, and work-force preparation, said Mr. Ross, who is being [forced to step down](#) from his position at the [end of the year](#).

The result is that colleges are increasingly described more like factories than educational enterprises, said Mr. Ross, with a mandate to produce more products at a lower price.

"We can't forget about the overarching public good of higher education," said Mr. Ross. "The public good has fallen off the agenda."

The Economic-Benefits Pitfall

Colleges themselves have some responsibility for the state of the debate.

For at least a decade, leaders and advocates of public higher education have highlighted the individual economic benefits of earning a college degree. That reasoning has largely taken hold among both policy makers and the public, who see college as an imperative for getting a good job.

The argument that a state's residents make more money when they are well educated is meant to protect legislators' appropriations as an investment in the state's economic future. But it has not, in most cases, helped persuade them to increase spending on higher education.

Instead, by highlighting the increased earnings of college graduates, the argument has made it easy for state lawmakers to conclude that individuals should pay for more of their education, said Mr. Ross and others, and to justify budget cuts in public higher education.

Budget cuts are not the only fallout from a focus on individual financial benefits, Jeremi Suri, a professor of history at the University of Texas at Austin, said during a presentation at the conference.

"Students come in and want to learn interesting things," Mr. Suri said. "Sadly, they are told by their parents and everyone else, Just study to get a job."

"The message to them is, Go get what you can get, because if you don't get it someone else will," Mr. Suri said.

Minutiae and Meetings

Mr. Suri said the first responsibility of those in higher education is to know their history and mission and to live up to its ideals. Too much time and energy is being spent in academe on minutiae and pointless meetings.

In addition, he said, state legislators need to visit campuses for more than football games.

But the problem college advocates face as they try to shift the conversation to the public good is that there is little agreement on the means and measures to show those benefits.

In contrast, state and federal governments have established several ways to [link wages to college degrees](#) and, in some cases, have criticized majors they perceive as having little economic value.

The associations at the meeting have begun various efforts to change how college success is measured. In particular, the land-grant-university group has started the [Post-Collegiate Outcomes Initiative](#) to examine both the public and the personal economic and social capital that is generated by higher education.

In an era of increased accountability, higher education needs to include both perspectives, Jonathan R. Alger, president of James Madison University, told attendees.

"Our philosophy majors do a lot with the skill sets we give them," he said. "We need to tell that story."

BUILDING A NEW RESEARCH UNIVERSITY SYSTEM

American research universities are clearly the finest in the world. As of 2015, and for at least 40 years, the United States has had by far the greatest system of higher education in the world. By most reckonings, we have roughly 80 percent of the top 20 universities, 70 percent of the top 50, and 60 percent of the top 100. We win the majority of Nobel science and economics prizes and other internationally prestigious awards for scholarly achievement. Research produced by our universities dominates most fields.

The majority of the educated American public, however, think of our universities in terms of teaching and the transmission of knowledge rather than the creation of knowledge, and most critiques of higher education focus on undergraduate education. Let me be emphatically clear: Excellent teaching of undergraduates and graduate students is crucially important and an integral part of the mission of great universities. It is perhaps our first calling. But it is not what has made our research universities the best in the world. Rather, our ability to fulfill one of the other central missions of great universities — the production of knowledge through discoveries that actually change the world — has created our pre-eminence.

Unfortunately, what most newly industrial nations are striving to imitate in our great universities is what we were and what we are, not what we will or should be later in the 21st century.

Our nation's founders took a far more detailed interest in formulating a model for higher learning than do our current leaders. Thomas Jefferson and Benjamin Franklin had clear

ideas about college. Beginning in 1876, with the opening of the Johns Hopkins University, academic leaders (and their critics) participated in a debate about what the research university ought to look like and how it should differ from the best systems of higher learning in the world at the time, the German and British universities. This debate filtered into a continuing discussion in the 1920s and early 1930s. What emerged was the system that took shape in the 1930s and began its ascent following World War II. For more than 75 years, that model has provided the United States with enormous social and economic returns, as well as with better-informed and effective citizens. Indeed, the model has been so successful that there has been little debate over improving it.

The core values of our best universities consist of fundamental, aspirational goals — academic freedom and free inquiry, meritocracy, organized skepticism and open communication of ideas, disinterestedness, creation of knowledge, excellence in research and teaching, a peer review system, and governance by authority rather than by sheer power, among others. Those values continue to be what we ought to maintain in the future. The problem is not with the values themselves, but with the fact that some have eroded over time, and important new ones need to be incorporated into the fabric of the research university.

In *The Great American University: Its Rise to Preeminence, Its Indispensable National Role, Why It Must Be Protected* (PublicAffairs, 2010), I wrote that the essential threats to universities were internal, coming not from competition abroad but internally, from within the United States. I still believe that to be true. Threats to academic freedom and free inquiry continue — both from government and from the academic community. We obstruct research and publication, and sometimes teaching,

on the basis of ideology; we have outdated immigration policies that limit the exchange of ideas; we cut back on support for basic and goal-oriented research; we don't tackle the cost of higher learning and its effects on our pool of talent. We hammer the arts and humanities, and we allow political criteria to intrude into the peer-review system.

Despite those internal threats, our great universities remain the queens and kings of the mountain. Yet they have, in my view, not come close to reaching their full potential. I cannot predict what will actually happen to our university system over the next 25 years (that being a fool's errand). I do believe, however, that we should consider and debate overhauling basic features of the best universities: how we admit students; what we ought to focus on in undergraduate education; how we structure intercollegiate athletics; how we design professional schools (and whether all of them should exist); how we organize and configure buildings on a campus that increasingly depends on interdisciplinary research and teaching, far different from the Oxbridge quadrangle; the role of the humanities; the affordability and value of higher learning; a reassessment of whether the university's core values are still appropriate in the 21st century; structural changes in our silos to encourage the growth of knowledge and in the way universities are governed; and a reconceptualization of the university government compact.

My new book, *Toward a More Perfect University*, takes on many of those issues. Here I want to focus on a topic that is central to the intellectual health of our universities. Our system today has "steeples of excellence," clusters of some of the top researchers and teachers in the world. But what has made us great could also become our undoing. Competition for talented professors and students has been a

hallmark of American research universities since their inception, in the latter part of the 19th century. Little has changed 100 years later except that the competition has become fiercer and more costly in an era of academic free agency.

The competitive spirit was an important part of the process leading to our pre-eminence because it required large-scale investments in the infrastructure necessary to conduct cutting-edge research. Although new instruments and machinery were costly, they were, in part, what lured great professors — and groups of professors who found value in collaborating with one another — to join new faculties. Competition spurred the willingness of academic leaders to open up novel fields of inquiry like molecular biology, biochemistry, and biomechanical engineering, spinoffs from more-traditional disciplines. Such new fields led to an expansion of academic jobs in hot areas of science and technology, as well as in law, medicine, and other professional arenas. The cost of a university education, too, was affected by competition, as the increase in dollars needed to recruit exceptional talent often far outpaced the national rate of inflation.

The intense and ubiquitous competition of the 20th century may turn out to have been too much of a good thing for the 21st. The research enterprise and the way we transmit knowledge have changed. We need more-extensive collaborations, both national and international — and those require new structural relationships that may challenge the idea of institutional autonomy.

High-quality research institutions, especially the elite Eastern universities, have not thought about combining their strengths. The closures and mergers that have taken place have generally involved second- or third-tier

institutions. Most of the great state universities have continued to expand, in response to growing populations of students and to the political pressures of geographic constituencies. Some joint programs have emerged, generally crafted by professional schools in different locations — including some in the United States and other nations. But I cannot think of a single large-scale merger of any portion of two great universities in the past 25 years other than attempts to unite university-affiliated or university-owned hospitals. Almost all of those attempts have failed.

The leagues that have grown up around America's best universities have been based almost entirely on athletics. Even the Ivy League had its origins in football. Throughout the United States, athletics conferences compete with one another and share revenues from television and other contractual arrangements while also competing with nonconference colleges. (Perhaps not surprisingly, then, when I was provost at Columbia University, the Board of Trustees spent more time discussing athletics — at Columbia, hardly a growth industry — than they did existing or proposed academic programs.)

The library is the one feature of academic research organization that has flourished through partnerships. Not only have some groups of universities merged their holdings in state-of-the-art remote-storage facilities (such as the one created by Columbia, Princeton University, and the New York Public Library), but cross-library borrowing has also been highly successful over the past 30 years, allowing universities to greatly reduce the number of serial titles they purchase. The emergence of online archives, such as JSTOR, an academic archive of journals, books, and other primary sources, has made individual university subscriptions to many publications obsolete. Informal

arrangements among institutions to share the teaching of "exotic" languages have begun, and faculty members in certain graduate departments at some universities teach students from other universities.

But combining collections in remote-storage facilities, subscribing to JSTOR, or teaching a few students at another university is one thing; de facto mergers of academic programs are another.

In the next 25 or 30 years, we ought to shift our glance away from intercollegiate athletics associations to academic associations. These would not be formal mergers, but "academic leagues" that would enhance the capabilities of great universities and, at least potentially, lower the cost of education.

These academic leagues must be built "strength on strength"; otherwise, they will never work. A great mathematics or economics department would not consider a de facto merger with a third-tier program: There must be value added in the collaborations. The units of merger can and should vary, and, where possible, include international entities. Administrative activities also need to be a part of the restructuring. For example, does every great university need to reinvent the wheel on how to properly identify and commercialize its intellectual property? Isn't it possible that a single office of technology transfer can be developed for use by a league of great universities?

Faculty members at the major universities have often been a step or two ahead of their academic leaders in moving toward informal new combinations. In part, that is a result of the growth of "invisible colleges," networks of scientists around the world who communicate with one another, collaborate on scientific and technical papers, and meet

informally at conferences to discuss their research. Some networks have been institutionalized, such as the [Gordon Research Conferences](#), at which leading biologists come together to hear about the latest and most significant advances in the biological sciences.

If the invisible colleges are research-centered, there have also been faculty attempts to produce quasi-mergers for teaching purposes. For example, the philosophy departments at universities in and near New York City are very strong and have competed with one another for talent for some time — with the winners gaining prestige and the losers becoming weaker. But what has been won or lost for the students in these programs if a professor moves from Columbia University to New York University, or the reverse? Aware that there are no real gains for higher education in that kind of system, the philosophers at these departments have forged informal relationships that, on a small scale, allow graduate students at Columbia to take courses for credit at NYU, Rutgers University, and the City University of New York's Graduate Center. CUNY's [Interuniversity Doctoral Consortium](#) allows doctoral students in the arts and sciences to cross-register at a few institutions in the region. Students can also ask professors at other institutions to serve as mentors and to participate in their doctoral-dissertation defense.

But as far as I know, few formal arrangements for this kind of multi-university use of exceptional talent for doctoral programs exist. And even fewer offer joint degrees. Increasingly, with the development of new technologies, the full teaching resources of a league's members should be available to undergraduates as well as graduate students and postdoctoral fellows, even if their campuses aren't in proximity.

Creating de facto merged programs is apt to meet with a variety of forms of resistance. Faculty opposition, for instance, is likely. While I was provost at Columbia, I discussed with my counterpart at another Ivy League university a possible de facto merger of two of our institutions' strongest departments — both arguably among the top five in the nation. Each department had roughly 60 members. The professors represented a wide array of academic specialties. A joint venture, in which each university admitted its own graduate students, determined its Ph.D. requirements, and offered its own degrees, would have created overnight the finest faculty and the finest program in the world. Ph.D. students would have been permitted to take courses at the other university and to work on their dissertations with any member of the department there. Faculty members at one institution could have (with prior arrangement) occasionally lived and taught at the other. At the time, the idea was limited to graduate students, because they could travel to take courses at the other institution. Today new technology could open such intellectual resources up to both graduate and undergraduate students.

When I raised the idea with my fellow provost, he was intrigued and spoke with the president of his university, who suggested that it be brought to the department's faculty — which almost instantly turned it down. Perhaps it was because it was a "top-down proposal"; perhaps it was perceived as a threat to the autonomy of the department and its prerogatives, such as making faculty appointments. I have little doubt that the reception would have been similar at Columbia. There are several "laws" about academic life, one of which is that there is a very strong bias for the status quo.

Nonetheless, regardless of initial faculty skepticism,

academic leagues ought to be part of the landscape of the research university of the future. The units of merger can and should differ and will vary widely across great universities. Some might be formed around a topic or problem. Columbia's distinguished economist and director of its Earth Institute, Jeffrey D. Sachs, has informally put together a consortium of 15 to 20 universities around the world concerned with, and expert in, the issue of sustainability. Only a few of the member programs have a significant number of faculty members working on the issue, and they come from different disciplinary backgrounds. But student interest at each university is high. Through the consortium, experts lecture or hold seminars online or through other real-time technologies for students at affiliated universities. Together the faculty members have produced a single course open to students at each of these universities, who can sign up, take the course, and become certified as having mastered the material through some form of examination. The lectures are also videotaped, stored, and can be referred to whenever students wish to access them when studying for exams. Within a short period of time, small faculties have become larger and more knowledgeable. No additional faculty members are hired at any of the universities, except to replace those who retire or move — or to acquire those who offer a new kind of expertise. The program takes on an international flavor and begins to approach what can truly be called global.

Another type of de facto merger could build more extensively on the model of the New York-area philosophy departments. Suppose we decide to merge the departments of music at Indiana, Harvard, Princeton, and Yale Universities and the University of Chicago and the University of California at Los Angeles, strong programs with somewhat differing traditions and strengths. Plainly,

other universities could be considered in the same league and might be participants in the new group, although the complexity of running these programs grows exponentially as we add members. If we include in the mix schools with units of music composition and conservatory-type schools like the Juilliard School, the complexity becomes still greater — but so does the potential strength.

It should be possible for some liberal-arts colleges to tap into these new combinations, extending what they can offer their students without expanding their size greatly, if at all. In every case, individual universities would continue to use their own admissions and certification criteria and control the awarding of degrees. De facto mergers could also allow existing programs or institutes, such as those that have emerged to study inequalities of income and wealth, to combine their strengths for the benefit of researchers and their students. Imagine a league that included individuals like Sir Anthony B. Atkinson, at the University of Oxford and the London School of Economics and Political Science; Thomas Piketty, at the School for Advanced Studies in the Social Sciences, the Paris School of Economics, and LSE; Joseph E. Stiglitz, at Columbia; Emmanuel Saez, at the University of California at Berkeley; and Paul Krugman, at CUNY. Consider how, in combination, they could offer enormous advantages for students and their research if they were to form an academic league to study inequality. Top universities ought also to be devising novel ways of learning that extend beyond the university itself to form alliances that can be called "knowledge communities"— a form of academic village. These would include a set of great universities as well as participating art and science museums, film forums, and excellent libraries. Although students could use the campuses of the participants, most of the materials would be presented online and would occupy a specific space on the Internet devoted to high-level

knowledge and open, yet unanswered questions. The new campuses would reimagine and reconstruct the boundary between the campus and the community. The university would become, in a sense, a museum for the interested public.

Would new governance structures be needed? Perhaps. For example, some professors are fabulous in lecture-type settings; others are far better with smaller groups and seminars. But the choice of what to teach, which is now to a significant degree left up to faculty members, would have to yield to some degree to a principle of maximizing the use of the teaching talents of the professors and may need to involve faculty committees and administrators.

Would there be exchanges in payments among members of these leagues? Institutions could keep tallies of use by other members of a consortium. If there is a strong imbalance in the "attendance" in the courses of one university compared with another, or in the use of a museum or archive, arrangements for a balance of payments could be made.

Will de facto mergers, which imply greater cooperation and less direct competition, have an adverse affect on the level of excellence of the overall system of American higher learning? I imagine that the opposite will be true. Quality will be improved by extending the number and caliber of options open to students and faculty. Competition for resources and superior faculty members will still exist, but it might increasingly shift from individual colleges to de facto leagues or knowledge communities. Furthermore, since there are so many different forms of de facto mergers, the leagues will be based on differing goals.

At the same time, they will allow universities to find an alternative to the "infinite growth" model that has

dominated the psychology of great university faculty and their leaders over the past generation.

NATIONAL WESTERN STOCK SHOW TEACHES KIDS ABOUT AGRICULTURE

Education took center stage at the National Western Stock Show on Saturday. The final weekend of the event featured exhibitions and performances dedicated to teaching kids about agriculture and Western culture.

Colorado State University partnered with National Western to present a hands-on learning experience called Ag Adventure. Families learned about animal and crop production with the help of CSU students, volunteers and some agriculture-themed music videos.

"It's to teach kids about different facets of agriculture," said Caroline Conver, a CSU senior and National Western volunteer. "If we can teach kids, hopefully we can get them interested in agriculture."

Kids who participated in the exhibit learned to milk a cow with the help of an electronic, water-powered cow named June. Volunteers also used a transparent plant bed to show children and their families how potatoes grow.

Ashley Higgins, the education assistant for National Western, said she wanted kids to leave the stock show with a better understanding of what's in their food and where it comes from. "The biggest thing is that your food doesn't come from a grocery store," Higgins said. "It's making that connection for people between the cute cow they saw on stage here and the burger on their plate."

Parents who brought their children to Saturday's events echoed that goal.

Denver resident Julie Rottier said she wanted to expose her kids to something they haven't necessarily learned about in school.

"We were really looking for kid events and an opportunity to see the animals," Rottier said, noting that her son Jackson was intimidated by a goat at the stock show's petting zoo. "I want them to understand that this is a whole aspect of our world." Amber Sampson of Parker said she had a similar mission. Only a few hours into their visit, she said, her 4-year-old son had already learned how to make his own rope.

"I want him to see that there's more out there than video games, and there are people who work hard for what we have," she said. Perhaps some of the most meaningful lessons from the weekend were taught by the animals themselves.

Abby Lynn Donnigan, a 5-year-old from Denver, said she learned the most from a llama named Beethoven during the Farmyard Follies show. Along with the crowd-pleasing llama, this presentation featured a pig named Freddie, two goats — Hope and Stetson — Hustler the miniature horse and a donkey named Felicity.

"I learned that a llama is part of the camel family," Donnigan said, noting that she may decide to work on a farm when she's older.

The stock show's future looks bright after Denver voters passed a ballot measure in November that secures funding to expand the stock show site. Dana Porter, National Western's senior manager of partnership and education, said the new facilities will help expand the educational component of the stock show.

"It's very exciting," she said. "Programs like this will only be able to expand."

But Carlene King, who attends the stock show almost every year, said her main hope is for the expansion to improve parking for the complex's events. King also said the stock show attracts "down-to-earth people who believe in patriotism." She said this element is important for educating youths about Western

culture. The expansion will likely attract more people who uphold those values, she said. "The majority of people who come to these events are interested in that lifestyle," she said. "Country life is a different way of life."