

BOARD OF GOVERNORS MEETING
May 5-6, 2016
Colorado State University
Lory Student Center, Longs Peak Room
Fort Collins, Colorado

THURSDAY, May 5, 2016

Board of Governors Breakfast (*Room 300*)

8:30 a.m. – 9:00 a.m.

COMMENCE BOARD MEETING – CALL TO ORDER

9:00 a.m. – 4:30 p.m.

1. PUBLIC COMMENT 4

9:00 a.m. – 9:15 a.m.

2. BOARD CHAIR’S AGENDA 5

9:15 a.m. – 9:30 a.m.

- Committee Assignments
- Excellence in Undergraduate Teaching Awards – CSU and CSU-Global

3. AUDIT AND FINANCE COMMITTEE 8

9:30 a.m. – 12:00 noon

Nancy Tuor, Chair

Audit items

- Status of FY 15-16 Audit Plan 12
- Status Report of Overdue Recommendations 21
- Approval of FY 2016-17 Audit Plan 23

Finance items

- Third Quarter Financials 26
- Adoption of FY 2016-17 E & G Budgets and Related Items 31
- Adoption of the FY 2018 Capital Construction Priority List and Amended Two Year Cash List 59
- CSU System Reserves Policy 64
- Energy Performance Contracting Presentation 75
- Reimbursement Resolution 83
- Treasury update 90

LUNCH – Celebrating 100 Years of Shared Governance

12:00 noon – 1:00 p.m.

4. ACADEMIC AND STUDENT AFFAIRS COMMITTEE 150

1:00 p.m. – 2:15 p.m.

Jane Robbe Rhodes, Chair

- CSU: Faculty Manual Changes 178
- Emeritus Request Summaries for AY 15-16: CSU, 180 CSU-Pueblo, 206
- Sabbatical Revision Summaries AY 15-16: CSU 201
- Posthumous Degree Summary for AY 15-16 CSU, 203 CSU-Global 205
- CSU-Pueblo Accreditation Schedule for 2016-17 208
- CSU: Master of Finance (Plan C) 151
- CSU: Graduate Certificates 155
- You@CSU 204

BREAK (10 minutes)

5. REAL ESTATE/FACILITIES COMMITTEE 210 2:25 p.m.–3:10 p.m.
Scott Johnson, Chair

- Easements to City of Fort Collins for Right of Way at Centre Avenue for Underpass 211
- NWC Water Resources Center Program Plan 213

6. EXECUTIVE SESSION 216 3:10 p.m. – 3:45 p.m.

7. EVALUATION COMMITTEE 217 3:45 p.m. – 4:30 p.m.
Rico Munn, Chair

BOARD OF GOVERNORS DINNER WITH CSU FOUNDATION BOARDS (Social) 5:30 p.m.
Avenir Museum

FRIDAY, FEBRUARY 6, 2016

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

Breakfast 7:30 a.m. – 8:15 a.m.

CSU International Students 8:15 a.m. – 9:00 a.m.

RECONVENE BOARD MEETING 9:00 a.m. – 12:15 p.m.

8. STRATEGIC MAPPING UPDATE 218 9:00 a.m. – 9:45 a.m.

- Talent Market
- CSU System Strategic Plan Update 219
- June Retreat Overview

9. COLORADO STATE UNIVERSITY REPORTS 227 9:45 a.m. – 10:15 a.m.

- Student Report – Presented by Jason Sydoriak 228
- Faculty Report – Presented by Paul Doherty 233
- President’s Report – Presented by Tony Frank 236

BREAK (10 mins)

10. CSU GLOBAL REPORTS 257 10:25 a.m. – 10:55 a.m.

- Student Report CSU - Presented by Megan Schulze 258
- Faculty Report – Presented by Robert Deemer 259
- President’s Report – Presented by Becky Takeda Tinker 260

11. CSU-PUEBLO REPORTS 262 10:55 a.m. – 11:25 a.m.

- Student Report - Presented by Sarah Zarr 263
- Faculty Report – Presented by Michael Mincic 270
- President’s report – Presented by Lesley Di Mare 277

12. CHANCELLOR’S REPORT 282 11:25 a.m. – 12:05 p.m.

13. APPROVAL OF CONSENT AGENDA 291

12:05 p.m. – 12:10 p.m.

A. Colorado State University System

- Minutes of the February 4, 2016 Board and Committee Meetings 292
- Minutes of the February 5, 2016 Board and Committee Meetings 299
- Minutes of the April 28, 2016 Executive Committee Meeting 307

B. Colorado State University

- CSU: Faculty Manual Changes 308
- CSU: Master of Finance (Plan C) 310
- Graduate Certificates CSU 311

14. BOARD MEETING EVALUATION

12:10 p.m. – 12:15 p.m.

ADJOURNMENT**12:15 p.m.****Optional Topping Off Celebration and Beam signing at the Biology and tour of South Campus****12:15 p.m. – 2:30 p.m.**

Next Board of Governors Board Meeting and Retreat:
June 15-17, 2016 CSU Mountain Campus, Pingree Park

APENDICES

- I. Construction Reports 316
- II. Correspondence 321
- III. Higher Ed Readings 333

Section 1

Public Comment

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Section 2

Board Chair's Agenda

**2016
Excellence in Undergraduate
Teaching Award
May 5, 2016**



The Board of Governors and its institutions are committed to excellence in undergraduate teaching.

In 1993, to support this commitment, the Board established the

**Board of Governors
Excellence in Undergraduate
Teaching Awards.**

Awards are presented annually to a faculty member from Colorado State University, Colorado State University - Pueblo, and Colorado State University - Global Campus.

The Board believes,

“Excellence in teaching involves creating a process of inquiry that stimulates the curiosity of students and that helps them develop and probe ideas. The teaching function increases motivation, challenges students, and channels inquiry.”

Dr. Lori Peek
Colorado State University



Dr. Lori Peek joined the CSU faculty as an assistant professor in the Department of Sociology in August of 2005. She was promoted to associate professor with tenure in 2011, and she has served as co-director of the CSU Center for Disaster and Risk Analysis since 2010. Dr. Peek also holds several research faculty affiliate appointments at institutions across the United States.

Within months of her arrival at CSU in 2005, Dr. Peek’s colleagues began nominating her for teaching honors. Among others, her recognitions for teaching excellence include a nomination for the Outstanding Faculty Effort Award by the CSU Office of Resources for Disabled Students, the Excellence in Teaching Award from CSU College of Liberal Arts, a Best Teacher Award from the CSU Alumni Association, and most recently the 2015 Ann Gill Excellence in Teaching Award from College of Liberal Arts.

Dr. Peek was selected for a TILT Teaching Fellowship in 2011-12, which allowed her to participate in a number of advanced teaching seminars. She also served as coordinator of the Master Teacher Initiative Series.

In an interview with the Coloradoan Newspaper for the *10 to Watch in 2015* series, she stated that she lives by Nelson Mandela’s mantra of, “Education is the most powerful weapon which you can use to change the world.” She shares this with her students every semester.

One of Dr. Peek’s goals as a sociology instructor is to help students develop a broader sociological perspective as they attempt to understand local, national, and global issues. She believes the classroom should provide students an opportunity to challenge pre-existing notions, articulate new thoughts and ideas, and participate in intellectual discourse with their professor and peers. She works to make the classroom a safe space where ideas are freely exchanged.

To foster this sort of learning environment and build a strong sense of community, she learns the names of all of her students within the first couple of weeks of class, even in sections with up to 120 students. She wants the students to know that she cares about them and is fully invested in their learning experience, and she attempts to engage every student so his or her voice is heard.

As evidence of this commitment to students, every week there are lines of students waiting outside Dr. Peek’s door for office hours and she meets with each student to talk about class assignments, how she can help them get a job or research project, or how they can put their ideas for social change into action. She advises various undergraduate student clubs including Alpha Kappa Delta: The International Sociology Honor Society, and the Muslim Student Association. One of Dr. Peek’s students expressed that “If every student had a Lori Peek in their lives universities wouldn’t have a problem with retention. She makes you actually look forward to your next class.”

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Debra Martinez
CSU-Global Campus

Debra Martinez is a skilled content expert on the Colorado State University-Global Campus Organizational Leadership faculty, where she has taught for four years. Her background as a nontraditional student, work experience, and keen understanding of the mission and vision of CSU-Global inform her understanding of the support systems needed to provide adult students with the best education possible.

Martinez began her career as a micro support technician in the late 1980s. She earned an Associate of Science in Information Systems as an adult, nontraditional student, making her the first person in her family to earn a degree. Six years later she earned her Bachelor of Science in Business Administration and Information Systems at the University of Northern Colorado while working full time. In addition to her education experience, Martinez recently retired after 25 years as the information technology manager at Aims Community College.

Martinez was one of CSU-Global’s first graduate students. She enrolled in 2008 and earned her Master of Science in Organizational Leadership in 2010. She began teaching at CSU-Global in 2012 in the introductory undergraduate course ORG300: Applying Leadership Principles. In this role she supports new students and helps them to develop their capacity for leadership, as well as the skills necessary to succeed in the online classroom.

Martinez has since demonstrated her commitment to CSU-Global’s mission by providing support in the development, teaching, and refinement of ORG100: Navigating Organizations and Change, the required introductory course for all new freshmen. As she was once a student at the university herself, she is able to take her strong knowledge of the CSU-Global experience and share it with new adult, non-traditional students.

In addition to teaching, Martinez has served as a content expert for revisions to both ORG100 and ORG300, and as a faculty reviewer during course revisions. In July she will assume a role on the Faculty Affairs Committee, where she will provide oversight for policies that impact faculty and shape faculty instructional expectations.

Section 3

Audit and Finance Committee

Audit

- | | | |
|----|---|-------|
| 1. | Discussion/Presentation – Status of FY 2015-2016 Audit Plan | 5 min |
| 2. | Discussion/Presentation – Status of past due recommendations | 5 min |
| 3. | Discussion/Presentation/Action - Approval of FY 2016-17 Audit Plan | 5 min |

Finance

- | | | |
|-----|---|--------|
| 4. | Discussion/Presentation – Third quarter financials | 10 min |
| 5. | Discussion/Presentation/Action – Adoption of FY2016-17 E&G incremental budget, tuition, fees, and other schedules and policies as required by statute, the Board, and CCHE for CSU, CSU–Pueblo, CSU Global Campus, and the System office. | 90 min |
| 6. | Discussion/Presentation/Action – Adoption of the FY 2018 combined campuses capital construction prioritization list for presentation to CCHE. Approval of two-year amended capital construction cash funds project list (Athletic Fields, Shields Underpass, WCNR, Food Innovation Center) | 10 min |
| 7. | Discussion/Presentation/Action – CSU-System Reserves Policy | 10 min |
| 8. | Discussion/Presentation – Energy Performance Contracting Presentation | 15 min |
| 9. | Discussion/Presentation/Action – Reimbursement Resolution:
A. National Western Center
B. CSU and CSU-Pueblo Campus Projects; CSU-Pueblo Energy Efficiency Projects | 10 min |
| 10. | Discussion/Presentation – Treasury Update | 10 min |

Finance & Audit Committee Presentation

May 5, 2016

Agenda Item 1: Status of FY2015-16 Audit Plan

Discussion

**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	Entrance 4/28/16
CSU	Risk Management Office	VP University Operations	Report 16-06
CSU	Athletics (Compliance areas) FY 15-16	President	Planning
CSU	Recharge & Gen Opr Funds (21/22)	Business & Financial Svcs/VPUO	Fieldwork
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	Exit conf.
CSU	Electrical & Computer Engineering Dept	College of Engineering/Provost	
CSU	Confucius Institute	VP International Affairs	In review
CSU	Purchasing	VP University Operations	Report 16-09
CSU	Conflict of Interest	Provost	Report 16-07
CSU	College of Business - transition	COB/Provost	Planning
CSU	College of Veterinary Medicine and Biomedical Sciences		Report 16-08
CSU	Special Projects		Fieldwork
CSUP	Housing	VP Student Services & Enrollment Mgt.	Fieldwork
CSUP	Cashier Office	VPFA	
CSUP	Special Projects		



Colorado State University System

Audit of Risk Management & Insurance – Colorado State University

EXECUTIVE SUMMARY

February 22, 2016

Background Information

The Colorado State University Risk Management & Insurance (RMI) program is supervised by a Director, the Executive Director of Policy, Risk and Environmental Programs and the Vice President of University Operations. RMI collaborates with other organizations such as Environmental Health Services and Facilities (to name a few) to address risk management. RMI goals include:

- The management of programs to monitor, reduce or lessen the impact of injuries to CSU employees.
- Maintenance of insurance reserves and purchase of insurance to reduce or lessen the financial impact of University losses.
- Determination of whether the University's risk appetite and risk mitigation measures are in line with CSU's strategic goals, including support measures to meet these challenges.

Scope and Objectives

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

- Determine if an objectives setting/strategic planning process exists, is regularly evaluated, and supports University strategic objectives.
- Evaluate RMI's system of financial and programmatic internal controls and whether the system is currently functioning as designed.

Results and Conclusions

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

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

1. The Director, RMI, should continue activities to promote institutional risk management measures, including efforts to provide information and assistance to units on Quali Ready (self-assessment focused on business continuity risk), and guidance on aligning risk assessment with University strategic planning and resource allocations during the budget process. The Director should develop performance metrics to measure these activities and assess their effectiveness.
2. The Director, RMI, should consider engaging a consultant to evaluate the adequacy of CSU insurance reserves, and make recommendations as to a methodology that can be used to evaluate the adequacy of the reserves.

We have discussed the finding and recommendation with management, and are satisfied that completion of the proposed action will mitigate the issues noted. Details may be found in Audit Report 16-06 issued the same date as this Executive Summary.

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

Allison A. Horn – Director, Internal Auditing



Conflict of Interest Audit – Colorado State University

EXECUTIVE SUMMARY

March 30, 2016

Background Information

Colorado State University (CSU) has a University-wide conflict of interest policy to address perceived or actual conflicts of interest that may arise where an employee could use his or her University position or authority to realize personal gain. Primary responsibility for monitoring compliance with the conflict of interest policy is assigned to the Provost in coordination with the University's Conflict of Interest Committee. The University's Academic Faculty and Administrative Professional Manual (AFAPM) states that public employees have a fiduciary duty to the people of the State as a trustee of property; therefore, external obligations, financial interests, and activities of each University employee must be managed so that there is no interference with the employee's primary obligation and commitment to the University.

The AFAPM further states that conflicts of interest are not necessarily unwarranted, unethical, or illegal and are not always avoidable, but failure to disclose conflicts or potential conflicts is unethical and may be illegal. As such, University policy requires faculty and administrative professional employees who are initially appointed by the University to complete the Annual Role and Responsibility Survey form upon initial employment, and annually by May 15, as well as updating the form as the employee's situation changes. In February 2015, CSU launched the Quali Coeus Conflict of Interest module to migrate from a paper-based process to an electronic process for disclosure reporting. The system is designed to facilitate compliance with State of Colorado, Board of Governors, CSU, and Federal Government conflict of interest policies.

Scope and Objectives

The audit scope encompassed Colorado State University's conflict of interest system, processes, and compliance efforts since the implementation of the Quali Coeus Module in February 2015.

The audit objectives were to:

1. Determine if the conflict of interest management system and processes provide for complete and timely reporting of potential or actual conflicts of interest.
2. Determine if the University's policies and procedures adequately address best practices in conflict of interest reporting.
3. Determine if potential and actual conflicts of interest are managed in a manner that provides assurance that responsibilities can be performed without compromise to an employee's independence.

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/HIGH residual risk level.

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

1. Ensure that roles and responsibilities related to the comprehensive conflict of interest process, including compliance with federal criteria and procurement policies, are clarified and documented.
2. Ensure that effective tools are in place to monitor compliance with conflict of interest criteria for Public Health Service awards.
3. Ensure that disclosure forms clearly provide for a determination as to whether or not a management plan is deemed necessary and that mechanisms are in place to ensure that necessary management plans are on file.

4. Ensure that user feedback is periodically solicited to ensure system limitations and weaknesses are considered for future upgrades and that training materials and conflict of interest management resources are regularly communicated to staff.
5. Develop a training program, consistent with the AFAPM, to provide conflict of interest training to supervisors and senior administrators.
6. Update its written procedures to ensure that new employees, and others as needed, are receiving the conflict policy consistent with current practices.
7. Consider annual communication of the University's commitment to integrity and ethical values in connection with the annual conflict of interest reporting requirements.
8. Initiate a review to determine why select employee groups are excluded from the annual disclosure process and assess the feasibility of including these employee groups in the annual conflict of interest disclosure process based on that review.

We have discussed the findings and recommendations with management, and are satisfied that completion of the proposed action will mitigate the issues noted. Details may be found in Audit Report 16-07 issued the same date as this Executive Summary.

We would like to express our appreciation to the Office of the Provost, Conflict of Interest Committee, and Research Services for their assistance and cooperation during the audit.

Allison A. Horn – Director, Internal Auditing



CVMBS Financial Review Audit – Colorado State University

EXECUTIVE SUMMARY

April 11, 2016

Background Information

The mission of the College of Veterinary Medicine and Biomedical Sciences (CVMBS) at Colorado State University is to “improve the health of animals, people, and the planet through innovative and dedicated teaching, research, outreach, and clinical service. Through our actions, we empower the next generation of leaders to change the world.” CVMBS provides undergraduate, graduate, professional, research, and outreach programs related to biomedical sciences and veterinary medicine at Colorado State University, including a Doctor of Veterinary Medicine Program (DVM). CVMBS houses the Veterinary Diagnostic Laboratory (DLAB) and the Veterinary Teaching Hospital (VTH) at the University’s south campus. CVMBS is funded through a combination of sponsored research funds, education and general (EG) appropriations, Professional Veterinary Medicine (PVM) appropriations for the DVM program, service revenue, and other sources. The Fiscal Year (FY) 2015 operating budget for CVMBS was approximately \$57.6 million and includes both EG and PVM subfund appropriations and revenue projections. The FY15 PVM operating budget of \$47 million was comprised of estimated tuition revenue (\$16.4 million), estimated revenue from self-funded operations such as the VTH, DLAB, Equine Reproduction Laboratory, and the Center for Environmental Medicine (\$24.5 million), base budget (\$5.7 million), and a small (\$645,000) portion of restricted PVM funds. The PVM subfund, therefore, relies heavily on revenue-generating operations, which represent 52 percent of the PVM operating budget.

At the end of FY 2015, the CVMBS PVM subfund ended the fiscal year in a significant deficit, and Internal Auditing was asked by CVMBS and University officials to conduct an audit to determine if the CVMBS had the appropriate tools and best practices in place to properly manage the PVM budget going forward.

Scope and Objectives

The review primarily encompassed the financial activity and fund balances of the PVM funds within CVMBS for FYs 2014 and 2015, but was expanded as necessary to assess the overall financial impact to the subfund.

The objectives of the audit were to:

1. Determine whether the causes of the CVMBS deficit are understood.
2. Evaluate the adequacy of the CVMBS budget process.
3. Evaluate whether the steps taken and planned corrective actions are sufficient to monitor the CVMBS expenditure patterns.

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 residual risk level remains HIGH/MEDIUM. The action plans provided by management will further mitigate the residual risk.

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

1. Identify the mission critical activities and expectations of the College Office and perform a detailed staffing analysis to identify the staffing needs for the office and modify roles, responsibilities, and job descriptions to reflect the results of that analysis.
2. Ensure that an effort is made to align compensation expenses in the PVM fund to better reflect the administrative costs within the subfund.

3. Ensure that mechanisms are in place to ensure that financial information being shared between the departmental units and the Finance Team is consistent, that reconciling items are identified, and that variances are addressed in a timely manner.
4. Ensure that the CVMBS's commitment tracking mechanisms are further refined to ensure that all commitments are recorded, prioritized, and documented.
5. Ensure that formal mechanisms are in place to communicate financial status and financial projections to all levels of CVMBS.
6. Ensure policies and procedures are developed and communicated to track, monitor, and communicate fringe budget across the organization.
7. Ensure the concerns raised by the Finance Team during the 2014 meeting facilitated by the consultant are revisited to ensure that all identified control weaknesses have been considered and addressed as necessary.

We have discussed the findings and recommendations with management, and are satisfied that completion of the proposed action will mitigate the issues noted. Details may be found in Audit Report 16-08 issued the same date as this Executive Summary.

We would like to express our appreciation to CVMBS and Budget Office staff for their assistance and cooperation during the audit.

Allison A. Horn – Director, Internal Auditing



Audit of University Purchasing – Colorado State University

EXECUTIVE SUMMARY

April 25, 2016

Background Information

Colorado State University Procurement Services has been delegated the responsibility and oversight for all procurement activities of the University as reasonable and necessary for the conduct of the institution’s ordinary business affairs. Procurement Services has the challenging role of protecting the University’s interests while providing customer service. It must assure and seek new sources of supply to increase availability and quality. It must provide information, assistance and guidance. It researches new products, markets and vendors. It reviews purchases “made by Automatic Purchase Order (APO), Procurement Card (PCARD), Disbursement Voucher (DV) and Internal Order (IO) to prevent abuse or noncompliance...” as well as processes requisitions into Purchase Orders (PO).

Since fiscal year 2013, the Director of Procurement Services position has experienced significant turnover. In the Spring of 2014, the Director position was filled and vacated in less than six months. Until recently, the position has been filled by interim Directors. The current Director was appointed October 1, 2015 during the scope of our review. The new Director brings stability and a customer service focus to the University purchasing process.

Contracting Services becomes involved in the University purchasing process when circumstances require that an expenditure contract be created and executed. The Director of Contracting Services is the institution’s Reviewing Attorney for contracts. In fiscal year 2015, Contracting Services reviewed about 500 University contracts including approximately 250 expenditure contracts.

Scope and Objectives

The audit covered administrative and operational activities of Procurement Services and Contracting Services for fiscal year 2015 through the first quarter of fiscal year 2016. Our scope included University purchases in excess of \$5,000.

The objectives of the audit were to:

1. Evaluate whether the University purchasing process is timely and efficient.
2. Evaluate whether the University purchasing process has a system of control to assure compliance with external and internal regulations as well as sound financial policies.
3. Evaluate compliance with the control system.

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 residual risk level remains MEDIUM. The action plans provided by management will further mitigate the residual risk.

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

1. Improve communication with purchasers, so that purchasers are able to track the progress of their purchases.
2. Investigate and evaluate trend reporting tools to monitor the purchase process by commodity, fund, organization, account, or other commonalities so that developing process issues can be timely identified and resolved.

3. Monitor compliance with University policy, so that it can reduce the risk that University assets are not used cost effectively.
4. Describe the delegation for “Terms Incident to a PO” as well as for expenditure contracts in the delegation of contract signature authority policy.
5. Evaluate updating the amended purchase order policy to reflect current management’s risk tolerance.
6. Assess the possibility of implementing a spend analysis tool that includes the disbursement voucher purchase expenditures and evaluate re-instituting the periodic University spend analysis.
7. Create a policy to regularly update the Procurement Rules and Purchasing Manual so that University purchasing policies and procedures are relevant, align with current management’s risk tolerance and remain easily accessible to users.

We have discussed the findings and recommendations with management, and are satisfied that completion of the proposed action will mitigate the issues noted. Details may be found in Audit Report 16-09 issued the same date as this Executive Summary.

We would like to express our appreciation to Procurement Services and Contracting Services staff for their assistance and cooperation during the audit.

Allison A. Horn – Director, Internal Auditing

Agenda Item 2: Status of Past Due Recommendations

Discussion Item



All Overdue Recommendations

2016

Wednesday, April 20,

Audit Number	Audit Name	Institution	Rec. No.	Recommendation	Audit Report Response	Target Completion Date	Revised Target Completion	Current Response
16-04	Athletics	CSU-P	1	AD should request supporting documentation for the precious and future payments remitted to CSU-Pueblo under the 2008 contract between CSUP and FOF to ensure amounts received comply with the contract. If contract is to be amended, consult with OGC.	Agree. The Athletic Director will contact FOF and secure the supporting documentation requested.	3/1/2016	5/1/2016	
16-04	Athletics	CSU-P	2	The Director of Auxiliary Services, AD, and FOF should discuss opportunities to streamline the payment process in order to improve efficiency and reduce administrative costs. Changes to contract terms and conditions should be discussed with OGC.	Agree. Directors will investigate the viability of different opportunities to streamline the process including the possibility of preparing an intra-departmental transfer between the Bookstore and Athletics to reduce administrative expenses.	3/1/2016	5/1/2016	
16-04	Athletics	CSU-P	9	The Controller should expand the policy on allowable expenses to provide more detailed direction. The policy should specifically address clothing purchases, gifts, flowers and tips.	Agree. The Controller is working with the Purchasing Director to define and add to the current policies more specific information regarding the allowability of various types of purchases.	3/31/2016	6/30/2016	
16-04	Athletics	CSU-P	19	The AAD should record ticket sales as gross revenue and online fees as an expense.	Agree. The Athletic Director will work with the Accounting office to separate out the fees and expense accordingly.	4/1/2016	8/1/2016	

Agenda Item 3: FY 2016-17 Audit Plan

Action Item

MATTER FOR ACTION:

Approval of the FY 2016-2017 Audit Plan for the Colorado State University System

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed FY 2016-2017 Audit Plan, as presented to and approved by the Board’s Audit and Finance Committee, for Colorado State University, Colorado State University Pueblo, and Colorado State University Global Campus.

EXPLANATION:

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

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

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

The approval of the FY 2016-2017 Audit Plan is in accordance with Bylaw VII of the Colorado State University System Board of Governors, as supplemented by Board Policy 111, and will provide the authority for the Department of Internal Auditing to address its charge to provide the Board of Governors and the Chancellor with an independent and objective evaluation of the internal controls necessary to accomplish System objectives in compliance with policies and procedures, regulatory requirements, and sound business practices.

Approved

Denied

Secretary

Board of Governors of the Colorado State University System

Date

Internal Audit Plan FY 2016-2017		
Topic	Area	Institution
Carried forward from 2015-2016 Plan		
Recharge Centers (in progress)	B&FS	CSU
CEMML (in progress)	WCNR/Provost	CSU
Data Centers (IT) (in progress)	VPIT	CSU
Social Media (IT) (carryforward)	VP External Relations	CSU
Disaster Preparedness (IT) (carryforward)	VPIT	CSU
Athletics (carryforward)	President	CSU
Natural Resources Ecology Lab (carryforward)	WCNR/Provost	CSU
Electrical & Computer Engineering Dept (carryforward)	College of Engineering/Provost	CSU
College of Business - transition (in progress)	COB/Provost	CSU
Cashier Office (in progress)	BFS	CSUP
New for 2016-2017		
Fringe Pool	Budget/VPUO	CSU
Data Security-Advancement (IT)	President	CSU
Management of Financial Commitments	VPUO/Provost	CSU
Export control	Provost/OVPR	CSU
HR-Hiring Process/Selection	HR/VPUO	CSU
OSP-transition	Provost/OVPR	CSU
Facilities-Campus Design and Construction	VPUO	CSU
Continuous auditing	All	CSU
Financial Reporting	President	CSUGC
Human Resources	President	CSUP
International Programs	President	CSUP
Special Projects		CSU
Special Projects		CSUP

Agenda Item 4: Q3 Financials

Discussion Item

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 Q3	FY 2016 Q1	FY 2016 Q2	FY 2016 Q3	% Variance
Operating revenues								
Student tuition and fees	\$ 409,616,622	460,303,854	497,528,534	470,854,004	246,373,934	253,419,275	471,832,276	0.2%
State fee for service revenue	72,024,958	78,930,768	90,643,546	67,982,659	22,661,265	45,322,524	67,983,786	0.0%
Grants and contracts	269,965,468	274,318,833	321,600,000	210,715,737	72,608,957	144,799,072	213,489,744	1.3%
Sales and services of educational activities	34,177,621	33,762,571	33,315,854	28,004,269	9,208,961	18,286,645	28,023,581	0.1%
Auxiliary enterprises	144,400,211	153,865,332	165,451,070	139,604,310	69,246,677	85,040,721	139,979,697	0.3%
Other operating revenue	8,127,766	10,132,729	10,578,922	8,329,190	2,359,439	5,178,276	8,298,380	-0.4%
Total operating revenues	\$ 938,312,646	1,011,314,087	1,119,117,926	925,490,168	422,459,233	552,046,514	929,607,464	0.4%
Operating expenses								
Instruction	\$ 272,048,930	293,171,205	322,951,848	232,071,427	68,041,578	149,804,828	230,329,269	0.8%
Research	182,094,484	187,160,137	196,100,000	138,519,249	48,360,377	93,490,289	138,293,005	0.2%
Public service	83,702,686	90,677,017	108,190,000	71,466,500	24,134,916	48,619,045	71,583,147	-0.2%
Academic support	78,803,754	79,861,280	84,118,738	61,783,252	20,785,819	41,314,928	61,531,639	0.4%
Student services	46,913,161	51,875,352	60,492,899	42,594,911	13,605,405	27,489,071	42,654,977	-0.1%
Institutional support	56,194,005	62,601,791	69,540,189	49,533,443	18,667,919	33,572,634	50,166,256	-1.3%
Operation and maintenance of plant	66,897,018	75,940,549	78,369,690	55,098,194	18,204,982	36,820,858	55,944,028	-1.5%
Scholarships and fellowships	24,557,517	30,660,619	33,388,369	28,289,785	9,126,479	15,997,520	28,150,945	0.5%
Auxiliary enterprises	136,054,228	143,188,413	143,914,773	109,043,578	41,338,195	79,189,265	111,741,274	-2.5%
Depreciation	77,647,941	89,538,159	97,800,000	71,700,000	22,668,063	45,627,591	71,286,371	0.6%
Total operating expenses	\$ 1,024,913,724	1,104,674,522	1,194,866,506	860,100,339	284,933,733	571,926,029	861,680,911	-0.2%
Operating Income (Loss)	\$ (86,601,078)	(93,360,435)	(75,748,580)	65,389,828	137,525,500	(19,879,515)	67,926,553	3.9%
Non-operating revenues (expenses)								
State appropriations	\$ 2,472,452	2,355,000	2,355,000	1,437,000	980,000	980,000	1,437,395	0.0%
Gifts	42,804,532	44,404,784	48,100,000	35,965,000	12,374,390	21,915,813	36,067,707	0.3%
Investment income	5,272,460	3,900,704	5,600,000	3,832,000	1,658,420	3,201,100	4,014,248	4.8%
Interest expense on capital debt	(24,048,096)	(26,971,190)	(31,000,000)	(25,254,000)	(8,073,388)	(14,282,691)	(25,037,347)	0.9%
Federal nonoperating grants and contracts	40,020,008	41,115,631	44,188,369	37,712,929	16,649,151	20,307,762	37,958,472	0.7%
Other nonoperating revenues (expenses)	5,245,861	10,788,905	5,303,718	5,284,000	2,819,573	4,126,131	5,285,853	0.0%
Net nonoperating revenues	\$ 71,767,217	75,593,834	74,547,087	58,976,929	26,408,147	36,248,114	59,726,328	1.3%
Income (Loss) Before other revenues	\$ (14,833,861)	(17,766,601)	(1,201,493)	124,366,757	163,933,647	16,368,599	127,652,881	2.6%
Other revenues (expenses)								
State capital contributions	\$ 3,620,349	17,152,774	6,000,000	5,250,000	2,944,035	7,910,533	11,211,824	113.6%
Capital grants	4,513,900	12,591,382	8,018,352	3,626,000	1,754,735	2,655,429	3,646,202	0.6%
Capital gifts	21,192,762	21,054,584	21,000,000	578,000	5,881	435,639	577,818	0.0%
Payments (to)/from governing boards or other institutions	258,034	629,140	851,648	512,699	(131,255)	274,457	464,617	9.4%
Additions to permanent endowments	1,838,405	(245,754)	1,800,000	-	-	-	-	-
Total other revenues	\$ 31,423,450	51,182,126	37,670,000	9,966,699	4,573,395	11,276,058	15,900,461	59.5%
Special items								
Transfer of assets of OPEB plans to irrevocable trust	\$ (22,185,126)	-	-	-	-	-	-	-
Total special items	\$ (22,185,126)	-	-	-	-	-	-	-
Increase (decrease) in net position	\$ (5,595,537)	33,415,525	36,468,507	134,333,456	168,507,042	27,644,657	143,553,342	6.9%

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 Q3	FY 2016 Q1	FY 2016 Q2	FY 2016 Q3	% Variance
Operating revenues								
Student tuition and fees	\$ 332,374,897	363,593,738	390,000,000	382,913,905	211,696,841	200,604,540	384,507,961	0.4%
State fee for service revenue	65,420,240	71,706,368	82,392,739	61,794,554	20,598,186	41,196,366	61,794,549	0.0%
Grants and contracts	260,314,497	261,659,846	308,900,000	201,190,737	68,143,816	136,895,255	204,102,587	1.4%
Sales and services of educational activities	33,870,326	33,749,510	33,000,000	27,720,000	9,086,112	18,033,493	27,742,250	0.1%
Auxiliary enterprises	133,329,255	144,809,559	154,500,000	131,391,007	64,924,724	80,316,189	131,782,933	0.3%
Other operating revenue	6,335,320	6,661,758	7,800,000	6,029,610	1,685,335	3,782,844	6,006,451	-0.4%
Total operating revenues	\$ 831,644,535	882,180,779	976,592,739	811,039,813	376,135,014	480,828,686	815,936,731	0.6%
Operating expenses								
Instruction	\$ 239,212,135	261,240,321	286,000,000	205,529,042	59,275,914	132,209,299	203,924,875	0.8%
Research	181,970,518	186,131,875	195,000,000	137,694,249	48,051,567	92,936,914	137,524,730	0.1%
Public service	82,702,890	90,494,542	108,000,000	71,400,000	24,103,404	48,570,456	71,510,053	-0.2%
Academic support	67,375,071	71,353,494	74,000,000	55,500,000	18,637,466	36,871,891	55,456,690	0.1%
Student services	26,940,458	29,482,324	32,000,000	22,926,535	7,357,575	15,053,887	22,923,339	0.0%
Institutional support	41,458,022	45,298,522	50,000,000	36,750,000	13,749,280	24,334,948	37,514,696	-2.1%
Operation and maintenance of plant	59,157,759	67,843,943	70,000,000	48,822,074	16,352,757	32,601,222	49,753,957	-1.9%
Scholarships and fellowships	9,811,610	9,952,019	10,000,000	9,297,856	3,232,934	5,665,504	8,893,944	4.3%
Auxiliary enterprises	126,365,574	130,258,276	131,500,000	98,430,771	35,737,096	69,815,856	101,128,466	-2.7%
Depreciation	70,883,954	82,575,435	90,000,000	66,600,000	21,208,671	42,433,775	66,139,073	0.7%
Total operating expenses	\$ 905,877,991	974,630,751	1,046,500,000	752,950,527	247,706,663	500,493,751	754,769,824	-0.2%
Operating Income (Loss)	\$ (74,233,456)	(92,449,972)	(69,907,261)	58,089,286	128,428,350	(19,665,065)	61,166,907	5.3%
Non-operating revenues (expenses)								
State appropriations	\$ 2,472,452	2,355,000	2,355,000	1,437,000	980,000	980,000	1,437,395	0.0%
Gifts	40,828,396	41,342,150	45,000,000	33,578,000	10,782,683	20,317,813	33,578,096	0.0%
Investment income	4,694,643	3,262,710	5,000,000	3,382,000	1,459,172	2,787,252	3,381,621	0.0%
Interest expense on capital debt	(19,652,589)	(22,218,575)	(26,000,000)	(21,504,000)	(5,840,040)	(11,989,969)	(21,503,707)	0.0%
Federal nonoperating grants and contracts	24,491,942	23,989,284	24,000,000	23,066,000	11,181,197	12,206,158	23,065,686	0.0%
Other nonoperating revenues (expenses)	2,951,232	10,415,187	5,000,000	5,144,000	2,756,093	4,004,673	5,143,519	0.0%
Net nonoperating revenues	\$ 55,786,076	59,145,756	55,355,000	45,103,000	21,319,105	28,305,927	45,102,611	0.0%
Income (Loss) Before other revenues	\$ (18,447,380)	(33,304,216)	(14,552,261)	103,192,286	149,747,456	8,640,862	106,269,518	3.0%
Other revenues (expenses)								
State capital contributions	\$ 1,822,451	3,084,287	3,000,000	3,000,000	1,918,922	6,629,296	8,916,082	197.2%
Capital grants	4,513,900	12,573,030	8,000,000	3,626,000	1,754,735	2,655,429	3,626,202	0.0%
Capital gifts	21,171,264	21,054,584	21,000,000	578,000	5,881	435,639	577,818	0.0%
Payments (to)/from governing boards or other institutions	(2,830,773)	(3,351,010)	(4,500,000)	(3,529,000)	(1,488,974)	(2,350,350)	(3,528,607)	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	3,675,000	2,190,564	7,370,014	9,591,494	161.0%
Special items								
Transfer of assets of OPEB plans to irrevocable trust	\$ (22,185,126)	-	-	-	-	-	-	-
Total special items	\$ (22,185,126)	-	-	-	-	-	-	-
Increase (decrease) in net position	\$ (14,117,259)	(189,079)	14,747,739	106,867,286	151,938,020	16,010,876	115,861,012	8.4%

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 Q3	FY 2016 Q1	FY 2016 Q2	FY 2016 Q3	% 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	8,050	
Academic support	-	-	-	-	-	-	-	
Student services	-	-	-	-	-	-	-	
Institutional support	5,579,035	5,395,974	6,550,638	4,790,943	1,640,636	3,130,848	4,756,843	0.7%
Operation and maintenance of plant	-	-	-	-	-	-	-	
Scholarships and fellowships	4,204	18,179	-	-	-	2,632	4,132	
Auxiliary enterprises	-	-	-	-	-	-	-	
Depreciation	-	-	-	-	-	-	-	
Total operating expenses	\$ 5,583,239	5,414,153	6,550,638	4,790,943	1,640,696	3,133,540	4,769,025	
Operating Income (Loss)	\$ (5,583,239)	(5,414,153)	(6,550,638)	(4,790,943)	(1,640,696)	(3,133,540)	(4,769,025)	
Non-operating revenues (expenses)								
State appropriations	\$ -	-	-	-	-	-	-	
Gifts	-	-	-	-	-	-	-	
Investment income	43,153	(36,148)	-	-	6,569	6,583	7,008	
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	7,008	
Income (Loss) Before other revenues	\$ (5,540,086)	(5,450,301)	(6,550,638)	(4,790,943)	(1,634,127)	(3,126,957)	(4,762,017)	
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	4,790,943	1,719,750	3,224,302	4,742,469	1.0%
Additions to permanent endowments	-	-	-	-	-	-	-	
Total other revenues	\$ 5,163,512	5,259,678	6,550,638	4,790,943	1,719,750	3,224,302	4,742,469	
Increase (decrease) in net position	\$ (376,574)	(190,623)	-	-	85,623	97,345	(19,548)	

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 Q3	FY 2016 Q1	FY 2016 Q2	FY 2016 Q3	% Variance
Operating revenues								
Student tuition and fees	\$ 48,454,218	63,603,436	71,060,044	53,295,033	17,976,129	35,473,986	55,264,056	3.7%
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	1,611,600	289,168	1,001,405	1,612,740	0.1%
Total operating revenues	\$ 49,646,643	65,446,528	73,074,544	54,906,633	18,265,297	36,475,390	56,876,796	3.6%
Operating expenses								
Instruction	\$ 10,232,984	12,605,994	16,503,926	11,206,444	3,634,731	7,490,615	11,624,372	-3.7%
Research	-	-	-	-	-	-	-	
Public service	-	-	-	-	-	-	-	
Academic support	2,960,592	4,457,086	4,899,482	3,129,678	868,136	2,370,900	3,204,507	-2.4%
Student services	13,196,369	16,905,263	22,393,509	15,093,833	4,533,013	9,447,126	15,348,932	-1.7%
Institutional support	5,274,946	6,306,771	6,563,235	4,008,184	1,438,492	2,743,894	3,937,651	1.8%
Operation and maintenance of plant	418,996	491,710	492,029	367,874	127,004	214,078	379,837	-3.3%
Scholarships and fellowships	6,551,036	8,474,220	11,488,369	7,686,929	2,311,635	5,106,231	7,752,205	-0.8%
Auxiliary enterprises	-	-	-	-	-	-	-	
Depreciation	93,291	287,116	300,000	225,000	94,263	196,525	300,494	-33.6%
Total operating expenses	\$ 38,728,214	49,528,160	62,640,550	41,717,943	13,007,274	27,569,371	42,547,999	-2.0%
Operating Income (Loss)	\$ 10,918,429	15,918,368	10,433,994	13,188,690	5,258,023	8,906,020	14,328,797	8.6%
Non-operating revenues (expenses)								
State appropriations	\$ -	-	-	-	-	-	-	
Gifts	-	-	-	-	-	-	-	
Investment income	247,931	332,273	260,000	195,000	111,000	252,702	399,470	104.9%
Interest expense on capital debt	-	-	-	-	-	-	-	
Federal nonoperating grants and contracts	6,551,036	8,474,220	11,488,369	7,686,929	2,311,635	5,106,231	7,752,205	0.8%
Other nonoperating revenues (expenses)	(168,750)	(161,250)	(231,250)	-	-	-	-	
Net nonoperating revenues	\$ 6,630,217	8,645,243	11,517,119	7,881,929	2,422,635	5,358,933	8,151,675	3.4%
Income (Loss) Before other revenues	\$ 17,548,646	24,563,611	21,951,113	21,070,619	7,680,658	14,264,952	22,480,472	6.7%
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)	(543,042)	(175,257)	(362,028)	(543,042)	0.0%
Additions to permanent endowments	-	-	-	-	-	-	-	
Total other revenues	\$ (7,012,389)	547,235	(724,056)	(543,042)	(175,257)	(362,028)	(543,042)	0.0%
Increase (decrease) in net position	\$ 10,536,257	25,110,846	21,227,057	20,527,577	7,505,401	13,902,924	21,937,430	6.9%

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 Q3	FY 2016 Q1	FY 2016 Q2	FY 2016 Q3	% Variance
Operating revenues								
Student tuition and fees	\$ 28,787,507	33,106,680	36,468,490	34,645,066	16,700,963	17,340,750	32,060,259	-7.5%
State fee for service revenue	6,604,718	7,224,400	8,250,807	6,188,105	2,063,079	4,126,158	6,189,237	0.0%
Grants and contracts	9,650,971	12,658,987	12,700,000	9,525,000	4,465,142	7,903,817	9,387,157	-1.4%
Sales and services of educational activities	307,295	13,061	315,854	284,269	122,849	253,152	281,331	-1.0%
Auxiliary enterprises	11,070,956	9,055,773	10,951,070	8,213,303	4,321,953	4,724,532	8,196,765	-0.2%
Other operating revenue	600,021	1,627,879	764,422	687,980	384,936	394,028	679,190	-1.3%
Total operating revenues	\$ 57,021,468	63,686,780	69,450,643	59,543,722	28,058,922	34,742,437	56,793,938	-4.6%
Operating expenses								
Instruction	\$ 22,603,811	19,324,890	20,447,922	15,335,942	5,130,933	10,104,914	14,780,021	3.6%
Research	123,966	1,028,262	1,100,000	825,000	308,811	553,375	768,275	6.9%
Public service	999,796	182,475	190,000	66,500	31,452	48,529	65,044	2.2%
Academic support	8,468,091	4,050,700	5,219,256	3,153,574	1,280,218	2,072,136	2,870,442	9.0%
Student services	6,776,334	5,487,765	6,099,390	4,574,543	1,714,817	2,988,058	4,382,706	4.2%
Institutional support	3,882,002	5,600,524	6,426,316	3,984,316	1,839,511	3,362,945	3,957,066	0.7%
Operation and maintenance of plant	7,320,263	7,604,896	7,877,661	5,908,246	1,725,221	4,005,557	5,810,235	1.7%
Scholarships and fellowships	8,190,667	12,216,201	11,900,000	11,305,000	3,581,909	5,223,154	11,500,664	-1.7%
Auxiliary enterprises	9,688,654	12,930,137	12,414,773	10,612,807	5,601,099	9,373,408	10,612,807	0.0%
Depreciation	6,670,696	6,675,608	7,500,000	4,875,000	1,365,129	2,997,292	4,846,804	0.6%
Total operating expenses	\$ 74,724,280	75,101,458	79,175,318	60,640,927	22,579,099	40,729,368	59,594,064	1.7%
Operating Income (Loss)	\$ (17,702,812)	(11,414,678)	(9,724,675)	(1,097,205)	5,479,823	(5,986,930)	(2,800,126)	-155.2%
Non-operating revenues (expenses)								
State appropriations	\$ -	-	-	-	-	-	-	-
Gifts	1,976,136	3,062,634	3,100,000	2,387,000	1,591,707	1,598,000	2,489,610	4.3%
Investment income	286,733	341,869	340,000	255,000	81,678	154,563	226,150	-11.3%
Interest expense on capital debt	(4,395,507)	(4,752,615)	(5,000,000)	(3,750,000)	(2,233,347)	(2,292,722)	(3,533,640)	5.8%
Federal nonoperating grants and contracts	8,977,030	8,652,127	8,700,000	6,960,000	3,156,319	2,995,374	7,140,581	2.6%
Other nonoperating revenues (expenses)	2,463,379	534,968	534,968	140,000	63,479	121,458	142,334	1.7%
Net nonoperating revenues	\$ 9,307,771	7,838,983	7,674,968	5,992,000	2,659,837	2,576,672	6,465,035	7.9%
Income (Loss) Before other revenues	\$ (8,395,041)	(3,575,695)	(2,049,707)	4,894,795	8,139,659	(3,410,259)	3,664,909	-25.1%
Other revenues (expenses)								
State capital contributions	\$ 1,797,898	14,068,487	3,000,000	2,250,000	1,025,112	1,281,237	2,295,742	-2.0%
Capital grants	-	18,352	18,352	-	-	-	20,000	-
Capital gifts	21,498	-	-	-	-	-	-	-
Payments (to)/from governing boards or other institutions	4,937,684	(1,826,763)	(474,934)	(206,202)	(186,774)	(237,467)	(206,202)	0.0%
Additions to permanent endowments	-	-	-	-	-	-	-	-
Total other revenues	\$ 6,757,080	12,260,076	2,543,418	2,043,798	838,338	1,043,770	2,109,540	3.2%
Increase (decrease) in net position	\$ (1,637,961)	8,684,381	493,711	6,938,593	8,977,998	(2,366,489)	5,774,449	-16.8%

Agenda Item 5:

Adoption of FY 2017 E&G Incremental Budget, Tuition, Fees, and Other Schedules & Policies

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

Why is the Board Voting on Revenue and Budget Related Items ³²

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

FY2017 Incremental E&G Budget Increases ³³

	CSU	CSU-Pueblo	CSU Global Campus	CSU System	Total
Revenue:					
Tuition ⁽¹⁾	\$ 29,827,385	1,750,000	20,469,444	-	\$ 52,046,829
COF/FFS	(142,000)	-	-	-	(142,000)
Other	305,000	(510,000)	-	320,500	115,500
Total-Revenue	\$ 29,990,385	1,240,000	20,469,444	320,500	\$ 52,020,329
Expenditures:					
Salaries/Benefits	\$ 7,062,000	370,000	4,570,663	265,429	\$ 12,268,092
Financial Aid	6,219,200	411,000	-	-	6,630,200
Mandatory Costs	2,644,000	525,000	562,679	(43,929)	3,687,750
Quality Initiatives ⁽¹⁾	15,061,185	-	4,587,236	99,000	19,747,421
Other/Ops Reserve	2,000,000	300,000	853,494	-	3,153,494
Internal Reallocation	(2,996,000)	(116,000)	-	-	(3,112,000)
Total - Expenditures	\$ 29,990,385	1,490,000	10,574,073	320,500	\$ 42,374,958
NET	\$ -	(250,000)	9,895,371	-	\$ 9,645,371

¹\$4.6M of this figure for CSU relates to a reclassification of graduate program differential tuition from miscellaneous revenue and is not new revenue or expense.

Colorado State University

Colorado State University
 FY 17 Budget Schedules
 Board of Governors Meeting
 May 5 and 6, 2016

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

- tuition and fees increase summaries
- an enrollment summary
- tuition rate schedules
- residence hall rate proposals,
- proposed changes for technology charges and the Charges for Technology Manual (which the Board is required by 23-1-123 C.R.S to approve annually)
- list of special course fees
- cost of attendance summary
- student fee schedule
- proposed changes to differential tuition
- final version of our incremental E&G budget for FY17
- program awards
- graduate differential tuition

Tuition for resident undergraduates is proposed to increase at 5%. The tuition and fee increase is proposed to be in total 4.7% and the cost of attendance increase is proposed to be 3.8%. Differential tuition rates are increasing by a rate slightly less than that of tuition. Housing and dining rate changes are based on needs to maintain quality and facilities balanced against market rates in the private sector locally and at other public universities across Colorado. Mandatory student fees are considered over the year by the Student Fee Review Board, which votes them forward as a recommendation with the Student Senate voting to certify the SFRB process. Charges for technology are voted forward by representative student boards in each college or the University Technology Fee Advisory Board for campus wide technology fees. Facility fees are voted forward as a recommendation by the University Facility Fee Review Board. All fee board recommendations are also considered by SFRB. These recommendations are reviewed by my Cabinet and they are presented to you with my recommendation. I'd note that this level of student representation far exceeds proportional representation in places like state and federal government. Special course fees represent expenses related to a specific class. These fees follow Board guidelines and are recommended by the Special Course Fee Review Committee, chaired by the Vice Provost for Undergraduate Affairs. The net impact of these changes is slightly under \$130K (which in turn equates to less than .012% of the total university budget).

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

Colorado State University
FY17 Budget Executive Summary

Rate Increases

Tuition:

Resident Undergraduate 5%
Non-Resident Undergraduate 4%
Resident Graduate 3% and Resident PVM 7%
Non-Resident Graduate 3%
& Non-Resident PVM 2%

Fees/Increases:

Mandatory Student Fees 3.7%
Housing 2.9%
Dining 2.9%
Salaries: Faculty & Admin Pro 1.8% average;
State Classified 0% average

RUG	FY16	FY17	Change	% Change	NRUG³	FY16	FY17	Change	% Change
Tuition	8,301	8,716	415	5.0%	Tuition	25,010	26,010	1,000	4.0%
Fees ¹	2,133	2,211	78	3.7%	Fees ¹	2,133	2,211	78	3.7%
R&B	11,304	11,634	330	2.9%	R&B	11,304	11,634	330	2.9%
Total	21,738	22,561	823	3.8%	Total	38,447	39,856	1,408	3.7%

RG	FY16	FY17	Change	% Change	NRG³	FY16	FY17	Change	% Change
Tuition	9,348	9,628	280	3.0%	Tuition	22,916	23,603	687	3.0%
Fees ¹	2,133	2,211	78	3.7%	Fees ¹	2,133	2,211	78	3.7%
R&B	11,304	11,634	330	2.9%	R&B	11,304	11,634	330	2.9%
Total	22,785	23,473	688	3.0%	Total	36,353	37,448	1,095	3.0%

RPVM²	FY16	FY17	Change	% Change	NRPVM²	FY16	FY17	Change	% Change
Tuition	27,474	29,397	1,923	7.0%	Tuition	53,335	54,402	1,067	2.0%
Fees ¹	2,506	2,577	70	2.8%	Fees ¹	2,506	2,577	70	2.8%
R&B	11,304	11,634	330	2.9%	R&B	11,304	11,634	330	2.9%
Total	41,284	43,608	2,323	5.6%	Total	67,145	68,613	1,467	2.2%

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

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

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

Undergraduate Tuition Differential Rates				Graduate Program Charges		
	FY16		FY17		Charges	Assessed
	Rate/SCH	Increase	Rate/SCH	Program Name	per	Per
Level I	\$ 49.00	\$ 2.00	\$ 51.00	COB - MBA/MS Various	\$ 304	credit hour
Level II	\$ 65.00	\$ 3.00	\$ 68.00	CVMBS - MS Various	\$ 120	credit hour
Level III	\$ 87.00	\$ 4.00	\$ 91.00			

Special Course Fees		
Proposals for FY17	# of Proposals	Est. Revenue
New Fees	11	\$ 92,382
Changes to Existing Fees	54	\$ 49,163
Discontinued Fees	9	\$ (14,565)



FY17 Incremental E&G Budget – Version 6.0

Colorado State University – Fort Collins

April 18, 2016

New Resources	\$29,990,385
Tuition	29,827,385
Undergraduate	
Resident.....	7,086,000
Non-Resident	3,934,000
Enrollment Growth	
Undergraduate Increase in FTE	5,157,000
Undergraduate Change in mix – RES vs. NRES	5,892,000
Graduate	
Resident	34,000
Non-Resident	590,000
Professional Veterinary Medicine	986,800
Undergraduate Differential Tuition	1,471,335
Reclassification of Graduate Program Differential Tuition ¹	4,676,250
Facilities and Administrative Recovery Increase	305,000
State Funding Impact	(142,000)
New Expenses	\$29,990,385
Enrollment Growth Colleges – 1/2	2,578,500
Enrollment Growth Provost – 1/6	859,500
Financial Aid/Scholarship Inflation – RUG	1,417,200
Financial Aid/Scholarship – NRUG	
(Triple Crown/INTO/Partner Programs)	4,427,000
Scholarship Inflation/Athletics	375,000
Academic Tuition Sharing (PVM)	764,770
Graduate School Tuition Pool for GTAs	365,000
Salaries and Benefits	5,707,000
Faculty Promotions	605,000
Fringe Benefit Enhancement - DCP .5% increase	750,000
Other Mandatory Costs (utilities for new facilities, library, insurance, debt service, etc.)	2,644,000
Deployment of Undergraduate Differential Tuition	1,435,992
Deployment of Reclassified Graduate Program Differential Tuition ¹	4,676,250
University Program and Deferred Maintenance Reserves	2,000,000
Commitments/Quality Enhancements	4,381,173
Internal Reallocations	(2,996,000)
Net	\$0

¹ In previous years, graduate differential tuition was classified as miscellaneous revenue. The FY17 incremental increase is \$103,350; the \$4,569,900 is a reclassification from miscellaneous revenue to tuition.

Key Areas of New Investment

Critical Academic Initiatives (approximately 23 new faculty positions)	\$3.6M
Academic Program Support (including GTA positions, Honors, and academic administrative support)	\$1.2M
Student Program Support (includes additional support for advising, student mental health initiatives, cultural centers, TILT, scholarships)	\$922K
Outreach Program (includes additional funding for Extension, Colorado Water Institute, Engagement, web support)	\$548K
Infrastructure and Compliance (includes additional funds for research start-ups, diversity, admissions, graduate school, facilities, environmental health, ombuds/EAP)	\$1.55M
TOTAL	\$7.8M

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

Base Assumptions per semester

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 – 1.2%
Fees – TBD

Colorado State University Tuition Rate Increases

Tuition	FY 2016 Rate	FY 2017 Rate	\$ Increase	% Increase
Resident, Undergraduate	\$8,301	\$8,716	\$415	5%
Non-Resident, Undergraduate	\$25,010	\$26,010	\$1,000	4%
Resident, Graduate	\$9,348	\$9,628	\$280	3%
Non-Resident, Graduate	\$22,916	\$23,603	\$687	3%
Resident, PVM	\$27,474	\$29,397	\$1,923	7%
Non-Resident, PVM	\$53,335	\$54,402	\$1,067	2%

Colorado State University Differential Tuition Rates

Per Credit Hour Tuition Differential	FY 2015 Per Credit Hour Rate	FY 2016 Per Credit Hour Rate	FY 2017 Per Credit Hour Rate
Level I	\$47	\$49	\$51
Level II	\$62	\$65	\$68
Level III	\$83	\$87	\$91

Colorado State University Tuition & Fee History⁴⁰

Resident, Undergraduate

Fiscal Year	Tuition	Mandatory Student Fees	Total Tuition & Fee	\$ Increase	% Increase
FY 2016-2017	\$8,716	\$2,211	\$10,927	\$493	4.7%
FY 2015-2016	\$8,301	\$2,133	\$10,434	\$627	6.4%
FY 2014-2015	\$7,868	\$1,939	\$9,807	\$584	6.3%
FY 2013-2014	\$7,494	\$1,729	\$9,223	\$664	7.8%
FY 2012-2013	\$6,875	\$1,684	\$8,559	\$607	7.6%
FY 2011-2012	\$6,307	\$1,645	\$7,952	\$1,057	15.3%

Cost of Attendance at Colorado State University

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

CSU Fort Collins	Base Resident Tuition	Mandatory Student Fees	Room & Board	TOTAL	\$ Increase Over Prior Year	% Increase Over Prior Year
FY 2016-2017 Proposed	\$8,716	\$2,211	\$11,634	\$22,561	\$823	3.8%
FY 2015-2016	\$8,301	\$2,133	\$11,304	\$21,738	\$947	4.6%
FY 2014-2015	\$7,868	\$1,939	\$10,984	\$20,791	\$894	4.5%
FY 2013-2014	\$7,494	\$1,729	\$10,674	\$19,897	\$1,158	6.2%
FY 2012-2013	\$6,875	\$1,684	\$10,180	\$18,739	\$1,165	6.6%
FY 2011-2012	\$6,307	\$1,645	\$9,622	\$17,574	\$1,161	7.1%

CSU-Pueblo

Colorado State University - Pueblo
 FY 17 Budget Schedules
 Board of Governors Meeting
 May 5 and 6, 2016

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

- tuition and fees increase summaries
- an enrollment summary
- tuition rate schedules
- residence hall and food plan rate proposals
- list of special course fees
- cost of attendance summary
- student fee schedule
- proposed changes to differential tuition
- final version of our incremental E&G budget for FY17

Incremental Budget. The incremental budget includes \$1.24 million in net new revenue. The budget includes \$1.49 million in expenses. The proposed expenses include \$250k for 1.0% raises for faculty and administrative professionals that will only become effective January 1, 2017, if fall enrollment exceeds the projections.

Enrollment Summary. In an effort to conservatively plan for budgetary purposes, CSU-Pueblo is projecting a 4.7% decline in enrollment. This figure reflects a continuing level of incoming freshmen, approximately 800 full-time students.

Tuition Rates. Tuition rates are proposed to increase by 6%. This increase will apply to all students (residents, nonresidents, undergraduates, and graduate students). The tuition schedule will eliminate tuition discounts for all students taking between 13 and 18 credit hours, with an estimated gross revenue of \$1.4 million associated with this policy. Of this amount, \$350k will be earmarked for financial aid. Discounts will remain in place for students taking more than 18 credit hours.

Mandatory Student Fees. Mandatory student fees are considered over the year by the Student Fee Governing Board (SFGB), which forwards recommendations to the Associated Students Government (ASG) for consideration. ASG recommends the increases to the CSU-Pueblo President and the Board of Governors for final approval. The students approved an overall fee increase of \$4.25 per credit hour, which correlates with a 6.0% increase.

Course Fees. Course fees are governed by the university's Institutional Fee Plan, which the Board approved in August 2015. All course fees are initiated by the proposing unit in coordination with the appropriate Dean and reviewed by the curriculum committee of the college/school/center. They are reviewed by the Provost, the appropriate Dean, the Senior Student Services Officer, the two Academic Senators from the proposing unit's school or college, and the Vice President for Finance and Administration. They are referred to the University President and the Senior Student Services Officer for possible discussion with the SFGB and/or the ASG Senate. If approved by the President, they are submitted to the Board of Governors for consideration. The proposed course fees are estimated to increase overall revenue by \$140k, which is 0.28% of CSU-Pueblo's E & G budget. The majority of these funds are for equipment for the university's nursing program.

Cost of Attendance. The cost of attendance increase will increase by 4.9%. This figure includes room and board increases. Housing rates will increase by 2.4% to 2.6%, depending upon the type of accommodation (triple, double, single, or apartment) and includes a \$20 per semester activity fee. Most dining service plans will increase by 3.0%, with a range of (2.2% to 3.2% for certain meal plan options).



Rate Increases

Tuition:

Resident Undergraduate 6.0%
 Non-Resident Undergraduate 6.0%
 Resident Graduate 6.0%
 Non-Resident Graduate 6.0%

RUG	FY16	FY17	Change	% Change
*Tuition	5,486	5,815	329	6.0%
*Fees	1,698	1,800	102	6.0%
R&B	9,124	9,486	362	4.0%
Total	16,308	17,101	793	4.9%

RG	FY16	FY17	Change	% Change
*Tuition	6,322	6,701	379	6.0%
*Fees	1,698	1,800	102	6.0%
R&B	9,124	9,486	362	4.0%
Total	17,144	17,987	843	4.9%

*Based off of 24 credit hours fall and spring

Undergraduate Tuition Differential Rates			
	FY16 Rate/SCH	Increase	FY17 Rate/SCH
Business	28.02	1.68	29.70
CIS	28.02	1.68	29.70
Nursing	28.02	1.68	29.70
Engineering	28.02	1.68	29.70

Special Course & Program Fees			
Proposals for FY17		# of Proposals	Est. Revenue
New Fees		5	140,350
Changes to Existing Fees		2	3,900
Discontinued Fees		0	-

Fee/Increases:

Mandatory Student Fees 6%
 Housing 2.6%
 Dining 3%
 Salaries: Faculty & Admin Pro 0%
 State Classified 1% average

NRUG	FY16	FY17	Change	% Change
*Tuition	16,491	17,481	990	6.0%
*Fees	1,698	1,800	102	6.0%
R&B	9,124	9,486	362	4.0%
Total	27,313	28,767	1,454	5.3%

NRG	FY16	FY17	Change	% Change
*Tuition	18,795	19,922	1,128	6.0%
*Fees	1,698	1,800	102	6.0%
R&B	9,124	9,486	362	4.0%
Total	29,617	31,208	1,592	5.4%

Graduate Tuition Differential Rates			
	FY16 Rate/SCH	Increase	FY17 Rate/SCH
Business	126.90	7.61	134.51
CIS	126.90	7.61	134.51
Nursing	126.90	7.61	134.51
Engineering	126.90	7.61	134.51

FY17 Incremental E&G Budget - V.5.2**Colorado State University - Pueblo**

Friday, April 22, 2016

New Resources

	<u>6% Increase</u>	<u>Notes</u>
Tuition		
Undergraduate Rate Increase		
Resident	\$ 1,058,838	
Non-Resident and WUE	449,537	
Graduate Rate Increase	-	
Resident	31,953	
Non-Resident	21,054	
Resident Teacher Education Program	11,489	
Differential Tuition	47,129	
Projected Enrollment Decline (4.7% decline)	(1,270,000)	
Elimination of Tuition Discount for Students Taking between 13 CH and 18 CH	1,400,000	
Total Tuition	<u>1,750,000</u>	
Miscellaneous Income	50,000	
Reduce One-time Revenue in FY 2015-16	(560,000)	
Change in State Funding	-	
Total	<u><u>\$ 1,240,000</u></u>	

New Expenses

Financial Aid/Scholarship Increase (6% inflation)	\$ 276,000	
Financial Aid Increase for Eliminating Tuition Discount	350,000	
Financial Aid Reduction for Enrollment Decline (4.7% decline)	<u>(215,000)</u>	
Total Financial Aid Change	411,000	
Salaries and benefits: Faculty and Administrative Professionals (1% ≈ \$250,000)	250,000	1/
Salaries and benefits: Salary Survey for State Classified Employees (at bottom of range)	10,000	
Faculty Promotions	60,000	
Fringe Benefit Rate Increase	50,000	
Other Mandatory Costs (utilities and miscellaneous inflation)	525,000	2/
Miscellaneous Adjustments	(116,000)	3/
Repayment to CSU-Global (loan value \$1,320,866)	-	
Implement FLSA regulations (estimated overtime payments)	300,000	4/
Commitments/Quality Enhancements:	-	
Contingency Funds	-	
Total	<u><u>\$ 1,490,000</u></u>	
Net	<u><u>\$ (250,000)</u></u>	

FY17 Incremental E&G Budget - V.5.2**Colorado State University - Pueblo**

Friday, April 22, 2016

Base Assumptions

Resident Undergraduate 6%

Non-Resident Undergraduate 6%

Salary Increases Faculty/AP 1%;

Salary Increases Classified 0%; the funds shown reflect the anticipated costs of increasing classified ranges by 2.0%.

Fees at 6%

- 1/ This line includes a budget for 1% raises for faculty and administrative professionals. This raise will only go into effect if final fall revenue exceeds revenue projections in this budget. If supported by fall revenue, the raises will go into effect January 1, 2017. The expenses will be annualized in the E & G budget for FY 2017-18. The \$250k estimate is the annualized cost.
- 2/ This line includes anticipated increases for the following expenses: utilities, maintenance costs, statewide indirect costs, library subscriptions, sheriff's contract, payments to risk management (liability and property insurance), information technology inflation, background checks, system costs, music licensing fees, audit expenditures, and fees for collections.
- 3/ The following types of adjustments will be made to address the \$116,000 estimated shortfall: (a) potential savings from mandatory costs (system expenses, IT contracts, utilities, etc.); (b) reducing adjuncts commensurate with the projected decline in enrollment; (c) increases in indirect cost recoveries; (d) transfers from Extended Studies and other cash accounts; (e) salary savings ; and (f) holding vacancies.
- 4/ The \$300k allocated for overtime costs from the E & G budget for FLSA implementation is a preliminary estimate based on an analysis of existing staff who will be affected by the Obama Administration's proposed rule. The estimate assumes that the final rule is announced on July 1, 2016, with an implementation date of September 1, 2017. The estimate is for 10 months of funding. An additional \$60,000 will be required in FY 2017-18 to annualize the impact of the rule.

Note : This draft budget has no funds for the following items: (a) new initiatives, (b) loan repayments to CSU-Global, or (c) contingencies. The \$250,000 allocation for Faculty / Ad Pro Salary adjustments is contingent upon final fall revenue exceeding expectations at the time of budget approval.

CSU-Pueblo Tuition Rate Increases

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Tuition	FY 2016 Rate	FY 2017 Rate	\$ Increase	% Increase
Resident, Undergraduate	\$5,486	\$5,815	\$329	6%
Non-Resident, Undergraduate	\$16,491	\$17,480	\$989	6%
Western Undergraduate Exchange Tuition	\$10,812	\$11,423	\$611	5.65%
Resident, Graduate	\$6,322	\$6,701	\$379	6%
Teacher Education, Resident Graduate	\$5,756	\$6,101	\$345	6%
Non-Resident, Graduate	\$18,795	\$19,923	\$1,128	6%

CSU-Pueblo Differential Tuition Rates

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Per Credit Hour Tuition Differential	FY 2017 Proposed Undergraduate	FY 2017 Proposed Graduate
Business	\$29.70	\$134.51
Computer Science	\$29.70	\$134.51
Engineering	\$29.70	\$134.51
Nursing	\$29.70	\$134.51

CSU – Pueblo Tuition & Fee History

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Resident, Undergraduate (24 Credits)

Fiscal Year	Tuition	Mandatory Student Fees	Total Tuition & Fee	\$ Increase	% Increase
FY 2016-2017	\$5,815	\$1,800	\$7,615	\$431	6.0%
FY 2015-2016	\$5,486	\$1,698	\$7,184	\$388	5.7%
FY 2014-2015	\$5,188	\$1,608	\$6,796	\$436	6.9%
FY 2013-2014	\$4,894	\$1,466	\$6,360	\$0	0%
FY 2012-2013	\$4,894	\$1,466	\$6,360	\$637	11.1%
FY 2011-2012	\$4,381	\$1,342	\$5,723	\$606	11.8%

Cost of Attendance at CSU-Pueblo

Resident, Full Time Undergraduate Student (12 credit hours, Fall & Spring semesters)						
CSU - Pueblo	Base Resident Tuition	Mandatory Student Fees	Room & Board	TOTAL	\$ Increase Over Prior Year	% Increase Over Prior Year
FY 2016-2017 Proposed	\$5,815	\$1,800	\$9,486	\$17,101	\$793	4.9%
FY 2015-2016	\$5,489	\$1,698	\$9,124	\$16,308	\$496	3.1%
FY 2014-2015	\$5,188	\$1,608	\$9,016	\$15,812	\$700	4.6%
FY 2013-2014	\$4,894	\$1,466	\$8,752	\$15,112	\$252	1.7%
FY 2012-2013	\$4,894	\$1,466	\$8,500	\$14,860	\$854	6.1%
FY 2011-2012	\$4,381	\$1,342	\$8,283	\$14,006	\$847	6.4%

*In previous years Room & Board assumes Belmont Residence Hall, Single Occupancy & 17 Meals + 50 per year. In FY17, Belmont Hall is no longer available. Room & Board assumes Crestone, Culebra, and Greenhorn Halls shared Bedroom - Semi Suite/Double with Shared Bath and 17 meals + \$50 per year.

CSU Global Campus

Colorado State University-Global Campus
FY 17 Budget Schedules
Board of Governors Meeting
May 5 and 6, 2016

Included is the highlight summary of the E&G budget for Colorado State University-Global Campus which includes:

- Student Tuition and Fees Increase
- Academic Support
- Institutional Support
- Instruction
- Student Services
- Fixed Asset/Depreciation

Student Tuition and Fees is proposed to increase by 28.54%. The increase is based on the expectation of 9,600 new student enrollments at an undergrad/graduate ratio of 72%/28% respectively with a continued annual retention rate of 75%. CSU-Global will maintain its tuition rates from previous fiscal periods at \$350 undergraduate per credit hour and \$500 graduate per credit hour while maintaining its no-student fee structure.

Instruction costs are expected to increase by 16.81% due to the increase in the total number of students and increased faculty leadership costs. Academic Support costs are expected to increase by 27.95% due to the development of new programs, new course technology enhancements, and ongoing curriculum development of existing programs; enhanced library services; and additional library resources.

Student Services is expected to increase by 23.92% due to increased technology, services, outreach and tracking solutions to ensure continued improvement in student engagement and retention.

Institutional Support is expected to increase by 12.48% due to increased technology for operational efficiencies that include additional institutional business and data information reporting; and IT infrastructure costs to accommodate university growth.

Fixed Asset/Depreciation is expected to increase by 75.20% (from \$300,000 to \$525,596). The continued depreciation from prior year fixed assets as well as the acquisition of new fixed assets will enhance the revenue generating operating activities of the University.

In summary, CSU-Global's mission is to ensure student workplace success in a global economy through higher education. The proposed recommendations will enable efficient growth for CSU-Global while providing enhancements to the University's operational structure.

FY17 Incremental Educational & General Budget | As of April 2016

New Resources

Tuition (net)

Undergraduate - Retention Growth	\$10,612,060
Undergraduate - New Student Enrollment Growth	\$1,938,312
Graduate - Retention Growth	\$6,696,029
Graduate - New Student Enrollment Growth	\$1,223,042
Total	\$20,469,443

New Expenses

Student Support and Outreach	\$4,955,971
Instruction	\$2,928,155
Academic Support	\$1,369,249
Technology Operations and Innovation	\$1,068,345
General & Administrative	\$252,352
Total	\$10,574,072

Net

Total	\$9,895,371
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9,600

New student enrollment target

75%

Average annual retention rate

\$350/\$500

New student undergrad/grad
tuition rate per credit

72:28

Undergrad to grad ratio

2%

Percentage of gross tuition revenue for
bad debt estimate

CSU Global Campus Tuition Rate Increases

Tuition	FY 2016 New Student Per Credit Hour Rate	FY 2017 New Student Per Credit Hour Rate	\$ Increase	% Increase
Undergraduate	\$350	\$350	\$0	0%
Graduate	\$500	\$500	\$0	0%

CSU System

Colorado State University-System
FY 17 Budget Schedules
Board of Governors Meeting
May 5 and 6, 2016

Included is the highlight summary of the E&G budget for Colorado State University System Office which includes:

- Personnel Additions
- System Initiatives
- Commitments
- Mandatory Cost Savings

Incremental Budget. The incremental budget includes \$320,500 in net new revenue. The proposed expenses include personnel additions, commitments and strategic initiatives and mandatory cost savings.

Personnel Additions. The majority of the increase in the CSU System budget is due to the addition of new system personnel including a system treasurer, advancement professional, legal research associate and a part-time events coordinator. The system treasurer position is an initiative the Board has been working towards over the past year. It will allow the CSU System to begin to actively manage the financial resources of the CSU System on behalf of Board of Governors. The advancement professional is focused on raising money for CSU System initiatives including the National Western Center and the events coordinator will focus on strategic engagements with all three campuses to promote the CSU system throughout the Denver metro area. The budget also reflects a 1.8% salary pool increase.

Strategic Initiatives and Commitments. The System will continue to sponsor and enter into strategic partnerships to promote and raise awareness of the CSU system and its campuses across the Denver metro area including the Boys and Girls Club of Colorado, the Denver Broncos and the National Western Center.

Mandatory Costs. In FY 2017, there is a decrease in mandatory costs due to savings in annual rent payments. The budget also reflects an increase in payment to the Department of Higher Education for the shared controller position.

CSUS FY17 Budget Summary

	<u>FY16</u>	<u>FY17</u>	<u>Change</u>	<u>Percent Change</u>	<u>Notes</u>
CSUS Office of Board Secretary					
Salaries	\$ 108,767	-	(108,767)	-100.0%	(A)
Operating	239,200	239,200	-	0.0%	
CSUS Office of the Chancellor					
Salaries	2,006,452	2,185,435	178,983	8.9%	(B, E)
Operating	751,000	845,000	94,000	12.5%	(C)
CSUS Office of General Counsel					
Salaries	2,197,822	2,359,516	161,694	7.4%	(A, D, E)
Operating	365,429	351,500	(13,929)	-3.8%	
CSUS Division of Internal Audit					
Salaries	865,939	874,458	8,519	1.0%	
Operating	55,500	55,500	-	0.0%	
TOTAL	\$ 6,590,109	6,910,609	320,500	4.86%	
COSTS ALLOCATED TO CAMPUSES	\$ 5,526,342	5,848,375	322,033	5.83%	
COSTS ALLOCATED DIRECTLY TO CSU	1,063,767	1,062,234	(1,533)	-0.14%	(F)
TOTAL	\$ 6,590,109	6,910,609	320,500	4.86%	
CAMPUS ALLOCATIONS					
CSU - Allocated	\$ 4,327,352	4,579,517	252,165	5.83%	
CSU - Direct	1,063,767	1,062,234	(1,533)	-0.14%	
CSU Pueblo - Allocated	474,934	502,610	27,676	5.83%	
CSU Global - Allocated	724,056	766,248	42,192	5.83%	
TOTAL	\$ 6,590,109	6,910,609	320,500	4.86%	

Note A: Position was transferred to OGC

Note B: 1.0 FTE Advancement Professional and 0.25 FTE Development Professional added to the System Budget

Note C: Funding for CSU System Initiatives and Sponsorships of \$115,000

Note D: Includes addition of 1.0 FTE Research Associate

Note E: Includes raises above 1.8% pool

Note F: Activities associated with the COSTS ALLOCATED DIRECTLY TO CSU relate to activities historically supported by CSU but due to changes in reporting lines have been transitioned to the System Office.

MATTERS FOR ACTION:

Approval of the FY2016-2017 E&G operating budget incremental increases and expenditures along with approval of all tuition, tuition differentials, fees, fee policies and manuals, room and board, dining, and other rates and charges for Colorado State University, CSU – Pueblo, CSU Global Campus and the CSU System as appropriate to each unit.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve all proposed schedules, budgets, and rate/rate increases as listed in MATTERS FOR ACTION, and as presented in the Finance Committee presentation of the Board of Governors on May 5, 2016 for the 2016-2017 Fiscal Year.

EXPLANATION:

Presented by *Lynn Johnson, Chief Financial Officer, Colorado State University System*

This action item represents the culmination of a yearlong discussion with the Board of Governors about the upcoming FY 2016-2017 financial structure for Colorado State University, CSU – Pueblo, CSU Global Campus and the CSU System. Adoption of the budgetary items are in accordance with past board policies and are required by various statutes or policies of the Colorado Commission on Higher Education (CCHE).

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

 Approved

 Denied

 Scott C. Johnson, Board Secretary

 Date

Agenda Item 6:
Adoption of the FY 2018 Combined
Campuses Capital Construction Priority List;
Approval of Amended Two-Year Cash List

Action Item

Capital Construction

Prioritization list for State/Cash Funded Projects

- Annually the Board is required to approve a combined capital prioritization list for submission to CCHE for the upcoming year.
- In addition, the Board is being asked to approve a 5 year Capital list for each campus and an amended cash funds project list.
- There are annual processes on each campus that identify the best projects to bring forward for the possibility of funding by the state.
- Approval of this list is required by the Colorado Commission on Higher Education and is the first step in pursuing funding from the state.
- There is a good possibility that major funding for capital projects will not be forthcoming this cycle due to TABOR.

Board of Governors of the CSU System
 FY 17-18 Combined Campus State Capital Construction Request

Priority	Funding	Project Name	Prior Funding	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22	Total State Funds	Total Cash Funds	Total Project Costs
1	State	CSU-Pueblo Psychology Building Renovation & Addition	\$0	17,100,000					\$17,100,000		\$17,100,000
	Cash		\$0							\$0	(State only)
2	State	Shepardson Renovation and Addition	\$0	4,400,000	13,300,000	5,400,000			\$23,100,000		\$23,100,000
	Cash		\$0			9,000,000				\$9,000,000	\$ 9,000,000
3	State	CSU-Pueblo Information Technology Upgrades	\$0	1,826,475					\$1,826,475		\$1,826,475
	Cash		\$0							\$0	(State only)
4	State	Anatomy-Zoology East	\$0	15,033,000					\$15,033,000		\$15,033,000
	Cash		\$0							\$0	(State only)
5	State	Chemistry B&C wing	\$0	23,763,000					\$23,763,000		\$23,763,000
	Cash		\$0							\$0	(State only)
6	State	Institute for Biological and Translational Therapies and ancillary buildings	\$0	3,150,000					\$3,150,000		\$3,150,000
	Cash		\$0	81,650,998						\$81,650,998	\$ 81,650,998
7	State	Health and Education Outreach Center (aka Gross anatomy lab)	\$0	22,300,000					\$22,300,000		\$22,300,000
	Cash		\$0	1,000,000						\$1,000,000	\$ 1,000,000
8	State	Equine Veterinary Teaching Hospital	\$0	24,550,000					\$24,550,000		\$24,550,000
	Cash		\$0	40,687,102						\$40,687,102	\$ 40,687,102
9	State	NWC CSU Water Resources Center	\$0	62,400,000					\$62,400,000		\$62,400,000
	Cash		\$0	28,200,000						\$28,200,000	\$ 28,200,000

State Funds Request for FY 17-18

\$ 174,522,475

CSU Fort Collins FY 17-18 2-year Cash List

4/4/2016

Draft

Campus	Project Name	Cash Funds	BOG program plan approval*
CSU	Gary and Kay Smith Food Innovation Center	\$16M	pending
CSU	Warner College of Natural Resources Addition	\$16.5M	Dec-13
CSU	Athletic Practice Fields	\$4.4-\$6.2M	pending
CSU	Shields St Underpass and at grade improvements	\$9.4M	pending

MATTERS FOR ACTION:

Approval of the FY 2017-2018 CSU System Combined Capital Construction Priority List for State Funded and Cash Funded Construction Projects for CSU and CSU-Pueblo

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the attached FY 2017-2018 capital construction prioritization list for the CSU System and the amended two-year cash funded project list for Colorado State Univeristy.

FURTHER, that staff is authorized to submit any and all documents required by the Department of Higher Education, Governor's Office, and the General Assembly.

EXPLANATION:

Presented by *Lynn Johnson, Chief Financial Officer, Colorado State University System*

This action item reflects the yearly required approval by the Board of a prioritized combined capital construction list for consideration by the CCHE, OSPB, CDC, and the Joint Budget Committee. This is an annually occurring Action Item that requires Board approval and represents the official request for state funded capital projects for FY 2017-2018.

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

Approved

Denied

Scott C. Johnson, Board Secretary

Date

Agenda Item 7: CSU System Reserves Policy

Action Item

Colorado State University System

Statements of Net Position

June 30, 2015 and 2014

(Amounts expressed in thousands)

	2015	2014
Liabilities		
Current liabilities:		
Accounts payable	\$ 42,482	37,899
Accrued liabilities	82,445	74,535
Unearned revenue	34,190	35,040
Deposits held for others, current	6,266	5,842
Bonds payable and certificates of participation, current	19,298	18,083
Capital leases payable, current	3,496	2,355
Other noncurrent liabilities, current	2,388	2,802
Compensated absences liabilities, current	2,701	2,513
	193,266	179,069
Total current liabilities		
Noncurrent liabilities:		
Bonds payable and certificates of participation	1,023,848	800,777
Capital leases payable	18,454	7,003
Deposits held for others	23,039	26,386
Other noncurrent liabilities	5,946	4,486
Compensated absences liabilities	49,325	46,410
Net pension liability	524,663	-
	1,645,275	885,062
Total noncurrent liabilities		
Deferred inflows of resources:		
Deferred inflows - other	309	-
Deferred inflows - pensions	2,446	-
	2,755	-
Total deferred inflows of resources		
Total liabilities and deferred inflows of resources	\$ 1,841,296	1,064,131
Net position		
Net investment in capital assets	\$ 638,613	623,886
Restricted for nonexpendable purposes	26,151	25,979
Restricted for expendable purposes - other	90,982	79,997
Unrestricted	(310,493)	169,749
	445,253	899,611
Total net position		

See accompanying notes to basic financial statements.

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

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

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

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

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

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

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



Colorado State University - Global Campus
Statement of Revenues, Expenses and Changes in Net Position & 2017 Proposed Annual Budget
Three Year Trend

	FY 2014 Actual	FY2015 Actual	FY 2016 Original Budget	FY 2016 Adj. Annual Budget	FY 2016 Q1	FY 2016 Q2	FY 2016 Q3	% Variance	FY 2017 Proposed Annual
Operating revenues									
Student tuition and fees	48,454,218	63,603,436	71,060,044	53,295,033	17,976,129	35,473,986	55,264,056	3.7%	91,343,096
Slate 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	1,611,600	289,168	1,001,405	1,612,740	0.1%	2,193,893
Total operating revenues	49,646,643	65,446,528	73,074,544	54,906,633	18,265,297	36,475,390	56,876,796		93,536,989
Operating expenses									
Instruction	10,232,984	12,605,994	16,503,926	11,206,444	3,634,731	7,490,615	11,624,372	3.7%	19,277,427
Research	-	-	-	-	-	-	-	-	-
Public service	-	-	-	-	-	-	-	-	-
Academic support	2,960,592	4,457,086	4,899,482	3,129,678	868,136	2,370,900	3,204,507	2.4%	6,268,731
Student services	13,196,369	16,905,263	22,393,509	15,093,833	4,533,013	9,447,126	15,348,932	1.7%	27,749,992
Institutional support	5,274,946	6,306,771	6,563,235	4,008,184	1,438,492	2,743,894	3,937,651	-1.8%	7,382,631
Operation and maintenance of plant	418,996	491,710	492,029	367,874	127,004	214,078	379,837	3.3%	514,878
Scholarships and fellowships	6,551,036	8,474,220	11,488,369	7,686,929	2,311,635	5,106,231	7,752,205	0.8%	13,095,178
Auxiliary enterprises	-	-	-	-	-	-	-	-	-
Depreciation	93,291	287,116	300,000	225,000	94,263	196,525	300,494	33.6%	525,596
Total operating expenses	38,728,214	49,528,160	62,640,550	41,717,943	13,007,274	27,569,371	42,547,999		74,814,433
Operating Income (Loss)	10,918,429	15,918,368	10,433,994	13,188,690	5,258,023	8,906,020	14,328,797		18,722,556
Non-operating revenues (expenses)									
State appropriations	-	-	-	-	-	-	-	-	-
Gifts	-	-	-	-	-	-	-	-	-
Investment income	247,931	332,273	260,000	195,000	111,000	252,702	399,470	104.9%	274,172
Interest expense on capital debt	-	-	-	-	-	-	-	-	-
Federal nonoperating grants and contracts	6,551,036	8,474,220	11,488,369	7,686,929	2,311,635	5,106,231	7,752,205	0.8%	13,095,178
Other nonoperating revenues (expenses)	(168,750)	(161,250)	(231,250)	-	-	-	-	-	-
Net nonoperating revenues	6,630,217	8,645,243	11,517,119	7,881,929	2,422,635	5,358,933	8,151,675		13,369,350
Income (Loss) Before other revenues	17,548,646	24,563,611	21,951,113	21,070,619	7,680,658	14,264,952	22,480,472		32,091,906
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)	(543,042)	(175,257)	(362,028)	(543,042)	0.0%	(724,056)
Additions to permanent endowments	-	-	-	-	-	-	-	-	-
Total other revenues	(7,012,389)	547,235	(724,056)	(543,042)	(175,257)	(362,028)	(543,042)	-100.0%	(724,056)
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	20,527,577	7,505,401	13,902,924	21,937,430		31,367,850

Colorado State University System
Reserves Report

FY15 Actual Results/FY16 Approved Budget

	<u>CSU</u>	<u>CSU-Pueblo</u>	<u>CSU-Global</u>	<u>CSU-System</u>	<u>Total</u>
Unrestricted Fund Balance 6/30/15	\$ (329,981,948)	(26,111,286)	47,088,663	(1,487,945)	\$ (310,492,516)
Add:					
Compensated Absences	43,650,575	1,355,866	373,771	348,354	45,728,566
GASB 68 Adjustment	460,921,274	35,742,870	2,350,112	2,150,837	501,165,093
Less:					
Non E&G/Restricted Fund Balances	<u>(76,396,224)</u>	<u>(12,224,357)</u>	<u>-</u>	<u>-</u>	<u>(88,620,581)</u>
Adjusted Unrestricted E&G Fund Balance 6/30/15	\$ 98,193,677	(1,236,907)	49,812,546	1,011,246	\$ 147,780,562
Less:					
Prior Commitments Not Yet Met	<u>(61,708,658)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(61,708,658)</u>
Available Campus Level Reserve	\$ 36,485,019	(1,236,907)	49,812,546	1,011,246	\$ 86,071,904
Less:					
Unrestricted 10% Campus Specific Campus Reserve	<u>(3,648,502)</u>	<u>-</u>	<u>(4,981,255)</u>	<u>(101,125)</u>	<u>(8,607,190)</u>
Available System Level Reserves	\$ 32,836,517	(1,236,907)	44,831,291	910,121	\$ 77,464,714
Restricted Reserves:					
CSU-Global 250 DCOH	<u>-</u>	<u>-</u>	<u>(34,137,566)</u>	<u>-</u>	<u>(34,137,566)</u>
Unrestricted Available System Level Reserves	<u>\$ 32,836,517</u>	<u>(1,236,907)</u>	<u>10,693,725</u>	<u>910,121</u>	<u>\$ 43,327,148</u>

Colorado State University System
Reserves Report

FY16 Actual Results/FY17 Approved Budget

	<u>CSU</u>	<u>CSU-Pueblo</u>	<u>CSU-Global</u>	<u>CSU-System</u>	<u>Total</u>
Unrestricted Fund Balance 6/30/15	\$ (330,000,000)	(25,000,000)	82,000,000	(1,500,000)	\$ (274,500,000)
Add:					
Compensated Absences	46,000,000	1,500,000	375,000	350,000	48,225,000
GASB 68 Adjustment	460,921,274	37,500,000	2,500,000	2,250,000	503,171,274
Less:					
Non E&G/Restricted Fund Balances	<u>(80,000,000)</u>	<u>(13,000,000)</u>	<u>-</u>	<u>-</u>	<u>(93,000,000)</u>
Adjusted Unrestricted E&G Fund Balance 6/30/15	\$ 96,921,274	1,000,000	84,875,000	1,100,000	\$ 183,896,274
Less:					
Prior Commitments Not Yet Met	<u>(65,000,000)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(65,000,000)</u>
Available Campus Level Reserve	\$ 31,921,274	1,000,000	84,875,000	1,100,000	\$ 118,896,274
Less:					
Unrestricted 10% Campus Specific Campus Reserve	<u>(3,192,127)</u>	<u>(100,000)</u>	<u>(8,487,500)</u>	<u>(110,000)</u>	<u>(11,889,627)</u>
Available System Level Reserves	\$ 28,729,147	900,000	76,387,500	990,000	\$ 107,006,647
Restricted Reserves:					
CSU-Global 250 DCOH	<u>-</u>	<u>-</u>	<u>(51,242,762)</u>	<u>-</u>	<u>(51,242,762)</u>
Unrestricted Available System Level Reserves	<u>\$ 28,729,147</u>	<u>900,000</u>	<u>25,144,738</u>	<u>990,000</u>	<u>\$ 55,763,884</u>

COLORADO STATE UNIVERSITY SYSTEM

Policy and Procedures Manual

SUBJECT: BUDGET AND FINANCE

POLICY 205: CSUS Board Reserve Policy

Board Policy:

Pursuant to Colorado law, the Board has exclusive control over all funds of and appropriated to any institution that it governs. (Colorado Constitution, Article VIII, Section 5; C.R.S. § 23-30-106). This policy sets forth the process, method of calculation, and potential use of certain reserves by the Board, the System and its institutions.

Definitions:

1. Institutional Reserve – The amount of cumulated unrestricted reserves that an institution may retain each year to support its operations. The initial Institutional Reserve amount is set at ten percent (10%) of the then reported reserve balance within the FY 2015 Financial Statements and supported by the Unrestricted Net Assets Reports provided to the Board at its December 2015 meeting. Any annual increase in the Institutional Reserve is limited to ten percent (10%) of the annual net unrestricted income of the institution. For CSU and CSU-Pueblo, any annual increase in the Institutional Reserve is limited to and calculated based on the EG funds of the institution.
2. Board Reserve – Reserve funds held on behalf of the Board at the System level for the purpose of providing support to the institutions within the System.
3. Days Cash on Hand (DCOH) – Represents the number of days of operating expenses, excluding non-cash expenses such as depreciation, that could be paid by an institution with its current available cash. As an example, if annual operating expenses in total, less non-cash expenses, were \$350,000, the daily cash rate of expenditure would be \$958.90 ($\$350,000 / 365$ days). Two-hundred and fifty days cash on hand (250 DCOH) would be \$239,725 (958.90×250).

Procedures:

1. The initial Board Reserve will be established based upon the financial statements as of June 30, 2015. Each year following the issuance of the audited financial statements, each institution shall be permitted to add up to ten percent (10%) of its existing unrestricted reserves to their respective Institutional Reserve amount for the current year, to the extent they have adequate net unrestricted income from its operations.

2. Within the financial accounting system, each institution may designate internal restrictions on the use of some or all of its Institutional Reserve. For example, an institution may designate internal restrictions for debt service or controlled maintenance, and other such related items. Any such internal restriction may be determined by the President of the institution.
3. On an annual basis, any funds held by an institution in excess of the Institutional Reserve amount established by this Policy shall be transferred to the Board Reserve.
4. Transfers to or from the Institutional Reserve accounts at the institutions and the Board Reserve account will occur following the issuance of the annual audited financial statements each year.
5. The funds held within the Board Reserve may be segregated by institution. For CSU-Global Campus, within the Board Reserve there will be a restricted subaccount in the amount of 250 DCOH, and the DCOH is calculated based upon the projected ending balances of CSU-Global Campus from the Board approved budget for that fiscal year. Any Board Reserves that are not internally restricted are designated as unrestricted Board Reserves.
6. The unrestricted Board Reserves may be utilized to support the educational mission of the System and the institutions it governs. Any expenditure from the Board Reserves shall be made in consultation with the Chancellor and must be approved by action of the Board. Any expenditure from the Board Reserve CSU-Global Campus 250 DCOH restricted subaccount must be approved by the Chancellor and the System CFO, and would also require notification to the Board, but not Board approval.
7. Information about the Board Reserve and each Institutional Reserve, including the amounts held in those accounts, will be reported to the Board annually at its August meeting.

Effective date of Policy and Procedures Manual:

October 14, 2013 by Board of Governors Resolution

History: Amended by resolution May 6, 2016

MATTERS FOR ACTION:

Approval of revised CSUS Board Reserve Policy 205.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System (Board) hereby approves the revisions to the Board Reserve Policy 205 as attached.

EXPLANATION PRESENTED BY:

Presented by *Lynn Johnson, Chief Financial Officer, Colorado State University System*

Pursuant to Colorado law, the Board has exclusive control over all funds of and appropriated to any institution that it governs. (Colorado Constitution, Article VIII, Section 5; C.R.S. § 23-30-106). CSUS Board Reserve Policy 205 sets forth the process, method of calculation, and potential use of certain reserves by the Board, the System and its institutions.

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

Approved

Denied

Scott C. Johnson, Board Secretary

Date

Agenda Item 8: Energy Performance Contracting Presentation

Discussion Item

**Vision:
Establish CSU-Pueblo
as a leader in energy
efficiency**



Energy Efficiency Benefits

1. Reduce long-term energy costs.
2. Reduce the carbon footprint of University operations.
3. Enhance the image of the University by establishing CSU-Pueblo as a role model and leader in energy efficiency.

Plan for Improving Energy Efficiency at CSU-Pueblo

1. Replace aging equipment and systems.
2. Install an enterprise management control system with a dashboard for management of systems.
3. Improve utility management and invoice monitoring.

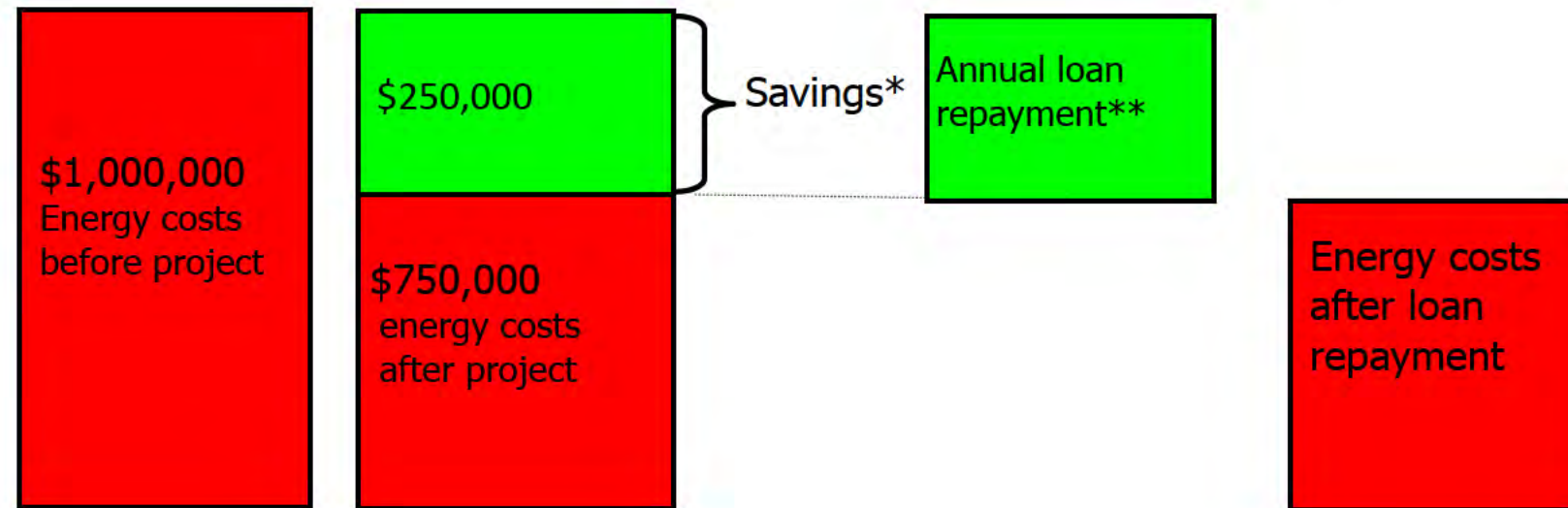
Plan for Improving Energy Efficiency at CSU-Pueblo

(continued)

4. Conduct feasibility analysis of adding more renewable energy sources to the campus (solar panels, wind, geo thermal, etc.).
5. Develop an education and awareness campaign.
6. Identify potential alternate water sources.

Energy Performance Contracts

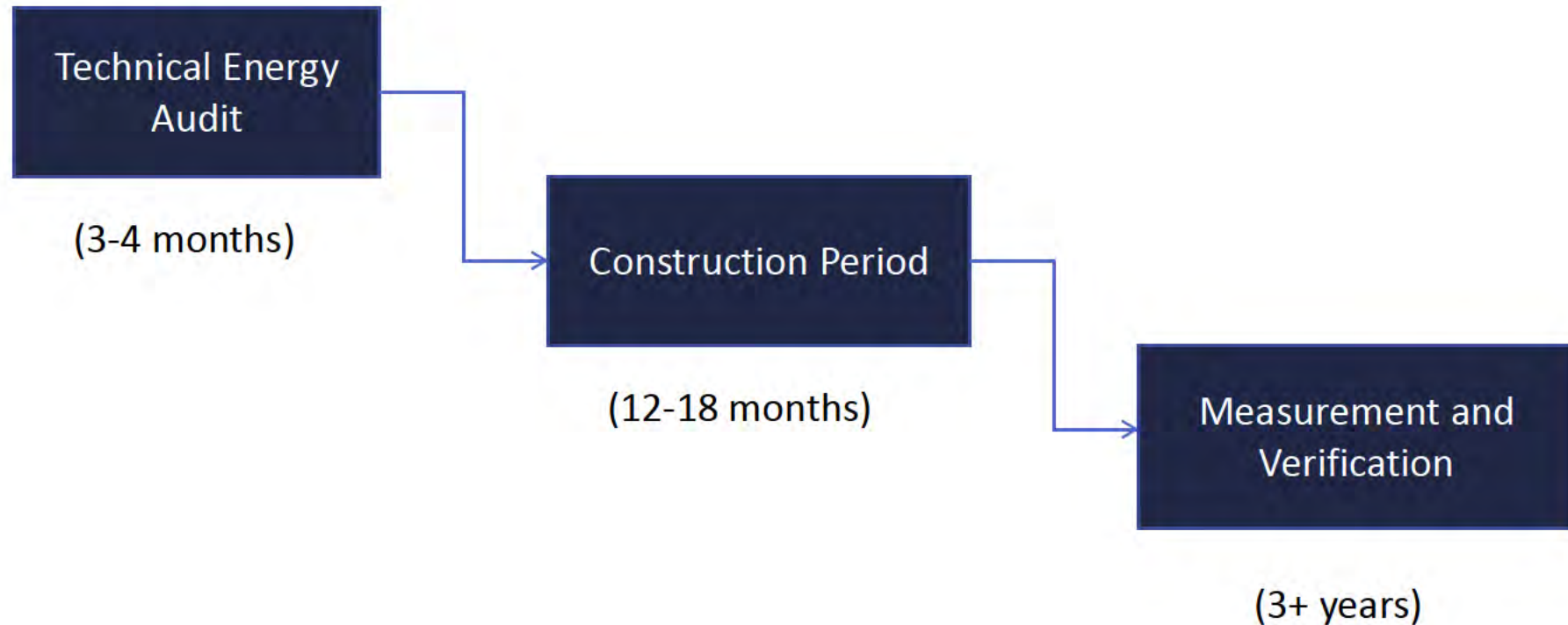
Example: Budget Neutral Approach



* Excess savings are retained by the University.

** Shortfall in energy savings made up by Energy Service Company (ESCO).

Typical Timeline for Energy Performance Contracts



Requests

1. Preliminary estimates indicate that the audit will identify energy efficiency projects in a range from \$8M to \$10M. These projects will result in adequate savings to support the related debt service.
2. CSU-Pueblo is seeking permission to conduct a technical energy audit of the campus(cost estimates range from \$250,000 to \$300,000).
3. CSU-Pueblo is seeking permission for the audit costs to be recovered through financing.

Agenda Item 9: Reimbursement Resolutions

Action Item

MATTERS FOR ACTION:

Approval of Resolution for reimbursement of capital expenditures for the National Western Center and at Colorado State University.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System (Board) hereby approves a resolution establishing the official intent of the Board of Governors of the Colorado State University System to reimburse itself for capital expenditures with proceeds of future taxable or tax-exempt obligations in accordance with the Treasury department's reimbursement regulations in the format attached hereto. The Secretary and Chair of the Board are authorized to execute the attached resolution.

EXPLANATION PRESENTED BY:

Presented by *Lynn Johnson, Chief Financial Officer, Colorado State University System*

Approved

Denied

Scott C. Johnson, Board Secretary

Date

A RESOLUTION ESTABLISHING THE OFFICIAL INTENT OF THE BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM TO REIMBURSE ITSELF FOR CAPITAL EXPENDITURES WITH PROCEEDS OF FUTURE TAXABLE OR TAX-EXEMPT OBLIGATIONS IN ACCORDANCE WITH THE TREASURY DEPARTMENT'S REIMBURSEMENT REGULATIONS

WHEREAS, the Board of Governors of the Colorado State University System (the "Board"), is a body corporate and governs and operates institutions of higher education pursuant to the laws of the State of Colorado (the "State"); and

WHEREAS, the Internal Revenue Service has issued Treasury Regulation Section 1.150-2, the final regulations with respect to the use of proceeds of tax-exempt obligations for reimbursement purposes (the "Reimbursement Regulations"); and

WHEREAS, in order to comply with the Reimbursement Regulations, the Board desires to set forth the Board's official intent to be reimbursed for capital expenditures with respect to the Project defined below with proceeds of future taxable or tax-exempt obligations;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM THAT:

Section 1. Declaration of Official Intent. The Board hereby declares the Board's official intent, in accordance with the Reimbursement Regulations, to reimburse itself from future proceeds of the "Certificates" as defined below for any capital expenditures (and any other expenditures permitted by the Reimbursement Regulations) incurred by the Board in connection with, or related to, the "Project" as defined below, from the period beginning 60 days prior to the date hereof and ending on the latest date permitted by the Reimbursement Regulations. "Certificates" means any taxable or tax-exempt obligations issued from time to time pursuant to Section 23-31-903(2)(c), Colorado Revised Statutes, as amended, to finance the "Project" as defined below. As of the date hereof, the Board reasonably expects that the Certificates will be issued and that the Board will reimburse itself for costs of the Project. "Project" means any educational, research and affiliated facilities that are located at the National Western Center and at the Colorado State University campus and that are subject to a lease-purchase agreement executed pursuant to Section 23-31-903, Colorado Revised Statutes, as amended (the "Project"). The Project costs are currently anticipated to be equal to an amount not to exceed \$250,000,000. The Certificates may be issued in one or more series in an amount sufficient to finance the Project.

Section 2. Confirmation of Prior Acts. All prior acts and doings of the officials, agents and employees of the Board which are in conformity with the purpose and intent of this Resolution shall be and the same hereby are in all respects ratified, approved and confirmed.

Section 3. Repeal of Inconsistent Resolutions. All other resolutions of the Board or parts of resolutions, inconsistent with this Resolution are hereby repealed to the extent of such inconsistency.

Section 4. Effective Date of Resolution. This Resolution shall take effect immediately upon its passage.

PASSED AND ADOPTED this ____th day of May, 2016.

[SEAL]

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

By _____
Chair of the Board

Attest:

By _____
Secretary

MATTERS FOR ACTION:

Approval of Resolution for reimbursement of capital expenditures for the Warner college of Natural Resources addition, the Shields Underpass and Above Grade Improvement, the Agricultural Sciences Food Innovation Center, the Institute for Biological and Translational Therapies and the Chemistry Building and CSU Pueblo Controlled/Deferred Infrastructure Projects.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System (Board) hereby approves a resolution establishing the official intent of the Board of Governors of the Colorado State University System to reimburse itself for capital expenditures with proceeds of future taxable or tax-exempt borrowings in accordance with the Treasury department's reimbursement regulations in the format attached hereto. The Secretary and Chair of the Board are authorized to execute the attached resolution.

EXPLANATION PRESENTED BY:

Presented by *Lynn Johnson, Chief Financial Officer, Colorado State University System*

Approved

Denied

Scott C. Johnson, Board Secretary

Date

A RESOLUTION ESTABLISHING THE OFFICIAL INTENT OF THE BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM TO REIMBURSE ITSELF FOR CAPITAL EXPENDITURES WITH PROCEEDS OF FUTURE TAXABLE OR TAX-EXEMPT BORROWINGS IN ACCORDANCE WITH THE TREASURY DEPARTMENT’S REIMBURSEMENT REGULATIONS

WHEREAS, the Board of Governors of the Colorado State University System (the “Board”), is a body corporate and governs and operates institutions of higher education pursuant to the laws of the State of Colorado (the “State”); and

WHEREAS, the Internal Revenue Service has issued Treasury Regulation Section 1.150.2, the final regulations with respect to the use of proceeds of tax-exempt bonds for reimbursement purposes (the “Reimbursement Regulations”); and

WHEREAS, in order to comply with the Reimbursement Regulations, the Board desires to set forth the Board’s official intent to be reimbursed for capital expenditures with respect to the Project defined below with proceeds of future taxable or tax-exempt borrowings;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM THAT:

Section 1. Declaration of Official Intent. The Board hereby declares the Board’s official intent, in accordance with the Reimbursement Regulations, to reimburse itself from future proceeds of the “Bonds” as defined below for any capital expenditures (and any other expenditures permitted by the Reimbursement Regulations) incurred by the Board in connection with, or related to, the “Project” as defined below, from the period beginning 60 days prior to the date hereof and ending on the latest date permitted by the Reimbursement Regulations. “Bonds” means any taxable or tax-exempt obligations issued by the Board from time to time to finance the “Project” as defined below, and is reasonably expected as of the date hereof to initially mean the Board of Governors of the Colorado State University System, System Enterprise Revenue Bonds Series 2016. As of the date hereof, the Board reasonably expects that the Bonds will be issued and that the Board will reimburse itself for costs of the Project. “Project” collectively means certain campus improvements, including, but not limited to, the Warner College of Natural Resources Addition, the Shields Underpass and Above Grade Improvements, the Agricultural Sciences Food Innovation Center, the Institute for Biological and Translational Therapies, the Chemistry Building - State Cost Match and CSU Pueblo Controlled/Deferred Infrastructure Projects. The Project costs are currently anticipated to be equal to an amount not to exceed \$60,000,000. The Bonds may be issued in one or more series in an amount sufficient to finance the Project.

Section 2. Confirmation of Prior Acts. All prior acts and doings of the officials, agents and employees of the Board which are in conformity with the purpose and intent of this Resolution shall be and the same hereby are in all respects ratified, approved and confirmed.

Section 3. Repeal of Inconsistent Resolutions. All other resolutions of the Board or parts of resolutions, inconsistent with this Resolution are hereby repealed to the extent of such inconsistency.

Section 4. Effective Date of Resolution. This Resolution shall take effect immediately upon its passage.

PASSED AND ADOPTED this ____th day of May, 2016.

[SEAL]

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

By _____
Chair of the Board

Attest:

By _____
Secretary

Agenda Item 10: Treasury Update

Discussion Item

Appendix

FY 2017 Tuition and Differential Tuition Rate Schedules, Student Fees

Colorado State University
Board of Governors Meeting - May 5-6, 2016

COLORADO STATE UNIVERSITY
EDUCATION & GENERAL
PROPOSED BUDGET

2016-17
ENROLLMENT SUMMARY

	2014-15 Actual Enrollment	2015-16 Actual Enrollment	2016-17 Proposed Enrollment	2016-17 Increase (Decrease)
Main Campus				
Student FTE*				
<u>Resident</u>				
Graduate	1,225	1,187	1,181	-6
Undergraduate	16,081	16,299	16,439	140
Total	17,306	17,486	17,620	134
<u>Nonresident</u>				
Graduate	839	849	1,220	371
Undergraduate	4,989	5,485	5,555	70
Total	5,828	6,334	6,775	441
<u>Total FTE</u>				
Graduate	2,064	2,036	2,401	365
Undergraduate	21,070	21,784	21,994	210
Total	23,134	23,820	24,395	575
Student Headcount**				
<u>Resident</u>				
Graduate	2,466	2,377	2,364	-13
Undergraduate	17,406	17,414	17,564	150
Total	19,872	19,791	19,928	137
<u>Nonresident</u>				
Graduate	1,581	1,631	2,344	713
Undergraduate	5,100	5,595	5,666	71
Total	6,681	7,226	8,010	784

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

**Fall Term - Source for Headcount SIS022DC

Colorado State University
Board of Governors Meeting - May 5-6, 2016

COLORADO STATE UNIVERSITY
EDUCATION & GENERAL
PROPOSED BUDGET

2016-17
ENROLLMENT SUMMARY

	2014-15 Actual Enrollment	2015-16 Actual Enrollment	2016-17 Proposed Enrollment	2016-17 Increase (Decrease)
Professional Veterinary Medicine				
Student FTE*				
Resident	427	435	436	1
Nonresident	359	375	364	-11
Total	786	810	800	-10
Student Headcount**				
Resident	290	294	295	1
Nonresident	243	255	247	-8
Total	533	549	542	-7

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

**Fall Term - Source for Headcount SIS022DC

Colorado State University
Board of Governors Meeting - May 5-6, 2016

COLORADO STATE UNIVERSITY
2016-17 ACADEMIC YEAR
TUITION RATE SCHEDULE

	Approved Tuition 2015-16			Proposed Tuition 2016-17		
	Resident	Nonresident	WICHE (PVM Only)	Resident	Nonresident	WICHE (PVM Only)
<u>UNDERGRADUATE TUITION</u>						
Part-time (Per credit charge 1-9, for 10-11 credit hours, see*)	\$377 00	\$1,250 50		\$395 90	\$1,300 50	
Full-time (12 or more total credit hours)*	\$4,150 50	\$12,504 80		\$4,358 00	\$13,005 00	
Western Undergraduate Exchange Program (WUE) Rate @ 15 credit hours Full-time (12 or more credit hours)	\$7,913 25			\$8,224 50		
College Opportunity Fund (COF) Resident Undergraduate per credit hour	\$75 00	n/a		\$75 00	n/a	

	Approved Tuition 2015-16			Proposed Tuition 2016-17		
	Resident	Nonresident	WICHE (PVM Only)	Resident	Nonresident	WICHE (PVM Only)
<u>GRADUATE TUITION</u>						
Part-time (per credit charge, 1-8 credit hours)	\$519 30	\$1,273 10		\$534 90	\$1,311 30	
Full-time (9 or more total credit hours)	\$4,673 90	\$11,457 90		\$4,813 90	\$11,801 60	

	Approved Tuition 2015-16			Proposed Tuition 2016-17		
	Resident	Nonresident	WICHE (PVM Only)	Resident	Nonresident	WICHE (PVM Only)
<u>PROFESSIONAL VETERINARY MEDICINE (PVM) TUITION</u>						
Freshmen, Sophomores, and Juniors (per term)**	\$13,737 00	\$26,667 50	\$29,186 50	14,698 50	27,201 00	\$30,398 00
Seniors (per credit hour)	\$654 14	\$1,269 88	\$1,389 83	699 93	1,295 29	1,447 52

*FY17 calculated undergraduate rates for 10 to 12 credit hours:	10 SCH	11 SCH	12 SCH
Resident Undergraduate	3,828 10	4,093 10	4,358 00
Non-Resident Undergraduate	12,138 00	12,571 50	13,005 00
WUE Undergraduate	6,867 15	7,377 15	7,887 00

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

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

COLORADO STATE UNIVERSITY
DIVISION OF CONTINUING EDUCATION
2016-17 ACADEMIC YEAR
TUITION RATE SCHEDULE

	Proposed Tuition per Credit 2015-16 <u>Minimum</u>	Proposed Tuition per Credit 2015-16 <u>Maximum</u>	Proposed Tuition per Credit 2016-17 <u>Minimum</u>	Proposed Tuition per Credit 2016-17 <u>Maximum</u>
<u>GRANTING UNIVERSITY ENROLLMENT for a SPECIFIC TERM (GUEST) ²</u>				
Undergraduate Instruction				
In-State	\$377.00		\$395.90	
Out-of-State	\$1,250.50		\$1,300.50	
Graduate Instruction				
In-State	\$519.30		\$534.90	
Out-of-State	\$1,273		\$1,311.30	
<u>ON CAMPUS EXTENDED EDUCATION</u>				
Undergraduate Instruction				
In-State	\$419		\$444	
Out-of-State	\$1,250.50		\$1,300.50	
Graduate Instruction				
In-State	\$582		\$605	
Out-of-State	\$1,273		\$1,311.30	
<u>UNDERGRADUATE¹</u>	\$419	\$649	\$444	\$882
<u>GRADUATE- Master's Degree¹</u>	\$530	\$1,700	\$530	\$1,812
<u>GRADUATE- PhD¹</u>	\$848	\$1,600	\$873	\$1,664
<u>OTHER¹</u>	\$59	\$103	\$59	\$103
Sponsored Contract Rates				
Annenberg				
<u>CUSTOM GRADUATE PROGRAMS :</u>				
Custom Discounted graduate rates (i.e. COB Kenya program and other international offerings)	\$174	\$1,000	\$174	\$1,000

NOTES:

TUITION

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

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

Differential Tuition

FY17 Proposed Undergraduate Differential Tuition Rates per Student Credit Hour (SCH):

	<u>Rate/SCH</u>
Level I ³	\$51.00
Level II ⁴	\$68.00
Level III ⁵	\$91.00

³Level I:

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

⁴Level II:

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

College of Veterinary Medicine and Biomedical Sciences - all course prefixes

Other Course Prefixes: ANEQ, FSHN, FTEC, RRM, AM, DM, INTD, LIFE, HONR, ART, MU, TH, D, GEOL, HDF5

⁵Level III:

College of Business - all course prefixes

College of Engineering - all course prefixes

Other Course Prefixes: CON, CS, CT and HES

Student Fees

All students:

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

All on-campus students are subject to:

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

FY17 Rates Effective Fall Term 2016

Differential Tuition

Differential tuition is assessed to undergraduate students based on a combination of the student class level and the course prefix. Freshmen are not subject to the differential tuition and all first year undergraduate students with Advance Placement or concurrent enrollment transfer credit that results in the student meeting criteria for Differential Tuition charges will also be excluded in their first year. Sophomores will be assessed the differential tuition only on course prefixes offered through the College of Business. Juniors and seniors will be assessed the differential tuition on all courses taken, including those at the 500-600 level that an undergraduate student is allowed to take.

Levels	FY16 Actual Per Credit Rates	FY17 Proposed Per Credit Rates	FY16 Change
I	\$49	\$51	\$2
II	\$65	\$68	\$3
III	\$87	\$91	\$4

Level I:

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

Level II:

College of Natural Sciences – all course prefixes except CS and CT
College of Veterinary Medicine and Biomedical Sciences – all course prefixes
Other Course Prefixes: ANEQ, FSHN, FTEC, RRM, AM, DM, INTD, LIFE, HONR, ART, MU, TH, D, GEOL, HDF5

Level III:

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

Program and Partnership Awards

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

COLORADO STATE UNIVERSITY
2016-17 ACADEMIC YEAR
GRADUATE PROGRAM DIFFERENTIAL TUITION

Program Name	Program Code	Major Code	Assessed	2015-16	2016-17	Percent Change
				Approved Charges	Proposed Charges	
MBA - EV			Credit Hour ¹	\$ 295	\$ 304	3%
MBA - EC			Credit Hour ¹	\$ 295	\$ 304	3%
MBA Joint DVM			Credit Hour ¹	\$ 295	\$ 304	3%
MS Business Admin/Fin Risk Mgmt			Credit Hour ¹	\$ 295	\$ 304	3%
MS Business Admin/CIS			Credit Hour ¹	\$ 295	\$ 304	3%
MS Business Administration			Credit Hour ¹	\$ 295	\$ 304	3%
Master of Accountancy			Credit Hour ¹	\$ 280	\$ 288	3%
Master of Management Practice			Credit Hour ¹	\$ 295	\$ 304	3%
MBA GSSE			Credit Hour ¹	\$ 295	\$ 304	3%
MBA GSSE	BUSA-GSZ-MBA		Credit Hour ²	\$ 125	\$ 125	0%
All College of Engineering Graduate Programs ³			Credit Hour ⁴	\$ 110	\$ 110	0%
Masters of Education & Human Resource Studies, Counseling and Career Development	EHRM-CCZ-MED		Credit Hour	\$ 100	\$ 100	0%
Master of Occupational Therapy		OCTH	Semester	\$ 2,000	\$ 2,000	0%
MSW Social Work	SOWK-MSW		Credit Hour	\$ 115	\$ 115	0%
Masters in Art Leadership and Administration	ALDA-MALA		Semester	\$ 750	\$ 750	0%
MM Music/Choral Conducting	MUSC-CHCZ-MM		Semester	\$ 575	\$ 575	0%
MM Music/Collaborative Piano	MUSC-COPZ-MM		Semester	\$ 575	\$ 575	0%
MM Music/Instrumental Conducting	MUSC-INCZ-MM		Semester	\$ 575	\$ 575	0%
MM Music/Music Education - Conducting	MUSC-MEDZ-MM		Semester	\$ 575	\$ 575	0%
MM Music	MUSC-MM		Semester	\$ 575	\$ 575	0%
MM Music/Music Therapy	MUSC-MTHZ-MM		Semester	\$ 575	\$ 575	0%
MM Music/Music Education	MUSC-MUEZ-MM		Semester	\$ 575	\$ 575	0%
MM Music	MUSC-XX-MM		Semester	\$ 575	\$ 575	0%
MS Conservative Ldrshp Thru Learn	CNLR-MS		Semester	\$ 1,200	\$ 1,200	0%
Masters of Tourism Management	TRMG-MTM		Semester	\$ 1,200	\$ 1,200	0%
Masters of Prof Natural Sciences	PNSC-MPNS		Semester	\$ 2,000	\$ 2,000	0%
	PSNS-MPSN					
Masters of Prof Natural Sciences	PNSC-ZZ-MPNS		Semester	\$ 2,000	\$ 2,000	0%
	PSNS-ZZ-MPSN					
Master Greenhouse Gas & Accounting	GGMA-MGMA		Semester	\$ 1,250	\$ 1,250	0%
Masters of Applied Statistics	MAST-MAS		Semester	\$ 1,000	\$ 1,000	0%
MS Biomedical Sciences	BMSC-MS		Credit Hour	\$ 110	\$ 120	9%
MS Biomedical Sciences	BMSC-RPTZ-MS		Credit Hour	\$ 110	\$ 120	9%
MS Environmtl & Rdolglcl Hlth Sci	EVHL-TOXZ-MS		Credit Hour	\$ 110	\$ 120	9%
MS Microbiology-Immunology	MICR-MS		Credit Hour ¹	\$ 110	\$ 120	9%

* Graduate differential tuition is in addition to tuition and fees

¹ Applies to courses in each of the respective programs and is assessed to any student enrolled in the course regardless of the student's program of study.

² GSSE Venture Assessment - applies to students in BUSA-GSZ-MBA program only and is assessed on classes in that program of study.

³ Applies to all students enrolled in graduate programs offered by the College of Engineering

⁴ \$110 per credit hour up to 9 credit hours - maximum of \$990 per semester.

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COLORADO STATE UNIVERSITY
2016-17 ACADEMIC YEAR
PROGRAM AWARD SCHEDULE - Per Semester

Award Name	FY16 Amount ¹	FY17 Amount ¹	\$ Increase/ (Decrease)	% Increase/ (Decrease)	Award Description
CSU Asian Pacific Economic Cooperation (APEC) Award GR	5,728.95	5,900.80	171.85	3%	One half of nonresident tuition, fall spring only
Global Partnership Award UG	4,168.00	4,334.50	166.50	4%	One third of nonresident tuition
Global Partnership Award GR	3,819.30	3,933.80	114.50	3%	One third of nonresident tuition
Global High School Incentive Award	2,500.00	2,500.00	0.00	0%	\$5,000 per student per year, fall/spring only
Sponsor/Partner Award UG	2,500.00	2,500.00	0.00	0%	\$5,000 per student per year, fall/spring only
Study Abroad Foundation Award UG	2,500.00	2,500.00	0.00	0%	\$5,000 per student per year, fall/spring only
Native-American Legacy Award UG ²	7,204.30	7,497.00	292.70	4%	Difference between nonresident rate and resident rate (including COF) + \$250
Native-American Legacy Award GR	6,534.00	6,737.70	203.70	3%	Difference between nonresident rate and resident rate + \$250
CSU Yellow Ribbon Prog Award UG ²	3,727.15	3,873.50	146.35	4%	50% of the difference between nonresident rate and resident rate (including COF). Other 50% paid by Veteran's Administration.
Alaska Vet Med Award PR	12,930.50	12,502.50	(428.00)	-3%	Difference between at-large rate and resident rate - 1st and 2nd Year Alaska Residents participating in the Alaska 2+2 Program Only
Black Issues Forum R Award	317.00	335.90	18.90	6%	Summer only - 1 credit class reduced to \$60
Black Issues Forum NR Award	1,190.50	1,240.50	50.00	4%	Summer only - 1 credit class reduced to \$60
Native Educ Forum R Award	317.00	335.90	18.90	6%	Summer only - 1 credit class reduced to \$60
Native Educ Forum NR Award	1,190.50	1,240.50	50.00	4%	Summer only - 1 credit class reduced to \$60

¹ Amounts are listed per semester based on full time rates, 12 credit hours for undergraduate and 9 credit hours for graduate.

² Difference between non-resident rate and resident rate, including COF portion.

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COLORADO STATE UNIVERSITY
EDUCATION AND GENERAL
PROPOSED STUDENT FEE SCHEDULE
PER SEMESTER FOR ACADEMIC YEAR 2016-17
ON CAMPUS

	2015-16 Approved Fees	2016-17 Proposed Changes	2016-17 Proposed Fees	Percent Change
FULL TIME FEES (six or more credits)				
Associated Students of Colorado State University (ASCSU)	\$39 49	(\$15 04)	\$24 45	-38 1%
Alternative Transportation Fee Advisory Board (Transfort) ⁴	\$0 00	\$18 80	\$18 80	100 0%
Athletics				
Operations	\$109 85	\$0 00	\$109 85	0 0%
Debt Service	\$3 00	\$2 07	\$5 07	69 0%
Facilities Construction	\$2 07	(\$2 07)	\$0 00	-100 0%
Campus Recreation				
Student Recreation Center	\$66 11	\$0 00	\$66 11	0 0%
Debt Service	\$56 97	\$0 00	\$56 97	0 0%
Recreational Sports Office	\$16 07	\$0 00	\$16 07	0 0%
CSU Health Network				
Hartshorn Health Service	\$166 56	\$0 00	\$166 56	0 0%
Facilities Construction ³	\$0 00	\$35 03	\$35 03	100 0%
University Counseling Center	\$44 24	\$0 00	\$44 24	0 0%
Lory Student Center				
Operations	\$102 07	\$0 00	\$102 07	0 0%
Facilities Construction/Renovations	\$76 21	\$0 00	\$76 21	0 0%
RamEvents	\$9 21	\$0 00	\$9 21	0 0%
Student Services				
Adult Learner and Veteran Services	\$7 49	\$0 00	\$7 49	0 0%
Career Center	\$31 22	\$0 00	\$31 22	0 0%
Committee for Disabled Student Accessibility	\$0 48	\$0 00	\$0 48	0 0%
Conflict Resolution & Student Conduct Services	\$7 34	\$0 00	\$7 34	0 0%
Interpersonal Violence Response and Safety	\$4 25	\$0 00	\$4 25	0 0%
Off-Campus Life	\$5 40	\$0 00	\$5 40	0 0%
RamRide	\$5 34	\$0 61	\$5 95	11 4%
School of the Arts	\$13 70	\$0 00	\$13 70	0 0%
Student Leadership, Involvement & Community Engagement	\$18 16	\$0 00	\$18 16	0 0%
Student Legal Services	\$7 26	\$0 00	\$7 26	0 0%
Subtotal	\$792 49	\$39 40	\$831 89	5 0%
University Technology Fee	\$25 00	\$0 00	\$25 00	0 0%
University Facility Fee ¹	\$311 25	\$0 00	\$311 25	0 0%
TOTAL FEES FULL-TIME STUDENT	\$1,128 74	\$39 40	\$1,168 14	3 5%
PART TIME FEES (five or less credits)				
Adult Learner & Veteran Services	\$0 00	\$3 15	\$3 15	100 0%
Associated Students of Colorado State University (ASCSU)	\$29 62	(\$19 35)	\$10 27	-65 3%
Alternative Transportation Fee Advisory Board (Transfort) ⁴	\$0 00	\$7 90	\$7 90	100 0%
Career Center	\$0 00	\$31 22	\$31 22	100 0%
Committee for Disabled Student Accessibility	\$0 00	\$0 20	\$0 20	100 0%
Conflict Resolution & Student Conduct Services	\$0 00	\$7 34	\$7 34	100 0%
Interpersonal Violence Response & Safety	\$0 00	\$1 79	\$1 79	100 0%
Lory Student Center				
Operations	\$60 24	(\$17 37)	\$42 87	-28 8%
Facilities Construction/Renovations	\$39 00	(\$6 99)	\$32 01	-17 9%
RamEvents	\$0 00	\$3 87	\$3 87	100 0%
Off-Campus Life	\$0 00	\$2 27	\$2 27	100 0%
RamRide	\$0 00	\$2 50	\$2 50	100 0%
Student Leadership, Involvement & Community Engagement	\$0 00	\$7 63	\$7 63	100 0%
Student Legal Services	\$0 00	\$3 05	\$3 05	100 0%
University Technology Fee	\$25 00	\$0 00	\$25 00	0 0%
University Facility Fee ²	\$103 75	\$0 00	\$103 75	0 0%
TOTAL FEES PART-TIME STUDENT	\$257 61	\$27 21	\$284 82	10 6%

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

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

³ Students endorsed \$35 03 increase for new Medical Center building

⁴ Students endorsed breaking out the Transfort contract portion of the ASCSU fee and an increase for adding new route

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COLORADO STATE UNIVERSITY
EDUCATION AND GENERAL
PROPOSED STUDENT FEE SCHEDULE
PER SEMESTER FOR ACADEMIC YEAR 2016-17
OFF-CAMPUS

	2015-16 Approved Fees	2016-17 Proposed Changes	2016-17 Proposed Fees	Percent <u>Change</u>
FULL TIME FEES (six or more credits)				
Adult Learner & Veteran Services*	\$0.00	\$3.75	\$3.75	100.0%
Associated Students of Colorado State University*	\$0.00	\$12.23	\$12.23	100.0%
Alternative Transportation Fee Advisory Board (Transfort) ³	\$0.00	\$9.40	\$9.40	100.0%
Athletics				
Operations	\$26.71	-\$26.71	\$0.00	-100.0%
Debt Service	\$5.07	-\$2.53	\$2.54	-49.9%
Campus Recreation				
Student Recreation Center	\$41.74	-\$41.74	\$0.00	-100.0%
Facilities Debt Service*	\$0.00	\$28.49	\$28.49	100.0%
Career Center*	\$0.00	\$31.22	\$31.22	100.0%
Committee for Disabled Student Accessibility*	\$0.00	\$0.24	\$0.24	100.0%
Conflict Resolution & Student Conduct Services*	\$0.00	\$7.34	\$7.34	100.0%
Interpersonal Violence Response and Safety*	\$0.00	\$2.13	\$2.13	100.0%
Lory Student Center				
Operations	\$41.62	-\$41.62	\$0.00	-100.0%
Facilities Construction/Renovations	\$27.00	\$11.11	\$38.11	41.1%
Subtotal	\$142.14	-\$6.69	\$135.45	-4.7%
University Technology Fee	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee ¹	\$311.25	\$0.00	\$311.25	0.0%
TOTAL FEES FULL-TIME STUDENT	\$478.39	-\$6.69	\$471.70	-1.4%
PART TIME FEES (five or less credits)				
Adult Learner & Veteran Services*	\$0.00	\$1.87	\$1.87	100.0%
Associated Students of Colorado State University*	\$0.00	\$6.11	\$6.11	100.0%
Alternative Transportation Fee Advisory Board (Transfort) ³	\$0.00	\$4.70	\$4.70	100.0%
Athletics Debt Service*	\$0.00	\$1.27	\$1.27	100.0%
Campus Recreation Facilities Debt Service*	\$0.00	\$14.24	\$14.24	100.0%
Career Center*	\$0.00	\$31.22	\$31.22	100.0%
Committee for Disabled Student Accessibility*	\$0.00	\$0.12	\$0.12	100.0%
Conflict Resolution & Student Conduct Services*	\$0.00	\$7.34	\$7.34	100.0%
Interpersonal Violence Response and Safety*	\$0.00	\$1.06	\$1.06	100.0%
Lory Student Center				
Operations	\$41.62	-\$41.62	\$0.00	-100.0%
Facilities Construction/Renovations	\$27.00	-\$7.95	\$19.05	-29.4%
University Technology Fee	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee ²	\$103.75	\$0.00	\$103.75	0.0%
TOTAL FEES PART-TIME STUDENT	\$197.37	\$18.36	\$215.73	9.3%

* New fee structure endorsed by SFRB. Charge off-campus students for services provided.

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

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

³ Students endorsed breaking out the Transfort contract portion of the ASCSU fee and an increase for adding new route

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COLORADO STATE UNIVERSITY
EDUCATION AND GENERAL
PROPOSED STUDENT FEE SCHEDULE
PER SEMESTER FOR ACADEMIC YEAR 2016-17
SUMMER SESSION ON CAMPUS

	2015-16 Approved Fees	2016-17 Proposed Changes	2016-17 Proposed Fees	Percent <u>Change</u>
FULL TIME FEES (six or more credits)				
Associated Students of Colorado State University (ASCSU)	\$25 67	(\$9 78)	\$15 89	-38 1%
Alternative Transportation Fee Advisory Board (Transfort) ⁴	\$0 00	\$12 22	\$12 22	100 0%
Athletics				
Facilities Debt Service	\$3 51	-\$0 21	\$3 30	-6 0%
Campus Recreation				
Student Recreation Center	\$41 79	\$1 18	\$42 97	2 8%
Facilities Debt Service	\$38 21	-\$1 18	\$37 03	-3 1%
Recreational Sports Office	\$10 45	\$0 00	\$10 45	0 0%
CSU Health Network				
Hartshorn Health Service	\$108 26	\$0 00	\$108 26	0 0%
Facilities Construction ³	\$0 00	\$22 77	\$22 77	100 0%
University Counseling Center	\$28 76	\$0 00	\$28 76	0 0%
Lory Student Center				
Operations	\$66 35	\$0 00	\$66 35	0 0%
Facilities Construction/Renovation	\$49 54	\$0 00	\$49 54	0 0%
Student Services				
Adult Learner and Veteran Services	\$4 87	\$0 00	\$4 87	0 0%
Career Center	\$20 29	\$0 00	\$20 29	0 0%
Committee for Disabled Student Accessibility	\$0 31	\$0 00	\$0 31	0 0%
Conflict Resolution & Student Conduct Services	\$4 77	\$0 00	\$4 77	0 0%
Interpersonal Violence Response & Safety	\$2 76	\$0 00	\$2 76	0 0%
Off-Campus Life	\$3 51	\$0 00	\$3 51	0 0%
RamRide	\$3 47	\$0 40	\$3 87	11 5%
School of the Arts	\$8 91	\$0 00	\$8 91	0 0%
Student Leadership, Involvement & Community Engagement	\$11 81	-\$0 01	\$11 80	-0 1%
Student Legal Services	\$4 72	\$0 00	\$4 72	0 0%
Subtotal	\$437 96	\$25 39	\$463 35	5 8%
University Technology Fee	\$25 00	\$0 00	\$25 00	0 0%
University Facility Fee ¹	\$311 25	\$0 00	\$311 25	0 0%
TOTAL FEES FULL-TIME STUDENT	\$774 21	\$25 39	\$799 60	3 3%
PART TIME FEES (five or less credits)				
Adult Learner and Veteran Services*	\$0 00	\$2 04	\$2 04	100 0%
Associated Students of Colorado State University (ASCSU)*	\$19 25	-\$12 57	\$6 68	-65 3%
Alternative Transportation Fee Advisory Board (Transfort) ⁴	\$0 00	\$5 13	\$5 13	100 0%
Career Center *	\$0 00	\$20 29	\$20 29	100 0%
Committee for Disabled Student Accessibility*	\$0 00	\$0 13	\$0 13	100 0%
Conflict Resolution & Student Conduct Services*	\$0 00	\$4 77	\$4 77	100 0%
Interpersonal Violence Response & Safety*	\$0 00	\$1 16	\$1 16	100 0%
Lory Student Center				
Operations	\$38 39	-\$10 52	\$27 87	-27 4%
Facilities Construction/Renovations	\$25 00	-\$4 19	\$20 81	-16 8%
Off-Campus Life*	\$0 00	\$1 47	\$1 47	100 0%
RamRide*	\$0 00	\$1 63	\$1 63	100 0%
Student Leadership, Involvement & Community Engagement*	\$0 00	\$4 96	\$4 96	100 0%
Student Legal Services*	\$0 00	\$1 98	\$1 98	100 0%
University Technology Fee	\$25 00	\$0 00	\$25 00	0 0%
University Facility Fee ²	\$103 75	\$0 00	\$103 75	0 0%
TOTAL FEES PART-TIME STUDENT	\$211 39	\$16 28	\$227 67	7 7%

* New fee structure endorsed by SFRB Charge on-campus students for services provided

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

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

³ Students endorsed \$22 77 increase for new Medical Center building

⁴ Students endorsed breaking out the Transfort contract portion of the ASCSU fee and an increase for adding new route

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COLORADO STATE UNIVERSITY
EDUCATION AND GENERAL
PROPOSED STUDENT FEE SCHEDULE
PER SEMESTER FOR ACADEMIC YEAR 2016-17
SUMMER SESSION OFF CAMPUS

	2015-16 Approved Fees	2016-17 Proposed Changes	2016-17 Proposed Fees	Percent <u>Change</u>
FULL TIME FEES (six or more credits)				
Adult Learner & Veteran Services*	\$0.00	\$2.43	\$2.43	100.0%
Associated Students of Colorado State University*	\$0.00	\$7.95	\$7.95	100.0%
Alternative Transportation Fee Advisory Board (Transfort) ⁴	\$0.00	\$6.11	\$6.11	100.0%
Athletics Debt Service*	\$0.00	\$1.65	\$1.65	100.0%
Campus Recreation				
Facilities Debt Service*	\$0.00	\$18.52	\$18.52	100.0%
Student Recreation Center	\$49.71	-\$49.71	\$0.00	-100.0%
Career Center*	\$0.00	\$20.29	\$20.29	100.0%
Committee for Disabled Students Accessibility*	\$0.00	\$0.16	\$0.16	100.0%
Conflict Resolution & Student Conduct Services*	\$0.00	\$4.77	\$4.77	100.0%
Interpersonal Violence Response & Safety*	\$0.00	\$1.38	\$1.38	100.0%
Lory Student Center				
Operations	\$66.35	-\$66.35	\$0.00	-100.0%
Facilities Construction/Renovation	\$49.54	-\$24.77	\$24.77	-50.0%
Subtotal	\$165.60	-\$77.57	\$88.03	-46.8%
University Technology Fee	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee ¹	\$311.25	\$0.00	\$311.25	0.0%
TOTAL FEES FULL-TIME STUDENT	\$501.85	-\$77.57	\$424.28	-15.5%
PART TIME FEES (five or less credits)				
Adult Learner & Veteran Services	\$0.00	\$1.22	\$1.22	100.0%
Associated Students of Colorado State University	\$0.00	\$3.98	\$3.98	100.0%
Alternative Transportation Fee Advisory Board (Transfort) ⁴	\$0.00	\$3.06	\$3.06	100.0%
Athletics Debt Service	\$0.00	\$0.83	\$0.83	100.0%
Campus Recreation Facilities Debt Service	\$0.00	\$9.26	\$9.26	100.0%
Career Center	\$0.00	\$20.29	\$20.29	100.0%
Committee for Disabled Student Accessibility	\$0.00	\$0.08	\$0.08	100.0%
Conflict Resolution & Student Conduct Services	\$0.00	\$4.77	\$4.77	100.0%
Interpersonal Violence Response & Safety	\$0.00	\$0.69	\$0.69	100.0%
Lory Student Center				
Operations	\$38.39	-\$38.39	\$0.00	-100.0%
Facilities Construction/Renovation	\$25.00	-\$12.62	\$12.38	-50.5%
University Technology Fee	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee ²	\$103.75	\$0.00	\$103.75	0.0%
TOTAL FEES PART-TIME STUDENT	\$192.14	-\$6.83	\$185.31	-3.6%

* New fee structure endorsed by SFRB. Charge off-campus students for services provided.

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

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

⁴ Students endorsed breaking out the Transfort contract portion of the ASCSU fee and an increase for adding new route

Colorado State University
Board of Governors Meeting - May 5-6, 2016
Final

COLORADO STATE UNIVERSITY
PROFESSIONAL VETERINARY MEDICINE
PROPOSED STUDENT FEE SCHEDULE
PER SEMESTER FOR ACADEMIC YEAR 2016-17

	2015-16 Approved Fees	2016-17 Proposed Changes	2016-17 Proposed Fees	Percent <u>Change</u>
FRESHMEN, SOPHOMORES & JUNIORS				
Student Fees	\$792.49	\$39.40	\$831.89	5.0%
University Technology Fee	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee ¹	\$435.75	\$0.00	\$435.75	0.0%
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PVM FEES Per Semester for FRESHMAN, SOPHOMORES & JUNIORS	\$1,253.24	\$39.40	\$1,292.64	3.1%
SENIORS (Per Academic Year):²				
Total Academic Year Student Fees ³	\$1,584.98	\$78.80	\$1,663.78	5.0%
Total Academic Year University Technology Fee ³	\$50.00	\$0.00	\$50.00	0.0%
Total Academic Year University Facilities Fee ⁴	\$871.50	\$0.00	\$871.50	0.0%
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SENIORS Total Fees per Academic Year	\$2,506.48	\$78.80	\$2,585.28	3.1%
SENIORS (Average Per Semester):²				
Total Academic Year Student Fees ³	\$528.33	\$26.27	\$554.59	5.0%
Total Academic Year University Technology Fee ³	\$16.67	\$0.00	\$16.67	0.0%
Total Academic Year University Facilities Fee ⁴	\$290.50	\$0.00	\$290.50	0.0%
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PVM SENIORS Total (Average Per Semester) ³	\$835.49	\$26.27	\$861.76	3.1%

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

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

³ Academic Year includes two semesters of the approved fees.

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

MATTERS FOR ACTION:

Approval of Special Course Fees for FY 2016-2017

RECOMMENDED ACTION:

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

EXPLANATION:

Presented by Tony Frank, President

The recommendations for special course fees have been reviewed by the Special Course Fee Committee (chaired by the interim Vice Provost for Undergraduate Affairs) and the Provost and Executive Vice President. New, Changed, and Discontinued fees are listed on a separate sheet from the comprehensive list of fees, which incorporates these changes. Each proposed fee meets the guidelines established by the Board of Governors. A summary of the proposed course fee requests for FY17 is highlighted below.

There have been 11 proposals for new special course fees, resulting in an estimated revenue increase of \$92,642.

There have been 54 proposals for changes to existing course fees, of which 19 are decreases and 4 are reallocations (no change in fee, but a change in the purpose). The total estimated maximum net impact of changes in existing fees is a revenue increase of \$49,163.

Discontinued course fees (9) will result in an estimated annual reduction in revenue of \$14,565.

The net impact of the addition of new course fees, changes in existing fees and fee cancellations is an estimated increase of \$127,240 in revenue.

Board of Governors of the
 Colorado State University System
 Meeting Date: May 5, 2016
 Action Item

SPECIAL COURSE FEES - NEW FEES
 Fall 2016, Spring 2017, Summer 2017

Prefix	Course Number	Course Title	Requested Fee	Effective Term
		NEW		
AN EQ	105	Introduction to Large Animal Anatomy	\$150.00	FA16
AN EQ	315	Equine Behavior	\$55.00	SP17
AN EQ	486	Therapeutic Riding Instructor Practicum	\$65.39	FA16
ART	496A	Group Study - Painting	\$25.00	FA16
CON	251	Materials Testing & Processing	\$13.00	FA16
CON	261	Construction Surveying	\$120.95	FA16
CON	351	Construction Field Mgmt.	\$41.00	FA16
MECH	425	Mechanical Engineering Vibration	\$97.23	FA16
MECH	581	Advanced Topics in Mechanical Vibrations (this is an experimental course & still needs UCC approval)	\$97.23	FA16
MU	495H	Independent Study - Performance	\$275.00	FA16
SOWK	488, 588, 688	Field Placement	\$50.00	FA16

Board of Governors of the
 Colorado State University System
 Meeting Date: May 5, 2016
 Action Item

SPECIAL COURSE FEES - FEE CHANGES

Fall 2016, Spring 2017, Summer 2017

Prefix	Course Number	Course Title	Current Fee	Requested Fee	Effective Term
AM	421	Textile Analysis	\$48.24	\$52.24	FA16
AN EQ	101	Food Animal Science	\$70.00	\$50.00	FA16
AN EQ	102	Introduction to Equine Sciences	\$30.00	\$28.20	FA16
AN EQ	201A; 201B	Preparation of Horses for Competition - Western; Preparation of Horses for Competition - English	\$750.00	\$766.45	FA16
AN EQ	202	Safety in Horse Handling	\$156.00	\$75.00	FA16
AN EQ	203	Equine Management	\$305.00	\$156.65	SP17
AN EQ	204	Equine Facilities Management	\$39.00	\$47.00	FA16
AN EQ	249	Trail Riding Industry	\$450.00	\$483.00	FA16
AN EQ	325	Equine Exercise Physiology	\$58.00	\$110.80	SP17
AN EQ	340/341	Horse Training & Sale Laboratory I; Horse Training & Sale Laboratory II	\$600.00	\$600.00	FA16
AN EQ	346	Equine Disease Management	\$34.00	\$44.00	FA16
AN EQ	349	Packing & Outfitting	\$500.00	\$485.00	FA16
AN EQ	351	Techniques in Therapeutic Riding	\$250.00	\$157.00	FA16
AN EQ	365	Principles of Teaching Therapeutic Riding	\$275.00	\$296.00	SP17
AN EQ	386B	Equine Practicum - Equine Repro Mgmt.	\$125.00	\$232.00	FA16
AN EQ	386C	Farrier Practicum: Equine Farrier Mgmt.	\$15.00	\$47.20	FA16
AN EQ	442	Riding Instructor Training	\$75.00	\$136.75	FA16
AN EQ	474	Swine Systems	\$300.00	\$300.00	FA16
ART	136	Introduction to Figure Drawing	\$30.00	\$37.78	FA16
ART	260	Painting I	\$10.00	\$15.00	FA16
ART	355, 356, 455, 456	Typography & Design Systems; Illustration; Advanced Typography & Design Systems; Advanced Illustration	\$15.00	\$55.00	FA16

ART	361	Figure Painting	\$40.00	\$80.00	FA16
BMS	302	Laboratory in Principles of Physiology	\$12.00	\$10.00	FA16
BMS	305-531	Domestic Animal Gross Anatomy/Dissection	\$55.50	\$56.23	SP17
BMS	345-545	Functional Neuroanatomy	\$33.50	\$27.80	FA16
BZ	212	Animal Biology - Invertebrates	\$15.00	\$20.00	FA16
CHEM	246	Fundamentals of Organic Chemistry Lab	\$38.74	\$48.88	FA16
CHEM	344	Modern Organic Chemistry Lab	\$72.14	\$83.60	FA16
ECE	103	DC Circuit Analysis	\$30.00	\$260.63	FA16
ECE	202	Circuit Theory Applications	\$30.00	\$15.00	FA16
ECE	251	Introduction to Microprocessors	\$25.00	\$12.00	SP17
ECE	331	Electronic Principles I	\$30.00	\$15.00	FA16
ECE	332	Electronic Principles II	\$30.00	\$15.00	SP17
ESS	486	Ecosystem Practicum	\$334-340	\$230-381	FA17
F	321	Forest Biometry	\$19.50	\$42.75	FA16
F	326	Wildland Fire Behavior & Management	\$33.00	\$16.00	FA16
FW	111	Basic Outdoor Skills in FWCB	\$261.00	\$261.00	FA16
FW	375	Wildlife Field Studies	\$227-292	\$412-477	FA16
GEOL	232	Mineralogy	\$45.00	\$45.00	FA16
GEOL	447	Mineral Deposits	\$25.00	\$31.25	FA16
HORT	221	Landscape Plants	\$21.00	\$22.80	FA16
HORT	322	Herbaceous Plants	\$43.15	\$35.75	FA16
HORT	450 A-D	Horticulture Food Crops	\$16.00	\$37.00	FA16
LAND	376	Landscape Design & Visualization	\$427.00	\$423.00	SU17

LAND	446	Urban Design	\$30.10	\$9.00	FA16
LAND	454	Landscape Field Studies	\$545.00	\$381.00	SU16
LIFE	203	Introductory Genetics Laboratory	\$40.00	\$65.00	SP17
LIFE	212	Introductory Cell Biology Lab	\$45.00	\$45.00	FA16
NR	220	Natural Resource Ecology & Measurement	\$40.00	\$61.25	SU17
OT	686 A-E	OT Practicum	\$21.25-109	\$58	FA16
PSY	488	Field Placement	\$15.00	\$13.00	SP16
SOCR & HORT	345	Diagnosis & Treatment in Organic Fields	\$50.00	\$85.00	SU18
WR	417	Watershed Measurements	\$39.64	\$100.69	FA16
WR	486	Watershed Practicum	\$340-431	\$347-417	FA16

Board of Governors of the
 Colorado State University System
 Meeting Date: May 5, 2016
 Action Item

SPECIAL COURSE FEES – DISCONTINUED FEES

Prefix	Course Number	Course Title	Current Fee	Requested Fee is \$0	Effective Term
ANEQ	358	Equine Sales & Event Mgmt.	\$80.00		FA16
ANEQ	550A	Basic Research Surgery Farm Animal	\$399.43		FA16
ANEQ	550B	Basic Research Surgery - Rodents	\$136.96		FA16
CIVE	534	Applied and Environmental Molecular	\$75.00		SP16
GEOL	692	Seminar	\$30.00		FA16
LAND	364	Design & Nature	\$53.63		FA16
NR	420	Integrated Ecosystem Mgmt.	\$6.75		FA16
TH	349	Movement for Actors III	\$144.00		SP16
TH	400	Production Studio Workshop	\$10.00		FA16

**SPECIAL COURSE FEES
COMPREHENSIVE LIST**
Effective Fall 2016, Spring 2017, Summer 2017

Course Number	Course Name	Fee Amount
AGED 110	Agriculture Production Systems	\$45.94
AGED 240	Tecnnical Tool Applications in Agriculture	\$55.00
AGED 241	Plumbing and Electrical Applications in Agriculture	\$25.00
AGED 244	Power Systems in Agriculture Education	\$25.00
AGED 320	Technology Lab for Ag Education	\$50.00
AGED 330	Program Design and Evaluation in Ag Literacy	\$16.14
AGED 420	Developing School Based Ag Ed Programs	\$36.67
AGED 430	Methods of Agricultural Literacy	\$16.14
AM 143	Introduction to Apparel Design	\$130.88
AM 241	Apparel Production	\$52.10
AM 341	Computer-Aided Apparel Production	\$16.59
AM 345	Draping Design	\$39.57
AM 375	Production Design and Development	\$45.17-56.47
AM 421	Textile Analysis	\$52.24
AM 446	Apparel Design and Production	\$242.33
AM 546	Theoretical Apparel Design Solutions	\$237.95
ANEQ 101	Food Animal Science	\$50.00
ANEQ 102	Introduction to Equine Science	\$28.20
ANEQ 105	Introduction to Large Animal Anatomy	\$150.00
ANEQ 201A	Preparation of Horses for Competition-Western	\$766.45
ANEQ 201B	Preparation of Horses for Competition-English	\$766.45
ANEQ 202	Safety in Horse Handling	\$75.00
ANEQ 203	Equine Management	\$156.65
ANEQ 204	Equine Facilities Management	\$47.00
ANEQ 249	Trail Riding Industry	\$483.00
ANEQ 250	Live Animal and Carcass Evaluation	\$100.00
ANEQ 286	Livestock Practicum	\$33.67
ANEQ 300R	Calving and Calf Care	\$50.00
ANEQ 312	Animal Ultrasonography	\$200.00
ANEQ 315	Equine Behavior	\$55.00
ANEQ 320	Principles of Animal Nutrition	\$40.00
ANEQ 325	Equine Exercise Physiology	\$110.80

ANEQ 340	Horse Training and Sale Preparation I	\$600.00
ANEQ 341	Horse Training and Sale Preparation II	\$600.00
ANEQ 344	Principles of Equine Reproduction	\$25.00
ANEQ 346	Equine Disease Management	\$44.00
ANEQ 349	Packing and Outfitting	\$485.00
ANEQ 351	Techniques in Therapeutic Riding	\$157.00
ANEQ 365	Principles of Teaching Therapeutic Riding	\$296.00
ANEQ 386B	Equine Practicum-Equine Reproductive Management	\$232.00
ANEQ 386C	Equine Farrier Practicum	\$47.20
ANEQ 442	Riding Instructor Training	\$136.75
ANEQ 444	Equine Business Management	\$50.00
ANEQ 445	Foaling Management	\$25.00
ANEQ 470	Meat Systems	\$100.00
ANEQ 474	Swine Systems	\$300.00
ANEQ 476	Feedlot Systems	\$20.00
ANEQ 478	Beef Systems	\$45.00
ANEQ 486	Therapeutic Riding Instructor Practicum	\$65.39
ANEQ 510	Bovine Reproductive Management	\$250.00
ANEQ 551	Field Necropsy	\$154.39
ANTH 121	Human Origins and Variation Laboratory	\$30.00
ANTH 275	Introduction to Forensic Anthropology	\$20.00
ANTH 373	Human Evolution	\$20.00
ANTH 442	Ethnographic Field School	\$1,100.00
ANTH 460	Field Class in Archaeology	\$1,175.00
ANTH 465	Zooarchaeology	\$25.00
ANTH 470	Paleontology Field School	\$1,000.00
ANTH 660	Field Archaeology	\$1,175.00
AREC 224	Intro to Agribusiness Entrepreneurship	\$15.00
AREC 412	Agricultural Commodities Marketing	\$25.00
ART 136	Introduction to Figure Drawing	\$37.78
ART 160	Two-Dimensional Visual Fundamentals	\$7.00
ART 230	Photo Image Making I	\$45.00
ART 235	Intermediate Drawing I	\$20.00
ART 240	Pottery I	\$70.00
ART 245	Metalsmithing and Jewelry I	\$60.00
ART 250	Fibers I	\$50.00
ART 255	Introduction to Graphic Design	\$15.00
ART 256	Introduction to Electric Art	\$60.00

ART 260	Painting I	\$15.00
ART 265	Printmaking I-Intaglio and Relief	\$75.00
ART 270	Sculpture I	\$50.00
ART 295C	Independent Study-Sculpture	\$12.00/credit
ART 295E	Independent Study-Metalsmithing and Jewelry	\$18.75/credit
ART 326	Art Education Studio	\$35.00
ART 330	Photo Image Making II	\$70.00
ART 331	Photo Image Making III	\$75.00
ART 335	Intermediate Drawing II	\$20.00
ART 336	Intermediate Drawing III	\$20.00
ART 340	Pottery II	\$70.00
ART 341	Pottery III	\$80.00
ART 345	Metalsmithing and Jewelry II	\$70.00
ART 346	Metalsmithing and Jewelry III	\$75.00
ART 350	Fibers II	\$70.00
ART 351	Fibers III	\$70.00
ART 355	Typography and Design Systems	\$55.00
ART 356	Illustration	\$55.00
ART 360	Painting II	\$15.00
ART 361	Painting III	\$80.00
ART 365	Printmaking II-Lithography	\$85.00
ART 366	Printmaking III-Studio Workshop	\$85.00
ART 370	Sculpture II	\$70.00
ART 371	Sculpture III	\$75.00
ART 375	Figure Modeling and Drawing	\$75.00
ART 430	Advanced Photo Image Making I	\$60.00
ART 431	Advanced Photo Image Making II	\$60.00
ART 435	Advanced Drawing I	\$20.00
ART 436	Advanced Drawing II	\$20.00
ART 440	Pottery IV	\$80.00
ART 441	Pottery V	\$80.00
ART 445	Metalsmithing and Jewelry IV	\$70.00
ART 446	Metalsmithing and Jewelry V	\$70.00
ART 450	Fibers IV	\$35.00
ART 451	Fibers V	\$35.00
ART 455	Advanced Typography and Design Systems	\$55.00
ART 456	Advanced Illustration	\$55.00
ART 460	Advanced Painting I	\$15.00

ART 461	Advanced Painting II	\$15.00
ART 465	Printmaking IV-Studio Workshop	\$85.00
ART 466	Printmaking V-Studio Workshop	\$85.00
ART 470	Sculpture IV	\$55.00
ART 471	Sculpture V	\$55.00
ART 392	Undergraduate Professional Practices	\$13.00
ART 495B	Independent Study-Printmaking	\$25.00/credit
ART 495C	Independent Study-Sculpture	\$13.00/credit
ART 495D	Independent Study-Fibers	\$12.00/credit
ART 495E	Independent Study-Metalsmithing and Jewelry	\$18.75/credit
ART 495J	Independent Study-Pottery	\$23.00/credit
ART 495K	Independent Study-Photo Image Making	\$ 5.00/credit
ART 496A	Group Study-Painting	\$25.00
ART 496B	Group Study-Printmaking	\$25.00/credit
ART 496C	Group Study-Sculpture	\$13.00/credit
ART 496D	Group Study-Fibers	\$12.00/credit
ART 496E	Group Study-Metalsmithing and Jewelry	\$18.75/credit
ART 496J	Group Study-Pottery	\$23.00/credit
ART 496K	Group Study-Photo Image Making	\$28.00
ART 575B	Studio Problems-Printmaking	\$20.00/credit
ART 575C	Studio Problems-Sculpture	\$13.00/credit
ART 575D	Studio Problems-Fibers	\$12.00/credit
ART 575E	Studio Problems-Metalsmithing and Jewelry	\$18.75/credit
ART 675B	Studio Problems-Printmaking	\$20.00/credit
ART 675C	Studio Problems-Sculpture	\$13.00/credit
ART 675D	Studio Problems-Fibers	\$12.00/credit
ART 675E	Studio Problems-Metalsmithing and Jewelry	\$18.75/credit
ART 695B	Independent Study-Printmaking	\$20.00/credit
ART 695C	Independent Study-Sculpture	\$13.00/credit
ART 695D	Independent Study-Fibers	\$12.00/credit
ART 695E	Independent Study-Metalsmithing and Jewelry	\$18.75/credit
ART 699B	Thesis-Printmaking	\$20.00/credit
ART 699C	Thesis-Sculpture	\$13.00/credit
ART 699D	Thesis-Fibers	\$12.00/credit
ART 699E	Thesis-Metalsmithing and Jewelry	\$18.75/credit
BC 404	Comprehensive Biochemistry Laboratory	\$100.00
BIOM 300	Problem Based Learning Lab	\$179.63
BIOM 525	Cell and Tissue Engineering	\$66.67

BIOM 533	Molecular Tools for Engineers	\$66.33
BMS 301	Human Gross Anatomy	\$94.30
BMS 302	Laboratory in Principles of Physiology	\$10.00
BMS 305	Domestic Animal Gross Anatomy	\$56.23
BMS 345	Functional Neuroanatomy	\$27.80
BMS 531	Domestic Animal Dissection	\$56.23
BMS 545	Neuroanatomy	\$27.80
BMS 575	Human Anatomy Dissection	\$94.30
BSPM 303A	Entomology Laboratory – General	\$26.42
BSPM 361	Elements of Plant Pathology	\$15.00
BSPM 365	Integrated Tree Health Management	\$11.00
BSPM 445	Aquatic Insects	\$79.64
BZ 105	Basic Concepts of Plant Life Laboratory	\$5.00
BZ 111	Animal Biology Laboratory	\$15.00
BZ 120	Principles of Plant Biology	\$5.00
BZ 212	Animal Biology-Invertebrates	\$20.00
BZ 214	Animal Biology-Vertebrates	\$32.21
BZ 311	Developmental Biology	\$19.00
BZ 310	Cell Biology	\$28.00
BZ 330	Mammology	\$13.00
BZ 335	Ornithology	\$15.00
BZ 472	Stream Biology and Ecology Laboratory	\$13.00
BZ 474	Limnology	\$13.00
CBE 101	Chemical and Biological Engineering I	\$26.56
CBE 102	Chemical and Biological Engineering II	\$59.00
CBE 333	Momentum and Heat Transfer Laboratory	\$95.69
CBE 443	Mass Transfer and Separation Laboratory	\$203.44
CHEM 104	Chemistry in Context Laboratory	\$9.72
CHEM 108	Fundamentals of Chemistry Laboratory	\$9.73
CHEM 112	General Chemistry Laboratory I	\$21.20
CHEM 114	General Chemistry Laboratory II	\$14.16
CHEM 246	Fundamentals of Organic Chemistry Laboratory	\$48.88
CHEM 334	Quantitative Analysis Laboratory-Biological	\$50.00
CHEM 344	Modern Organic Chemistry Laboratory	\$83.60
CHEM 345	Organic Chemistry I	\$23.34
CHEM 346	Organic Chemistry II	\$33.49
CHEM 431	Instrumental Analysis	\$50.00
CHEM 433	Clinical Chemistry	\$42.67

CHEM 440	Advanced Organic Chemistry Laboratory	\$106.00
CHEM 462	Inorganic Chemistry Laboratory	\$103.00
CHEM 475	Physical Chemistry Laboratory I	\$50.00
CHEM 477	Physical Chemistry Laboratory II	\$50.00
CIVE 103	Engineering Graphics and Computing	\$6.05
CIVE 302	Evaluation of Civil Engineering Materials	\$128.61
CIVE 356	Intro to Geotechnical Engineering Lab	\$140.14
CIVE 441	Water Quality Analysis and Treatment	\$67.85
CIVE 521	Hydrometry	\$28.50
CIVE 525	Water Engineering: International Development	\$45.00
CON 251	Materials Testing & Processing	\$13.00
CON 261	Construction Surveying	\$120.95
CON 351	Construction Field Management	\$41.00
D 120A-B	Dance Techniques I (Modern and Ballet)	\$72.00/credit
D 121A-B	Dance Techniques II (Modern and Ballet)	\$72.00/credit
D 220A-B	Dance Techniques III (Modern and Ballet)	\$72.00/credit
D 221A-B	Dance Techniques IV (Modern and Ballet)	\$72.00/credit
D 320A-B	Dance Techniques V (Modern and Ballet)	\$72.00/credit
D 321A-B	Dance Techniques VI (Modern and Ballet)	\$72.00/credit
D 330	Ballet Repertory Ensemble	144.00
D 420B	Dance Techniques VII-Ballet	\$72.00/credit
D 421B	Dance Techniques VIII-Ballet	\$72.00/credit
DM 400	U S Travel – New York City	\$900 - \$1915
DM 542	Advanced Computer-Aided Textile Design	\$233.94
ECE 102	Digital Circuit Logic	\$25.00
ECE 103	DC Circuit Analysis	\$260.63
ECE 202	Circuit Theory Applications	\$15.00
ECE 251	Introduction to Microprocessors	\$12.00
ECE 331	Electronics Principles I	\$15.00
ECE 332	Electronic Principles II	\$15.00
ECE 401	Senior Design Project I	\$40.00
ECE 402	Senior Design Project II	\$60.00
ECE 533	Biomolecular Tools for Engineers	\$66.33
EDCO 656	Tests and Assessment	\$36.75
EDCT 485	Student Teaching	\$80.00
EDUC 475	Elementary School Music Methods II	\$35.00
EDUC 476	Choral Methods for Secondary Schools	\$35.00
EDUC 477	Instrumental Methods for Secondary Schools	\$35.00

EDUC 485B	Student Teaching-Secondary	\$80.00
EDUC 485C	Student Teaching-Early Childhood	\$80.00
ERHS 230	Environmental Health Field Methods	\$75.00
ERHS 547	Equipment and Instrumentation	\$50.00
ERHS 566	Clinical and Forensic Toxicology	\$50.00
ERHS 567	Cell and Molecular Toxicology Technique	\$60.00
ESS 400	Sustainability and Ecosystem Science	\$9.50
ESS 440	Practicing Sustainability	\$24.07
ESS 486	Ecosystem Practicum	\$230.00 - 381
ETST 208	Native American Art and Material Culture	\$16.00
F 321	Forest Biometry	\$42.75
F 326	Wildland Fire Behavior and Management	\$16.00
F 421	Forest Stand Management	\$35.00
F 430	Forestry Field Practices	\$135.00
FSHN 301	Food Principles and Applications Laboratory	\$45.00
FSHN 450	Medical Nutrition Therapy	\$35.00
FSHN 486a	Practicum in Nutrition Counseling	\$15.00
FSHN 686a	Graduate Practicum in Nutrition Counseling	\$15.00
FTEC 210	Science of Food Fermentation	\$45.00
FTEC 360	Brewing Processes	\$45.00
FTEC 422	Brewing Analysis & Quality Control	\$25.00
FTEC 430	Sensory Evaluation of Fermented Products	\$25.00
FTEC 460	Brewing Science and Technology	\$45.00
FW 111	Basic Outdoor Skills	\$261.00
FW 204	Introduction to Fishery Biology	\$65.00
FW 301	Ichthyology Laboratory	\$18.50
FW 375	Field Wildlife Studies	\$412.00-477.00
FW 400	Conservation of Fish in Aquatic Ecosystems	\$45.00
FW 401	Fishery Science	\$15.00
FW 402	Fish Culture	\$50.00
FW 405	Fish Physiology	\$27.00
FW 465	Managing Human-Wildlife Conflicts	\$60.00
FW 469	Conservation in Management of Large Mammals	\$295.00
FW 471	Wildlife Data Collection and Analysis	\$41.50
FW 477	Habitat for Wildlife	\$57.00
FW 605	Advanced Fish Ecophysiology	\$27.00
FW 677	Wildlife Habitat Management	\$57.00
GEOL 121	Introductory Geology Laboratory	\$15.00

GEOL 150	Physical Geology for Scientists and Engineers	\$23.00
GEOL 154	Historical and Analytical Geology	\$37.00
GEOL 232	Mineralogy	\$45.00
GEOL 332	Optical Mineralogy	\$48.00
GEOL 344	Stratigraphy and Sedimentology	\$65.00
GEOL 364	Igneous and Metamorphic Petrology	\$20.00
GEOL 366	Sedimentary Petrology and Geochemistry	\$20.00
GEOL 372	Structural Geology	\$31.00
GEOL 376	Geologic Field Methods	\$82.00
GEOL 401	Geology of the Rocky Mountain Region	\$140.00
GEOL 436	Geology Summer Field Course	\$1,097.00
	(An additional \$100.00 may be assessed for equipment loss)	
GEOL 447	Mineral Deposits	\$31.25
GEOL 452	Hydrogeology	\$20.00
GEOL 454	Geomorphology	\$52.75
GEOL 492	Seminar	\$100.00- \$120.00
GEOL 546	Sedimentary Basin Analysis	\$72.00
GEOL 652	Fluvial Geomorphology	\$63.35
GEOL 672	Advanced Structural Geology	\$45.00
HDFS 470	Campus Corps: Mentoring At-Risk Youth	\$17.33
HDFS 500	Issues in Human Development and Family	\$35.00
HDFS 520	Family Therapy Practice – Treatment Planning	\$42.81
HDFS 521	Family Therapy Practice – Common Factors	\$114.75
HDFS 620	Family Therapy Practice – Addictions	\$42.81
HDFS 621	Family Therapy Practice –Topics in Sexuality	\$114.75
HES 240	First Aid and Emergency Care	\$27.00
HES 403	Physiology of Exercise	\$7.00
HES 405	Exercise Testing Instrumentation	\$6.00
HES 420	Electrocardiography and Exercise Management	\$20.00
HES 520	Advanced Exercise Testing and Prescription	\$20.00
HIST 363	Colorado History	\$8.57
HIST 365	American West Field Study	\$116.49
HORT 100	Horticultural Science	\$12.00
HORT 221	Landscape Plants	\$22.80
HORT 232	Principles of Landscape Design	\$27.50
HORT 260	Plant Propagation	\$26.00

HORT 310	Greenhouse Management	\$21.00
HORT 321	Nursery Production and Management	\$73.00
HORT 322	Herbaceous Plants	\$35.75
HORT 335	Landscape Structures	\$25.30
HORT 341	Turfgrass Management	\$8.75
HORT 344	Organic Greenhouse Management	\$51.00
HORT 345	Diagnosis and Treatment in Organic Fields	\$85.00
HORT 431	Planting Design Studio	\$25.00
HORT 432	Intensive Landscape Design Studio	\$30.90
HORT 450 A-D	Horticulture Food Crops	\$37.00/subtopic
HORT 465	Landscape Estimating	\$9.17
INTD 330	Lighting Design	\$11.84
INTD 476	Interior Design Project	\$95.25
IU 193	Freshman Seminar (Competitive Spirit of Construction)	\$30.00
JTC 211	Computer-Mediated Visual Communication	\$150.00
JTC 335	Digital Photojournalism	\$60.00
JTC 340	Videotape Editing	\$85.00
JTC 341	Broadcast News	\$30.00
JTC 343	Advanced Television News Production	\$25.00
JTC 345	Electronic Field Production	\$85.00
JTC 435	Documentary Video Production	\$85.00
JTC 440	Advanced Electronic Media Production	\$60.00
JTC 544	Corporate and Institutional Media Production	\$30.00
LAND 220	Fundamentals of Ecology	\$3.00
LAND 240	Fundamentals of Landscape Design Process	\$30.80
LAND 357	Omnibus Field Studies	\$30.00
LAND 360	Basic Landscape Design and Construction	\$15.13
LAND 361	Digital Methods	\$12.00
LAND 363	Advanced Landscape Site Engineering	\$13.00
LAND 366	Landscape Design	\$32.00
LAND 376	Landscape Design and Visualization	\$423.00
LAND 446	Urban Design	\$9.00
LAND 454	Landscape Field Studies	\$381.00
LAND 610	Topics in Garden Design	\$29.43
LAND 640	Major Landscape Change	\$29.43
LB 193	Concepts and Critical Thinking in Liberal Arts	\$10.00
LIFE 102	Attributes of Living Systems	\$15.85

LIFE 103	Biology of Organisms-Animals and Plants	\$17.00
LIFE 203	Introductory Genetics Laboratory	\$65.00
LIFE 212	Introductory Cell Biology Laboratory	\$45.00
LIFE 220	Fundamentals of Ecology	\$3.00
MECH 200	Introduction to Manufacturing Processes	\$120.31
MECH 202	Engineering Design II	\$64.35
MECH 231	Engineering Experimentation	\$71.27
MECH 307	Mechatronics and Measurement Systems	\$118.39
MECH 324	Dynamics of Machines	\$57.27
MECH 331	Introduction to Engineering Materials	\$61.29
MECH 338	Thermosciences Laboratory	\$49.73
MECH 417	Control Systems	\$84.50
MECH 425	Mechanical Engineering Vibration	\$97.23
MECH 486a	Engineering Design Practicum I	\$115.00
MECH 486b	Engineering Design Practicum II	\$140.00
MECH 525	Cell and Tissue Engineering	\$66.67
MECH 581	Advanced Topics in Mechanical Vibration	\$97.23
MU 100	Music Appreciation	\$35.00
MU 111	Music Theory Fundamentals	\$35.00
MU 204	Marching Band	\$35.00
MU 495H	Independent Study - Performance	\$275.00
MU 527 A-C	Conducting Seminar Levels 1-3	\$1,333.00
NR 220	Natural Resources Ecology and Measurements	\$61.25
NR 479	Restoration Case Studies	\$350.00
NRRT 331	Management of Parks and Protected Areas	\$18.25
NRRT 350	Wilderness Leadership	\$47.00
NRRT 351	Wilderness Instructors	\$104.00
NRRT 401	Collaborative Conservation	\$22.40
NRRT 431	Protected Areas, Working Land and Livelihoods	\$44.00
NRRT 473	Ski Area Management	\$160.00
OT 686 A-E	OT Practicum I-OT Practice/Seminar Fieldwork I	\$58
OT 688 A-T	Fieldwork IIB	\$10.00- 75.00/subtopic
POLS 486A	Practicum-Legislative Politics	\$280.00
PSY 488	Field Placement	\$13.00
RRM 415	Catering Techniques and Culinary Arts	\$45.00
RRM 492	Seminar on Restaurant and Resort Management	\$50.00
RS 329	Rangeland Assessment	\$27.00

RS 432	Range Measurements	\$51.00
RS 532	Range Ecosystem Sampling	\$51.00
SOC 275	Introduction to Forensic Anthropology	\$20.00
SOCR 320	Forage and Pasture Management	\$15.85
SOCR 342	Organic Soil Fertility	\$18.00
SOCR 343	Composting Principles and Practices	\$20.48
SOCR 345	Diagnosis and Treatment in Organic Fields	\$85.00
SOCR 351	Soil Fertility Laboratory	\$50.00
SOCR 377	Geographic Information Systems in Agriculture	\$119.00
SOCR 421	Crop and Soil Management Systems II	\$38.00
SOCR 440	Pedology	\$80.00
SOCR 577	Principles/Components: Precision Agriculture	\$119.00
SOWK 488	Field Placement	\$50.00
SOWK 588	Field Placement	\$50.00
SOWK 688	Field Placement	\$50.00
TH 141	Introduction to Theatre	\$43.36
TH 149	Movement for Actors I	\$152.00
TH 160	Drawing for the Theatre	\$128.00
TH 161	Technical Theatre: Stagecraft	\$50.00
TH 163	Costume Construction	\$50.00
TH 186	Theatre Practicum I	\$33.00
TH 241	Analyzing Texts for Performance	\$40.30
TH 249	Movement for Actors II	\$144.00
TH 261	Drawing and Rendering for the Theatre	\$50.00
TH 264	Lighting Fundamentals	\$50.00
TH 265	Scenic Design: Fundamentals	\$50.00
TH 266	Sound Design for the Theatre	\$100.00
TH 267	Scenic Painting	\$100.00
TH 269	Theatrical Makeup Design I	\$19.75
TH 365	Set Design II	\$115.00
TH 401	Theatrical Design and Technology Special	\$100.00
TH 450	Professional Actor Preparation	\$153.67
WR 406	Seasonal Snow Environments	\$135.00
WR 417	Watershed Measurements	\$100.69
WR 419	Water Quality Laboratory for Wildland Managers	\$110.00
WR 486	Watershed Field Practicum	\$347.00-417.00
WR 575	Snow Hydrology Field Methods	\$130.00-150.00



ENROLLMENT SUMMARY*

	2013-2014**	2014-2015***	2015-2016***	Projected Enrollment		
				2016-2017 proposed enrollment	2016-2017 increase (decrease)	% Decrease/Increase
Student FTE						
<u>Resident</u>						
Graduate	124.1	118.8	141.7	134.9	(6.8)	
Undergraduate	<u>3,478.2</u>	<u>3,252.1</u>	<u>3,025.5</u>	<u>2,883.3</u>	<u>(142.2)</u>	
Subtotal	3,602.3	3,370.9	3,167.2	3,018.2	(149.0)	
<u>Nonresident</u>						
Graduate	33.8	24.6	19.1	18.2	(0.9)	
Undergraduate	<u>469.4</u>	<u>525.7</u>	<u>519.0</u>	<u>494.5</u>	<u>(24.5)</u>	
Subtotal	503.2	550.2	538.1	512.7	(25.4)	
<u>Total FTE</u>						
Graduate	158.0	143.4	160.8	153.2	(7.6)	
Undergraduate	<u>3,947.6</u>	<u>3,777.7</u>	<u>3,544.5</u>	<u>3,377.8</u>	<u>(166.7)</u>	
Total	4,105.5	3,921.1	3,705.3	3,531.0	(174.3)	-4.7%
Student headcount						
<u>Resident</u>						
Graduate	237.0	224.0	229.0	218.2	(10.8)	
Undergraduate	<u>3,880.0</u>	<u>3,692.0</u>	<u>3,416.0</u>	<u>3,255.4</u>	<u>(160.6)</u>	
Subtotal	4,117.0	3,916.0	3,645.0	3,473.6	(171.4)	
<u>Nonresident</u>						
Graduate	49.0	37.0	27.0	25.7	(1.3)	
Undergraduate	<u>505.0</u>	<u>581.0</u>	<u>572.0</u>	<u>545.1</u>	<u>(26.9)</u>	
Subtotal	554.0	618.0	599.0	570.8	(28.2)	
<u>Total headcount</u>						
Graduate	286.0	261.0	256.0	243.9	(12.1)	
Undergraduate	<u>4,385.0</u>	<u>4,273.0</u>	<u>3,988.0</u>	<u>3,800.5</u>	<u>(187.5)</u>	
Total	4,671.0	4,534.0	4,244.0	4,044.4	(199.6)	-4.7%

*-All enrollments (headcount and FTE) are 'Resident Instruction' totals (so does not include, e.g., cash-funded continuing education courses)

**-Summer and fall 2013 and spring 2014 end-of-semester totals for FTE (30 cr hrs/FTE); headcount from end of fall 2013 semester

***-Summer and fall and following spring end-of-semester totals for FTE (30 cr hrs/FTE); headcount from end of fall semester; fall, spring and summer do not include off-campus concurrent enrollment

'Undergraduate' includes non-degree-seeking students without a bachelor's degree and degree-plus students (seeking a 2nd bachelor's)

'Graduate' includes non-degree-seeking students with a bachelor's degree

'Resident' includes bypass (exchange) students (fewer than 25 per year)



COLORADO STATE UNIVERSITY - PUEBLO
2016-2017 ACADEMIC YEAR
TUITION RATE SCHEDULE *

	Tuition 2015-2016		Proposed Tuition 2016-2017	
	Resident	Nonresident	Resident	Nonresident
<u>UNDERGRADUATE TUITION</u>				
Student Share per credit hour	\$ 228.58	\$ 687.14	\$ 242.29	\$ 728.37
College Opportunity Fund (COF) Stipend	\$ 75.00	N/A	\$ 75.00	N/A
Published Rate per credit hour (1-18 credit hours)	\$ 303.58	\$ 687.14	\$ 317.29	\$ 728.37
No additional credit hour charge for 19+ credits				
<u>WESTERN UNDERGRADUATE EXCHANGE PROGRAM (WUE)</u>				
<i>(AK, AZ, CA, HI, ID, MT, ND, NM, NV, OR, SD, UT, WA, WY, and the Commonwealth of the Northern Marina Islands)</i>				
<u>OTHER STATE PROGRAMS (FL, KS, NE, OK, TX)</u>				
Published Rate per credit hour (1-18 credit hours)	N/A	\$ 450.48	N/A	\$ 475.94
No additional credit hour charge for 19+ credits				
<u>TEACHER EDU. PROG. GRADUATE TUITION</u>				
Published Rate per credit hour (1-18 credit hours)	\$ 239.84	\$ 783.11	\$ 254.23	\$ 830.10
No additional credit hour charge for 19+ credits				
<u>ALL OTHER GRADUATE PROGRAM TUITION</u>				
Published Rate per credit hour (1-18 credit hours)	\$ 263.40	\$ 783.11	\$ 279.20	\$ 830.10
No additional credit hour charge for 19+ credits				
<u>DIFFERENTIAL UNDERGRADUATE TUITION (per credit hour)</u>				
Business Program	\$ 28.02	\$ 28.02	\$ 29.70	\$ 29.70
Computer Information Science Program	\$ 28.02	\$ 28.02	\$ 29.70	\$ 29.70
Engineering Program	\$ 28.02	\$ 28.02	\$ 29.70	\$ 29.70
Nursing Program	\$ 28.02	\$ 28.02	\$ 29.70	\$ 29.70
<u>DIFFERENTIAL GRADUATE TUITION (per credit hour)</u>				
Business Program	\$ 126.90	\$ 126.90	\$ 134.51	\$ 134.51
Computer Information Science Program	\$ 126.90	\$ 126.90	\$ 134.51	\$ 134.51
Engineering Program	\$ 126.90	\$ 126.90	\$ 134.51	\$ 134.51
Nursing Program	\$ 126.90	\$ 126.90	\$ 134.51	\$ 134.51

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



CSU-PUEBLO TUITION RATE INCREASES

TUITION	FY 2015 RATE	FY 2016 RATE	FY 2017 RATE	ANNUAL \$ INCREASE	ANNUAL % INCREASE	FY 2015 TO FY 2017 AVERAGE ANNUAL % INCREASE
Resident, Undergraduate	\$5,188	\$5,486	\$5,815	\$329	6.00%	5.92%
Non-Resident, Undergraduate	\$15,595	\$16,491	\$17,480	\$989	6.00%	5.92%
Western Undergraduate Exchange (WUE): AK, WA, OR, CA, HI, ID, NV, MT, ND, SD, WY, UT, NM, AZ, CO.	\$10,224	\$10,812	\$11,423	\$611	5.65%	5.92%
Other Preferred States (OPS): TX, OK, KS, NE, FL						
Resident, Graduate	\$5,978	\$6,322	\$6,701	\$379	6.00%	5.92%
Teacher Education, Graduate	\$5,443	\$5,756	\$6,101	\$345	6.00%	5.92%
Non-Resident, Graduate	\$17,773	\$18,795	\$19,923	\$1,128	6.00%	5.92%



COLORADO STATE UNIVERSITY - PUEBLO
2016-2017 ACADEMIC YEAR
EXTENDED STUDIES
TUITION RATE SCHEDULE *

	Tuition 2015-2016 Resident	Proposed Tuition 2016-2017 Resident
<u>UNDERGRADUATE TUITION--COLORADO SPRINGS</u>		
Student Share per credit hour	\$ 228.58	\$ 242.29
College Opportunity Fund (COF) Stipend	\$ 75.00	\$ 75.00
Published Rate per credit hour	\$ 303.58	\$ 317.29 *
*Or amount equal to the approved resident instruction tuition rate		
<u>EXTENDED STUDIES CASH FUNDED PROGRAMS</u>		
Extended Studies would increase tuition rates by 6% in all tuition categories and add one new cash funded course type. In order to facilitate CSU-Pueblo's participation in certain tuition driven programs, the University may extend the use of tuition allowances, discounts or program related awards.		
Independent Study, Full Cost Delivery	\$ 165.00	\$ 175.00
Teacher Education , Shared Cost Delivery	\$ 52.00	\$ 55.00
Senior to Sophomore, Shared Cost Delivery	\$ 52.00	\$ 55.00
Teacher Education Program, Full Cost Delivery	\$ 165.00	\$ 175.00
Professional Development Workshops, Shared Cost Delivery	\$ 52.00	\$ 55.00
Per Continuing Education Unit (CEU)	\$ 39.00	\$ 42.00
Continuing Education Credit (CEC)	Not previously offered	\$ 20.00
Online Undergraduate Courses, Full Cost Delivery	\$ 300.00	\$ 318.00 **
Online Graduate Courses, Full Cost Delivery	\$ 335.00	\$ 355.00 ***
Face to Face Undergraduate Courses, Full Cost Delivery	\$ 300.00	\$ 318.00 **
(for locations or programs not previously approved as COF eligib		
Face to Face Graduate Courses, Full Cost Delivery	Not previously offered	\$ 500.00
**Undergraduate Business, Computer Information Systems, Engineering, and Nursing courses are assessed differential tuition at \$29.70 per credit hour in addition to the base rate.		
***Graduate Business, Computer Information Systems, Engineering, and Nursing courses area assessed differential tuition at \$134.51 per credit hour in addition to the base tuition rate.		
<u>DIFFERENTIAL UNDERGRADUATE TUITION (per credit hour)</u>		
Business Program	\$ 28.02	\$ 29.70
Computer Information Science Program	\$ 28.02	\$ 29.70
Engineering Program	\$ 28.02	\$ 29.70
Nursing Program	\$ 28.02	\$ 29.70
<u>DIFFERENTIAL GRADUATE TUITION (per credit hour)</u>		
Business Program	\$ 126.90	\$ 134.51
Computer Information Science Program	\$ 126.90	\$ 134.51
Engineering Program	\$ 126.90	\$ 134.51
Nursing Program	\$ 126.90	\$ 134.51



FY17 Rates Effective Fall Term 2016

Differential Tuition

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

DIFFERENTIAL UNDERGRADUATE TUITION (per credit hour)

	FY 16 Proposed Per Credit Rates		FY 17 Proposed Per Credit Rates	
	Resident	Nonresident	Resident	Nonresident
Business Program	\$ 28.02	\$ 28.02	\$ 29.70	\$ 29.70
Computer Information Science Program	\$ 28.02	\$ 28.02	\$ 29.70	\$ 29.70
Engineering Program	\$ 28.02	\$ 28.02	\$ 29.70	\$ 29.70
Nursing Program	\$ 28.02	\$ 28.02	\$ 29.70	\$ 29.70

DIFFERENTIAL GRADUATE TUITION (per credit hour)

	FY 16 Proposed Per Credit Rates		FY 17 Proposed Per Credit Rates	
	Resident	Nonresident	Resident	Nonresident
Business Program	\$ 126.90	\$ 126.90	\$ 134.51	\$ 134.51
Computer Information Science Program	\$ 126.90	\$ 126.90	\$ 134.51	\$ 134.51
Engineering Program	\$ 126.90	\$ 126.90	\$ 134.51	\$ 134.51
Nursing Program	\$ 126.90	\$ 126.90	\$ 134.51	\$ 134.51

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



CSU-PUEBLO DIFFERENTIAL TUITION RATES

PER CREDIT HOUR TUITION DIFFERENTIAL	FY2015 PER CREDIT HOUR RATE	FY2016 PER CREDIT HOUR RATE	FY2017 PER CREDIT HOUR RATE
Undergraduate - Business	\$26.50	\$28.02	\$29.70
Undergraduate - Computer Information Systems	\$26.50	\$28.02	\$29.70
Undergraduate - Engineering	\$26.50	\$28.02	\$29.70
Undergraduate - Nursing	\$26.50	\$28.02	\$29.70
Graduate - Business	\$120.00	\$126.90	\$134.51
Graduate - Computer Information Systems	\$120.00	\$126.90	\$134.51
Graduate - Engineering	\$120.00	\$126.90	\$134.51
Graduate - Nursing	\$120.00	\$126.90	\$134.51



COLORADO STATE UNIVERSITY – PUEBLO
EDUCATION AND GENERAL
PROPOSED MANDATORY STUDENT FEE SCHEDULE
PER SEMESTER FOR ACADEMIC YEAR 2016-17

	2015-16 Approved Fees	Proposed Changes	2016-17 Proposed Fees	Percent Change
MANDATORY FEES¹				
Athletics Fee				
Operations	\$12.65	\$0.00	\$12.65	0.0%
Student Facility Fee				
Debt Service				
Recreation Center	\$7.25	\$0.00	\$7.25	0.0%
Student Center	\$15.75	\$0.00	\$15.75	0.0%
Child Care Discount Fee				
Operations	\$0.20	\$0.00	\$0.20	0.0%
Child Care Student Discount	\$0.20	\$0.00	\$0.20	0.0%
Student Recreation Fee				
Operations	\$9.45	\$0.50	\$9.95	5.3%
Technology Fee	\$7.25	\$0.00	\$7.25	0.0%
Student Health Fee				
Operations of Health Ctr	\$3.75	\$0.00	\$3.75	0.0%
Operations of Counseling Ctr	\$1.55	\$2.00	\$3.55	129.0%
Alcohol & Other Drugs Prevention	\$0.70	\$0.00	\$0.70	0.0%
Student Center Fee				
Operations	\$2.00	\$0.50	\$2.50	25.0%
Student Affairs	<u>\$10.00</u>	<u>\$1.25</u>	<u>\$11.25</u>	<u>0.0%</u>
Total Mandatory Fees ²	\$70.75	\$4.25	\$75.00	6.0%

¹ Per Credit Hour

² \$4.25 increase approved by Student Fee Governing Board.



COLORADO STATE UNIVERSITY – PUEBLO
PARKING PROPOSED RATES PER SEMESTER
FOR ACADEMIC YEAR 2016-17

	2015-16 Approved Rate	Proposed Changes	2016-17 Proposed Rate	Percent Change
<u>PARKING PERMITS¹</u>				
Academic Year: (Fall, Spring, Summer)				
Student				
Permanent Decal	\$100.00	\$0.00	\$100.00	0.0%
Hanging Decal	\$100.00	\$0.00	\$100.00	0.0%
Resident	\$100.00	\$0.00	\$100.00	0.0%
Green Vehicle Decal Discount	\$80.00	\$0.00	\$80.00	0.0%
Motorcycle Discount	\$40.00	\$0.00	\$40.00	0.0%
Concurrent High School Student	\$8.33 / Mo.	\$0.00	\$8.33 / Mo.	0.0%
<small>¹Rates are reduced by 50% for Spring and summer semesters.</small>				
Faculty / Staff per month rates				
Full time	\$12.00	\$0.00	\$12.00	0.0%
Part Time / Adjunct	\$5.00	\$0.00	\$5.00	0.0%
Green Vehicle Decal Discount	\$9.60	\$0.00	\$9.60	0.0%
Reserved Parking Space	\$30.00	\$0.00	\$30.00	0.0%



COURSE, PROGRAM, AND DEPARTMENT FEES

S = per student / CH = per credit	Proposed Fees for FY16			Proposed Fees for FY17			Net Cost Change FY16 to FY17
	Course Fee	Program Fee	Department Fee	Course Fee	Program Fee	Department Fee	
ART							
Studio Fee (applies to courses 116, 141, 233, 247, 281, 333, 347, 381, 397*, 433, 447, 481, 482, 497*)	\$25.00/S			\$25.00/S			
Art 115, 234, 334, 434	\$35.00/S			\$35.00/S			
Studio Fee (Applies to Course 547)	\$25.00/S			\$25.00/S			
Studio Fee (242, 342, 442)	\$50.00/S			\$50.00/S			
Printmaking Fee (270, 370, 470)	\$45.00/S			\$45.00/S			
Sculpture /Public Art (533)	\$25.00/S			\$25.00/S			
Graduate Printmaking (570)	\$45.00/S			\$45.00/S			
Graduate Drawing (542)	\$50.00/S			\$50.00/S			
BIOLOGY							
All Biology courses (except BIOL 294, 394, 494)		\$10.00/CH			\$10.00/CH		
All Biology courses - PROPEL Center Courses					\$5.00/CH		\$5.00
CHEMISTRY							
All Chemistry courses		\$10.00/CH			\$10.00/CH		
All Chemistry courses - PROPEL Center Courses					\$5.00/CH		\$5.00
PHYSICS							
All Physics courses - PROPEL Center Courses					\$5.00/CH		\$5.00
* Waiver is requested							
COMPUTER INFORMATION SYSTEMS							
CIS Program Fee (100, 103, 104, 105, 150, 171, 185, 240, 271, 289, 311, 315, 350, 356, 359, 380, 401, 402, 411, 432, 450, 461, 462, 481, 482, 490, 491, 493, 498, 550, 560, 562)		\$8.00/CH			\$8.00/CH		
ENGLISH COMPOSITION (101 THRU 102)							
Developmental Writing Skills (099)	\$15.00/S			\$15.00/S			
EXERCISE / HEALTH							
EXPR High Cost Field Trips (EXHP 105L, EXHP 205L)		\$100.00/CH			\$100.00/CH		
Water Safety Instructor Certification (278L)	\$30.00/S			\$30.00/S			
ATHLETIC TRAINING							
CPR/AED for the Professional Rescuer (231, 233)	\$30.00/S			\$30.00/S			
AT 379 Athletic Training Practicum II	\$75.00/S			\$80.00/S			\$5.00
AT Taping and Prevention Equipment Program (AT 280, 279)		\$15.00/CH			\$15.00/CH		
AT 419 Athletic Training Field Experience	\$60.00/S			\$90.00/S			\$30.00
AT 488 BOC Test Prep				\$30.00/S			\$30.00
MUSIC							
Music Applied Brass Course (170, 172, 173, 174, 270, 272, 273, 274, 370, 372, 373, 374, 390, 392, 393, 394, 460, 462, 463, 464, 480, 482, 483, 484, 573)							
Music Applied Guitar Courses (130, 178, 179, 278, 279, 378, 379, 398, 399, 468, 469, 488, 489)							
Percussion Program (175, 275, 375, 395, 465, 485, 572)		\$145.00/CH			\$145.00/CH		
Music Applied Piano/Organ Courses (125, 176, 177, 276, 277, 376, 377, 396, 397, 466, 467, 486, 487, 229)							
Music Applied Strings Courses (160, 161, 162, 163, 260, 261, 262, 263, 360, 361, 362, 363, 380, 381, 382, 383, 446, 448, 447, 448, 470, 471, 472, 473, 570)							
Music Applied Voice Courses (160, 260, 360, 380, 450, 470, 574)							

S = per student / CH = per credit	Proposed Fees for FY16			Proposed Fees for FY17			Net Cost Change FY16 to FY17
	Course Fee	Program Fee	Department Fee	Course Fee	Program Fee	Department Fee	
Music Applied Woodwind Courses (164,165,166,167,168,171,264,265,266,267,268,271,364,365,366,367,368,371,384,385,386,387,388,391,449,455,456,457,458,461,474,475,476,477,478,481,571)		\$145.00/CH			\$145.00/CH		
Brass Ensemble Program (114, 214, 314, 414)							
Chamber Ensemble Program (121, 221, 321, 421)							
Choir Program (102, 108, 109, 202, 208, 209, 302, 308, 309, 402, 408, 409, 502, 509)							
Collaborative Ensemble Program (104,204,304,404)							
Piano Ensemble Program (142, 242, 342, 442)							
Guitar Ensemble Program (132, 136, 232, 236, 332, 336, 432, 436)							
Jazz Ensemble Program (154, 254, 354, 454)							
Marching and Pep Band (131,135, 230,330,331,430,530,531)							
Mariachi Ensemble Program (115, 215, 315, 415)							
Percussion Ensemble Program (124, 224, 324, 424)							
Special Topics (291)							
Special Topics (491)							
Independent Study (495)							
Special Topics (591)							
Seminar (593)							
String Orchestra Program (144, 244, 344, 444)							
Music Symposium Program (101, 201, 301, 401)							
Wind Ensemble Program (112, 212, 312, 412, 512)							
Woodwind Ensemble Program (134, 234, 334, 434)							
Music Education Program (253,553,358,359,550,560,152,252,340,440,501,540,545,223,559,523,127,227,243,306,113,513,233,543)							
Music Core Curriculum Program (100, 105, 150, 210, 250, 305, 280, 350, 355, 357, 420, 118, 120, 285, 151, 211, 251, 281, 346, 347, 103,203,303,323)		\$5.00/CH			\$5.00/CH		
Department Of Music/CHASS			\$3.50/CH			\$3.50/CH	
*** NOT ALL COURSES IN CATALOGUE							
NURSING							
Department of Nursing / CEEPS						\$220.00/S	\$ 220.00
RECREATION							
REC (Rec 114L, Rec 116L, Rec 117L)		\$55.00/CH			\$55.00/CH		
REC HIGH COST (Rec 112L, Rec 113L, Rec 322)		\$100.00/CH			\$100.00/CH		
REC Orientation (Rec 105, Rec 104, Rec 102, Rec 103, Rec 370, Rec 570)		\$175.00/CH			\$175.00/CH		
REC Low Cost Field Trips (Rec 360, Rec 560, Rec 569, Rec 270)		\$30.00/CH			\$30.00/CH		
Challenge Course Leadership (249)	\$15.00/S			\$15.00/S			
SOCIAL WORK / HUMANITIES							
Physiological Psychology Laboratory (PSY 331L)	\$31.00/S			\$31.00/S			
Perception Laboratory (334L)	\$32.60/S			\$32.60/S			
Field Placement I (SW 488)	\$35.00/S			\$35.00/S			
Field Placement II (SW 489)	\$35.00/S			\$35.00/S			
POLITICAL SCIENCE							
All Political Science		\$2.00/S			\$2.00/S		
TEACHER EDUCATION							
ED 487, 488, 489	\$100.00/S			\$100.00/S			



Colorado State University - Global Campus
Statement of Revenues, Expenses and Changes in Net Position & 2017 Proposed Annual Budget
Three Year Trend

	FY 2014 Actual	FY2015 Actual	FY 2016 Original Budget	FY 2016 Adj. Annual Budget	FY 2016 Q1	FY 2016 Q2	FY 2016 Q3	% Variance	FY 2017 Proposed Annual
Operating revenues									
Student tuition and fees	48,454,218	63,603,436	71,060,044	53,295,033	17,976,129	35,473,986	55,264,056	3.7%	91,343,096
Slate 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	1,611,600	289,168	1,001,405	1,612,740	0.1%	2,193,893
Total operating revenues	49,646,643	65,446,528	73,074,544	54,906,633	18,265,297	36,475,390	56,876,796		93,536,989
Operating expenses									
Instruction	10,232,984	12,605,994	16,503,926	11,206,444	3,634,731	7,490,615	11,624,372	3.7%	19,277,427
Research	-	-	-	-	-	-	-	-	-
Public service	-	-	-	-	-	-	-	-	-
Academic support	2,960,592	4,457,086	4,899,482	3,129,678	868,136	2,370,900	3,204,507	2.4%	6,268,731
Student services	13,196,369	16,905,263	22,393,509	15,093,833	4,533,013	9,447,126	15,348,932	1.7%	27,749,992
Institutional support	5,274,946	6,306,771	6,563,235	4,008,184	1,438,492	2,743,894	3,937,651	-1.8%	7,382,631
Operation and maintenance of plant	418,996	491,710	492,029	367,874	127,004	214,078	379,837	3.3%	514,878
Scholarships and fellowships	6,551,036	8,474,220	11,488,369	7,686,929	2,311,635	5,106,231	7,752,205	0.8%	13,095,178
Auxiliary enterprises	-	-	-	-	-	-	-	-	-
Depreciation	93,291	287,116	300,000	225,000	94,263	196,525	300,494	33.6%	525,596
Total operating expenses	38,728,214	49,528,160	62,640,550	41,717,943	13,007,274	27,569,371	42,547,999		74,814,433
Operating Income (Loss)	10,918,429	15,918,368	10,433,994	13,188,690	5,258,023	8,906,020	14,328,797		18,722,556
Non-operating revenues (expenses)									
State appropriations	-	-	-	-	-	-	-	-	-
Gifts	-	-	-	-	-	-	-	-	-
Investment income	247,931	332,273	260,000	195,000	111,000	252,702	399,470	104.9%	274,172
Interest expense on capital debt	-	-	-	-	-	-	-	-	-
Federal nonoperating grants and contracts	6,551,036	8,474,220	11,488,369	7,686,929	2,311,635	5,106,231	7,752,205	0.8%	13,095,178
Other nonoperating revenues (expenses)	(168,750)	(161,250)	(231,250)	-	-	-	-	-	-
Net nonoperating revenues	6,630,217	8,645,243	11,517,119	7,881,929	2,422,635	5,358,933	8,151,675		13,369,350
Income (Loss) Before other revenues	17,548,646	24,563,611	21,951,113	21,070,619	7,680,658	14,264,952	22,480,472		32,091,906
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)	(543,042)	(175,257)	(362,028)	(543,042)	0.0%	(724,056)
Additions to permanent endowments	-	-	-	-	-	-	-	-	-
Total other revenues	(7,012,389)	547,235	(724,056)	(543,042)	(175,257)	(362,028)	(543,042)	-100.0%	(724,056)
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	20,527,577	7,505,401	13,902,924	21,937,430		31,367,850

FY 2017 Charges for Technology Report and Charges for Technology Manual – CSU Only

Colorado State University

Charges for Technology Report for Fiscal Year 2016

MATTERS FOR ACTION:

Charges for Technology Report for FY 16

RECOMMENDED ACTIONS:

Acceptance of this proposed Charges for Technology report and accompanying manual – no increases of more than 5% are requested.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

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

Appended are: 1) a schedule of the per semester Charges for the current fiscal year, and those proposed for next fiscal year, 2) summary budget information for FY 16, 3) explanations for significant carryover from FY 15, and 4) requests for significant carry forward into FY 17.

Attached is the current Charges for Technology manual that contains the uniform policies by which the Charges for Technology program in each of the colleges is governed. No policy changes are proposed in this version of the manual; the only update is in Appendix A, Schedule of Charges, to align with those contained herein for FY 17. Thus, there is no action requested for approval of the manual. It is supplied as an information item only.

Charges for Technology Report for Fiscal Year 2016

1. Schedule of Charges for Technology – Fiscal Years 16 and 17

The table below contains the schedule of the per-semester Charges for Technology in place during the current fiscal year, FY 16, and proposed charges for FY 17. One fee increase is proposed for FY 17, the justification for which is given below:

1. Intra-University – A \$1.50 (5%) increase was approved by the student technology advisory committee to pay for the additional costs of maintaining a fleet of laptops for student checkout, as well as some other, minor technology expenses.

CSU Charges for Technology – FY 16 and FY 17		
College/Program	FY 16 Charge per Semester^{1,2,3,4}	FY 17 Charge per Semester^{1,2,3,4}
Agricultural Sciences	\$86.15	\$86.15
Business	\$103.00	\$103.00
Engineering	\$170.00	\$170.00
Health & Human Sciences	\$71.00	\$71.00
Intra-University Option	\$35.50	\$37.00
Liberal Arts	\$57.30	\$57.30
Natural Sciences	\$94.50	\$94.50
Veterinary Medicine & Biomedical Sciences	\$90.00	\$90.00
Warner College of Natural Resources	\$94.50	\$94.50

Notes:

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

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

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

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

2. Academic Year 2015-2016 (FY 16) Charges for Technology Budget Summary

College Charges for Technology budgets for FY 16 are shown in the table below.

College/Unit	FY 15 Carry Forward	FY16 Projected Revenue	FY 16 Projected Expenses	FY 17 Projected Carry Forward
Intra-University	\$159	\$160,208	\$124,651	\$35,716
Agricultural Sciences	\$1,779	\$257,385	\$209,306	\$49,858
Business	\$306,223	\$504,494	\$569,436	\$241,281
Engineering	\$133,888	\$960,682	\$1,027,466	\$67,104
Health & Human Sciences	\$27,043	\$711,044	\$732,947	\$5,140
Liberal Arts	\$111,978	\$483,699	\$582,933	\$12,744
Natural Sciences	\$81,438	\$636,870	\$597,846	\$120,462
Veterinary Medicine	\$20,503	\$121,365	\$142,720	(\$852)
Warner College of Natural Resources	\$45,418	\$295,908	\$341,326	\$0
Assistive Technology Resource Center¹	\$1,794	\$30,770	\$31,720	\$844
Totals	\$728,429	\$4,131,655	\$4,305,631	\$551,453

Notes:

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

2.1 Significant Carry Forward from FY 15 into FY 16

The total anticipated carry forward for all colleges from FY 15 into FY 16 was \$67,756, and the actual amount carried forward was \$728,429. More detail on each college's CFT carry forward into FY 16 follows.

Business – The significant carryover of \$306,223 was used for computer replacement in the Rockwell Lab to replace aged computers, and to upgrade the Audio/Visual systems and wireless presentation systems in select departmental classrooms. Staff turnover prevented this project from being completed in FY 15, and thus the funds were carried over into FY 16 to complete these critical upgrades.

Engineering – A larger carryover of \$133,888 was used to replace some server equipment for compute clusters. This was not accomplished in FY 15 due to vendor delays which pushed the project into FY16.

College of Health and Human Sciences – A small carryover of \$27,043 was due to replacement computers coming in under expected costs for replacement, as well as reduced printing costs.

Liberal Arts – A large carryover of \$111,978 was used to facilitate the upgrade of computer classrooms in Clark 141, Anthropology, and Ethnic Studies, as well as some lab upgrades in Eddy. These projects used funds from FY 15 as well as FY 16.

Natural Sciences – A large carryover of \$81,538 was earmarked to purchase a new Nuclear Magnetic Resonance (NMR) apparatus for the Chemistry department, as well as begin a savings account for the new Biology and Chemistry Research buildings. Also, some lab equipment was delayed in shipping, so was not processed until FY 16.

Warner College of Natural Resources – A carryover of \$45,418 was due to a lab reconfiguration that carried across the fiscal year into July, costs of equipment being lower than anticipated at year-end, and an unexpected increase in revenue due to increased enrollment.

2.2 Significant Carry Forward from FY 16 into FY 17

The total anticipated carry forward for all colleges from FY 16 into FY 17 is \$551,453. More detail on each college's anticipated CFT carry forward into FY 17 follows.

Intra-University – A carryover of \$35,716 is requested to purchase a fleet of laptops that are of the same make and model to be part of the laptop rental services for students.

Agricultural Sciences – A carryover of \$49,858 is anticipated for FY 16. It will be used to upgrade several college facilities next year to accommodate new learning styles and our more mobile students. The facilities include one graduate computer lab, the primary undergraduate computer lab, the computer instructional lab and at least one departmental classroom.

Business – A carryover of \$241,281 is anticipated for FY 16. It will be used to purchase student lab computers in the summer of 2016.

Engineering – A carryover of \$67,104 is anticipated for FY 16. This will be used in the summer to update a computer lab with new equipment.

Natural Sciences – A carryover of \$120,462 is anticipated for FY 16. Part of these funds are a savings account for a new high-performance liquid chromatography system in Chemistry, and the rest is for a savings account for new computers/equipment for the new Chemistry Research & Biology buildings set to open in 2017.

FY 2017 Room and Board Rates

Colorado State University
Board of Governors Meeting - May 5-6, 2016

COLORADO STATE UNIVERSITY
HOUSING SYSTEM
RESIDENCE HALL PROPOSED RATES PER SEMESTER
FOR ACADEMIC YEAR 2016-17

<u>RESIDENCE HALLS</u> ¹	2015-16	2016-17	2016-17	Percent
	Approved Rate	Proposed Change	Proposed Rate	Change
Community Style Room	\$2,629	\$79	\$2,708	3.0%
Suite	\$3,083	\$92	\$3,175	3.0%
Suite Hall Designed Single	\$3,469	\$104	\$3,573	3.0%
Summit Suite	\$3,379	\$101	\$3,480	3.0%
Summit Suite Designed Single	\$4,321	\$130	\$4,451	3.0%
Towers 3 Room Occupied by Two	\$3,402	\$102	\$3,504	3.0%
Towers Designed Single	\$3,294	\$99	\$3,393	3.0%
Academic Village Double or Quad Suite	\$3,469	\$104	\$3,573	3.0%
Academic Village Suite Designed Single	\$4,522	\$136	\$4,658	3.0%
Parmelee or Braiden Loft Suite	\$3,379	\$101	\$3,480	3.0%
Parmelee or Braiden Loft Designed Single	\$4,321	\$130	\$4,451	3.0%
Laurel Village Double Community Style	\$2,893	\$87	\$2,980	3.0%
Laurel Village Single Community Style	\$3,624	\$109	\$3,733	3.0%
Laurel Village Double Suite Private Bath	\$3,469	\$104	\$3,573	3.0%
Laurel Village Single Suite Private Bath	\$4,522	\$136	\$4,658	3.0%
Laurel Village Suite Quad	\$4,321	\$130	\$4,451	3.0%
Laurel Village Suite Single	\$4,321	\$130	\$4,451	3.0%
Additional charge for Double as Single	\$750	\$0	\$750	0.0%
Additional charge for Triple as Double	\$300	\$0	\$300	0.0%

<u>Dining Services Meal Options</u> ²	2015-16		2016-17	Meal Plan
	Approved Rate	RamCash	Proposed Rate	Only % Incr
Any 21	\$2,768	\$150	\$2,847	3.0%
Any 14	\$2,569	\$150	\$2,642	3.0%
Any 10	\$2,377	\$150	\$2,301	-
U Plan for upperclass residents - 5 meals per week	\$1,362	\$150	\$1,360	-

<u>Pingree Park Summer Sessions</u>	2015-16	2016-17	2016-17	Percent
	Approved Rate	Proposed Change	Proposed Rate	Change
Student Room & Board (NR220 26 days)	\$988	\$0	\$988	0.0%
Student Room & Board (F230 - 12 days)	\$456	\$0	\$456	0.0%
Faculty Cabins (26 days)	\$598	\$26	\$624	4.3%
Faculty Cabins (12 days)	\$276	\$12	\$288	4.3%

¹ Rates include technology and cable fees.

Required deposit for Fall 2017 will increase from \$150 to \$350, and will be transferrable to apartment applications.

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

The rate decreases adjust the plan to an equitable per meal cost. These also have the lowest rate of participation.

The Any 21 meal plan can be upgraded to an any meal, any time (up to 10 meals per day) for \$310 per semester.

$$\$2,768 - \$150 = \$2,618, \$2,618 \times 1.03 = \$2,697, \$2,697 + \$150 = \$2,847$$

Colorado State University
Board of Governors Meeting - May 5-6, 2016

COLORADO STATE UNIVERSITY
HOUSING SYSTEM
APARTMENT PROPOSED MONTHLY RATES
FOR ACADEMIC YEAR 2016-17

<u>APARTMENTS</u> ¹	2015-16 Monthly Rates	2016-17 Proposed Monthly Rates	Contract Rate Percent Change
<u>Single Student Apartments</u>			
International House 1-bedroom	\$750	\$760	1.3%
International House 2-bedroom share	\$510	\$525	2.9%
Aggie Village South 2-bedroom share	\$510	\$525	2.9%
University Village @ 1500 2-bedroom share	\$485	\$500	3.1%
University Village @ 1500 2-bedroom share ²	\$510	\$525	2.9%
University Village @ 1500 2-bedroom share by 3	\$350	\$390	11.4%
University Village @ 1600 2-bedroom share	\$510	\$525	2.9%
University Village @ 1600 2-bedroom share ²	\$560	\$575	2.7%
University Village @ 1600 2-bedroom share by 3	\$390	\$425	9.0%
University Village @ 1600 3-bedroom share by 2	\$600	n/a	
University Village @ 1600 3-bedroom share by 3	\$450	n/a	
University Village @ 1700 3-bedroom share by 3	\$465	n/a	
Aggie Village studio	n/a	\$940	
Aggie Village 1-bedroom	n/a	\$1,025	
Aggie Village 2-bedroom	n/a	\$745	
Aggie Village 2-bedroom shared by 4	n/a	\$395	
Aggie Village 3-bedroom	n/a	\$690	
Aggie Village 4-bedroom	n/a	\$660	
<u>Student Family Apartments</u>			
Aggie Family 2-bedroom	\$760	\$765	0.7%
University Village @ 1500 2-bedroom	\$760	\$765	0.7%
University Village @ 1600 2-bedroom	\$900	\$910	1.1%
University Village @ 1600 3-bedroom	\$1,000	\$1,010	1.0%
University Village @ 1700 2-bedroom	\$935	\$945	1.1%
University Village @ 1700 3-bedroom	\$1,020	\$1,030	1.0%

¹ Apartment rates include utilities, internet and basic cable television.

Required deposit for Fall 2017 will increase from \$340 to \$350 and will be transferrable to residence hall applications.

² Rate for the larger bedroom in the apartment.



COLORADO STATE UNIVERSITY – PUEBLO
HOUSING SYSTEM
RESIDENCE HALL PROPOSED RATES PER SEMESTER
FOR ACADEMIC YEAR 2016-17

	2015-16 Approved Rate	Proposed Changes	2016-17 Proposed Rate	Percent Change
<u>RESIDENCE HALLS & APARTMENTS¹</u>				
Crestone, Culebra and Greenhorn Halls²				
Shared Bedroom - Semi Suite / Double with Shared	\$2,758	\$72	\$2,830	2.6%
Shared Bedroom -Triple with Shared	\$1,850	\$45	\$1,895	2.4%
Shared Bedroom - Triple with Private	\$2,050	\$50	\$2,100	2.4%
Shared Bedroom Suite / Double with One Bath	\$3,129	\$81	\$3,210	2.6%
Private Bedroom Suite / Single w/Shared Bath	\$3,501	\$89	\$3,590	2.5%
UVWS Apartments²				
Private bedroom	\$2,825	\$70	\$2,895	2.5%
1 - Beginning 2016-17 an additional \$20 activity fee per semester, per student is assessed to support residence hall association, residence hall programs, provide educational and social activities within the residence halls and Living Learning communities.				
2 - Rate includes utilities, internet access & basic cable service.				
<u>DINING SERVICE MEAL PLAN OPTIONS</u>				
Unlimited	\$2,060	\$65	\$2,125	3.2%
17 Meals + \$50	\$1,857	\$56	\$1,913	3.0%
14 Meals + \$110	\$1,857	\$56	\$1,913	3.0%
12 Meals + \$150	\$1,857	\$56	\$1,913	3.0%
10 Meals + \$100 ²	\$1,197	\$36	\$1,233	3.0%
<u>Meal Blocks / meals with Dining Dollars³</u>				
10 meals + \$25	\$92	\$2	\$94	2.2%
25 meals + \$50	\$217	\$5	\$222	2.3%
50 meals + \$100	\$433	\$10	\$443	2.3%
<u>Dining Dollar Plans⁴</u>				
Plan 1	\$500	\$0	\$500	0.0%
Plan 2	\$1,000	\$0	\$1,000	0.0%

2 Plan is available to upper class residents.

3 Plans are available to commuter students.

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

FY 2017 Cost of Attendance

Colorado State University
 Board of Governors Finance Meeting - May 5-6, 2016
Final

Cost of Attendance

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

	Base Resident Tuition (Student Share) ¹	Mandatory Student Fees ²	Room and Board Charge ³	TOTAL	Increased cost over prior year	
					Cost	Percentage
FY2016-17 Proposed	\$8,716	\$2,211	\$11,634	\$22,561	\$823	3.8%

FY2015-16 and Prior Tuition and Fees					Cost	Percentage
Actual FY2015-16	\$8,301	\$2,133	\$11,304	\$21,738	\$947	4.6%
Actual FY2014-15	\$7,868	\$1,939	\$10,984	\$20,791	\$894	4.5%
Actual FY2013-14	\$7,494	\$1,729	\$10,674	\$19,897	\$1,158	6.2%
Actual FY2012-13	\$6,875	\$1,684	\$10,180	\$18,739	\$1,165	6.6%
Actual FY2011-12	\$6,307	\$1,645	\$9,622	\$17,574	\$1,161	7.1%
Actual FY2010-11	\$5,256	\$1,639	\$9,518	\$16,413	\$669	4.2%
Actual FY2009-10	\$4,822	\$1,436	\$9,486	\$15,744	\$769	5.1%
Actual FY2008-09	\$4,424	\$1,390	\$9,162	\$14,976	\$1,487	11.0%
Actual FY2007-08	\$4,040	\$1,319	\$8,130	\$13,489	\$1,442	12.0%
Actual FY2006-07	\$3,466	\$1,191	\$7,390	\$12,047	\$1,491	14.1%
Actual FY2005-06	\$3,381	\$1,121	\$6,054	\$10,556	\$1,000	10.5%

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

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

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



COST OF ATTENDANCE AT CSU-PUEBLO

Resident, Full Time Undergraduate Student (12 credit hours, Fall & Spring semesters)						
CSU-PUEBLO	Base Resident Tuition	Mandatory Student Fees	*Room & Board	Total	\$ Increase over Prior Year	% Increase over Prior Year
FY 2016-2017 Proposed	\$5,815	\$1,800	\$9,486	\$17,101	\$793	4.9%
FY 2015-2016	\$5,486	\$1,698	\$9,124	\$16,308	\$496	3.1%
FY 2014-2015	\$5,188	\$1,608	\$9,016	\$15,812	\$700	4.6%
FY 2013-2014	\$4,894	\$1,466	\$8,752	\$15,112	\$252	1.7%
FY 2012-2013	\$4,894	\$1,466	\$8,500	\$14,860	\$854	6.1%
FY 2011-2012	\$4,381	\$1,342	\$8,283	\$14,006	\$847	6.4%
FY 2010-2011	\$3,880	\$1,237	\$8,042	\$13,159	N/A	N/A

*In previous years Room & Board assumed Belmont Hall with a Single occupancy and 17 Meals + \$50 per year. In FY17 Belmont Hall is no longer available. In FY17 the COA calculations assumed Crestone, Culebra, and Greenhorn Halls Shared Bedroom - Semi Suite/Double with Shared Bath and 17 Meals + \$50 per year.

FY 2017-2018 Capital Construction Project Lists



2017-2018

CSU-PUEBLO DRAFT 5 YEAR CAPITAL CONSTRUCTION PLAN

Priority	Funding	Project Name	Prior Funding	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22	Total State Funds	Total Cash Funds	Total Project Cost
1	State Cash	Psychology Building Renovation & Addition		\$17,100,000					\$17,100,000	\$0	\$17,100,000 (State Only)
2	State Cash	Colorado State University - Pueblo Information Technology Upgrades		\$1,826,475					\$1,826,475	\$0	\$1,826,475 (State Only)
3	State Cash	Technology Building Renovation & Addition			\$16,100,000				\$16,100,000	\$0	\$16,100,000 (State Only)
4	State Cash	Art/Music Building Renovation & Addition				\$18,000,000			\$18,000,000	\$0	\$18,000,000 (State Only)
5	State Cash	Administration Building Renovation & Addition					\$15,000,000		\$15,000,000	\$0	\$15,000,000 (State Only)
		Facilities Management Building Renovation & Addition						\$15,000,000	\$15,000,000	\$0	\$15,000,000 (State Only)

Section 4

*Academic and Student Affairs
Committee*

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA
May 5, 2016

Committee Chair: Jane Robbe Rhodes

Assigned Staff: Dr. Rick Miranda, Chief Academic Officer

I. New Degree Programs

Colorado State University

- Master of Finance (Plan C)
- Graduate Certificates

Colorado State University-Global Campus

- none

Colorado State University-Pueblo

- none

II. Miscellaneous Items

Colorado State University

- Faculty Manual Revision – Section E.2.1.5
- Emeritus Request Summary for AY15-16
- Sabbatical Revision Summary for AY15-16
- Posthumous Degree Summary for AY15-16
- You@CSU Report

Colorado State University-Global Campus

- Posthumous Degree Summary for AY15-16

Colorado State University-Pueblo

- Emeritus Request Summary for AY15-16
- Accreditation Schedule AY16-17

III. Campus Reports

Colorado State University-Fort Collins

- None

Colorado State University-Global Campus

- None

Colorado State University-Pueblo

- None

MATTERS FOR ACTION:New Degree Program: Master of Finance (Plan C)**RECOMMENDED ACTION:**

MOVED, that the Board of Governors approve the request from the College of Business, to establish a new Master of Finance (Plan C), in the Department of Finance and Real Estate. If approved, this degree will be effective Fall Semester 2016.

EXPLANATION:

Presented by Tony Frank, President.

The proposal to establish a new Master of Finance (Plan C) has been adopted by the Colorado State University Faculty Council. A brief explanation for the degree program follows:

The program emphasizes rigorous quantitative skills with data analysis and computer programming. These skills are highly advanced and provide foundational training for highly-desirable professional designations and job opportunities. The curriculum is officially recognized by the Financial Risk Manager[®] designation administered by the Global Association of Risk Managers and is closely aligned with the curriculum in the rigorous post-graduate Chartered Financial Analyst[®] designation. These designations are sought by students/graduates separate from the degree.

The curriculum covers the principles, processes, and practices of investment analysis, portfolio management, corporate finance, and financial risk management, with hands-on application of concepts to analysis of current financial data to offer a master's degree that allows students to pursue advanced study in the area of finance with more focused advanced training than general business degrees. Important applications include valuation (of projects and companies), portfolio management decisions, and the assessment and management of financial risks.

The Department of Finance and Real Estate will be dropping the Financial Risk Management Specialization in the Business Administration M.S.

The request was reviewed and approved by the Committee on Scholarship, Research and Graduate Education on 12/3/15 and by the University Curriculum Committee on 2/19/16.

March 4, 2016

TO: Mary Stromberger, Chair
Executive Committee and Faculty Council

FROM: Carole Makela, Chair
University Curriculum Committee

SUBJECT: New Degree: Plan C Masters Program

The University Curriculum Committee moves Faculty Council adopt the following:

A new Master of Finance, Plan C be established effective Fall 2016
in the Department of Finance and Real Estate, College of Business.

According to the request submitted:

Description:

The Master of Finance includes content, study, and application of financial theory and empirical methods to analyze money, time, and risk.

Rationale:

The curriculum covers the principles, processes, and practices of investment analysis, portfolio management, corporate finance, and financial risk management, with hands-on application of concepts to analysis of current financial data to offer a master's degree that allows students to pursue advanced study in the area of finance with more focused advanced training than general business degrees. Important applications include valuation (of projects and companies), portfolio management decisions, and the assessment and management of financial risks.

The program emphasizes rigorous quantitative skills with data analysis and computer programming. These skills are highly advanced and provide foundational training for highly-desirable professional designations and job opportunities. The curriculum is official recognized by the Financial Risk Manager® designation administered by the Global Association of Risk Managers and is closely aligned with the curriculum in the rigorous post-graduate Chartered Financial Analyst® designation. These designations are sought by students/graduates separate from the degree.

The Department of Finance and Real Estate will be dropping the Financial Risk Management Specialization in the Business Administration M.S.

The request was reviewed and approved by the Committee on Scholarship, Research and Graduate Education on 12/3/15 and by the University Curriculum Committee on 2/19/16.

Program Catalog
Copy

The Master of Finance prepares students for careers in the rapidly changing finance industry, with an emphasis on quantitative analysis and real-world application. The curriculum covers the principles, processes, and practices of investment analysis, portfolio management, corporate finance, and financial risk management, with hands-on application of course concepts to analysis of current financial data.

The learning objectives for the Master of Finance are:

- Describe and apply quantitative statistical methods to analyze securities, manage portfolios and estimate financial volatility
- Describe and apply methods for valuing financial assets
- Compare and contrast parametric and non-parametric approaches for estimating financial risk
- Evaluate the design and use of financial instruments to mitigate financial risk

In addition to core classes covering financial statistics, security analysis, corporate finance, and international finance, students have the opportunity for more specialized study through their selection of elective courses.

Admissions criteria include: undergraduate GPA, acceptable score on the GRE or GMAT, acceptable TOEFL or IELTS (international applicants only), and completion of prerequisite courses in calculus, statistics, and finance.

The program does not require previous work experience and is open to both part-time and full-time students.

Part of state-wide agreement No

Offered as

Main Campus Face-to-Face and Online

Justification for Request

The Department of Finance and Real Estate proposes to replace their current Master of Science in Business Administration with a Specialization in Financial Risk Management (Plan B) to a Master of Finance (Plan C) for the following reasons 1) to better meet the needs of the market; 2) to facilitate offering the program online; and 3) to be consistent with other graduate degree offerings in the College of Business (which are all Plan C). Although this proposal falls in the category of a new degree program, the new program will be essentially similar to the existing masters program offered by the department, which will be discontinued once this program is approved and all current students have graduated. Additional details on the reasons for this change are included in the Phase I and Phase II documentation for the New Program Planning.

Program Level

Learning Objectives

- Describe and apply quantitative statistical methods to analyze securities, manage portfolios and estimate financial volatility
- Describe and apply methods for valuing financial assets
- Compare and contrast parametric and non-parametric approaches for estimating financial risk
- Evaluate the design and use of financial instruments to mitigate financial risk

Program Requirements

EFFECTIVE FALL 2016

Code	Title	Course List	Credits
Required Courses			
<u>FIN 524/STAT 524</u>	Financial Statistics		3
<u>FIN 605</u>	Enterprise Valuation		3
<u>FIN 610</u>	Debt Securities Analysis		3
<u>FIN 655</u>	Investments		3
<u>FIN 665</u>	Financial Engineering		3
<u>FIN 670</u>	Risk Management Theory and Application		3
<u>FIN 675</u>	International Finance		3
Electives			
Select a minimum of 9 credits from the following:			9
<u>FIN 603</u>	Corporate Risk Management		
<u>FIN 604</u>	Employee Benefits		
<u>FIN 625</u>	Quantitative Methods in Finance		
<u>FIN 630</u>	Financial Modeling		
<u>FIN 661</u>	Advanced Portfolio Management		
<u>FIN 669</u>	Financing, Evaluating Sustainable Enterprise		
<u>REL 601</u>	Fundamentals of Real Estate Finance		
Program Total Credits			30

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:**College of Health and Human Sciences**

Conflict Resolution and Mediation – 9 credits

College of Natural Sciences

Data Analysis – 10 – 11 credits

Theory and Applications of Regression Models – 10 credits

College of Engineering

Systems Engineering Practice – 12 credits

Embedded Systems – 11 – 12 credits

Computer Systems Engineering – 11 – 12 credits

Power and Energy – 9 credits

Date Submitted: 09/22/15 2:43 pm

VIEWING: **CRMF-DD-CT : GRADUATE CERTIFICATE IN CONFLICT RESOLUTION AND MEDIATION**

Effective Catalog 2016 - 2017

Program available to students Spring 2017

College Health and Human Sciences

Department/Unit 1586 - School of Social Work

Academic Level Graduate

Program Type Certificate

Program Code CRMF-DD-CT

Program Title Graduate Certificate in Conflict Resolution and Mediation

Program Description Being offered as a certificate of completion through CSU Online since 1998, this certificate prepares professionals to engage in mediation practice. The fundamentals class (SOWK 551) qualifies for individuals to obtain their state certification as a mediator for the State of Colorado. The additional courses provide fundamental skills in areas of specialization within the field of mediation.

Program Catalog Copy The Graduate Certificate in Conflict Resolution and Mediation increases the competence and accountability of MSW students, social work professionals, legal professionals, and individuals from other disciplines as they work with clients and interdisciplinary teams around the rapidly growing field of mediation. This certificate provides the required 40 hours of training to become a mediator in the State of Colorado, in addition to working with specialized populations requiring mediation services.

Offered as Online/DCE

Justification for Request A certificate of completion had been offered through CSU Online since 2009, and 30 students have completed the certificate. It offers a required state training through the fundamentals course (SOWK 551), and specialization courses for those continuing their education within the mediation field.

Program Level Learning Objectives

- 1) Apply knowledge, skills and values of conflict resolution and mediation to healthcare disputes, multi-parties, divorce and family, and/or workplace.
- 2) Apply theories relating to the healthcare and family systems, divorce and family systems, and/or workplace systems.
- 3) Demonstrate and apply Moore's mediation process in a variety of settings.
- 4) Demonstrate competence in negotiating disputes in multiple settings including healthcare, family systems, workplace, and/ or multi-parties.
- 5) Formulate an understanding of mediation ethics and bioethics standards.

Purpose and Objectives of the Certificate The purpose of this certificate is to provide MSW students, social work professionals, and individuals from other disciplines with specialized training in conflict resolution and mediation.

Target Audiences and Documented Demand Individuals who currently have their undergraduate degree and would like to obtain specialized training in conflict resolution and mediation, to supplement the Masters in Social Work degree through specialization in aging, or continued and required continuing education within the behavioral health and legal fields of practice. The courses in this certificate program also provide LEUs for individuals practicing mediation within the legal sector.

Courses are offered such that the certificate may be completed in how many terms? 3

Admissions Criteria Baccalaureate degree.

Exclusions None.

Inclusions This certificate is available to individuals who have completed a bachelor's degree.

Location and Contact Information for Certificate

Office Name School of Social Work Building Name Room Phone

Admission/Advising Contact

Name	E-mail	Phone
Mary Carraher	mary.carraher@colostate.edu	970-491-3297

Program Requirements

EFFECTIVE SPRING 2017

Additional coursework may be required due to prerequisites.

Code		Course List	Credits
		Title	
Required Course:			
<u>SOWK 551</u>	Fundamentals of Mediation		3
Select two of the following courses:			6
<u>SOWK 552</u>	Conflict Management: Health and Elder Care		
<u>SOWK 553</u>	Multi-Party Conflict Resolution		
<u>SOWK 554</u>	Conflict Resolution in the Workplace		
<u>SOWK 556</u>	Divorce and Family Mediation		
Program Total Credits			9

*This certificate may have courses in common with other graduate certificates. A person/student may earn more than one certificate, but a given course may be counted only in one certificate.

NEW PROGRAM PROPOSAL

Date Submitted: 10/26/15 1:00 pm

VIEWING: DTAF- CT : GRADUATE CERTIFICATE IN DATA ANALYSIS

Effective Catalog

Program available to students Spring 2016

College Natural Sciences

Department/Unit 1877 - Statistics

Academic Level Graduate

Program Type Certificate

Program Code DTAF- CT

Program Title Graduate Certificate in Data Analysis

Program Description The Certificate in Data Analysis is designed for students who need a solid background in data analysis using modern software. It is intended for professionals or graduate students in diverse fields seeking a short-term program that will strengthen their statistical skills. This certificate consists of eight credits of design and data analysis courses and two credits of elective courses.

Program Catalog Copy Provides a solid background in data analysis using modern software, for professionals or graduate students in diverse fields who are seeking a short-term program that will strengthen their statistical skills. The certificate consists of eight credits of design and data analysis courses and two credits of elective courses.

Part of state-wide agreement No

Offered as Main Campus Face-to-Face and Online

Justification for Request This certificate was previously offered as a Certificate of Completion. This certificate of completion and the Applied Statistics certificate of completion had been one credential, but were recently broken into two. 122 certificates of completion have been awarded in the past five years for the combined and separate credentials, so there is high interest. This certificate will allow the department to serve the needs of professionals in numerous disciplines.

Program Level Learning Objectives This certificate is designed to help students develop and strengthen their skills in statistical analysis. Upon completing the certificate, students will be more proficient in collecting data, will be more proficient in analyzing and interpreting different types of data, and will be able to draw appropriate conclusions in industry or other areas where statistical applications are used.

Purpose and Objectives of the Certificate This certificate will educate students on the statistical skills of collecting, analyzing, and interpreting data to make better decisions in any industry based on strong statistical techniques. They will discover how to analyze designed experiments, present statistical analysis in tabular and graphical form, communicate results using various data presentation formats to a variety of stakeholders with varying levels of technical skill, and use SAS and R software for statistical analysis. In addition, students will learn about appropriate data collection methods and data mining techniques.

Target Audiences and Documented Demand This data analyst training program is designed for practitioners looking to derive answers from raw data, including "big data" sets, using a comprehensive range of statistical analyses and methods. Those responsible for organizing and analyzing complex data, regardless of what industry, will benefit from this data analysis training.

Courses are offered such that the certificate may be completed in how many terms? 2

Admissions Criteria Completion of a Bachelor's degree with at least one course in statistics.

Exclusions n/a

Inclusions n/a

Location and Contact Information for Certificate

Office Name Department of Building Name Statistics Room 102 Phone 970-491-5268
Statistics

Admission/Advising Contact

Name	E-mail	Phone
Jana Anderson	anderson@stat.colostate.edu	970-491-7454

Program Requirements

Additional coursework may be required due to prerequisites.

		Course List		
Code		Title		Credits
Required Courses:				
<u>STAT 511</u>		Design and Data Analysis for Researchers I		4
<u>STAT 512</u>		Design and Data Analysis for Researchers II		4
Select a minimum of two credits from the following:				2-3
<u>STAT 547</u>		Statistics for Environmental Monitoring		
<u>STAA 552</u>		Generalized Regression Models		
<u>STAA 565</u>		Quantitative Reasoning		
<u>STAA 566</u>		Computational and Graphical Methods		
<u>STAA 568</u>		Topics Industrial/Organizational Statistics		
<u>STAA 572</u>		Nonparametric Methods		
<u>STAA 573</u>		Analysis of Time Series		
Program Total Credits				10-11

*This certificate may have courses in common with other graduate certificates. A person/student may earn more than one certificate, but a given course may be counted only in one certificate.

NEW PROGRAM PROPOSAL

161

Date Submitted: 10/23/15 9:30 am

VIEWING: RGMF : GRADUATE CERTIFICATE IN THEORY AND APPLICATIONS OF REGRESSION MODELS

Program available to students	Fall 2016
College	Natural Sciences
Department/Unit	1877 - Statistics
Academic Level	Graduate
Program Type	Certificate
Program Code	RGMF
Program Title	Graduate Certificate in Theory and Applications of Regression Models

Program Description

This certificate covers applications of multiple regression and generalized regression models, as well as providing some theoretical background for these topics. The focus of this certificate is on understanding patterns and structure in data, and explanation/presentation of findings.

Program Catalog

Copy

Applications of regression analysis, generalized regression models, probability and mathematical statistics and other topics in statistical analysis. The focus is on the practical methods in regression analysis, understanding patterns and structure in data, and the explanation of findings.

Part of state-wide agreement No

Offered as

Main Campus Face-to-Face and Online

Justification for Request

Previously CSU Online offered the Certificate in Applied Statistics as a certificate of completion. This was a more general certificate than the one proposed here. 122 certificates of completion were awarded for the Certificate in Applied Statistics (and a previous version of that certificate) in the past 5 years, so there is a high level of interest for obtaining a credential in this area. This certificate is a revision of the previously offered certificate and focuses more attention in areas of regression analysis, topics used by many professionals working in various fields of data science. This certificate will allow the department to serve the needs of adult education professionals in numerous disciplines.

Program Level

Learning Objectives

This certificate is designed to help students acquire the background needed in regression analysis and generalized regression models, and commonly used statistical methodologies, as well as some theoretical background needed for a solid understanding of these methodologies. Students completing the certificate will be able to (a) effectively analyze data, (b) interpret results, and (c) explain the findings of statistical analyses.

Purpose and Objectives of the Certificate

This certificate is designed to help students develop a deeper understanding of statistical thinking, particularly as it pertains to different types of regression analysis, with a focus on explanation of findings.

Target Audiences and Documented Demand

The target audience is professionals and graduate students in diverse fields with a strong math background and a desire to improve their computational and statistical skills. It will broaden their abilities in regression analysis and give them experience with a range of methodologies.

Courses are offered 1 such that the certificate may be completed in how many terms?

Admissions Criteria

Completion of a Bachelor's degree including at least three semesters of calculus, a linear algebra course, and a statistics course at the undergraduate level.

Exclusions

n/a

Inclusions

n/a

Location and Contact Information for Certificate

Office Name	Department of	Building Name	Statistics	Room	102
	Statistics	Phone	970-491-5268		

Admission/Advising Contact

Name	E-mail	Phone
Jana Anderson	anderson@stat.colostate.edu	970-491-7454

Program Requirements

Distinctive Requirements for Certificate: GSLL 3095 and GSLL 3096 (or STAT 500) are required skills courses and should be taken first. GSLL 3095 is intended not only as a review, but also as instruction in using the math skills in a statistical context. It does not replace the math prerequisites indicated. GSLL 3096 covers use of SAS and R programming. STAT 500 is a 1-credit version of GSLL 3096.

Additional coursework may be required due to prerequisites.

Code	Course List Title	Credits
Required Credit Core:		
<u>STAA 551</u>	Regression Models and Applications	2
<u>STAA 552</u>	Generalized Regression Models	2
<u>STAA 561</u>	Probability with Applications	2
<u>STAA 562</u>	Mathematical Statistics with Applications	2
Select two credits from the following:		2
<u>STAA 565</u>	Quantitative Reasoning	
<u>STAA 566</u>	Computational and Graphical Methods	
<u>STAA 567</u>	Computational and Simulation Methods	
<u>STAA 574</u>	Methods in Multivariate Analysis	
Program Total Credits		10

*This certificate may have courses in common with other graduate certificates. A student may earn more than one certificate, but a given course may be counted only in one certificate.

NEW PROGRAM PROPOSAL

Date Submitted: 09/25/15 3:09 pm

VIEWING: SYEF-CT : GRADUATE CERTIFICATE IN SYSTEMS
ENGINEERING PRACTICE

Program Description	This certificate will give the students an introduction to systems engineering concepts and practices with this four-course series that instills the key core competencies and skills needed to practice as a systems engineer. This certificate program prepares engineers or other professionals in aerospace technology, energy, biosciences, or environmental resources to lead systems engineering development from concept creation through the system lifecycle.
Program Catalog Copy	This certificate will give the students an introduction to systems engineering concepts and practices with this four-course series that instills the key core competencies and skills needed to practice as a systems engineer. This certificate program prepares engineers or other professionals in aerospace technology, energy, biosciences, or environmental resources to lead systems engineering development from concept creation through the system lifecycle.
Part of state-wide agreement	No
Offered as	Main Campus Face-to-Face and Online Remote Campus Face-to-Face and Online/DCE
Justification for Request	For those students who do not wish to pursue a degree, it is in the student's best interest to have these courses transcript-ed as an official certificate. This potentially untapped population increases CSU's market of students; while maintaining an appropriate rigor and quality in the educational program. Officially recognizing these 4 courses as a "Systems Engineering Certificate" lends greater credibility to the student who only needs/wants to learn the basic tools of Systems Engineering and strengthens CSU's credibility outside academia. CSU's certificates are held to a rigorous standard and this is evidenced by the criteria required to be admitted into the program and the standards held to officially complete a certificate here at CSU.
Program Level Learning Objectives	Understand the definition, application and importance of systems engineering. Students will gain an entry-level understanding of the key tool sets in systems engineering and be able to successfully perform as an entry-level systems engineer.
Purpose and Objectives of the Certificate	Gain an introduction to systems engineering concepts and practices with this four-course series that instills the key core competencies and skills needed to practice as a systems engineer. This certificate program prepares engineers or other professionals in aerospace technology, energy, biosciences, or environmental resources to lead systems engineering development from concept creation through the system lifecycle.
Target Audiences and Documented Demand	The target audience is working professionals in aerospace, technology, energy, biosciences, environmental resources and engineering. CSU began offering the Systems Engineering certificate of completion in 2008. In Spring 2009 there were 2 students who completed the certificate of completion this has grown to a total of 102 students. With increased marketing and awareness particularly in the Denver area we anticipate additional growth.
Courses are offered such that the certificate may be completed in how many terms?	1
Admissions Criteria	Candidates for the certificate program should have completed a bachelor of science in engineering, business, life sciences or natural sciences from an accredited institution. Basic Statistics course (STAT 301 or equivalent) is recommended. These degrees were chosen because the students are very likely to have completed courses comparable to the prerequisites.
Exclusions	None
Inclusions	Open to any individual that meets the admission requirements

Location and Contact Information for Certificate

Office Name	Systems Engineering	Building Name	Engineering	Room	AR204	Phone	970-491-7067
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Admission/Advising Contact

Name	E-mail	Phone
Susheela Mallipudi	sys_engr_info@engr.colostate.edu	970-492-4715

Program Requirements

Additional coursework may be required due to prerequisites.

Code	Course List	Title	Credits
<u>ENGR 501/ECE 501</u>	Foundations of Systems Engineering		3
<u>ENGR 530/ECE 530</u>	Overview of Systems Engineering Processes		3
<u>ENGR 531/ECE 531</u>	Engineering Risk Analysis		3
Select one course from the following:			
<u>CIS 600</u>	Information Technology and Project Management		3
<u>CIS 670</u>	Advanced IT Project Management		
<u>MECH 501</u>	Engineering Project and Program Management		
Program Total Credits			12

*This certificate may have courses in common with other graduate certificates. A person/student may earn more than one certificate, but a given course may be counted only in one certificate.

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 Tony Maciejewski Email tam@colostate.edu Phone (970) 491-6600

PREPARER CONTACT (If different from faculty contact):

Name Courtney Johnsrud Email courtney.johnsrud@colostate.edu Phone (970) 491-6600EFFECTIVE DATE (First term and year students may apply for certificate): Fall Spring Summer YEAR: 2015 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: Embedded Systems
(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: Electrical and Computer Engineering
(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):

Gain an introduction to embedded systems, including hardware design and software engineering principles. Topics include the design and exploration of multi-core processor, memory, interconnection, and sensor architectures. Students will learn to analyze and explore an embedded system design space, including processors, memories, networks, and sensors; address contemporary design challenges pertaining to reliability, power and thermal efficiency, real-time performance, and security; and model embedded hardware and software components for both sequential and parallel simulation and exploration.

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

The target audience is working professionals in computer science and electrical and computer engineering. CSU began offering the Embedded Systems Engineering certificate of completion in 2012. Feedback from the ECE Industrial Advisory Board indicates a high level of workforce demand for computer engineers. The high enrollment in the existing graduate level computer engineering courses indicates the interest in the area.

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.

Candidates for the certificate program should have completed a bachelor of science in electrical engineering, computer engineering or computer science (or comparable degree) from an accredited institution. These degrees were chosen because the students are very likely to have completed courses comparable to the prerequisites.

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

For those students who do not wish to pursue a degree, it is in the student's best interest to have these courses transcribed as an official certificate. This potentially untapped population increases CSU's market of students while maintaining appropriate rigor and quality in the educational program. Officially recognizing these courses as an "Embedded Systems Certificate" lends greater credibility to the student who only needs/wants to learn the basic tools of Embedded Systems Engineering and strengthens CSU's credibility outside academia. CSU's certificates are held to a rigorous standard and this is evidenced by the criteria required to be admitted into the program and the standards held to officially complete a certificate at CSU.

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 ^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
Select three courses from the following (at least one ECE course is required):			
1. ECE 661 ^P	Advanced Topics in Embedded Systems	S	3
2. ECE 554 ^P	Computer Architecture	F, S	3
3. ECE 561 ^P	Hardware/Software Design of Embedded Systems	F, S	4
4. CS 560 ^P	Foundations of Fine-Grain Parallelism	S	4
5. CS 575 ^P	Parallel Processing	F, S	4
6. CS 545 ^P	Machine Learning	F	4
TOTAL CERTIFICATE CREDITS:			18-12

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.

Gain skills needed to understand modern processor, memory, network, and sensor architectures, as well as analyze and optimize various embedded hardware design and software architectural candidates. Students will learn to analyze and explore an embedded system design space; address contemporary design challenges pertaining to reliability, power and thermal efficiency, real-time performance and security; and model embedded hardware and software components for simulation and exploration.

4

NEW GRADUATE CERTIFICATE REQUEST
CERTIFICATE TITLE: Computer Systems Engineering

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: Electrical and Computer Engineering Building name: Engineering

Room number: B104 Phone number: (970) 491-6600

Contact for certificate information, application, and advising:

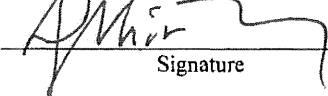
Name: C. Johnsrud, K. Ungerer Email: cece@enr.colostate.edu Phone: (970) 491-6600

11. SIGNATURES OF AFFECTED DEPARTMENTS


(Required before submission to University Curriculum Committee)

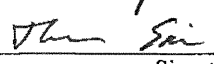
Affected departments include any unit outside the home department whose course is used in the certificate. Affected departments might also include those offering a program with similar or overlapping content.

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

Computer Science Dept. (please print)	L. Darrell Whitley Name and Title (please print)	 Signature	2-27-15 Date
Dept. (please print)	Name and Title (please print)	Signature	Date

12. SIGNATURES OF PROPOSING DEPARTMENT/UNIT FOR APPROVAL

Tony Maciejewski
Department Head/Chair (please print)**

Signature
3/24/15
Date

Thomas Siller
Chair Coll. Curric. Comm. (please print)

Signature
2 April 15
Date

Thomas Siller
Dean of College (please print)**

Signature
2 April 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.

Patrick Fitzhorn
College Rep. to UCC (please print)

Signature
4/1/2015
Date

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>11/25/15</u>	UCC Approval Date <u>4/4/15</u>
Faculty Council Approval Date <u>10/6/15</u>	Approved Effective <u>SP 16</u>

4084¹⁶⁹

College of Engineering
Department of Electrical and Computer Engineering
Graduate Certificate in Embedded Systems

Effective Fall 2016

<u>Course</u>	<u>Title</u>	<u>Credits</u>
<i>Select three courses from the following:¹</i>		
CS 545 ^P	Machine Learning	4
CS 560 ^P	Foundations of Fine-Grain Parallelism	4
CS 575 ^P	Parallel Processing	4
ECE 554 ^P	Computer Architecture	3
ECE 561 ^P	Hardware/Software Design of Embedded Systems	4
ECE 661 ^P	Advanced Topics in Embedded Systems	4
TOTAL		<u>11-12</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.

¹ At least one ECE course is required.

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 Tony Maciejewski Email taam@colostate.edu Phone (970) 491-6600

PREPARER CONTACT (If different from faculty contact):

Name Courtney Johnsrud Email courtney.johnsrud@colostate.edu Phone (970) 491-6600

EFFECTIVE DATE (First term and year students may apply for certificate): [X] Fall [X] Spring [] Summer YEAR: 2015 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: Computer Systems Engineering (maximum 80 characters and spaces, to appear on student's transcript)

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

3. DEPARTMENT, SCHOOL, or SAU: Electrical and Computer Engineering (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):

The certificate is designed for students and professionals seeking knowledge and skills in state-of-the-art parallel hardware architectures, parallel software programming, algorithms, and networking technologies. Students will gain an in-depth understanding of computer system design, network and parallel programming, secure and reliable system design, and Internet protocols. Topics include design and exploration of computer systems, computer architecture, fault tolerance, computer security, parallel programming, machine learning, and communication networks.

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

The target audience is working professionals in areas related to computer system design. CSU began offering the Computer Engineering certificate of completion in 2012. Since this time, 19 students have met the requirements to be awarded the certificate. Feedback from the ECE Industrial Advisory Board indicates a high level of workforce demand for computer system engineers. The high enrollment in the existing graduate level computer engineering courses indicates the interest in the area.

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.

Candidates for the certificate program should have completed a bachelor of science in electrical engineering or computer science (or comparable degree) from an accredited institution. These degrees were chosen because the students are very likely to have completed courses comparable to the prerequisites.

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

For those students who do not wish to pursue a degree, it is in the student's best interest to have these courses transcript-ed as an official certificate. This potentially untapped population increases CSU's market of students; while maintaining an appropriate rigor and quality in the educational program. Officially recognizing these 3 courses as a "Computer Systems Certificate" lends greater credibility to the student who only needs/wants to learn the basic tools of Computer Engineering and strengthens CSU's credibility outside academia. CSU's certificates are held to a rigorous standard which is evidenced by the criteria required to be admitted into the program and the standards held to officially complete a certificate.

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
Select three courses from the following (at least one ECE course is required):			
1. ECE 554 ^P	Computer Architecture	<i>SF</i>	3
2. ECE 658 ^P	Internet Engineering	F	4
3. ECE 561 ^P	Hardware/Software Design of Embedded Systems	F, S	4
4. ECE 661 ^P	Advanced Topics in Embedded Systems	S	<i>9</i> 3 4
5. CS 575 ^P	Parallel Processing	<i>SF</i>	4
6. CS 545 ^P	Machine Learning	F	4
7. CS 556 ^P	Computer Security	<i>SF</i>	4
8. CS 530 ^P	Fault-Tolerant Computing	S	4
TOTAL CERTIFICATE CREDITS:			<i>10-12</i> 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.

Gain knowledge and skills in state-of-the-art parallel hardware architectures, secure, reliable, and energy-efficient computing system design, and networking technologies.

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: Electrical and Computer Engineering Building name: Engineering
 Room number: B104 Phone number: (970) 491-6600

Contact for certificate information, application, and advising:

Name: C. Johnsrud, K. Ungerer Email: ece@enr.colostate.edu Phone: (970) 491-6600

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
Computer Science	L. Darrell Whitley		2-27-15
Computer Information Systems Dept. (College of Business)	Jon Clark		

12. SIGNATURES OF PROPOSING DEPARTMENT/UNIT FOR APPROVAL

Tony Maciejewski		3/24/15
Department Head/Chair (please print)**	Signature	Date
Thomas Siller		2 April 15
Chair Coll. Curric. Comm. (please print)	Signature	Date
Thomas Siller		2 April 15
Dean of College (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.		
Patrick Fitzhorn		4/1/2015
College Rep. to UCC (please print)	Signature	Date

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>11/2 5/8/15</u>	UCC Approval Date <u>4/4/15</u>
Faculty Council Approval Date <u>10/6/15</u>	Approved Effective <u>SP16</u>

College of Engineering
Department of Electrical and Computer Engineering
Graduate Certificate in Computer Systems Engineering

Effective Fall 2016

<u>Course</u>	<u>Title</u>	<u>Credits</u>
<i>Select three courses from the following:¹</i>		
CS 530 ^P	<u>Fault-Tolerant Computing</u>	<u>4</u>
CS 545 ^P	<u>Machine Learning</u>	<u>4</u>
CS 556 ^P	<u>Computer Security</u>	<u>4</u>
CS 575 ^P	<u>Parallel Processing</u>	<u>4</u>
ECE 554 ^P	<u>Computer Architecture</u>	<u>3</u>
ECE 561 ^P	<u>Hardware/Software Design of Embedded Systems</u>	<u>4</u>
ECE 658 ^P	<u>Internet Engineering</u>	<u>4</u>
ECE 661 ^P	<u>Advanced Topics in Embedded Systems</u>	<u>3</u>
TOTAL		<u>11-12</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.

¹ At least one ECE course is required.

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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 Tony Maciejewski Email tam@colostate.edu Phone (970) 491-6600

PREPARER CONTACT (If different from faculty contact):

Name Courtney Johnsrud Email courtney.johnsrud@colostate.edu Phone (970) 491-6600

EFFECTIVE DATE (First term and year students may apply for certificate): Fall Spring Summer YEAR: 2015 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: Power & Energy
(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: Electrical and Computer Engineering
(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):

Designed to address the needs of the emerging smart-grid industry, students will learn life-long skills in areas germane to the advanced electricity grid with high penetration of renewable energy sources and communication devices. Topics include electric power system market operations, power system signal processing, power quality, computer applications in power engineering, and grid integration of renewable energy sources.

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

The target audience is working professionals in energy technology, environmental resources and engineering. CSU began offering the Power and Energy certificate of completion in Fall 2012. Since this time, nine students have met the requirements to be awarded the Power and Energy certificate.

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.

Candidates for the certificate program should have completed a bachelor of science in electrical engineering. This degree was chosen because the students are very likely to have completed courses comparable to the prerequisites.

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

For those students who do not wish to pursue a degree, it is in the student's best interest to have these courses transcript-ed as an official certificate. This potentially untapped population increases CSU's market of students; while maintaining an appropriate rigor and quality in the educational program. Officially recognizing these courses as a "Power and Energy Certificate" lends greater credibility to the student who only needs/wants to learn the basic tools of Power and Systems Engineering and strengthens CSU's credibility outside academia. CSU's certificates are held to a rigorous standard which is evidenced by the criteria required to be admitted into the program and the standards held to officially complete a certificate.

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
Choose three of the following courses:			
1. ECE 508 ^P	Introduction to Power System Markets	F	3
2. ECE 509 ^P	Signal Processing for Power Systems	F	3
3. ECE 565 ^P	Electrical Power Engineering	F, S	3
4. ECE 623 ^P	Electric Power Quality	S	3
5. ECE 566 ^P	Grid Integration of Wind Energy Systems	F, S	3
TOTAL CERTIFICATE CREDITS:			9

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.

Gain knowledge and skills to enhance energy systems; plan and implement alternative energy sources; design and manage energy networks; and support power and energy infrastructures. The program is aimed at individuals in industry, government, and academia with a career interest in the electric power and energy field.

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: Electrical and Computer Engineering Building name: Engineering
 Room number: B104 Phone number: (970) 491-6600

Contact for certificate information, application, and advising:

Name: C. Johnsrud and K. Ungerer Email: cece@enr.colostate.edu Phone: (970) 491-6600

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

<u>Tony Maciejewski</u> Department Head/Chair (please print)**	<u><i>T. Maciejewski</i></u> Signature	<u>3/24/15</u> Date
<u>Thomas Siller</u> Chair Coll. Curric. Comm. (please print)	<u><i>Thomas Siller</i></u> Signature	<u>2 April 15</u> Date
<u>Thomas Siller</u> Dean of College (please print)**	<u><i>Thomas Siller</i></u> Signature	<u>2 April 15</u> 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.		
<u>Patrick Fitzhorn</u> College Rep. to UCC (please print)	<u><i>Patrick Fitzhorn</i></u> Signature	<u>4/1/2015</u> Date

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>8/21/15</u>
Faculty Council Approval Date _____	Approved Effective _____

College of Engineering
 Department of Electrical and Computer Engineering
Graduate Certificate in Power and Energy

Effective Fall 2016

<u>Course</u>	<u>Title</u>	<u>Credits</u>
	<i>Select three of the following courses:</i>	
ECE 508 ^P	<u>Introduction to Power System Markets</u>	<u>3</u>
ECE 509 ^P	<u>Signal Processing for Power Systems</u>	<u>3</u>
ECE 565 ^P	<u>Electrical Power Engineering</u>	<u>3</u>
ECE 566 ^P	<u>Grid Integration of Wind Energy Systems</u>	<u>3</u>
ECE 623 ^P	<u>Electric Power Quality</u>	<u>3</u>
	TOTAL	<u>9</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.

MATTERS FOR ACTION:

2015-16 Academic Faculty and Administrative Professional Manual Revisions:
Section E.2.1.5 Temporary Appointments

RECOMMENDED ACTION:

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

EXPLANATION:

Presented by Tony Frank, President.

The proposed revision for the 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:

Section E.2.1.5.d is being revised to clarify the nature of temporary faculty appointments. Temporary faculty on assignment for less than 50% time shall maintain a temporary appointment. Recurring consecutive temporary appointments of 50% or more as defined in this section will be require to convert to a special appointment and cannot be renewed as a temporary appointment. This change aligns with the Human Resource practices of denoting changes at 50% FTE for a faculty member who has been working at the university at 50% or more after one year of employment.

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

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

Section E.2.1.5 Temporary Appointments

E.2.1.5 Temporary Faculty Appointments (*last revised May 8, 2015*)

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

- a. Temporary appointments are “at will” and are subject to termination by either party at any time (the process set forth in Section D.5.6 regarding the termination of “at will” appointments shall apply to temporary faculty appointments). Temporary appointments need not carry specified ending dates, but an ending date indicating the point in the future when the funding and/or appointment is expected to terminate should be included when known. The inclusion of a specified ending date on an appointment form or other such documentation is for administrative convenience only and does not create a minimum or fixed duration of appointment.
- b. Temporary appointees are not eligible for tenure.
- c. Temporary appointees are required to enroll in the retirement program and if half-time or greater are eligible to participate in other benefits offered by the University as described in the *Academic Faculty and Administrative Professional Benefits and Privileges Handbook*. Published annually by Human Resources and in Sections F and G of the *Manual*. Eligibility for sick leave is defined in Section F.3.2. Temporary appointees are eligible for faculty privileges described in Sections G.1 – G.3. Temporary appointees are not eligible for sabbatical leave (see Section F.3.4.1).
- d. The University recognizes that the nature of a temporary appointment is incompatible with recurring consecutive appointments over a long period of time with an assignment of 50% or more. Therefore, after the second consecutive semester for a 9-month assignment at 50% or more time (excluding summer session) or after the first year for a 12-month assignment at 50% or more time, the faculty member’s appointment shall be required to convert to a special appointment and cannot be renewed as a temporary appointment.

REPORT ITEM:

Report: Emeritus Rank Designations Approved for Academic Year 2015-2016

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

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

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

Colorado State University
Emeritus Rank Designations Approved in Academic Year 2015-2016

College of Agricultural Sciences

Craig Beyrouthy, Dean – College of Agricultural Sciences

Jack Fenwick, Professor – Soil and Crop Sciences

John Sofos, Professor – Animal Sciences

College of Engineering

William Duff, Professor – Mechanical Engineering

Darrell Fontane, Professor – Civil and Environmental Engineering

Wayne Schubert, Professor – Atmospheric Sciences

College of Health and Human Sciences

Arthur Campfield, Professor – Food Science and Human Nutrition

College of Liberal Arts

Jay Bodine, Associate Professor – Foreign Languages and Literatures

Lee Egbert, Associate Professor – Music, Theatre, and Dance

Douglas Flahive, Associate Professor – English

Ann Gill, Dean – College of Liberal Arts

Rebecca Kennedy, Instructor (Senior Teaching Appointment) - English

Jane Kneller, Professor – Philosophy

Michael Losonsky, Professor – Philosophy

Paola Malpezzi-Price, Professor – Foreign Languages and Literatures

Steve Simons, Professor – Art

Mary Kay Wedum, Professor - English

College of Natural Sciences

Geoffrey Givens, Associate Professor – Statistics

Norman Curthoys, Professor and Department Head – Biochemistry and Molecular Biology

College of Veterinary Medicine and Biomedical Sciences

Joel Bedford, Professor – Environmental and Radiological Health Sciences

Douglas Ishii, Professor – Biomedical Sciences

Robert Jones, Professor – Microbiology, Immunology, and Pathology

Donald Klein, Professor – Microbiology, Immunology, and Pathology

Susan Kraft, Professor – Environmental and Radiological Health Sciences

Torrence Nett, Professor – Biomedical Sciences

University Libraries

Michael Culbertson, Associate Professor

Office of International Programs
Martha Denney – Director

**Emeritus Rank Justifications
Academic Year 2015-2016**

College of Agricultural Sciences

**Craig Beyrouthy, Dean
College of Agricultural Sciences**

During his six years as Dean of the College of Agricultural Sciences, Dr. Beyrouthy led several initiatives within the college:

- a successful capital campaign that exceeded the target and resulted in the building or renovation of several brick and mortar facilities within the college,
- developed the Dean's Leadership Council,
- increased faculty lines,
- established five far reaching multi-disciplinary strategic initiatives,
- enhanced relations with external stakeholders including the requirement that each department establish an external advisory council,
- increased undergraduate student enrollment,
- developed a new master's program in Landscape Architecture,
- developed a new Professorship in Equine Science,
- established a new direction in Ag Innovation that was jump started through the development of an international forum on Ag Innovation at CSU,
- renewed emphasis on water research in the college,
- placed greater emphasis on international agriculture with the establishment of an Assistant Dean of International Programs position,
- placed greater emphasis and commitment for diversity within the college with the establishment of a Director of Diversity and Retention,
- restructured the promotion and tenure (P & T) process in the college to include all department heads, departmental P & T committee chairs and college leadership in discussions at the college level.

The combination of these efforts has increased the College of Agricultural Science's public image, raised the perception of quality of the programs, increased support of the educational and research programs, and elevated the college to one that is respected both on campus and throughout the State of Colorado.

**Jack Fenwick, Professor
Soil and Crop Sciences**

Dr. Fenwick retired after 36 years of service to Colorado State University.

Throughout his career, Dr. Fenwick has made many contributions to Colorado State University and to seed science through his teaching and service. He developed and taught a number of courses, most especially SOCR 100 General Crops. He has been deeply involved in development and delivery of on-line courses for the seed program and was the department's RI coordinator for most of his career.

Although his research emphasis was not large, his work positively impacted the University. He was instrumental in CSU's Peace Corps program and was the Coordinator of the Peace Corps Master's International Program in Agricultural Sciences. He remains deeply involved and interested in supporting student teaching and research programs. He is actively engaged in alumni activities and the Department's Agronomy Club.

After retiring, Professor Fenwick continues to be available to Soil and Crop Sciences as an occasional guest lecturer and faculty mentor.

**John Sofos, Professor
Animal Sciences**

Dr. Sofos' 35-year career of at Colorado State University has truly been remarkable and impressive. Dr. Sofos served as Director of the Center for Meat Safety and Quality, A Colorado State University Program of Research and Scholarly Excellence.

Dr. Sofos is a nationally and internationally recognized expert on microbial food safety. To date, he has authored or co-authored 319 refereed journal articles, 72 book chapters, nine books, 4612 abstracts, 382 miscellaneous publications, and has presented 210 invited lectures worldwide (27 countries in total). As principal investigator or co-investigator, Dr. Sofos has received more than \$16M in grants, contracts or donations for research in the field of Food Technology and Safety. During his career at Colorado State University, he has served on 103 graduate committees and has chaired 61 M.S. and Ph.D. graduate committees. He has hosted in his laboratory 38 research associates, post-doctoral fellows and visiting scientists/scholars. Many of these individuals now hold industry, academic, and government positions in the United States and other countries. Almost 60 of his students, post-doctoral fellows, and visiting scientists/scholars have come from 28 countries other than the United States.

Dr. Sofos has won numerous awards including six awards from the International Association for Food Protection (Maurice Weber Laboratorian Award, President's Lifetime Achievement Award, Harry Haverland Citation Award, GMA/FPA Food Safety Award, President's

Recognition Award, and Educator Award) of which he is a Fellow. Additional awards include the Distinguished Research Awards from the American Meat Science Association and the American Society of Animal Science; the North American Meat Processors Association Educator Award; the United States Department of Agriculture Secretary's Honor Award for Superior Service; and from Colorado State University, the College of Agricultural Sciences Distinguished Career Award and Alumni Association Distinguished Faculty Award. In addition, Dr. Sofos' selection as a University Distinguished Professor (top 1% of faculty at Colorado State University) is truly a very deserving honor.

Dr. Sofos' expertise on food safety issues has led him to serve on many national and international committees, task forces, and food safety advisory boards, including the United States National Advisory Committee on Microbiological Criteria for Foods, the United States National Academy of Sciences Standing Committee on the Use of Public Health Data in the Food Safety and Inspection Service Food Safety Programs, Science Advisor for the Denver District Office of the U.S. Food and Drug Administration, and many more. He was also a Member of the Panel on Biological Hazards of the European Food Safety Authority (EFSA) and was elected Vice Chair and Chair of the Panel and Member of the Scientific Committee of EFSA. He also served as President (elected) of the Governing Council of the Agricultural University of Athens (Greece), of which now he is a member. In addition, he served for 18 years as a Scientific Editor for the Journal of Food Protection published by the International Association for Food Protection.

College of Engineering

William Duff, Professor Mechanical Engineering

Dr. Duff has been a faculty member at CSU for 43 years. During this period, he has served as the face of the Industrial Engineering and Operations Research (IEOR) program. He has educated hundreds of graduate students and made CSU known around the world for IEOR.

He was one of the early trailblazers in distance education at CSU and has graduated more Ph.D. students at a distance than any other faculty member. He has been the major professor/advisor for 60 Master's students and 20 Ph.D. students. He has been the PI or Co-PI on nearly \$5.2M in grants and published 170 journal articles and conference papers.

Bill Duff will be missed, but his decades of loyal service and manifold contributions will live on in the Mechanical Engineering Department.

**Darrell Fontane, Professor
Civil and Environmental Engineering**

Dr. Fontane's accomplishments over his years here both as an alumnus and a faculty member are many. Darrell has served as Associate Department Head and Director of the International School for Water Resources in the Civil and Environmental Engineering Department. He has been a favorite professor of undergraduate students since his start in 1982. He received the Chi Epsilon student organization Golden Key Award for "Best Professor". His teaching accomplishments were recognized by the university awarding him the CSU Board of Governor's Excellence in Undergraduate Teaching Award in 2008 and the CSU Distinguished Teaching Scholar Award in 2013.

Dr. Fontane intends to continue his involvement with the Department by serving on graduate committees, pursuing publications with colleagues, collaborating on research projects, providing suggestions on curricular issues and teaching related topics, and providing historical context for departmental policies.

**Wayne Schubert, Professor
Atmospheric Science**

In September of 1973, Professor Wayne Schubert joined the faculty in the Department of Atmospheric Science at Colorado State University. For more than forty years, Professor Schubert's research has focused on movement, intensification, and inner core dynamics of tropical cyclones. He has been awarded research grants from the National Science Foundation, the Department of Energy, the National Aeronautics and Space Administration, and the National Oceanic and Atmospheric Administration.

His contributions to the department and the atmospheric science community are invaluable.

College of Health and Human Sciences**Arthur Campfield, Professor
Food Science and Human Nutrition**

Dr. Campfield was the Department Head in Food Science and Human Nutrition for 2 years and a member of the faculty from 1999-2015.

Dr. Campfield directed an NIH-funded nutrition education program entitled Program Energy. Program Energy was an integrated science education enrichment program that was developed in order to reduce the rate of obesity and diabetes in elementary school students. The effectiveness of this program included statistically significant increases in health and science knowledge, attitudes and health behavior in children aged 7-9. Overall, Program Energy was a nationally recognized program that had a significant and positive impact on children.

Over his career Dr. Campfield authored more than 100 publications for scientific and lay audiences, and received external grant funding in excess of \$8 million dollars. Dr. Campfield was internationally recognized due to his contributions to the initial discovery of leptin, a protein secreted by adipose tissue that can regulate appetite.

Dr. Campfield was an outstanding educator and played a key role in the development of the Department's internship program. In particular, Dr. Campfield provided experiential learning opportunities for undergraduate and graduate students through Program Energy. He was also responsible for the development of new courses related to appetite regulation at both the undergraduate and graduate level in the department.

As an emeritus professor, Dr. Campfield will be called on to provide lectures to graduate and undergraduate students related to the implementation of nutrition education programs and appetite regulation.

College of Liberal Arts

Jay Bodine, Associate Professor Foreign Languages and Literatures

Dr. Bodine retired at the end of spring semester 2015 after 30 years of service to the Department of Foreign Languages and Literatures.

He taught a wide variety of courses in German and served on many committees. He published important co-edited volumes on the German writer Walter Benjamin and the Swiss writer Max Frisch. He also published refereed journal articles on Benjamin and Frisch as well as Ludwig Wittgenstein and Heinrich Heine.

Dr. Bodine is a recognized expert on the works of Karl Kraus. He is working on a monograph on Kraus and another book called "*U.S. B.S. – A Language Critique of U.S. Ideologized Rhetoric*". He plans to submit these both for publication.

Dr. Bodine is interested in furthering his longtime work with computer assisted language learning.

Lee Egbert, Associate Professor Music, Theatre, and Dance

Dr. Egbert was hired at CSU in 1987. He served as Director of Choral Activities, Director of University Singers and University Chamber Singers, Director of MTD Madrigal Dinners, Director of Choirs at the Annual Summer Music Camp, and Director of Summer Mixed Chorus at Summer Music Camp.

Under his direction, performances by the Choral Department included choral (and orchestral) performances both on- and off-campus. Performances abroad were conducted with resident symphonies (Krakow, Prague, Budapest, France, Germany, and several English stops). Performances were given in several other smaller venues with city semi-professional chorales in Colorado. During his career there was an increase in the number of invitations for CSU groups and faculty performances at the CMEA including three opening concerts.

Colorado State University received four Carnegie Hall invitations. At three of those performances, Dr. Egbert was selected as one of the conductors. For all three performances, each concert was performed with orchestra. Further, approximately 200 singers from other states countrywide joined these performances.

The tradition of the (CSU) Renaissance English Madrigal Dinner was continued at Dr. Egbert's arrival at CSU. Featuring CSU Chamber Singers, Rocky Mountain High School Singers, and music faculty head table royalty. The Madrigal Dinner was performed in early Renaissance-style with recorder ensembles and head-table antics with Lord and Lady. All performers were in full costume of early English tradition and pageantry, the Madrigal Dinner was both a visual and musical treat.

Dr. Egbert accepted numerous invitations to Guest-Conduct in Colorado high schools as part of the department's outreach as well as serving as Guest Conductor in Music Camps in Virginia and Kentucky. Dr. Egbert has, on two different occasions, served as Guest Conductor for Cordoba University (Cordoba, Argentina). Finally, he has conducted several joint major-work choral/orchestral performances with CSU Choirs, Denver's Arvada Center Chorale, and the Alpine Chorale. Under his leadership, there has been recognized development and success of the graduate choral conducting program. Many CSU Choral Conducting graduates have assumed college, university, and select high school positions after obtaining their MM in Conducting at CSU.

Dr. Egbert notes two highlights of his career at Colorado State University:

- On September 11, 2002, Dr. Egbert arranged for and was honored to conduct a performance of the Mozart *Requiem* (the event then known as the 'Rolling Requiem' in memoriam of the 9/11 destruction of NYC's World Trade Center). As a 'Rolling Requiem' it was designed to be performed world-wide at that area's exact time of the act – and thus would occur successfully in every continent in many sections of the world. Conducting CSU's performance of the *Requiem* was its only performance in Colorado, and his personal greatest honor. Held at the Ft. Collins' Lincoln Center with over 100 volunteer CSU singers and former graduates, civic singers from Ft. Collins and Denver chorales, and many volunteer players from the Ft. Collins Symphony Orchestra, all, played and sang to a sad, somber, and very full house.
- As a University Guest of Honor, South African Civil Rights Leader Archbishop Desmond Tutu spoke to a packed house in Moby Arena. In honor of his visit, Band Director Dr. Steven Moore and Dr. Egbert musically arranged South Africa's *National*

Anthem (set in three languages) for his appearance. Archbishop Tutu offered his gratitude and praise for both the University Singers and the University Wind Ensemble.

**Douglas Flahive, Associate Professor
English**

Over the years, Dr. Flahive has served as Associate Professor in the English Department, Director of the Intensive English Program, and Coordinator of the Graduate Program in teaching English as a Second Language (TESOL). He played an important and effective role in CSU's TESOL program and in the Intensive English Program (IEP) prior to its move to INTO CSU.

Dr. Flahive established a worldwide reputation in TESOL due to the strength of the educational program in this area at Colorado State University, as well as to his tutelage and support of students who came to Fort Collins to earn their degrees in this program. He, with later assistance from faculty in Foreign Languages and Literatures, developed a wonderful program, adding an M.A. curriculum that remains strong today. He continued to follow students' careers and to support them after graduation. This is the sort of foundational work that takes time, effort, and commitment and becomes the often unacknowledged but very important work that allows programs and later-hired faculty to flourish. Dr. Flahive was that rarest of administrators who left an academic program with a very significant budget balance, in the case of IEP. These funds enabled construction and remodel work in their building.

As a member of the Colorado State faculty since 1977, Dr. Flahive built the foundation upon which our teaching English as a Second Language programs now flourish.

**Ann Gill, Dean
College of Liberal Arts**

Dr. Gill joined the faculty at Colorado State University in 1980 as an Instructor. Over the years, she has been Director of Forensics, Department Chair, Interim Associate Dean, Special Assistant to the Dean, Associate Dean, Interim Dean, and Dean.

She taught a variety of courses over the course of her career at Colorado State University, including lower-division courses—Public Speaking, Rhetoric and Argumentation, and Oral Reading; upper-division courses—Freedom of Speech, Legal Issues in Broadcasting, and Communication, Language and Thought; and graduate courses – Contemporary Theories of Rhetoric and Introduction to Graduate Study. She also taught a freshman seminar titled Thurgood Marshall: Equality under Law.

Student response on the course evaluations was consistently high as were her annual evaluations for teaching. Among the awards for teaching she received were the first annual Board of Governors (then State Board of Agriculture) Excellence in Undergraduate Teaching

Award, the Alumni Association Best Teacher Award, Eddy Honors Program Excellence in Teaching Award, and the Jack Cermak Outstanding Graduate Adviser Award.

Dr. Gill coached the CSU debate team for nine years. During that time, CSU was ranked nationally three years: once at 12th, once at 11th, and once at 10th. She received the Brownlee Award for excellence in Teaching, Research, and Scholarship from the Cross Examination Debate Association and the Distinguished Coach Award that was given annually at the largest tournament in the country which was held at the University of Utah.

In addition to serving as adviser for undergraduate and graduate students in Speech Communication/Communication Studies, she has served as adviser for a large number of student athletes (mostly football and men's basketball athletes) whose majors were mostly in Interdisciplinary Liberal Arts but occasionally other majors in the College of Liberal Arts.

Dr. Gill published two textbooks, six refereed book chapters, ten refereed journal articles, and presented a number of professional papers. Her areas of scholarship were the first amendment, public argumentation, and contemporary rhetorical theory. She presented numerous papers at professional conferences.

Dr. Gill served as the first female president of the National Cross Examination Debate Association and as first vice president and second vice president of that organization. She served for six years on the Cross Examination Debate Association executive council and served as editor of the *Cross Examination Debate Association Yearbook* as well as on the Board of Overseers of the Guild of Forensics Educators. She served as president, first vice president, and president-elect of the Colorado Speech Communication Association; chair of the Freedom of Speech Interest Group of the Western States Communication Association; on the Legislative Assembly of Western States Communication Association; and as editor and associate editor of the *Free Speech Yearbook*. She has served on a very large number of committees at the department, college, and university levels over the years and received the Oliver Pennock Distinguished Service Award and the Rocky Mountain Communication Association Distinguished Service Award. She has given over 100 guest lectures for both university and community audiences, both locally and regionally, on freedom of speech issues, improvising public speaking skills, and other topics relevant to her teaching and research. She also organized over 70 public performances by forensics students to external audiences.

**Rebecca Kennedy, Instructor (Senior Teaching Appointment)
English**

Rebecca Kennedy began her Department of English career as a Special Instructor (2001-2012) and concluded with a Senior Teaching Appointment (2012-2015).

During her 14-year employment in the department, she has taught 13 different courses and served on 4 committees for multiple years each. In addition, she served on the ad hoc committees for the department's Program Review and Eddy Homecoming Open House.

Nominated for two teaching awards in the last 4 years and often recognized in CSU Senior Surveys as an influential teacher, she has consistently received superior ratings on annual evaluations and student course surveys. Her materials are well prepared and observers of her classes note the knowledge she brings to the courses and the various ways she is able to engage students in their learning. She has high standards and students rise to her expectations. More than a few students have decided to major in English after taking one of her lower-division English classes.

**Jane Kneller, Professor
Philosophy**

Dr. Kneller was hired at Colorado State University in the Department of Philosophy as an assistant professor in 1995. She has a strong record of internationally recognized scholarship, being particularly distinguished as a scholar of Kant. During her career, she was a highly respected and impactful instructor, widely acknowledged as both challenging and engaging students at both the undergraduate and graduate levels. Dr. Kneller gave significant service at all levels of the University, playing a leadership role on several important committees. Of particular note, she was a strong and effective advocate for women and women's issues on our campus. She also served as Chair of the Department of Philosophy.

**Michael Losonsky, Professor
Philosophy**

Dr. Losonsky was hired at Colorado State University in the Department of Philosophy as an assistant professor in 1989. Among his achievements, Dr. Losonsky has a strong record of scholarship, including books, editions, translations, and articles in important journals, all of which have brought him international recognition. He has received two NEH grants as well as a Fulbright. Over the years, his teaching has been of high quality in both the department's undergraduate and graduate programs. He served a number of years as Chair of the Department of Philosophy and as Director of Graduate Study for the department. He also served on the Faculty Council.

**Paola Malpezzi Price, Professor
Foreign Languages and Literatures**

Dr. Malpezzi Price has served the Department of Foreign Languages and Literatures for 31 years as both a faculty member and department chair.

Throughout her long and distinguished career, Dr. Malpezzi Price has been a wonderful and beloved teacher of French. Her service to the university and her outreach efforts are truly distinguished, which is illustrated by the long list of awards she has received. She has been a stalwart proponent of international experiences for students as well as for the

internationalization of the CSU campus. She served on the Advisory Board for the interdisciplinary International Studies major. She has been active in women's issues, serving on the Women's Studies Board and as both member and chair of the President's Commission on Women and Gender Equity. Dr. Malpezzi Price has been a member of several committees at the department, college, and university levels. She is the author of several articles on French and Italian women's literature in the sixteenth, nineteenth, and twentieth centuries. She is the author of a monograph on Moderata Fonte and the co-author of a monograph on Lucrezia Marinella.

Her awards include: American Field Service Scholarship, CCFLT Young Educator Award, Mortar Board Award, University Diversity Award, Margaret Hazaleus Award, Pennock Distinguished Service Award, Distinguished Service Award for International Programs, and the CCFLT Leadership Award.

**Steve Simons, Professor
Art**

For 23 years, Professor Simons has served Colorado State University with distinction as a member of the tenure-track faculty. For 5 years prior to that time, he taught as a non-tenure-track faculty member. During his teaching career he has taught all levels of printmaking as well as in the drawing and painting concentrations when called upon. He has mentored over 100 MFA graduates and has served as the area coordinator in printmaking for a number of years and as assistant chair under then-chair Phil Risbeck. His department service is extensive, including: tenure and promotion chair on two occasions; two vital searches and the five-year program review, the dean's tenure and promotion committee, and the University Museum Advisory Board.

Professor Simons was the first member of the Art Department faculty to teach studio courses in the Study Abroad Program at the Santa Chiara Study Center in Castiglion Fiorentino, Italy, beginning an involvement that continues to this day.

As an invited member of both the Boston Printmakers and the Los Angeles Printmaking Society, he has shown his work overseas and extensively in San Francisco, Los Angeles, Tucson, and Massachusetts. He was recently selected to join an elite group of Printmakers to create a suite of prints that will travel from Long Beach to Boston and then to Gippsland, Australia.

Professor Simon's contribution to the Art Department is extensive. As one of two printmakers on the faculty, his efforts at growing one of their most successful undergraduate concentrations into a national presence can't be understated. His passion for teaching has always continued at an extremely high level. He is highly respected by his peers on the faculty, and his creative efforts have placed this University in some of the finest galleries on both coasts.

**Mary Kay Wedum, Professor
English**

Mary Kay has held several faculty and administrative professional appointments at CSU since 1985. Her appointments were first in the Intensive English Program and then in the INTO CSU center where she is ending her long career at Colorado State University as a non-tenure-track Special Assistant Professor.

Over the years, she has frequently contributed to scholarship and GTA selection committees in the English department. She collaborated on developing the curriculum for English and EAP courses for INTO Pathway students. She has been an active presenter and leader of CoTESOL, the state's organization of language teaching professionals as well as a presenter at other state and national conferences.

College of Natural Sciences

**Geoffrey Givens, Associate Professor
Statistics**

Dr. Givens joined the Colorado State University faculty in 1994. He was promoted to Associate Professor with tenure in 2000. Throughout his 20-year career at CSU, Dr. Givens has made significant contributions to the teaching, research, outreach, and service activities of the Department. Particular highlights are his continuous position as a U.S. Delegate to the Scientific Committee of the International Whaling Commission, a successful record of obtaining external funding from a variety of sources, co-authoring a widely used statistics book now in its second edition, advising 20 graduate students, and co-authoring over 50 peer-reviewed papers.

**Norman Curthoys, Professor and Department Head
Biochemistry and Molecular Biology**

Dr. Curthoys was recruited as Chair of the Department of Biochemistry and Molecular Biology (BMB) in 1987 and served in that capacity for 15 years. He has been a member of the BMB faculty for over 26 years and has been critical in elevating the Department in its recognition both on the CSU campus and nationally. Dr. Curthoys is recognized as an expert in the area of metabolic diseases, particularly renal response to metabolic acidosis, commonly associated with the loss of kidney function. He has published over 120 refereed papers in the top journals in his field including the *Journal of Biological Chemistry*, *Biochemistry*, and *American Journal of Physiology*. His recognition in the field is reflected in the large number of reviews (32) that he has been invited to write and the nearly continuous funding that he enjoyed from the NIH to support his research. He has trained 21 Ph.D. and 13 postdoctoral associates. He was awarded the 2012 Jack E. Cermak Graduate Advising Award in recognition of his dedication to mentoring students at CSU.

During his time at CSU, Dr. Curthoys held a number of leadership positions that have provided support to research programs in the biosciences across the campus, including serving as the Director of the Cell and Molecular Biology Graduate Program for three years. His contributions overall through service to CSU were recognized by his receipt of the 2001 Oliver P. Pennock Distinguished Service Award.

Dr. Curthoys has earned the reputation of being an outstanding educator. His primary teaching responsibilities have been Comprehensive Biochemistry II (BC 403) and the Honors section associated with that course (BC405H). At most universities, this course in metabolism is considered tedious, both to teach as a faculty member and to take as a student. Dr. Curthoys made this into one of the favorite courses in the Department, earning him the College of Natural Science's Excellence in Undergraduate Teaching Award in 2009.

Dr. Curthoys has contributed to all aspects of the CSU land grant mission (in scholarship, teaching, and service) in a unique and highly effective manner, earning him the honor of being named one of the first Professor Laureates in the College of Natural Sciences in 2006.

College of Veterinary Medicine and Biomedical Sciences

Joel Bedford, Professor Environmental and Radiological Health Sciences

Dr. Bedford has served Colorado State University as a tenure-track/tenured faculty member for 40 years. During this period of distinguished service, he has established an outstanding mentoring record in the classroom and the laboratory, served as primary mentor or co-mentor for 28 Ph.D. students, and served on Ph.D. committees for another 51 students. The list of his trainees reads as a veritable Who's Who in the field of radiobiology, as many of his students and postdoctoral fellows have gone on to successful faculty careers at leading institutions. His mentoring skills were recognized by the CSU Jack E. Cermak Outstanding Adviser Award (2001) and the Radiation Research Society Excellence in Mentoring Award (2006).

Dr. Bedford has been highly successful in research, publishing 144 peer-reviewed reports and maintaining NIH and other extramural funding continuously during his 46-year career (including 6 years on faculty at Vanderbilt University), securing more than \$19M of grant support as PI. Dr. Bedford is highly respected and highly sought after for his expertise and has served on numerous national panels and in other roles, including NIH study sections (chaired Radiation Study section 1986-1988), Radiation Research editorial board, National Cancer Institute of Canada grant review committee, the Cancer League Commitment to Colorado Scientific Advisory Board, the National Academy of Sciences Board on Radiation Effects Research and the Nuclear and Radiation Studies Board, the NASA Space Studies Board, the Radiation Effects Research Foundation, and the National Council on Radiation Protection and Measurements. Dr. Bedford served as President of the Radiation Research Society and served

on many CSU committees including more than 10 years as ERHS Radiobiology/Cancer Biology Section Head. In 1999 he received the Failla Award from the Radiation Research Society, the highest award that society presents to an outstanding member of the scientific community in recognition of a history of significant contributions to radiation research.

Douglas Ishii, Professor Biomedical Sciences

Dr. Ishii joined the faculty in the former Department of Physiology at Colorado State University in 1985 as an Associate Professor following 9 years as an Assistant and then Associate Professor at Columbia University College of Physicians and Surgeons. He was promoted to Professor in 1989. Dr. Ishii holds a joint appointment as Professor in the Department of Biochemistry and Molecular Biology.

Dr. Ishii has had a long and distinguished career as a scientist, educator, inventor, and professional colleague both at Colorado State University and nationally. As a scientist, Dr. Ishii contributed significantly to the understanding of the key neurobiological roles of the family of cytokines referred to as insulin-like growth factors (IGF's). His work was the first that uncovered the potential roles of these molecules in axon regeneration and the development of the most insidious forms of diabetic neuropathy. These breakthroughs were reported in the most prestigious scientific journals (Nature and Science) and were the subject of coverage by international media including the New York Times, Chicago Tribune, NPR, ABC News, Hong Kong Standard, and Der Spiegel. Dr. Ishii's work was continuously funded by NIH from 1977 – 2007 and has also been supported by NSF and the American Paralysis Association. He has authored or co-authored over 70 peer-reviewed publications and book chapters and he holds 19 patents. For these contributions Dr. Ishii has been recognized by countless national and international speaking invitations and numerous honors including being named Research Scientist of the Year in 2001 by the Colorado State University Research Foundation.

Dr. Ishii has been an outstanding educator and mentor. He has trained and served as major advisor for 16 Ph.D. students and 8 postdoctoral fellows and has served on over 25 Ph.D. committees. Also important to note is that Dr. Ishii was a leader in the department in engaging undergraduate students in his research program. He has contributed significantly to teaching in Biomedical Sciences, Physiology, Pharmacology, Cell Biology, and Neurobiology both at Columbia University and Colorado State University. As Dr. Ishii geared down his research efforts over the past 5 years, he remained an active participant in departmental business and activities and masterfully coordinated the undergraduate Pharmacology course and undergraduate Physiology course.

Dr. Ishii has contributed significant service and administrative leadership, both at Colorado State University and to his profession. He has served on numerous university, college, and departmental committees as well as national grant review panels (NIH and NSF) and editorial

boards. He has served as a consultant to several foundations including the American Paralysis Association.

**Robert Jones, Professor
Microbiology, Immunology, and Pathology**

Dr. Jones received his D.V.M. from Washington State University (1974) and his Ph.D. from the University of Missouri (1968). He joined the faculty at Colorado State University and rose through the ranks to become full professor in 1991. He served as Assistant Dean for the Professional Veterinary Medical Curriculum in the college from 1989 to 1999 and then as Associate Dean until 2000. He served as Head of Bacteriology for the Diagnostic Laboratory (1982-1989) and more recently as the Chief Academic Officer for CSU-Global Campus. He finished his career at CSU as Associate Provost for Program Planning. When the college or university has called on him to lead, he has invariably answered.

During his 34 years at CSU, Dr. Jones has served on numerous departmental, college, and university standing committees including as Chair of the Faculty Council. He has taught extensively in diagnostic microbiology, antimicrobial therapy, and pathogenesis of infectious diseases primarily in the D.V.M. and graduate programs. In 2008, Dr. Jones received the Norden Distinguished Teaching Award. He has collaborated extensively with faculty across the college, publishing over 60 peer-reviewed manuscripts. Meanwhile, he has provided leadership in professional organizations including the American Association of Veterinary Laboratory Diagnosticians (AAVLD) and the American College of Veterinary Microbiologists (ACVM board certification received in 1984).

**Donald Klein, Professor
Microbiology, Immunology, and Pathology**

Dr. Donald Klein was scheduled to retire from CSU in May of 2016. He requested consideration for Emeritus Professor status upon retirement. Unfortunately, Dr. Klein passed away on February 23, 2016. This request is being submitted posthumously on behalf of his department and his family.

Dr. Klein received his Ph.D. from Pennsylvania State University in 1966 and was appointed as assistant professor at Oregon State University in 1967. He was recruited to Colorado State University in 1970 where he rose through the academic ranks. Dr. Klein's expertise and passion was in microbial ecology. He published more than 120 peer reviewed manuscripts, proceedings, and book chapters. Dr. Klein was a major author of the pre-eminent microbiology text book: Prescott, Harley, and Klein's Microbiology.

Dr. Klein was passionate about his teaching and carried a large undergraduate teaching load. He engaged his students with his use of the Socratic method. He delighted in pressing his students to think critically and question dogma. He encouraged them to never simply accept

conclusions. True to his commitment, he fell ill while teaching and made sure he provided a substitute professor with his class materials to carry on in his absence. Unfortunately, he did not realize at the time that he would not return to the classroom.

Dr. Klein served his profession through lectures, research, editorials, and manuscript reviews. He urged colleagues to stay familiar with foundational works and exercise care against overstating conclusions. He was a quintessential academic scholar.

**Susan Kraft, Professor
Environmental and Radiological Health Sciences**

Dr. Kraft began her 12 month FTE appointment at CSU in the spring of 1999 as an Associate Professor in Veterinary Radiology. Prior to that, she was on the faculty as a tenured Associate Professor at Kansas State University. She has been a board certified Veterinary Radiologist since 1993, and has also been certified in Radiation Oncology since 2001. At CSU, she has served as a clinical radiology faculty member for 16 years, with tenure and promotion to Professor granted in 2005. Her faculty position has been comprised of clinical and administrative service, research, and teaching, with a varying percent of effort through her years at CSU. She has had 60% effort towards teaching and service, with a gradually increasing role in research and administration in the latter time period.

Dr. Kraft's clinical service has included general veterinary radiology, and the advanced imaging modalities of CT, MRI and PET/CT. Dr. Kraft has assumed numerous service and administrative duties throughout her years at CSU. Her directorship of the CSU MRI and PET/CT programs has been particularly significant, including the establishment of the instrumentation/facilities, clinical service and research for the CSU Veterinary Teaching Hospital. The launching of these advanced imaging modalities has been a unique and important contribution to CVMBS. Dr. Kraft has also served as Director of Imaging Research, providing consultation to campus faculty and interested industry groups regarding the use of imaging for their projects. She has held multiple roles in Departmental and College Leadership, including service on the Promotion and Tenure Committee, as hospital Chief of Staff, and as a member of the Curriculum and Scholarship committees, search committees and chair for the selection of multiple radiology faculty and physicists over the years, as well as Service Chief for the diagnostic imaging group. Dr. Kraft has recruited and served as a mentor to junior radiology faculty members as they progressed through their tenure and promotion process. She has served in multiple capacities in the American College of Veterinary Radiology, including two terms on the board examination committee, and Associate Editor of Veterinary Radiology & Ultrasound journal.

Dr. Kraft has maintained an active teaching schedule that includes clinical instruction, didactic teaching, and one-on-one teaching and mentoring of veterinary students and residents. She

has provided a substantial number of lectures in the five DVM and graduate courses taught by the diagnostic imaging group, with two of these courses being taught at any given semester simultaneously. She has coordinated multiple DVM courses, has helped develop and has coordinated new graduate student courses and has integrated new teaching tools into the DVM curriculum. Her evaluations from CVMBS educational experts and other colleagues are strong. In 2005, Dr. Kraft won the *Innovative Instructional Methodology Award in Professional Veterinary Medicine Education*, which was awarded by the CVMBS. Dr. Kraft has served on numerous Masters and Ph.D. graduate committees, is major advisor to a current Ph.D. candidate, and has mentored many DVM and undergraduate students.

Dr. Kraft has been an investigator on over \$7.6M of extramural grants. Her collaborative research has provided critical support in small animal imaging for CSU and CU researchers. Recognized as a pioneer in Veterinary MRI and PET/CT, her role in developing techniques and in evaluating outcome was crucial for investigators using MRI and PET/CT for research and clinical purposes. In addition, her own research focused on cancer imaging, and has been viewed by outside evaluators as original and unique. She has brought in over \$500,000 in extramural funding for this work. She has 78 publications in peer reviewed journals. Her work has been very important in the success of the Animal Cancer Center.

Torrence Nett, Professor Biomedical Sciences

Dr. Nett joined the faculty in the former Department of Physiology at Colorado State University in 1974 following two years of post-doctoral fellowship with Dr. Gordon Niswender. He was promoted to Professor in 1984. Dr. Nett served as the Associate Dean for Research and Graduate Education in the College of Veterinary Medicine and Biomedical Sciences from 2000-2011.

Dr. Nett has had a long and distinguished career as a scientist, educator, and administrator, both at Colorado State University and nationally. As a scientist, Dr. Nett contributed significantly to reproductive endocrinology by developing and providing to the scientific community the radioimmunoassay that allowed the measurement of the key hypothalamic peptide GnRH and the development of the tools and technology to measure the numbers of GnRH receptors in the pituitary gland. Often termed the “first hormone” of reproduction, GnRH is absolutely essential for reproductive function of both males and females in all mammalian species. Thus, regulating GnRH and/or its receptor has been a focus of research for over 40 years and remains one of the central foci of reproductive neuroendocrinology. Dr. Nett has been an integral figure in the development of this research arena and his work has established new paradigms for understanding and regulating reproductive function in humans, domestic livestock, and wild animal populations. His work has been almost continuously funded by NIH, USDA, and

corporate partners. He has authored or co-authored over 30 book chapters, over 225 peer-reviewed publications and he holds 7 patents. For these contributions, Dr. Nett has been recognized with numerous awards. These include the Animal Physiology and Endocrinology Award from the American Society of Animal Science, Researcher of the Year Award from the CSU Research Foundation, the Oliver Pennock Distinguished Service Award from CSU, the Distinguished Service Award from the Society for the Study of Reproduction (SSR), and the Carl G. Hartman Award, the highest award from the SSR given to a leader in the field of reproductive biology for lifelong achievement as a scientist, colleague, and mentor.

Dr. Nett has been an outstanding educator and mentor. He has trained and served as major advisor for 20 M.S. and Ph.D. students, and 15 postdoctoral fellows, many of whom hold key positions in academia, government, industry, and research foundations. He has contributed significantly to teaching in Biomedical Sciences/Physiology and Animal Science curricula and was instrumental in establishing the professional master's program in Biomedical Sciences.

Dr. Nett has contributed significant service and administrative leadership, both at Colorado State University and to his profession. As mentioned above, he served as an Associate Dean in CVMBS from 2000-2011. During this period, he oversaw significant expansion of research efforts and grants in the college. Dr. Nett has served on numerous national grant review panels and editorial boards, as Editor-in-Chief of *Biology of Reproduction*, and as President of the Society for the Study of Reproduction. He has served as an industry consultant and an international consultant. In short, Dr. Nett has served CSU, the nation, and the world at the highest levels. His commitment to excellence is unmatched and his willingness to serve is an example to all of us.

University Libraries

Michael Culbertson, Associate Professor

Michael Culbertson is an Associate Professor with almost forty years of dedicated service to CSU Libraries and to the institution. Over this time, he has performed diligent, dedicated and effective service as a Liaison Librarian in the technical areas. He, for many years, has led the supervision of our government documents area, an area that is critically important to the research enterprise in the engineering and science areas.

Michael has published twelve papers on various library topics that have appeared in peer reviewed journals. He has published numerous articles in non-peer reviewed publications. In the weeks after the July 1997 flood, Mr. Culbertson worked in large part on his own initiative to secure electronic access (when available) and print replacements for damaged academic and professional journals in Engineering, Atmospheric Science, Construction Management, and related areas. He spearheaded the effort to bring *Web of Science* to CSU and pushed to have

the unique CSU series *CER, Civil Engineering Reports* and the *Atmospheric Science Papers* preserved in print and digitized.

His contributions have been consistently at the very highest levels, both intellectually and pragmatically. He was the recipient of the 2014 CSU Libraries Faculty Award for Excellence. He has assisted many hundreds of CSU students, faculty, and staff since 1989 with research and access to the resources of the CSU Libraries and other libraries throughout the world.

Office of International Programs

Martha Denney – Director

Martha Denney spent over 30 years working for Colorado State University beginning as an Extension Agent on the Eastern plains and culminating in a career in the Office of International Programs as Director of International Education. Martha dedicated her career to advancing the internationalization of the student experience at CSU from promoting and working with both incoming international students and outgoing study abroad students, to integrating internationalization into the curriculum.

She is an expert in the field of intercultural understanding and communication, often leading trainings and teaching courses through TILT and SAHE, as well as receiving external funding to bring groups from abroad to CSU for a variety of research and leadership experiences. Martha was awarded the CSU Administrative Professional Distinguished Service award, the Office of International Programs Distinguished Service Award, as well as other awards from other national professional organizations such as NAFSA, the Association of International Educators, and the Institute for International Education (IIE). Martha was the founding director for NAFSA's newest unit focused on Teaching and Learning Service.

REPORT ITEM:

Report: Sabbatical Revisions Approved for Academic Year 2015-2016

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

The recommendations for changes to sabbatical leaves previously approved for 2015-2016 are listed below. These revisions are reviewed at the Department, College, and University levels and have received approval at each level. The requests have been evaluated and judged appropriate with strict adherence to CCHE guidelines.

Colorado State University
Sabbatical Leave Revisions Academic Year 2015-2016

College of Engineering

Branislav Notaros	Electrical and Computer Engineering	Cancel Fall 2015
Brian Bledsoe	Civil and Environmental Engineering	Cancel Spring 2016

College of Liberal Arts

Price Johnston	Music, Theatre and Dance	Change Fall 2015 to Spring 2016
Maricela DeMirjyn	Ethnic Studies	Change AY 2015-2016 to Fall 2015

College of Natural Sciences

Charles Anderson	Computer Science	Cancel AY 2015-2016
June Medford	Biology	Cancel AY 2015-2016

REPORT ITEM:

Report: Posthumous Degrees Awarded in Academic Year 2015-2016

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

Colorado State University recognizes the profound loss for the family, friends, and the University community when a student dies while enrolled at the University. Awarding a degree posthumously allows for the acknowledgement and celebration of the student's academic commitment prior to his or her untimely death, and may provide solace for a grieving community.

In May of 2005, the Board of Governors approved the policy stating that "In exceptional circumstances, the Board may award degrees posthumously. Recommendations for such an award will only be considered when a student had completed nearly all of the requirements for his or her degree before dying, and when the student's academic record clearly indicates that the degree would have been successfully completed had death not intervened. Nominations for posthumous awards of degree will be initiated by the student's department and approved internally by the relevant college dean and the Provost." The Board has delegated the approval of posthumous degrees to the President of each institution.

During Academic Year 2015-2016, Colorado State University Fort Collins campus awarded one Bachelor of Science degree in Computer Science posthumously.

YOU@CSU

The YOU@CSU portal has been developed for students to explore their strengths and areas for growth across three domains:

- SUCCEED = Academics / Career
- THRIVE = Physical / Mental Health
- MATTER = Purpose / Community / Social

The portal serves up relevant, educational information and campus resources to support a student's success at CSU. The content becomes personalized if and when students complete brief assessments, complete a profile or search for something specific. Partnerships with companies like Sliver Cloud Health provide online modules for mental health skill building. There is also a built in function for students to set goals and check them off as they go.

The portal nurtures self-awareness and is organized to help instill responsibility for well-being. It provides options for the students to take action before issues progress to more serious problems or crises depending on their needs. There is an important feature integrated into the portal and search function connecting students in distress to campus resources.

Log In and Student Anonymity

Students log in at: <https://you.colostate.edu/> and use their colostate.edu email to create an account. A student's e-mail is encrypted when accessing You@CSU. There is no way of tracking student use or responses, creating an environment where students can feel they can be honest and safe exploring sensitive topics.

CSU Roll Out

CSU Communications implemented a full fledge communications plan for the portal roll out Spring 2016. The vision is to integrate communications about the portal also into student onboarding. CSU Health Network, Division of Student Affairs and other faculty and staff are encouraged to refer students to the portal. Parents and families are learning about the portal and the benefits to their student.

Evaluation

Doug Coatsworth, CSU Professor Human Development and Family Studies Department and Director of the Center for Prevention, in collaboration with the CSU Health Network and You@CSU creators, evaluated Fall 2015 portal usability, likeability and functionality. Spring 2016 evaluation underway begins to examine effectiveness and gather feedback to continue to inform content, delivery method and interface strengths and improvements. Portal use analytics are being monitored.

You@CSU Development Partnership

CSU is in partnership with Grit Digital Health, a company created by Cactus Communications and their owner and CSU alum, Joe Conrad. A research agreement between CSU and Grit Digital Health was formalized in Summer 2015 for You@CSU content creation/review, concept testing and evaluation. The CSU Health Network and other campus partners have worked closely with the company to envision and develop the portal. CSU will be able to use the portal at no cost due to this partnership. Grit Digital Health plans to explore the portal's use at other universities.

CSU You@CSU Contact

Anne Hudgens, CSU Health Network Executive Director

MATTERS FOR ACTION:CSU-Global: Posthumous Degree Candidate**RECOMMENDED ACTION:**

Report Item. No action necessary.

EXPLANATION:

Presented by Dr. Jon Bellum, Provost

In May of 2005, the Board of Governors approved the policy stating that “In exceptional circumstances, the Board may award degrees posthumously. Recommendations for such an award will only be considered when a student had completed nearly all of the requirements for his or her degree before dying, and when the student’s academic record clearly indicates that the degree would have been successfully completed had death not intervened. Nominations for posthumous awards of degree will be initiated by the student’s department and approved internally by the relevant college dean and the Provost.” The Board has delegated the approval of posthumous degrees to the President of each institution.

At CSU-Global, for a posthumous degree to be awarded, the following criteria need to be met:

1. The student was in active status and in good academic standing with CSU-Global at the time of death or was deployed for military service as active duty, guard, or reserve;
2. The student was within 15 credit hours of graduation for undergraduate students and 9 credit hours for graduate students;
3. The student, if an undergraduate, had met the 30 credit hour residency requirement prior to death;
4. The cause of death was not due to unlawful activity of the deceased.

In accordance with the policy, CSU-Global awarded one posthumous degree for the 2015/2016 academic year.

Board of Governors of the Colorado State University System
 Meeting Date: May 5-6, 2016
 Report Item

MATTERS FOR ACTION:

Emeritus Rank Designation. Report Item. No action necessary.

EXPLANATION:

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

The faculty members listed below have met the qualifications to be awarded the status of Professor Emeritus as set forth in the *CSU-Pueblo Faculty Handbook*.

College of Humanities and Social Sciences

Mr. Richard Joyce – Associate Professor Emeritus of Mass Communications and New Media

College of Education, Engineering, and Professional Studies

Dr. Victoria Marquesen – Professor Emerita of Education

Conferral of the honorific Professor Emerita/Emeritus is governed by section 2.2.1.3.1.1 of the Faculty Handbook. It states in part that “The special status of ‘Professor Emeritus’ may be awarded to those persons who meet the following qualifications: a. Have completed at least ten (10) academic years of ranked faculty service to the University and held the rank of Associate Professor or Professor at retirement (in exceptional circumstances, documented by the appropriate Department Chair and Dean, candidates may be advanced who do not meet these qualifications); b. Have fulfilled the responsibilities of a faculty member with demonstrated merit; c. Have retired from regular service to the University. Recommendations for appointment to ‘Professor Emeritus’ status may be initiated by any member of the faculty member’s department or the faculty member’s Department Chair or Dean by the submission of a written request specifying the qualifications of the candidate for Emeritus title.” As outlined in 2.2.1.3.1, retired faculty are awarded certain privileges and opportunities to continue service to the university; in addition, Emeritus faculty have further privileges including attendance at University commencement exercises and participation in processions, may be awarded office or research lab space (if available and recommended by the appropriate dean), and may collaborate on research and creative activity projects with existing faculty.

Narratives below are organized alphabetically by academic unit, and within a unit, alphabetically by last name.

Mr. Richard Joyce (1994-2016). Associate Professor of Mass Communications and New Media. Professor Joyce is retiring from his role as associate professor of Mass Communications after a career that began at the University of Southern Colorado in 1994. Professor Joyce anchored the journalism emphasis for many years and has been the legal expert for the department. His work with the Colorado Press Association and the Colorado High School Press Association was instrumental in building significant relationships with both entities. As a practicing journalist, Richard wrote a regular column for the Redstone Review, an award-winning weekly newspaper in northern Colorado based in Lyons, and served as their managing editor. For this work Professor Joyce was recognized with multiple awards. While a member of the faculty in the Mass Communications Department, Professor Joyce was a contributing photographer and photojournalist for venues such as the Pueblo West View, Colorado Country Life magazine, the Pueblo Business Journal, and the Chronicle News in Trinidad, and was generally recognized for his digital photography expertise and mentoring of students who aspired to be photojournalists. His accomplishments include multiple first place awards from the Colorado Press Association for editorials and columns; many years of service to CSU-Pueblo (including the CSU-Pueblo Alumni Association Board of Directors, Faculty Senate, Student Academic Appeals Board, Grievance Board, and Student Tech Fee committee); and a commendable record of achievement in the classroom. Professor Joyce received the 2016 Journalism Educator of the Year Award from the Society of Professional Journalists Colorado Pro chapter, and was honored at the Denver Press Club in April 2016.

Dr. Victoria Marquesen (1999-2014). Professor and Associate Dean of Teacher Education. Dr. Marquesen retired in December 2014 after being a ranked faculty member at Colorado State University-Pueblo for 15 years. During her fifteen years of service, Dr. Marquesen was actively involved in activities directly related to preparing teachers, enhancing education, and supporting the delivery of education in Southern Colorado. She published several journal articles and presented papers at local, regional and national conferences. She was an accomplished and a dedicated teacher who spent many hours developing courses and mentoring both undergraduate and graduate students. A few of Dr. Marquesen's notable contributions to the college and the university include her service activities as the principal author of and participant in many successful grants; service as the Associate Dean of Teacher Education for fifteen years; participation in more than 20 regional and national presentations and workshops during her tenure at CSU-Pueblo; and service on local boards such as the Sustainable Pueblo: Education workgroup, the Pueblo District 60/University of Southern Colorado Alliance, and the Pueblo Education Compact (with the Education Trust). Dr. Marquesen was also active in professional service outside Pueblo, e.g. she served on national accreditation teams with the Teacher Education Accreditation Council. While at CSU-Pueblo, Dr. Marquesen was involved as principal investigator (PI), co-PI, grant writer, or in some other significant capacity with many competitive grants – including 10 grants each valued at over \$500K (the largest was \$3.74M).

Board of Governors of the Colorado State University System
Meeting Date: May 5-6, 2016
Report Item

MATTERS FOR ACTION:

Report of Colorado State University-Pueblo Accreditation Schedule for AY 2016-2017. Report Item.
No action necessary.

EXPLANATION:

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

REPORT ON ACCREDITATION SCHEDULE FOR AY2016-2017

CSU-Pueblo as an institution is accredited by the Higher Learning Commission (HLC). Special program-level accreditations exist in numerous programs, typically on a 5-year cycle although the period varies by discipline. No programs have reaccreditation visits scheduled for AY2016-2017. The University has been accredited by HLC since 1951, and is currently in year 9 of the 10 year HLC reaffirmation of accreditation cycle. HLC will conduct a site visit in February 2017.

Section 5

*Real Estate and Facilities
Committee*

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
REAL ESTATE/FACILITIES COMMITTEE MEETING AGENDA
Longs Peak, Lory Student Center, Fort Collins
May 5, 2016**

1. Easement: to City of Fort Collins for Right of Way at Centre Avenue for Underpass *Action Item*
2. NWC Water Resources Center Program Plan *Action Item*

Board of Governors of the Colorado State University System
Meeting Date: May 5, 2016
Action Item

MATTERS FOR ACTION:

Land: Grant of expanded public right-of-way to the City of Fort Collins at the intersection of Prospect Road and Center Avenue.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the grant of the expanded public right-of-way generally shown in Exhibit A and located at Prospect Road and Center Avenue to the City of Fort Collins for the benefit of the Underpass project.

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

As part of the Intergovernmental Agreement between the University and the City of Fort Collins, the University is constructing a grade separated crossing (underpass) at the intersection of Prospect Road and Center Avenue. Upon completion of the project, there is a need to expand the right-of-way dedicated to the City. The expanded right-of-way consists of three small parcels at the NW and SW corners of the intersection. The parcels are generally shown on Exhibit A and include approximately 2,201 sf or 0.05 acres.

As the expansion is required for the development of the new underpass, it will be granted to the City at no cost.

 Approved

 Denied

 Board Secretary

 Date

MATTER FOR ACTION:

Approval of the Colorado State University Program Plan for the Water Resources Center at the National Western Center for \$85-\$95M.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approves the Program Plan for the Water Resources Center at the National Western Center.

EXPLANATION:

Presented by Amy Parsons, Executive Vice Chancellor, CSU System.

Colorado State University is requesting approval of the program plan for a Water Resources Center at the National Western Center in Denver. This plan proposes an approximately 152,000 gsf building at the redeveloped National Western Center. A major partner in the project is anticipated to be Denver Water, currently programmed for approximately 68,000 gsf of core and shell space, which they would complete as a tenant finish. Other potential users of the facility include History Colorado, Denver Museum of Nature & Science, the National Western Stock Show, the City and County of Denver, the Globeville and Elyria-Swansea neighborhoods and others. The Center will host multi-disciplinary, year-round programs that will draw tourists, K-20 students, water professionals and researchers, water conferences and community members. The estimated total cost is \$85-\$95M (including escalation). We anticipate construction will begin in 2019. The funding for the CSU space (\$60-\$65M) will be from state-issued certificates of participation (COPs) for the National Western Center redevelopment, as approved in HB 15-1344. Assuming continued partnership, Denver Water would provide funds for its core and shell space (\$25-30M), plus the subsequent tenant finish.

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

SUMMARY OF PROGRAM PLAN FOR THE WATER RESOURCES CENTER AT THE NATIONAL WESTERN CENTER

This plan proposes an approximately 152,000 gsf building at the redeveloped National Western Center. A major partner in the project is anticipated to be Denver Water, currently programmed for approximately 68,000 gsf of core and shell space, which they would complete as a tenant finish. Other potential users of the facility include History Colorado, Denver Museum of Nature & Science, National Western Stock Show, City and County of Denver, the Globeville and Elyria-Swansea neighborhoods and others. The Center will host multi-disciplinary, year-round programs that will draw tourists, K-20 students, water professionals and researchers, water conferences and community members. The estimated total cost is \$85-\$95M (including escalation). We anticipate construction will begin in 2019. The funding for the CSU space (\$60-\$65M) will be from state-issued COPs for the National Western Center redevelopment, as approved in HB 15-1344. Assuming continued partnership, Denver Water would provide funds for its core and shell space (\$25M-\$30M), plus the subsequent tenant finish.

The program for the Water Resources Center was developed via a series of meetings and design sessions, both on the CSU Fort Collins campus and in Denver. CSU Water Center faculty and students, and representatives from each college, were involved in developing the CSU Water Resources Center program concepts. A total of over 30 CSU representatives were involved in these meetings. Over 50 water stakeholders from public, private, and non-profit organizations attended the Denver-based meetings to further develop the initial concepts identified by CSU into the current program plan. Denver Water approached CSU about a potential partnership in October 2015, and the program plan quickly evolved to incorporate their programming concepts.

The Colorado State University Water Resources Center will create a convening place for rural, urban and global water interests, taking advantage of a riverside location in a unique urban context, and partnerships within the Denver metro area. CSU's involvement at the National Western Center is a critical component for continued growth in agricultural innovation, creating research and development opportunities, showcasing Colorado's innovation economy on both the national and international stages, and creating public-private partnerships with major industries to advance STEM disciplines. Colorado State University has been a partner of the National Western Stock Show since its inception, and has been a key player in the National Western Center Master Plan process. As Colorado's Land Grant University, a substantial part of CSU's educational mission is to provide agricultural research, education and outreach, and the activities at the National Western Center, including those proposed for the Water Resources Center, are in alignment with this mission. The focus of CSU's involvement at the National Western Center will be to advance academic, research and outreach initiatives related to the state's broad based economy in agriculture, food systems, health, and western culture.

The Center will be designed to engage not only the water community, but also the surrounding Globeville and Elyria-Swansea neighborhoods. The facility seeks to advance state-of-the-art practices in water, provide a place for water-oriented conversations, highlight linkages between water and urban and rural food systems, provide learning spaces for all ages, and showcase various aspects of water and wastewater in the West. The site itself is also envisioned as a research and educational opportunity with both indoor and outdoor research and demonstration areas, used by multiple partners and showcasing best practices and research outcomes.

The proposed education and innovation spaces currently programmed are:

- Hands-on environmental education centered along a newly restored mile of riverbank
- K-20 educational programs and resources
- Event space overlooking South Platte River
- Co-working/shared space fostering collaboration
- Conference space, café, auditorium, public plaza, and other public spaces
- Public/Private/Non-profit collaboration, including:
 - Research and teaching lab space
 - Labs for developing and demonstrating new water technologies
 - Multiple sources of water for water treatment research and testing
 - Data analysis and visualization spaces

This project is on the 5-year state funding list for approval by the Board of Governors at this meeting. It is identified on the National Western Center Master Plan and is anticipated to be one of the first buildings constructed on the site, beginning in 2019.

With Board of Governors approval, the program plan for this project will be submitted to the Colorado Commission on Higher Education. Construction will be dependent on the issuance of state-issued COPs to support the project. Once construction begins, the project is expected to be completed in 24 months.

Approved

Denied

Board Secretary

Date

Section 6

Executive Session

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Section 7

Evaluation Committee

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Section 8

Strategic Mapping

Hiring, Supporting, Retaining Faculty

May 2016

Faculty are the core of any university

- Front line academic interface with our students
- Intellectual engine for research, scholarship, engagement
- Designers of courses, curricula, degree programs
- In shared governance, have primary role
- Are a mobile work force; a national and international market for faculty is the norm
- Competition is keen; hiring, supporting, retaining are key

Major issues in hiring faculty

- Starting salary, promotion expectations
- Benefits package, especially health
- Research / scholarly environment; startups
- Cost of living considerations, especially housing
- Teaching loads / expectations
- Spousal / partner accommodations
- Facilities – offices, labs, classrooms
- Diversity considerations
- Targeted hiring opportunities

Major issues in supporting faculty

- Salary raises / compensation
- Mentoring programs for junior faculty especially
- Attracting good students
- Work – life issues
- Campus climate
- Administrative and academic support
- Clarity in promotion/tenure/workload expectations

Major issues in retaining faculty

- Salary
- Research / scholarly environment
 - Faculty colleagues, hiring
 - Grad student recruiting
 - Admin/lab assistance
- Lab / office renovations
- Colleagues
- Location
- Leadership opportunities
- Response to offers

Hiring highlights

- Global Campus: 1275 applicants for 67 hires (5.3%)
- Pueblo: 1075 applicants in 26 searches (average applicant pool of over forty)
- Fort Collins: 97% top candidate recruited
- GC: M/F = 201/251; minority/non = 110/316 (all)
- P: M/F = 12/11; minority/non = 17/4 (5 years, TT)
- FC: M/F = 142/167; minority/non = 53/256 (5 yrs, TT)
- Compensation: generally within peer parameters

Retention highlights

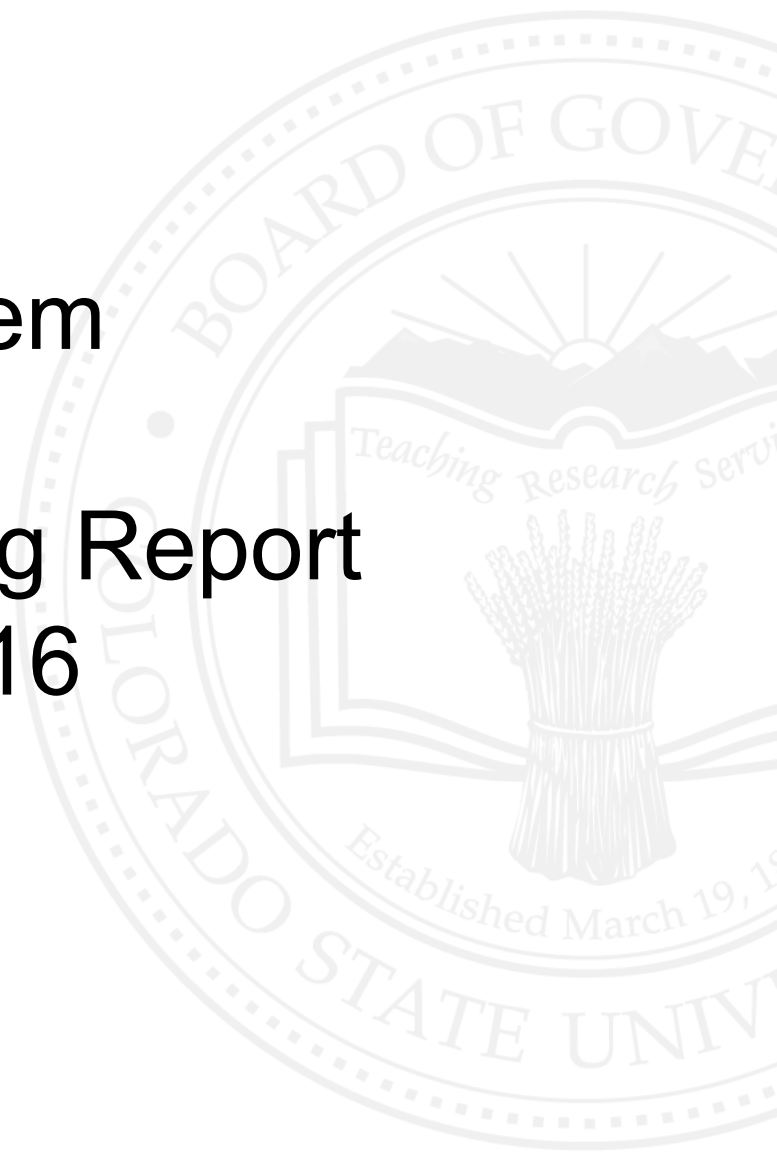
- GC: 92% retained
- P: ~8 faculty/year leave (last 4 years)
- FC: ~24 faculty/year leave (last 4 years; roughly evenly split among ranks, fewer full profs)
- Last year we spent ~\$500,000 on retention cases; increasing.
- GC: support and expectations for faculty are summarized in the document
- FC, P: expectations vary by department, baseline in the Manual/Handbook

CSU System

Strategic Mapping Report

May 6, 2016

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM



Road Map Ahead



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

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

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

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

June Retreat

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

Road Map Ahead



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

June Retreat

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

Mission: Be the most effective, nimble, and impactful educational system of higher education in the US by delivering high quality resources and results to a broad marketplace to drive human, social, ecological, and technological advances throughout Colorado and the world. ???



Capabilities

Rapidly Respond to the Market through Innovation and Research	Provide Comprehensive Array of Diverse Points of Access and Experiences to a Broad Marketplace	Leverage and Integrate Human and Infrastructure Resources Across All Institutions
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Key Performance Indicators

Meet the demand for Agriculture programs at CSU-Pueblo by leveraging CSU assets	Create points of integration in the admissions process between CSU and CSU-Pueblo to maximize the freshman enrollment of all qualified students into the System	Further integrate administrative functions, including purchasing programs, among all three institutions to drive down overall cost of goods and services
Metrics: Creation of new programs and methodologies to deliver Ag education and enrollment of students by Fall of 2016	Metrics: Creation of the system for sharing in FY16 and track number of students referred and enrolled for Fall 2016	Metrics: Accomplish multiple joint RFPs and identify at least 2 other points of administrative shared services
Facilitate credit transfer between CSUGC and CSU-Pueblo with an emphasis on CSU-Pueblo's BS in Construction Management degree program	Extend student benefits and privileges across each institution	Host System-wide meetings in areas such as Veteran's Affairs, and Sustainability to share best practices and identify areas for collaboration
Metrics: Completion of articulation of Gen Ed and 300-level courses.	Metrics: Establish a set of optional fee-based programs for CSU-Global students. Identify cross-privileges for fee-paying students at CSU-Pueblo and CSU	Metrics: Host at least two sessions in FY16 in each topical area

Continued

Capabilities

Rapidly Respond to the Market through Innovation and Research

Provide Comprehensive Array of Diverse Points of Access and Experiences to a Broad Marketplace

Leverage and Integrate Human and Infrastructure Resources Across All Institutions

Key Performance Indicators

Launch Extension-Hub in Pueblo to extend and provide access to programs from all three institutions to the communities of southern Colorado

Facilitate the exchange of information among the System institutions on students who leave before graduation so that they may become enrolled and graduate from another CSUS institution that better suits their needs

Examine policies and compliance requirements at all three institutions and leverage the assets at each to ensure consistency where appropriate and provide support for meeting all legal and regulatory requirements, and best practices

Metrics: Acquisition of space and hiring of staff in FY16, launching of inaugural programs and developing success metrics for FY17 and beyond

Metrics: Establish a “back-up” or re-engagement program driven by CSU-Global for students who did not complete their RN to BSN or their BS in Construction Management degrees from CSU or CSU-Pueblo

Metrics: Host at least two sessions in FY16 with policy leaders from the institutions and the System to share best practices and resources

Facilitate faculty exchanges among all three institutions

Expand the Ascend Program to capture the assets of all three institutions and increase engagement with organizations across the state

Utilize various CSU off-site locations such as the Mountain Campus, Todos Santos, and NWC for the benefit of educational programs, staff and faculty retreats from CSU-Pueblo and CSU-Global

Metrics: Accomplish multiple short term exchanges in FY16 and a plan for both short and long-term dual faculty appointments for FY17

Metrics: Include 2-3 CSU-Global and CSU-Pueblo assets in the offerings of the program

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

Ad Hoc Inter-System Taskforce

Led by Cheryl Lovell, the Ad Hoc Inter-System Taskforce on Admissions and Enrollment identified the following points of collaboration and implementation plans for each:

- Capture applicant data from those NOT admitted to CSU-FC
- Transcript sharing among institutions
- Create CSU System “Passport” which allows students to attend events, and use campus facilities (“System Guest”)
- Each CSU System institution agrees to accept credits from the other CSU System institutions for targeted majors for 60-60 transfer agreements, as an example (and to build out other agreements).
- Leverage data collection of student information to allow Global to become degree completer fro those students from Pueblo or FC who stopped attending and/or moved out of the area to allow face to face completion.

Rapidly Respond to the Market through
Innovation and Research

Provide Comprehensive Array of Diverse
Points of Access and Experiences to a Broad
Marketplace

232
Leverage and Integrate Human and
Infrastructure Resources Across All
Institutions

Ad Hoc Inter-System Taskforce - continued

Led by Cheryl Lovell, the Ad Hoc Inter-System Taskforce on Admissions and Enrollment identified the following points of collaboration and implementation plans for each:

- Identify joint or dual degree programs that would allow students to start undergraduate program on one campus and then complete on another and or undergrad to grad program.
- Improve the communication and application/registration processes for students so that they can easily take courses at all institutions within the system.
- Veteran Collaboration on services across campuses
- Extended studies and online initiatives on each campus in order to provide better clarity and strategy for students across the system
- Student success initiatives and high impact practices

Rapidly Respond to the Market through Innovation and Research

Provide Comprehensive Array of Diverse Points of Access and Experiences to a Broad Marketplace

Leverage and Integrate Human and Infrastructure Resources Across All Institutions

Additional System-Wide Collaboration

- Ascend Team visited CSU-Pueblo leadership team and PEDCO to explore opportunities to launch an Ascend branch at CSU-Pueblo
- Global Campus participated with CSU in the Train to the Plane events in Denver on April 23rd
- Faculty from CSU-Pueblo are developing a new course to be taught in Todos Santos
- A group of staff members in Denver representing Communications, Events, Advancement, and the NWC project visited CSU-Global Campus and CSU-Pueblo to meet with campus leadership, tour facilities, and discuss collaboration opportunities
- Large IT Collaboration Group continues to meet with representatives across the System

Section 9

Colorado State University Reports

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

COLORADO STATE UNIVERSITY

Jason Sydoriak – Student Representative

Campus Safety Advisory Committee

First meeting of the Campus Safety Advisory Committee took place. There were at least twenty campus stakeholders in attendance. The initial portion of the meeting was reserved for explaining the purpose of the committee and how it was developed. Then Chief Scott Harris took the rest of the time to present on how the CSU Police Department functions. This ranged from hiring practices to jurisdictional duties.

Recommendations: As key architect of the committee I would continue advocating for some employee review process as an aspect of the committee. During my time trying to develop a CSU Citizen Review Board I was told that because CSU police officers were state employees a review process would be too burdensome, cause an excess of unnecessary complaints, and would need action from the General Assembly. The Fort Collins Police Department has seen no such increase of complaints with the advent of their Citizen Review Board. In addition, currently when a severe complaint occurs a small group of administrators and/or faculty are chosen to review it. This process appears to show that review of a case is up to the discretion of supervisors. Regardless if General Assembly action is required it should be taken. Educational institutions should encourage the pursuit of democratic institutions and mechanisms. I have seen a reluctance on this campus to embody such a notion to its fullest when it comes to this issue.

ASCSU Todos Santos Trip

ASCSU students were able to spend a short week in the Todos Santos area in order to report back to students on the CSU campus's programs and service. In addition we were interesting in developing an opinion on CSU's level of responsibility towards the town of Todos Santos and the people of Mexico. Unanimously the group believed that Colorado State University does in fact have some level responsibility towards the local citizens of Todos Santos in ensuring their wellbeing in the face of development. This should be accomplished in a collaborative effort through exchange programs with UABCS in La Paz and educational programs with the local citizens.

Recommendations: We would encourage the next ASCSU President to continue engaging in the Todos Santos program. We would also encourage that key stakeholders within the faculty collaborate with ASCSU to develop exchange or travel programs. Potential programs with UABCS range from CIS mobile app programming that could be done without travel, environmental and sustainable awareness events, research on economic development, and of course continuing the veterinarian efforts. We would also recommend that the CSU Center for Public Deliberation

develop a long-term collaborative project with the Spanish department to engage the local population. This would help with getting a better understanding of how the local population feels about the campus, the development, and what are some of their short and long term goals.

In addition to this there needs to be an effort to distinguish the campus from the development. Physically they are very close to each other and the town doesn't understand that they can engage with the campus. It is apparent through advertising and certain conversations that the development are suing CSU's image, branding, and purpose for their own intentions. If CSU is there to support unit owners and their continuing education then that should be made known. But it's emphasis should be to support research opportunities and the local populace before unit owners.

For future projects similar to the CSU campus in Todos Santos we would recommend that the administration conduct community engagement well before the decision is final to establish a campus. We understand that attorney-client privilege/litigation makes this difficult to accomplish. However, the well being of citizens that the campus may affect should take precedence. In addition physical compounds should not only represent and function for CSU alone. Local educational institutions should be partnered with and provided a space on the campus. Lastly, at least one significant leadership position, one that helps determine the vision of the campus, should be held by a qualified individual born from that respected country.

Occupancy Ordinance Reform (U+2)

Unfortunately our efforts to put an occupancy ordinance reform on the city's 2017 ballot have failed. Only 1450 signatures were collected out of the required 3400. The effort became significantly disorganized half way through when one of the lead organizers left the effort without a proper transition. It was expected that students would spearhead this movement, but unfortunately they were very disengaged.

Recommendations: There is still plenty of time to initiate another sixty days of petition collecting to get it on the 2017 ballot. The leadership and core team of this effort needs to be outside of ASCSU and the student body. Students are too fluid and their engagement fluctuates. In ASCSU many of the officers participate in efforts for brief moments and then find something else that catches their interest. As much as I hate to admit it this effort needs to be lead by individuals who are devoted to changing the character of their city. Not necessarily just talking about change, but actually making change. I would also recommend that the core petition team be fairly small yet devoted. The more people that collect signatures the greater the risk individuals will drop communication after collecting signatures. If this occurs and that individual fails to get their packets notarized then their signatures are invalid. Fewer volunteers are easier to manage. Lastly there needs to be an entity involved that can advertise the efforts. ASCSU was constrained because the bulk of its money could not be used towards ballot initiatives. This is because

technically it takes in state funds. Many people have come to me after our failure expressing that they didn't even know we were collecting signatures.

Diversity Bill

The bill has passed with much controversy. It failed at first; however, with some parliamentarian maneuvering we were able to bring back up to be passed. There are some issues with its function that still remain to be fixed. However, we now have senator seats for all of the SDPS offices. This will expand the perspectives within ASCSU significantly.

Recommendations for ASCSU Diversity: An issue that ASCSU has faced for years is that its office culture can seem unwelcoming. I have written up some recommendations for future administration to take on to help with this problem. First there needs to be some process to remove Senators who make serious offenses, but not serious enough to violate title IX. Impeachment is a tedious process and if said Senator has "stacked the deck" or filled Senate with friends then there is no way to remove them despite their conduct. This should be developed ultimately by the Judicial office. There should also be a standardized diversity training session during the ASCSU fall retreat. Every year a new administration comes in with their own ideas on how to talk about diversity and culture. This leaves room for administrations to leave out important information that could help educate individuals on diversity. Doing something to Campus Step Up at the retreat would be very beneficial. Lastly there are some ways to change the culture through language. ASCSU needs to be reconsidered as a union that advocates on the behalf of students rather than a government. ASCSU is not a government and does not govern anything. However, students try to conduct it like a government and therefore fall into the "House of Cards" trap. It becomes a place of domination and outwitting other for the sake of power. ASCSU needs to be seen as a place of collaboration and as place for serving the students and not our selves.

Transfort

Thanks to the efforts of the newly created ATFAB we have been presented with a way to allocate resources on bus routes to accommodate for the Foothills Campus. Before buses would bring students and faculty about block away from the southern side of the Foothills Campus. After taken in constituent feedback we have developed a route that will go all the way to the southern and northern side of the Foothills Campus hourly. In addition we have requested more buses for West Elizabeth and West Prospect routes because students are being left behind. This contract change will require an additional \$138,000.00, which was granted by SFRB. These changes will also help initiate a project to bring a MAX like service to the West Elizabeth corridor.

Final Thoughts

It has been an honor and a pleasure serving on behalf of the students of Colorado State University. This is especially true of my time on the Colorado State University Board of Governors. My most sincere gratitude goes to all of my fellow board members and its staff for allowing me the opportunity to witness such unique perspectives.

As I head off to Boston I find myself reflecting on my experiences in the past year. Serving as President of ASCSU has been one of the most challenging experiences of my life. Often times this role has felt like the most unsupported position on campus. And if someone in this role dares to go above and beyond the status quo then there are unnecessary consequences.

The concept of shared governance holds incredible potential if implemented the way it was designed. However, I fear that since the resignations of faculty council members, over the reality of shared governance, not much has change. As I have mentioned in the past year shared governance is shared decision making. It is the process in which conclusions on the vision of this university are made equally by several different elements on this campus. But in reality it is one element going to another for something they want. It is a check in the box. And often times it is the compromise of values and ideals in order to prevent the complete disregard of an idea.

For instance, after over two years of advocating for a citizen review board of the CSU police department a campus safety advisory committee was established. As much as I would like to laud this achievement it is committee absent of all the elements of a citizen review board. It was a compromise I caved in on. But I could not imagine another student, much younger than me, pressing against the same pressure as I did regarding citizen oversight properties.

Shared governance fell short on CORA changes as well. I understand that there was potential for significant financial repercussions if those changes went into effect. However, I believe that values of accountability and transparency should not be impeded by a price. This is a notion that I believe that the majority of students, faculty, and staff would agree with. Yet an institution that exists for the state and the purpose of knowledge pushed to keep a democratic mechanism to remain archaic.

And in regards to course surveys there was an incredible backlash. The course surveys were an initiative started by ASCSU, but by this point completely overtaken by a vision developed by administrators and faculty leaders. When it came time to begin discussions about reforming it, I expressed my concerns about its biases. When it seemed as if these biases were not being taken seriously I began to talk about defunding ASCSU's contribution towards the surveys. No one took me seriously until the moment I pulled the funds, despite some saying that I gave no notice that I would do so. The vision of course surveys, whether their impact on women and minorities should currently continue, was a decision attempted to be made by students and resisted by administration.

I am just as much at fault with the failings of shared governance as others are. It was only till last month I thought it would make sense to have leaders of shared governance do monthly or quarterly meetings. When reaching out to discuss this I didn't receive an answer from those leaders. We need to proactively get on the same page, rather than only go to each other when it is convenient. There needs to be more moments where elements of shared governance stand together in solidarity on hard decisions.

ASCSU is not a student government. It is an association or union that advocates on behalf of students in order to better enhance their educational experience. This role is about holding institutions accountable. It embodies the values that educational institutions have championed since the enlightenment. Knowledge has been used for good and bad, but ultimately it should be used for keeping institutions accountable. Regardless of our reputations we should never stop questioning the purpose of education and the vision of the place that offers it.

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

May 5-6, 2016, Fort Collins, CO.

Below I provide a summary of the February 2, March 1, and April 5, Faculty Council meetings (full meeting minutes are 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 February 2, 2016 Faculty Council Meeting

- 1) Colorado State University campus was closed due to snow and this meeting was canceled.
 - a) Due to the canceled meeting and timing, the Executive Committee of Faculty Council acted to approve a letter in support of reclassification of the Hospital Provider Fee to an Enterprise Fund. Hopefully, such an action would reduce budget cuts to higher education in the State budget.

Summary of the March 1, 2016 Faculty Council Meeting

- 1) Announcements
 - a. The 2014-2016 Academic Calendar was revised to expand commencements to Sunday for Spring 2016, to accommodate Warner College of Natural Resources which has outgrown the current venue.
 - b. The Re-Envision CSU initiative has started and everyone is invited to provide input on the Re-Envision web site.
- 2) Reports
 - a. President Frank
 - i. The state Attorney General ruled that the Hospital Provider Fee legally qualifies as an enterprise fund.
 - ii. A hearing to confirm a new Board of Governors representative and re-confirm two representatives is scheduled for March 17.
 - iii. CSU has launched a \$1 billion campaign, State Your Purpose. We are 55% to our goal already.
 - b. Provost Miranda
 - i. A thank you to faculty that participated in the budget review process. He is receiving feedback on how to improve the process for next year.
 - ii. The Council of Deans completed review of several Promotion & Tenure cases.
 - iii. Candidates are being interviewed for the Dean of College of Liberal Arts.
 - iv. The budget process is on-going, but we likely won't know the state's budget until very late, possibly not before the CSU budget is submitted to the Board of Governors.
 - v. The search for the new Vice Provost for Undergraduate Affairs is underway. Miranda thanked David Gilkey for his leadership in the interim VPUA role.
 - vi. Miranda reported on the issue with the delay that faculty experienced in receiving course survey results from Fall 2015. The delay was due to a number of issues that occurred simultaneously (sheer number of surveys to scan; broken scanner; multiple versions of surveys that needed to be hand sorted and scanned separately).
 - c. Faculty Council Chair Stromberger
 - i. The CORA bill sponsored by Senator Kefalas was defeated in in the State, Veterans, and Military Affairs Committee.
 - ii. Stromberger, Irene Vernon, Albert Bimper, and Dan Bush are developing recommendations to President Frank on increasing faculty diversity through recruitment and retention initiatives.
 - iii. Univ. Curriculum Committee is reviewing recommendations from student groups that all students be required to take diversity course(s).

- iv. The Parking Services Committee is working through the spring semester to develop alternative parking plans. Campus-wide forums will be held either end of spring semester or beginning of fall semester.
 - v. Professor Sue Pendell, former Chair of Faculty Council, established an endowment for a new award – the Harry Rosenberg Faculty Council Service Award.
 - d. Board of Governors Faculty Representative Doherty reported on the December 2015 and February 2016 Board of Governors meetings. Topics discussed included:
 - i. CSU-Pueblo’s strategic and financial plan.
 - ii. Sabbatical reports.
 - iii. Faculty Manual changes to give Non-Tenure Track Faculty voting rights to vote for department and college Faculty Council representatives were approved.
 - iv. A 10-year lease on accessing the “A”, renewable for 100 years, was approved.
 - v. ASCSU reported to the Board that ASCSU will no longer contribute funds to support the student course survey.
 - e. The annual report from Univ. Grievance Officer Richard Eykholt was received.
- 3) Action Items
- a. A motion was made and seconded to suspend the rules, for the purpose of adding an action item calling for a resolution on budget cuts. The motion did not receive a two-thirds (37 in favor, 22 opposed) majority vote.
 - b. Two graduate students were elected to one-year terms on the University Curriculum Committee and Committee on Teaching and Learning.
 - c. The following Faculty Council officers were re-elected for another one-year term: Mary Stromberger as Chair; Stephanie Clemons as Vice Chair, and Paul Doherty, Jr. as the Faculty Representative to the Board of Governors.
 - d. Faculty Council approved the proposed revision to the Manual, Section E.2.1.5 on Temporary Faculty Appointments. The proposed revision qualifies that the automatic conversion from a temporary to a special appointment applies to faculty with temporary appointments with a 50% or more assignment.
 - e. Faculty Council approved the recommendations of Committee on University Programs regarding the continuance of 45 CIOSU’s (Centers, Institutes, Other Special Units) including the approval of a new Center for Analytics of Learning and Teaching.

Summary of the March 1, 2016 Faculty Council Meeting

- 1) Reports
- a. Provost Miranda
 - i. College of Liberal Arts dean search is in the final stages, and hopefully the new dean will be announced soon.
 - ii. Promotion & Tenure packages are with President Frank for final decisions.
 - iii. The State’s Joint Budget Committee released a new draft budget with no cut to higher education. Pending the budget’s approval, CSU will not receive the \$3.8 million budget cut. CHE is applying a new funding formula, which would result in a small cut to CSU of ~\$100,000, due to resident student growth not being as great as some other institutions.
 - iv. Miranda recommends the distribution of ~\$7 million in new E&G funds as follows:
 - 1. Faculty and AP salary increases at 1.8%
 - 2. 0.5% increase in the CSU contribution to DCP retirement
 - 3. Reduce the reallocation percentage from 2% to ~1%
 - 4. Allocate about \$3 million for new initiatives and quality enhancements (proposals reviewed by budget committees)
 - 5. Allocate ~\$2 million to deferred maintenance, faculty start up packages, and in a reserve.
 - b. Chair Stromberger
 - i. Dr. Cori Wong launched the Women and Gender Collaborative. See more at <http://thecollaborative.colostate.edu/collaborators/the-women-gender-collaborative/>

- ii. The Faculty Ombuds position has been announced. Applications are due April 11.
- 2) Action Items
- a. 20 Faculty were elected to three-year terms on Faculty Council standing committees.
 - b. 2 faculty were elected to the University Benefits Committee.
 - c. Faculty Council adopted a new Freshman Accelerated Fresh Start policy, to be effective Fall 2017.
 - d. Faculty Council adopted a new Masters Plan C in Finance, to be effective Fall 2016 and pending final approval by the Board of Governors.
- 3) Discussion
- a. Drs. Matt Hickey and Anton Betten led a discussion on the Evaluating Teaching Effectiveness report and the redesign of the course survey.

Additional highlights and concerns

- 1) The faculty and staff continue to have research success. For the nine months ended March 31, 2016, Colorado State University scientists' research expenditures were \$236.5 million, an increase of \$8.3 million over the same period from the previous year. During this period 32 patents were issued and 37 agreements with companies to license CSU technologies were made. This further strengthens the University's role as a major research institution, innovation center and contributor to the state's economy. Some interesting research projects that have recently started include the use of engineered viruses for cancer therapy, designing software for efficient home battery power systems, improving weather decision services for events that threaten lives and livelihood, developing interventions to support soldiers and their families, assessing condition of the nation's wetland, and developing adaptive forestry practices in the context of climate change.
- 2) Concerns that faculty have expressed during the last few months include potential budget cuts and where such cuts should take place (e.g., athletic vs academic programs), salary levels, and relative number of faculty and administrative (including at the system level) positions.

COLORADO STATE UNIVERSITY PRESIDENT'S REPORT

Board of Governors of the Colorado State University System
May 6, 2016

I. TEACHING AND LEARNING: ASSURE EXCELLENCE IN ACADEMIC PROGRAMS

A. Colorado State University launches \$1 billion comprehensive campaign

“State Your Purpose: The Campaign for Colorado State University” officially launched Feb. 13 at the annual 1870 Dinner on the CSU campus. The Campaign goal is to raise \$1 billion by 2020 to mark the 150th birthday of the University – and the University already has raised almost 60% of that goal. There are several primary aims of the campaign, including:

- Dramatically increase the number of scholarships so CSU can continue to recruit outstanding students throughout the state, the country, and the world.
- Invest in world-class infrastructure – classrooms, labs, residence halls, and events facilities – so CSU can achieve across-the-board excellence.
- Provide resources to exceptional programs so CSU can continue to attract the leading minds in the world to further research and teaching.
- Significantly increase CSU’s endowment for the long-term financial health of the University.

B. Temple Grandin elected to the American Academy of Arts and Sciences

Temple Grandin, Colorado State University professor of animal sciences, was elected to the American Academy of Arts and Sciences among 213 new members announced April 20 in Cambridge, Mass. Grandin is an internationally recognized leader in animal handling innovations, and her expertise has been used by major corporations such as Wendy’s International, Burger King, Whole Foods, Chipotle, McDonald’s Corporation, as well as the USDA, where she has trained auditors in animal care at livestock-processing plants. Her approach to animal welfare is informed by Grandin’s own experiences with autism and through her perspective as a “visual thinker.” She is a tireless advocate for autism awareness, a role model for individuals across the autism spectrum, and an inspiration for families who have loved ones diagnosed with autism. Despite labels that were put on her at an early age, Grandin has accomplished much throughout her career, including earning her doctoral degree, authoring a New York Times bestseller, *Animals in Translation*, and having the story of her life depicted in HBO’s *Temple Grandin*, a film for which she was a consultant. Grandin is the third member of the CSU faculty to be elected to the American Academy. Biologist Diana Wall was inducted as a member of the Class of 2014; the late Marshall Fixman was the first inducted, in 1970. Pulitzer Prize-winning poet Yusef Komunyakaa, an alumnus of the CSU College of Liberal Arts, is also part of the American Academy Class of 2016.

C. Bernard Rollin lauded with lifetime achievement award

Bernard Rollin, Colorado State University Distinguished Professor, scholar, and bioethics expert, was honored April 1 with a Lifetime Achievement Award for Excellence in Research Ethics from Public Responsibility in Medicine & Research, a nonprofit organization founded in 1974. The award recognizes individuals who have made extraordinary contributions to the field of research ethics and, more specifically, honors people whose work has been seminal, exemplary and the embodiment of a commitment to advancing research ethics. Rollin is the first award recipient recognized for animal care and use, and only the eighth person to receive the award since 2001. Rollin – professor of philosophy, animal sciences, and biomedical sciences -- joined CSU in 1969 to teach philosophy. He began teaching a course in veterinary medical ethics in 1978 -- the first class of its kind at the university level – and became a pioneering scholar in the field. The course has been a mandatory part of the curriculum since that time.

D. CSU's College of Business ranked best for veterans by *Military Times*

Colorado State's College of Business in February ranked among the top business schools for veterans by *Military Times*. The college ranks No. 29, the highest in Colorado in the new "Best for Vets: Business Schools 2016" ranking. *Military Times* evaluated 180 schools, looking at university culture, student support, academic outcomes and quality, academic policies, and financial aid.

E. New University Distinguished Teaching Scholar named

Branislav Notaros, professor in the Department of Electrical and Computer Engineering, was named a University Distinguished Teaching Scholar in April. Faculty members who receive this honor have records of performance ranking them among the most outstanding teachers and educators in their disciplines. Only 12 members of the CSU faculty hold the title of UDTS, and they hold the title for the duration of their affiliation with CSU.

F. CSU employees lead state in giving back

Colorado State University was recognized in April for raising more contributions to the statewide Colorado Combined Campaign than any other state university or agency in Colorado. The annual giving campaign is the only opportunity that state employees have to make charitable contributions through payroll deduction. This is the second year in a row that CSU faculty and staff have outpaced all other state employees in charitable giving through the CCC. The campaign at Colorado State is managed by the Office of the President.

G. Colorado State Division of External Relations recognized as top in state

Colorado State University's Division of External Relations, led by Vice President Tom Milligan, has been selected as the PR Team of the Year by the Public Relations Society of America-Colorado.

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

A. ACT Human Rights Film Festival debuts in Fort Collins

Some of the world's most powerful cinematic stories of struggle and hope were told during Colorado State University's Department of Communication Studies inaugural ACT Human Rights Film Festival April 15-22 in Fort Collins. The festival was Colorado's first-ever weeklong film festival dedicated to human rights documentary and narrative fiction cinema. The event showcases 18 curated films that cover a spectrum of human rights issues, from hunger, homelessness, and women's rights to the fight for democracy, GLBTQ rights in Africa, and art as resistance and cultural resilience. ACT was inspired by scholarship made possible through the William E. Morgan Chair of Liberal Arts held by Scott Diffrient, who used the funding from the endowed chair to create the festival.

B. Avenir Museum opens new facility

Honoring the past with an eye to the future was the theme as the CSU Avenir Museum of Design and Merchandising opened in January in a beautiful new facility, thanks to a lead gift from the Avenir Foundation and funding from other benefactors. The Avenir Museum of Design and Merchandising is a part of CSU's Department of Design and Merchandising in the College of Health and Human Sciences.

C. Department offers new concentration in product development

The Department of Design and Merchandising at Colorado State created a new concentration in product development for the Apparel and Merchandising Bachelor of Science degree last fall. Product development moves design concepts forward to create approved products for manufacture. Students who select the new concentration study consumer and trend research, idea formation, product specification, materials procurement, prototyping, sourcing, quality assurance, pricing strategies and new business creation.

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

A. Shine on: Miniature horse has spring in his step with special hoof

Shine, a miniature horse, left the James L. Voss Veterinary Teaching Hospital in April after suffering a vicious dog attack that mangled a hoof and led to infection. Shine needed surgical amputation of his lower-left hind leg to survive. His owners, Jacque Corsentino and Lee Vigil, asked veterinarians at Colorado State University to "do whatever it takes" to give the 3-year-old horse a chance at a normal life on their ranch in Florence, Colo. In mid-March, Dr. Laurie Goodrich, an associate professor of equine orthopaedics, led a two-hour surgery to remove Shine's infected hoof and distal limb below the fetlock, the hinge joint of the lower leg. She placed two stainless steel pins through the cannon bone to help support Shine's leg while the

wound healed. Goodrich then used measurements from her patient's radiographs and a 3-D printer to build an exact replica of his hoof, which helped Shine stay balanced while he healed.

B. CSU study points to effect of cannabis on emotion processing

The complex biochemistry of cannabis and how it affects the brain is only beginning to be understood. Lucy Troup, assistant professor of psychology in the College of Natural Sciences, has set out to answer specifically how, if at all, cannabis use affects one's ability to process emotions. A study published Feb. 29 in the journal PLOS ONE suggests that cannabis does, in fact, significantly affect users' ability to recognize, process and empathize with human emotions like happiness, sadness, and anger. But the results also suggest that the brain may be able to counteract these effects depending on whether the emotions are explicitly, or implicitly detected.

C. CSU researchers team with federal agencies to better manage wild horse herds

A team led by researchers from Colorado State University's Animal Reproduction and Biotechnology Laboratory went trekking through the badlands of North Dakota in March to dart-deliver a contraceptive vaccine called GonaCon to a select group of mares. This marks the first time that revaccination with GonaCon has been studied in wild horses. The project, in Theodore Roosevelt National Park, aims to provide safe and humane solutions to help rein in wild horse populations in the West and reduce the need for roundups, sales, and adoption programs. Dan Baker, an affiliate faculty member in the Department of Biomedical Sciences, and Terry Nett, an ARBL professor in the Department of Biomedical Sciences, were awarded a five-year Bureau of Land Management grant to find an optimum GonaCon revaccination schedule that would suppress fertility in wild horses long-term. The team has received about \$160,000 in funding for the first two years. The project stems from the team's success studying GonaCon in both captive elk and free-roaming elk in Rocky Mountain National Park in 2005.

D. Management efforts game animals may not benefit all wildlife

A new study from Colorado State University researchers found that improving habitats for game animals has mixed consequences for other animals in the same setting. The study calls for more scrutiny of and a more holistic approach to current management efforts. Travis Gallo, Ph.D. student in the Department of Fish, Wildlife and Conservation Biology, is lead author of the study, working with Associate Professor Liba Pejchar.

E. CSU researcher's work boosts sage grouse conservation

Sage grouse populations across the West have been declining drastically over the last 100 years, but a conservation effort led by the United States Department of Agriculture — the Sage Grouse Initiative — has provided promising results since its launch in 2010. And, now, USDA and partners involved in the project have a new interactive online map to better target invasive species that are damaging sage grouse habitat and associated rangeland. Colorado State University's Michael Falkowski, associate professor in the Department of Ecosystem Science and Sustainability, created the Tree Canopy Cover layer of the map, which shows where conifers are degrading sagebrush — and where predators might be lurking — in Western states.

IV. RESEARCH AND DISCOVERY: IMPROVE DISCOVERY CAPABILITIES

A. Historic agreement bolsters CSU's partnership with Colorado wheat growers

The Colorado Wheat Research Foundation , Colorado Wheat Administrative Committee , and CSU in March signed a historic, 10-year collaborative research and commercialization agreement. The agreement will bring critical funding to CSU for new research, outreach, education, and program support. It also underscores an iconic example of CSU's land-grant tradition of service and extension. Nearly 70 percent of Colorado-grown wheat varieties, with characteristics ranging from drought resistance to herbicide tolerance, were developed in the labs and greenhouses of Colorado State University. Scott Haley, professor of plant breeding in the Department of Soil and Crop Sciences, is the head of CSU's wheat breeding and genetics program.

B. \$3.1 million gift endowed chair in wetlands and waterfowl conservation

Colorado State University announced Feb. 2 the establishment of a University Endowed Chair in Wetlands and Waterfowl Conservation in the Department of Fish, Wildlife, and Conservation Biology. Created through a \$3.1 million gift from James C. Kennedy, the program will enable CSU to build on its legacy of excellence in wildlife research and education, as well as enhance waterfowl habitats throughout the region. Kennedy served as chairman of the Colorado Division of Wildlife Commission and is chairman of Cox Enterprises, a leading communications, media and automotive services company. One of his sons is a CSU graduate. Kennedy previously endowed a chair in Wildlife Management at CSU's Warner College of Natural Resources.

C. Smoke, dust and an unknown future: CSU researchers to study wildfire effects

Colorado State University researchers are leading a new analysis that will incorporate meteorological uncertainty into predictions of increased dust, as well as smoke from fires, and their impact on concentrations of particulate matter in the atmosphere. A research team led by Emily Fischer, assistant professor of atmospheric science, will tackle this complex problem with support from the Environmental Protection Agency. The team, which includes co-investigators Jeff Pierce and Elizabeth Barnes in the same department, has been awarded a three-year, \$350,000 grant to determine how modeled, future climate events translate into uncertainty around dust and smoke and particulate matter pollution. The EPA has awarded a set of grants around the issue of particulate matter and related atmospheric pollutants.

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

A. CSU Extension Reports Strong Satisfaction from Colorado Counties

The 2015 statewide survey of Colorado county commissioners indicated overall satisfaction with CSU's Extension programs and increased satisfaction in all four areas assessed: quality of CSU Extension programs and services; value of the services counties receive; responsiveness and

service levels of individual county offices; and overall satisfaction with service to citizens. All four scores have trended consistently higher since 2012, and in 2015, all four median scores were above 4.0 on a 5-point scale. CSU Extension now serves all 64 Colorado counties, and the county response rate to this year's survey was 85%.

B. Colorado State veterinary program offers service learning in Todos Santos

The Doctor of Veterinary Medicine Program at Colorado State University has solidified an international service-learning course based at the CSU Todos Santos Center and now is providing regularly scheduled externships for veterinary students. The CSU veterinary externships are optional learning opportunities and are offered in partnership with Universidad Autonoma de Baja California Sur (UABCS), a Mexican university with a veterinary training program. The UABCS campus in La Paz is about 50 miles from the CSU Todos Santos Center, allowing for seamless collaboration between the veterinary programs. Each 10-day externship includes training in livestock production and handling alongside Mexican veterinary students, as well as surgical experience at free spay-neuter clinics for dogs and cats in local communities. The CSU Todos Santos Center – the university's first international center to house ongoing teaching, research and outreach programs – officially opened in April 2015.

C. Online Arts Leadership Master's among top leadership programs

Colorado State's online Master of Arts Leadership and Administration was recognized in April as a top leadership degree program in the country by HR.com. The program, offered by CSU's LEAP Institute for the Arts, received a Leadership Excellence Award in the education category, ranking among the top 10 master's programs with an emphasis on Leadership/Organizational Development. The awards are touted as the "Oscars" of leadership, and have been given out annually for 33 years. CSU's online Master of Arts Leadership and Administration teaches those with an interest in arts, culture, and nonprofit work the skills to succeed in leadership positions.

VII. RESOURCES AND SUPPORT: EXPAND FUNDRAISING

A. \$20 million gift ensures winning tradition of Sonny Lubick Field

Colorado State University announced March 25 that the name Sonny Lubick Field will continue at the university's new on-campus stadium when it opens for the 2017 season, thanks to a \$20 million gift from an anonymous donor. Lubick led the Rams to six conference titles and nine bowl games and is one of the winningest coaches in school history. The \$20 million donation to the stadium will bolster the ongoing fundraising efforts tied to the on-campus stadium project.

B. Anonymous donor fulfills Malone challenge with \$20 million gift

An anonymous racehorse breeder in March donated \$20 million to Colorado State University to build a state-of-the-art regenerative medicine research facility, fulfilling a \$65 million matching challenge from lead donors and fellow horse aficionados John and Leslie Malone. In December 2014, the Malones pledged \$42.5 million – the largest cash gift in CSU history – for the planned facility. The gift was prompted by their interest in stem-cell therapy and its effectiveness in

treating equine joint problems; the Malones raise world-class dressage horses and thoroughbred racehorses. The generous donations allow construction of the CSU Institute for Biologic Translational Therapies, which promises to tap the body's healing powers for innovative treatments that improve animal and human health.

C. Major Gift Report

	March 2016		FY16 (July - December)		FY15 (July - December)	
	Amount	Count	Amount	Count	Amount	Count
Contributions	\$11,726,279	6,964	\$121,708,249	31,864	\$76,851,426	27,433
Irrevocable Planned Gifts	-	-	\$1,412,019	5	\$54,644	1
Revocable Gifts and Conditional Pledges	\$16,265,000	11	\$32,320,420	86	\$53,189,676	71
Payments to Commitments Prior to Period	(\$557,806)	703	(\$30,332,174)	1,106	(\$13,526,134)	1,137
Total Philanthropic Support	\$27,433,473	6,500	\$125,108,514	31,535	\$116,569,612	26,974
Private Research	\$762,274	12	\$25,092,492	162	\$21,691,789	138
Net Private Support	\$28,195,747	6,512	\$150,201,005	31,670	\$138,261,400	27,092

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

\$20,000,000 Pledge to support the *Institute for Biologic Translational Therapies Building*, College of Veterinary Medicine & Biomedical Sciences

\$19,305,000 Total - \$12,870,000 Revocable commitment to support the *CSU Stadium*, Athletics; \$6,435,000 Pledge to support the *CSU Stadium*, Athletics

\$1,500,000 Revocable commitment designated as \$675,000 to support the *Randy and Nancy Morgan WCNR Conservation Impact Research Fellowship Endowment*, Warner College of Natural Resources, \$450,000 to support the *Randy and Nancy Morgan WCNR Graduate Scholarship Endowment*, Warner College of Natural Resources, and \$375,000 to support the *Randy and Nancy Morgan Track and Field Scholarship Endowment*, Athletics

\$1,000,000 Revocable commitment designated as \$500,000 to support the *Brian and Catherine Janonis Scholarship Endowment*, Athletics, \$300,000 to support the *Library Collection Enhancement*, Morgan Library, and \$200,000 to support the *Music Program Support*, College of Liberal Arts

\$600,000 gift, \$500,000 gift to support the *Lucy Oncology Clinic*, College of Veterinary Medicine & Biomedical Sciences and \$100,000 gift to support the *Lucy's Scholars*, College of Veterinary Medicine & Biomedical Sciences

\$500,000 Revocable commitment to support the *Students First Scholarship Endowment*, Enrollment & Access

\$500,000 Revocable commitment designated as \$250,000 to support the *College of Business*, College of Business, and \$250,000 to support the *University Fund*, Other Areas

\$300,000 Revocable commitment to support the *Tigil's Legacy Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$2,282,028 gift to support *Geosciences*, Warner College of Natural Resources

\$1,500,000 revocable commitment to support the *Bob Dillon Enterprise Software Scholarship Endowment*, College of Business

\$1,500,000 revocable commitment to support the *CSURF Gifts of Land - CVMBS*, College of Veterinary Medicine & Biomedical Sciences

\$1,289,334 gift to support the *University Museum*, College of Liberal Arts

\$68,175 gift to support the *University Museum*, College of Liberal Arts

\$1,147,500 gift to support the *Everitt Real Estate Center*, College of Business

\$1,095,000 gift to support the *CSURF Gifts of Land - President's Office*, Other Areas

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

\$600,000 revocable commitment to support the *Kenneth D. Blehm and Barbara R. Blehm Scholarship Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$545,000 revocable commitment to support the *Dawn M. Metzger Scholarship Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$500,000 revocable commitment to support the *Animal Cancer Center*, College of Veterinary Medicine & Biomedical Sciences

\$500,000 gift to support the *Salazar North American Conservation Center Endowment*, Research & Interdisciplinary Programs

\$50,000 gift to support the *Henry and Emma Salazar Scholarship Endowment*, Student Affairs

\$500,000 gift to support the *Patterson Family and Beavers Charitable Trust Heavy Construction Initiative Endowment*, College of Health and Human Sciences

\$20,933 gift to support the *Colorado Natural Heritage Program*, College of Natural Resources

\$500,000 pledge to support the *Patterson Family and Beavers Charitable Trust Heavy Construction Initiative Endowment*, College of Health and Human Sciences

397,965 gift to support the *College of Natural Sciences*, College of Natural Sciences

\$285,000 revocable commitment to support the *College of Engineering Dean's Innovation*, College of Engineering

\$260,541 pledge to support *Football Premium Seating*, Athletics

\$260,541 pledge to support *Football Premium Seating*, Athletics

\$79,562 pledge to support *Football Premium Seating*, Athletics

\$21,700,000 gift to support the *Athletics Scholarship*, Athletics

\$250,000 gift to support the *Daniels Fund - Ethics Initiative*, College of Business

\$192,365 pledge to support *Football Premium Seating*, Athletics

\$184,637 gift to support the *Reisher Scholars*, Student Affairs

\$20,000 gift to support the *Colorado Natural Heritage Program*, College of Natural Resources

\$170,000 revocable commitment to support the *Natural Sciences Undergraduate Scholarships*, College of Natural Sciences

\$150,000 gift to support the *Center for New Energy Economy*, Research & Interdisciplinary Programs

\$141,091 pledge to support *Football Premium Seating*, Athletics

\$110,878 pledge to support *Football Premium Seating*, Athletics

\$110,878 pledge to support *Football Premium Seating*, Athletics

\$130,000 revocable commitment to support the *Genny and Warren Garst Scholarship Endowment*, College of Natural Sciences

\$125,000 pledge to support the *Alumni Center Project*, Alumni Relations

\$118,107 planned gift to support the *CVMBBS Greatest Need*, College of Veterinary Medicine & Biomedical Sciences

\$105,267 pledge to support *Football Premium Seating*, Athletics

\$105,267 pledge to support *Football Premium Seating*, Athletics

\$50,000 pledge to support the *CSU Stadium*, Athletics

\$41,032.22 pledge to support *Football Premium Seating*, Athletics

\$105,267 pledge to support *Football Premium Seating*, Athletics

\$105,267 pledge to support *Football Premium Seating*, Athletics

\$102,000 gift to support *Construction Management*, College of Health and Human Sciences

\$100,000 gift to support the *Dillon Reservoir Recreational/Sport Fishing Research*, Warner College of Natural Resources

\$100,000 gift to support the *Center for New Energy Economy*, Research & Interdisciplinary Programs

\$100,000 pledge to support the *Patterson Family and Beavers Charitable Trust Heavy Construction Initiative Endowment*, College of Health and Human Sciences

\$100,000 gift to support the *Patterson Family and Beavers Charitable Trust Heavy Construction Initiative Endowment*, College of Health and Human Sciences

\$100,000 revocable commitment to support the *Terry Nugent Football Scholarship Endowment*, Athletics

VIII. RESOURCES AND SUPPORT: NURTURING HUMAN CAPITAL

A. Withers named dean of CSU's College of Liberal Arts

The new dean of Colorado State University's College of Liberal Arts will be Benjamin Withers, associate provost for undergraduate education and dean of undergraduate studies at the University of Kentucky. He will start July 1 and succeed Ann Gill, who is retiring this spring after a 36-year career at CSU, including 11 as dean of the college. Withers is an art historian and former department chair who has a track record in expanding and strengthening undergraduate programs, promoting multidisciplinary collaborations, fundraising and supporting diversity and inclusion.

B. Cara Neth recognized as Woman of Distinction

Cara Neth, director of Presidential and Administrative Communication in the Office of the President at CSU, has been honored as a Woman of Distinction, one of a dozen women chosen by BizWest Media for their contributions to the vitality of Northern Colorado. Neth has served under three presidents at CSU and is an active community volunteer. The Women of Distinction Class of 2016 was selected from more than 80 nominees who live and work in Larimer and Weld counties.

IX. RESOURCES AND SUPPORT: INCREASING AWARENESS

A. 2015 Accountability Report now online

Colorado State University annually publishes an accountability report to open up the books on the University's revenues and expenditures and highlight how the campus is returning value to students and Colorado taxpayers. Included in the report is a summary of CSU's audited financial records: revenues, expenditures, liabilities, and assets. The latest report is now online at <http://accountability.colostate.edu/>

B. #ILoveCSU: I Love CSU Day broadens reach through social media

The Ram community came together to share its love for Colorado State April 18 on "I Love CSU Day." More than 250,000 people were reached across Facebook, Twitter, Instagram, and Snapchat, and more than 5,000 fans engaged with CSU on social media declaring their love for the University. Among the most "favorited" quotes: "I love CSU because the minute I stepped on campus, I knew I was home."

C. CSU celebrates 146th anniversary on Founders Day by honoring Withrow

Dr. Stephen Withrow, founding director of the Flint Animal Cancer Center, was honored Feb. 11 with the 2016 Founders Day Medal. Withrow, a veterinary surgical oncologist, pioneered the surgical treatment of pets with cancer and is known for working with cancer physicians around the world to advance the medical field. The cancer center is one of the largest facilities of its kind and has played a major role in relaying the idea that dogs and cats offer unique insight into cancer care for humans. Founders Day honors the establishment of Colorado State University as a land-grant institution with a mission of service through teaching, research and engagement. This was the 146th anniversary of the founding of CSU and the countdown to its sesquicentennial (150th anniversary) in 2020.

D. Astronaut alumnus Kjell Lindgren brings the right stuff to CSU campus

Dr. Kjell Lindgren recently completed his rookie flight on the International Space Station – a mission that spanned five months living and working in microgravity – and he returned to Colorado State in April, where he earned a master's degree in cardiovascular physiology before launching a career with NASA. He shared highlights of his journey with an overflow crowd of about 500 people at the Lory Student Center Theatre.

E. CSU alum named new spokesperson for Muscular Dystrophy Association

A Colorado State University alumnus has been named the first adult National Goodwill Ambassador for the Muscular Dystrophy Association. Joseph (Joe) Akmakjian, who graduated from CSU in 2013 with a dual degree in communication studies and journalism and media communication with a concentration in public relations, made an appearance at Carnegie Hall and on The Today Show on Jan. 29 as MDA rolled out a new "Live Unlimited" campaign. It is the first time in the ambassador program's 64-year history that a child or teen hasn't been

selected to serve in the role. During his time at CSU, Akmakjian was involved with the Ram Leadership Team through the Associated Students of Colorado State University and RamEvents. He's been involved with the MDA since he was 6 years old, and his appointment as the organization's first adult ambassador marks an effort to recognize that medical advances are extending the lives of those with muscle-debilitating diseases: Many of "Jerry's Kids" have grown up and are successful adults. In Akmakjian's case, his parents were told he wouldn't live past age 12; last year he went skydiving to celebrate doubling his life expectancy.

F. Foreign delegates visit CSU for ski area management expertise

Colorado State University in April hosted an international delegation of 19 ski area managers from Eastern European and Central Asian countries. The group came to CSU to tap into expertise in industry management and marketing best practices from ski area management expert Natalie Ooi, assistant professor and program coordinator of the Graduate Certificate in Ski Area Management in the Department of Human Dimensions of Natural Resources. The delegates, members of an internship program led by the U.S. Department of Commerce's Special American Business Internship Training, were exposed to North American ski industry innovations that they could apply in their home countries. CSU's Graduate Certificate in Ski Area Management, the only program of its kind in North America, was developed in close coordination with industry leaders, including the National Ski Areas Association, which facilitated the international group's visit. The graduate certificate serves the industry through educating a new generation of middle to senior level ski area managers.

Special Presentation: 2016 Ram Pride Service Award

CSU's Multi-Purpose Stadium Report – May 2016

Construction Budget and Schedule

Budget		
Fixed Limit of Construction Construction Management General Contractor Guaranteed Maximum Price (CMGC GMP)	\$172,083,882	
Other Hard Costs (miscellaneous construction, furniture, fixtures, equipment, technology, testing, inspections, utilities)	22,839,237	
Design and Professional Services	17,700,545	
Owner Contingency	7,515,481	
Total Stadium Budget	\$220,139,145	
Contingency Status*	Original	Remaining
• Project Owner Contingency	\$8,462,045	\$7,515,481
• CMGC Bidding Contingency (in CMGC GMP)	\$1,118,380	\$1,776,840
• CMGC Construction Contingency (in CMGC GMP)	\$5,591,902	\$4,780,922
*Cost evaluation of issued 100% Construction Documents underway. Use of project contingencies being evaluated for established cost. Cost will not exceed remaining budgets.		
Project is currently within budget		

Schedule	
Substantial Completion Date	June 2017
<ul style="list-style-type: none"> • Concrete foundations (Gradebeams and walls) currently in progress with completion in May 2016. • Concourse Level concrete deck currently in progress with a scheduled completion of July 2016. • Structural Steel currently in progress with a scheduled completion of Mid-August 2016. • Whitcomb Sanitary replacement starting May 2nd with a scheduled completion of August. Replacing an 8" with a 15" line • Lake Street Walk from Whitcomb to Shields- Starting June 2016. South side walk will be increased to an 8' wide walk. • Precast Stadia started late April with a scheduled completion of October 2016. 	
Project is currently on schedule	

Stadium Advisory Group

Colorado State University and the City of Fort Collins formed a Stadium Advisory Group (SAG), per the terms of the IGA. The jointly appointed members are:

- Danielle Clark, Executive Director of Communications, PSD
- Gary Buffington, Larimer County Natural Resources Department Director
- Bob Herrfeldt, Director, The Ranch
- Steve Taylor, Owner, Moot House, Austin's American Grill and Enzo's Restaurants
- Per Hogestad, City of FOCO Landmark Preservation Commission Member, retired CSU Faculty
- Colin Gerety, Owner of Momo Lolo Coffee House
- Mitch Majeski, Pastor, Summit View Church
- Ben Manvel, Former City Councilmember and Retired CSU Professor
- Carol Reed, Sheely Neighborhood Resident

SAG has completed five meetings – October 19 and November 16, 2015, January 25, February 22 and March 21, 2016. In the February and March meetings conducted since the last Multi-Purpose Stadium Report, CSU and contractors have continued to update SAG on the timeline and progress for stadium construction and the status of other construction projects, including the Health and Medical Center, Aggie Village Apartments, Prospect underpass, Chemistry and Biology buildings, Pitkin garage, Whitcomb Streetscape, and plans for replacement of a 50-year old sewer line (as per the IGA) which runs under Whitcomb St. from W. Lake to Wallenberg Dr., crossing Prospect Rd. In addition, the City of Fort Collins presented its plans for Prospect improvements running from Shields to I-25 and traffic impacts over the life of the project which is ongoing through August 2017. Facilities Management and the City of Fort Collins presented the preliminary framework for game day operations, including multi-modal transportation and traffic management, parking and tailgating logistics. The February SAG presentation was the first in a series of meetings with community members and campus groups to solicit feedback, concerns and questions regarding the preliminary framework. The game day operations presentations are being conducted at the request of the Game Day Experience Committee and will help inform the final game day operations framework.

Event venue lighting and sound experts, and individuals from ICON and Mortenson gave a presentation to SAG and answered questions about technology applications and techniques to mitigate light and sound impacts during game day. SAG also discussed with contractors concerns about keeping streets clean of dirt and dust, and better trackout control for trucks hauling dirt during the excavation process. Public comment included concerns about alcohol sales and consumption at the new stadium, tailgating, residence hall student parking on game day, parking for non-game events held at the stadium, and homes/yards issues in relation to the Prospect Rd. expansion. CSU Athletic Director Joe Parker and City of Fort Collins Deputy City Manager Jeff Mihelich addressed concerns and questions.

Game Day Experience Committee

The university formed a Game Day Experience (GDE) committee operating under Vice President Blanche Hughes. The jointly appointed members are:

Co-Chairs:

Blanche Hughes, Vice President for Student Affairs
 Tom Milligan, Vice President for External Relations
 Joe Parker, Athletic Director

Committee Members Include:

Andy Schafer, ASCSU University Affairs Representative
 Brett Anderson, Vice President for University Advancement
 Emily Allen, CSU-City Liaison
 Dave Bradford, Director, Parking & Transportation Services
 Michelle Bradley, Event Producer, CSU Events
 Zach Campain, AP Council Representative, Business & Financial Services
 Andrea Coryell, Assistant Director, CSU Health Network
 Jim Dolak, Executive Director, Housing & Dining Services
 Todd Donovan, Faculty Council Representative, Associate Professor, Marketing
 Mike Ellis, Executive Director, Lory Student Center
 Fred Haberecht, Facilities Management
 Scott Harris, CSU Chief of Police
 Anthony King, State Classified Council Representative, Residential Dining Services
 Ben Lorenzen, Senior Associate Athletic Director
 Doug Max, Senior Associate Athletic Director
 Jason Meisner, CSU Police Department
 Judy Muenchow, Executive Director, Campus Recreation
 Ken Quintana, Environmental Health Services
 Tom Satterly, Executive Director, Facilities
 Sandra Sheahan, Facilities
 Mari Strombom, Housing & Dining Services

The Game Day Experience Committee continues to meet generally twice a month to address the following topics in preparation for the opening of the on-campus stadium in August 2017.

- Game Day Operations Framework (Parking/Transportation)
- Law Enforcement – Landmark Yellow Jackets
- Tailgating Programming and Marketing
- Logistics for Spirit/Support Groups
- Communications Update – Open Forums with Community and Campus Partners

The Game Day Operations Framework is currently being presented in open forum meetings with community and campus constituents soliciting feedback and suggestions. This feedback will be incorporated in the final New Stadium Game Day Experience Plan and presented to the Executive Stadium Committee for final review and approval.

The focus of committee meetings has recently shifted to discussion and framework for strategies regarding tailgating programming and marketing efforts.

Intergovernmental Agreement (IGA) with City of Fort Collins

Facilities Management and Athletics, working in cooperation with various City groups, have completed a stadium operational framework plan. This plan focuses on solving issues related to all modes of travel to and from the stadium on game days. It describes the game day experience from the context of internal impacts to campus. The operational framework plan is being presented to both on-campus and off-campus audiences during the months of April and May.

CSU, in conjunction with the City of Fort Collins, is initiating a similar neighborhood working group. This group will examine off-campus issues that impact the surrounding neighborhoods and businesses.

The infrastructure and related improvements referenced in the IGA are progressing well and are on track. There are twenty-six projects identified in the IGA: nine are completed, nine are active with full funding, and another eight are active with partial funding for design. One of those projects, the Lake and Center Intersection Improvements, has preliminary conceptual design complete and will undergo further study with the City of Fort Collins.

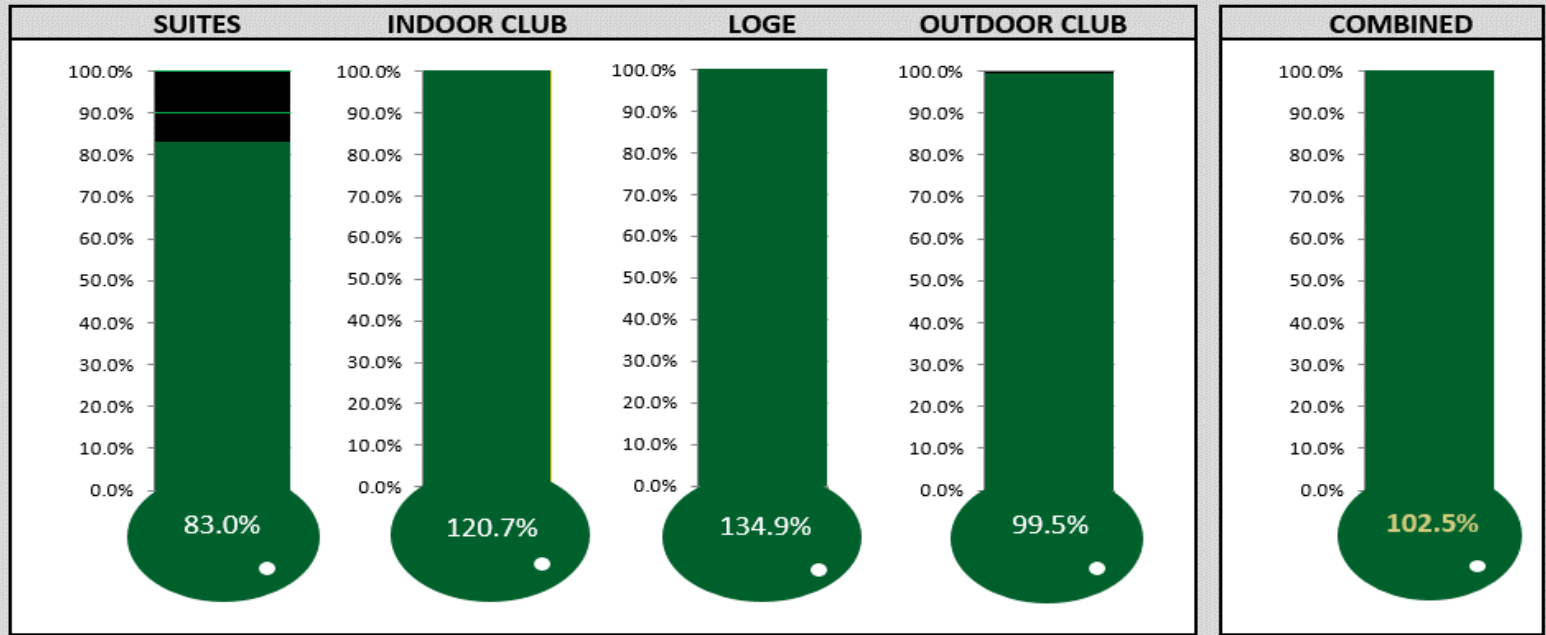
A feasibility study on the Elizabeth and Shields Street Overpass/Underpass concepts has been completed. From that study, consultants, Facilities Management staff, and the City of Fort Collins staff concluded that an underpass is a viable, cost competitive grade-separated option.

Hughes Stadium

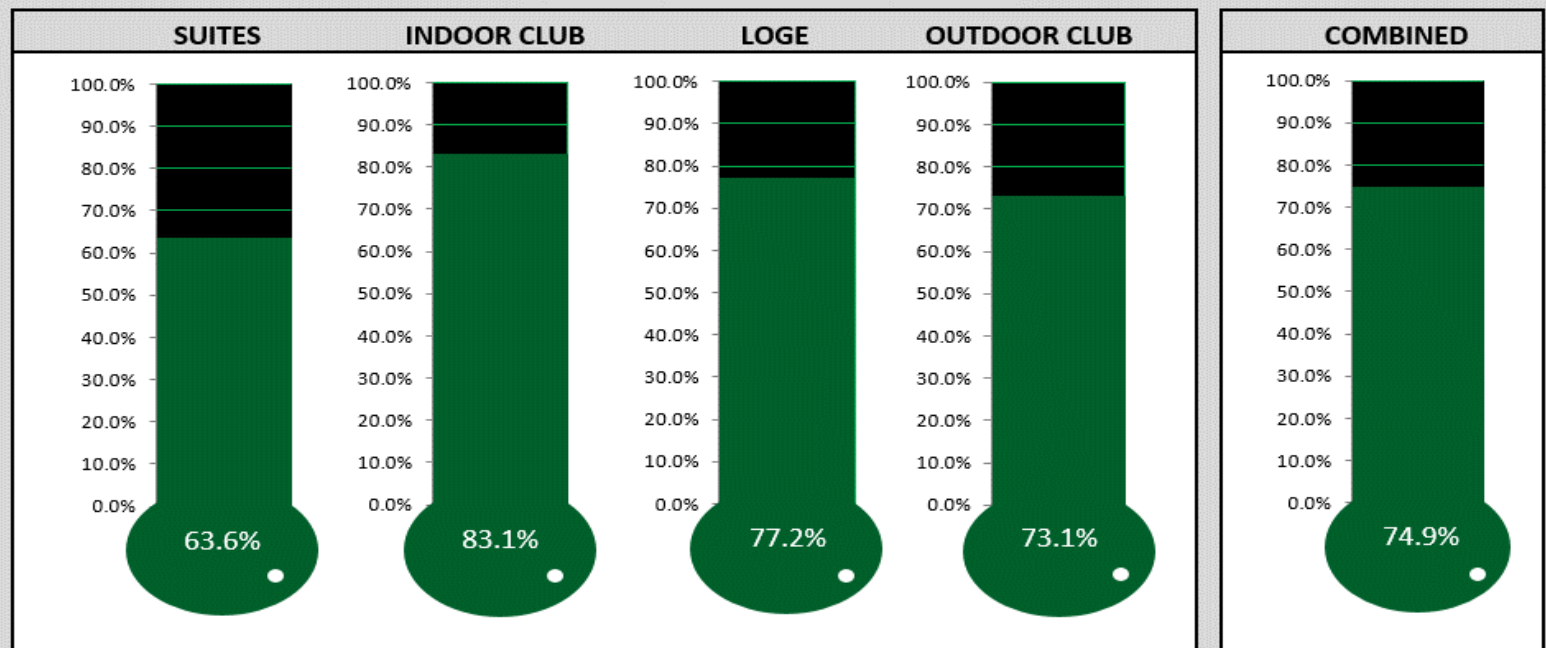
The University is currently exploring options with regard to the future of the Hughes stadium property and intends to utilize the services of the Urban Land Institute to help frame the choices and facilitate a process, in collaboration with the City of Fort Collins and Larimer County, to gain stakeholder input and examine opportunities to meet a variety of requirements and needs.

STADIUM PREMIUM SEATING

\$'s SOLD TOWARD PRO FORMA CASE



#'s SOLD OF TOTAL CAPACITY



Income Statement Pro Forma as of November 2015

Revenues	FY 16 Hughes	FY 17 Hughes	FY 18	FY 19	FY 20
Premium Seat Donations					
Priority Seat Donations					
Tickets and Parking					
Advertising/Sponsorship					
Naming Rights					
Miscellaneous Revenue					
Total Revenue					
Expenses					
Salaries and Benefits					
Supplies					
General Operating Services					
Professional Services					
Repairs & Maintenance					
Utilities					
Game-Day Expenses					
Total Expenses					
Net Income					

CSL Feasibility Study Low Case 2012

Revenues	FY 16 Hughes	FY 17 Hughes	FY 18	FY 19	FY 20
Premium Seat Donations					
Priority Seat Donations					
Tickets and Parking					
Advertising/Sponsorship					
Naming Rights					
Miscellaneous Revenue					
Total Revenue					
Expenses					
Salaries and Benefits					
Supplies					
General Operating Services					
Professional Services					
Repairs & Maintenance					
Utilities					
Game-Day Expenses					
Total Expenses					
Net Income					

Projected Pro Forma Net Income Variance Versus CSL Feasibility Low Case (Line 18-Line 36) Positive (Negative)

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Projected Bond Debt Service Coverage

Net Income from Line 18					
Contribution to Athletics from CSL Model					
Bond Payments					
Surplus(Shortfall)					
Stadium Donations from CSUF as needed					
Net					
General Fund Allocation					

Philanthropic Coverage

Beginning Reserve Balance					
New Funds Raised					
Reserve Deployed (= line 42)					
Ending Reserve Balance					

MATTERS FOR ACTION:

CSU: Delegable Personnel Actions

No action required. Report only.

EXPLANATION:

Presented by Tony Frank, President

At its August 3, 2012 meeting, the Board approved a resolution to expand the delegated and redelegable authority to the institutional Presidents to include approval, in accordance with Board-approved institutional policies: 1) sabbatical leaves and revisions to them; 2) emeritus faculty appointments; and 3) all requests for Leave without Pay, with periodic reports to the Board.

	NAME	DEPARTMENT	FROM	TO
1	Allegretti, Arren Mendezona	Warner College of Natural Resources	2/15/16	unknown
2	Andrews, Lisa M	CEMML	1/1/16	2/1/16
3	Andrews, Lisa M	CEMML	2/1/16	unknown
4	Antonelli, Lara	Hartshorn Health Services	1/4/16	1/16/16
5	Antonelli, Lara	Hartshorn Health Services	3/14/16	3/19/16
6	Bauer, Laura Marie	Food Sci & Human Nutrition	3/1/16	3/19/16
7	Bechtel, Ashleah	CEMML	10/22/15	10/28/15
8	Blaser, Megan Nicole	CSU Extension	2/17/16	unknown
9	Bohol, Dawn K	CEMML	3/19/16	7/1/16
10	Brandenburg, Tara LeVonne	English	1/1/16	5/15/16
11	Canada, Keri A	College of Liberal Arts	12/31/15	1/1/16
12	Clement, Beverly	CEMML	12/24/16	1/1/16
13	Cler, Bridget J	Admissions	2/12/16	2/19/16
14	Cline, Kip Allan	CEMML	3/16/16	9/16/16
15	Cole, George G	CEMML	1/7/16	6/30/16
16	Datlof, Daniel Kyle	CEMML	3/16/16	6/16/16
17	de Matos e Silva, Carlos Adrian	Microbio, Immuno & Patho	12/27/15	1/16/16
18	DeRosby, Stephanie F	University Counseling Center	12/11/15	1/1/16
19	DeRosby, Stephanie F	University Counseling Center	1/29/16	1/30/16
20	DeWaele, Allison S	HDS Operations Management	2/5/16	2/29/16
21	DeWaele, Allison S	HDS Operations Management	3/1/16	3/28/16
22	Dzurisin, Jason Keoloha	CEMML	3/21/16	6/21/16
23	Elhaddad, Aymn	Civil & Environment Engineering	3/1/16	7/1/16
24	Falcon, Sarah Elaine	College of Engineering	1/1/16	1/30/16
25	Falcon, Sarah Elaine	College of Engineering	2/1/16	unknown

	NAME	DEPARTMENT	FROM	TO
26	Farrington, Heraldo M	CEMML	3/19/16	7/1/16
27	Freund, Henry Philip	Electrical & Computer Engineering	11/1/15	unknown
28	Funk, Loren G	Construction Management	2/12/16	5/15/16
29	Furtado, Calvin D	CEMML	3/22/16	7/1/16
30	Galase, Nicole K	CEMML	3/16/16	9/16/16
31	Gerlitzki, Elizabeth Anne	Hartshorn Health Services	1/4/16	1/16/16
32	Gerlitzki, Elizabeth Anne	Hartshorn Health Services	3/14/16	3/19/16
33	Gronemeyer, Margaret Ann	CEMML	2/26/16	3/4/16
34	Grossman, Sean K	CEMML	3/31/16	7/1/16
35	Harris, Lisa G	English	1/1/16	5/15/16
36	Hoinig, Mark	Hartshorn Health Services	1/5/16	1/30/16
37	Hoinig, Mark	Hartshorn Health Services	2/1/16	3/1/16
38	Hoinig, Mark	Hartshorn Health Services	3/1/16	4/1/16
39	Holley, Marlene Marie	CEMML	2/5/16	2/6/16
40	Hughes, Steven A	Civil & Environment Engineering	2/1/16	unknown
41	Hulings, Kathryn U	English	3/28/16	8/16/16
42	Huseby, Medora	Microbio, Immuno & Patho	1/26/16	2/22/16
43	Inman-Narahari, Nikhil V	CEMML	3/21/16	9/21/16
44	Jensen, Daniel G	CEMML	3/16/16	9/16/16
45	Johnson, James Bradley	Biology	1/1/16	2/29/16
46	Jorgensen, Sarah Elizabeth	Hartshorn Health Services	3/14/16	3/19/16
47	Katz, Haley C	Alumni Relations	1/23/16	2/13/16
48	Khalehpari, Yotam	Residential Dining	1/4/16	1/11/16
49	Khalehpari, Yotam	Residential Dining	3/14/16	3/19/16
50	Lassen, Kathleen P	VP for Student Affairs	1/22/16	1/23/16
51	Lassen, Kathleen P	VP for Student Affairs	2/8/16	2/22/16
52	Levin, Jennifer	English	3/10/16	3/31/16
53	Lyman, Albert P	CEMML	3/24/16	9/24/16
54	Manahan, Theodore	Animal Sciences	7/11/16	8/2/16
55	Martin, Kevin Harrison	Microbio, Immuno & Patho	11/23/15	11/26/16
56	Martin, Paul Taylor	CEMML	3/29/16	7/1/16
57	Matthew, Jon Stephen	Hartshorn Health Services	1/13/16	1/28/16
58	Matthew, Jon Stephen	Hartshorn Health Services	2/1/16	3/1/16
59	Matthew, Jon Stephen	Hartshorn Health Services	3/2/16	4/1/16
60	Mattor, Katherine M	Human Dimensions of Natrual Rsres	2/12/16	unknown

	NAME	DEPARTMENT	FROM	TO
61	Mayan, Mo H	Biomedical Sciences	3/28/16	9/27/16
62	McQuinn, Beverly J	English	2/18/16	8/16/16
63	Mellon, April	Hartshorn Health Services	1/1/16	1/29/16
64	Mellon, April	Hartshorn Health Services	3/1/16	3/9/16
65	Mellon, April	Hartshorn Health Services	3/11/16	3/12/16
66	Monroe, Janet Morales	Residential Dining	2/11/16	2/29/16
67	Monroe, Janet Morales	CEMML	3/1/16	3/3/16
68	Moseley, Rachel Danielle	CEMML	3/23/16	9/23/16
69	Okinishi, Tyrus Modjeska	CEMML	3/16/16	6/16/16
70	Orswell, Forrest M	Student Legal Services	2/5/16	2/9/16
71	Pang-Ching, Joshua M	CEMML	3/16/16	3/26/16
72	Phelps, Chrissie	CEMML	3/11/16	6/1/16
73	Phillippe, Laurel Amber	CEMML	12/16/15	1/1/16
74	Pua, Donald Kamalani Maiwa II	CEMML	3/23/16	7/1/16
75	Reiger, Ray Givens Kelil	CEMML	3/16/16	4/1/16
76	Rodriguez, Ruth	Admissions	2/1/16	2/8/16
77	Roehrig, John T	Microbio, Immuno & Patho	2/1/16	7/31/16
78	Schmaeling, Michael L	CEMML	3/23/16	4/24/16
79	Sullivan, Pamela J	CEMML	3/16/16	6/16/16
80	Szalai, Edit Susan	Project/Prgm Mngmt II	10/1/15	10/2/15
81	Szalai, Edit Susan	Project/Prgm Mngmt II	12/18/15	12/19/15
82	True, Wendelyn Marie	HDS Administration	1/22/16	1/28/16
83	True, Wendelyn Marie	HDS Administration	2/1/16	2/11/16
84	Ullrich, Jacie Lynn	CEMML	12/28/15	12/29/15
85	Van Dam, Seth	CEMML	3/23/16	4/1/16
86	Vesty, Jill C	Hartshorn Health Services	3/14/16	3/19/16
87	Wadsworth, Katherine	Grand Junction Diag Lab	1/15/16	1/20/16
88	Weber, Deanne Sylvia	CEMML	2/27/16	unknown
89	Whitesell, Julie C	Hartshorn Health Services	1/4/16	1/16/16
90	Whitesell, Julie C	Hartshorn Health Services	3/14/16	3/19/16
91	Wolfelt, Susan J	Hartshorn Health Services	3/16/16	3/19/16
92	Woods, Kathryn Scott	Women & Gender Advocacy Center	12/22/15	1/1/16
93	Woods, Kathryn Scott	Women & Gender Advocacy Center	1/20/16	1/27/16
94	Woods, Kathryn Scott	Women & Gender Advocacy Center	2/11/16	3/28/16

Section 10

CSU-Global Campus Reports

- CSU-Global Campus Student Representative's Report
- CSU-Global Campus Faculty Representative's Report
- CSU-Global Campus President's Report

Board of Governors to the
Colorado State University System
May 6th, 2016
Student Report

Higher Learning Commission

On February 24th, 2016 I represented the student population at the Higher Learning Commission Criteria 3 & 4 open forums. I was able to share student insight and answered some questions specifically posed to me by the commission. It was valuable to see the effort of execution taken by CSU Global to meet and exceed expectations of the HLC to know there is high value in a degree from CSU Global.

Accreditation Council for Business Schools and Programs (ACBSP) Visit

On March 7th, 2016 I was the sole representation of the student population for the ACBSP accreditation visit where the review team, comprised of three peer reviewers from the ACBSP, asked me a variety of questions about my Master's program, the global application and diversity of the programs and my overall experience with CSU Global. Although the one on one discussion felt more like a job interview, I was able to give genuine feedback about my experiences with the review team. Again, their feedback provided me value knowing a business degree from CSU Global holds value and respect in industry.

New Student Representative Selected

Andrea Buchmeier has been selected as CSU-Global's student representative to the Board of Governors starting June 1, 2016. Andrea completed her B.S. in Business Administration and Management and is currently pursuing a Master's degree in Health Care Management both from CSU Global. She has built a successful career in health care clinical research and has been published fourteen times in her field. I was able to meet with Andrea prior to this meeting and is more than confident she will offer a unique student perspective and be an outstanding contributor to the Board moving forward.

Student Update

I've come to the end of my term as Student Representative to the Board for CSU Global and I want to thank the Board for the opportunities this position has given me. The insight into higher education within Colorado is invaluable and has made me proud to be a student within such a prestigious system. The business experience of being on a Board has helped me within my career and has allowed me to lean in on critical conversations within the work place. I will be walking and speaking at the 6/4/16 CSU Global commencement ceremony and would like to invite you all to attend to celebrate the accomplishments of the entire CSU Global graduating class of 2016.

Respectfully,



Megan Schulze
Student Representative
Colorado State University Global Campus

Board of Governors of the Colorado State University System
 Meeting Date: May 5-6 2016, CSU-Fort Collins
 Report Item

MATTERS FOR ACTION:

Report Item. No action necessary.

EXPLANATION:

Presented by Robert Deemer, Faculty Representative from CSU-Global

Report to the Board of Governors that provides an overview of CSUGlobal's Faculty Related Changes Over the Past Two-Years While Serving on the Board.

Review

- Almost eight years at CSU-Global
- Two years as board representative
 - In 2014 there were 387 faculty, CSU-Global now has 452 faculty
 - There were 8 full-time faculty, currently there are 29 full-time faculty responsible for curricular quality
 - There were 7 FCC training courses, there are currently 10 FCC training courses and 9 additional training opportunities to prepare faculty for specific roles such as content expert, career coach, internship instructor
 - The institution added 10 peer mentors to support instructional excellence
 - CSUG transitioned to a new teaching platform Schoology
 - Much improved classroom set-up times, ease of teaching
 - New scheduling system
 - Improved scheduling for faculty
 - New faculty compensation model
- Welcome to the new board representative
 - Dr. Stephanie Quinn
 - Currently serves as the Program Coordinator for the Communications program
 - Has also been a lead faculty member, content expert, and instructional designer
 - Has been at CSU-Global since 2011
- A few words of thanks to the Board and CSUG for this opportunity over the last 2-years

This overview was simply a focus on CSU-Global's continuing improves to enhance the instructional quality of all CSUGlobal faculty, in so doing, enhancing the CSUGlobal student learning experience.

**Enhance Academic Excellence**

- CSU-Global has completed its Comprehensive Site Visit as part of its Reaffirmation of Accreditation from the Higher Learning Commission. The results of the Visit will be shared when the final report is received.
- The university's business programs have received accreditation from the Accreditation Council for Business Schools and Programs (ACBSP). CSU-Global is now preparing for Project Management Institute accreditation followed by accreditation through the Accreditation Board of Engineering and Technology (ABET).
- CSU-Global has initiated the gathering and examination of components of academic quality currently found in post-secondary education. The university will convene a task force of staff and faculty members to review the findings and to begin to craft the framework for defining 'academic quality' appropriate for CSU-Global and its mission. Input from the university's Program Advisory Boards, Advisory Council, the CSU System, and the Board of Governors will also be secured as CSU-Global begins to hone in on its proposed definition over the next year.

Promote Affordability and Efficiency

- CSU-Global has proposed its Fiscal Year 2017 Budget to the CSU System and Board of Governors based on retaining its current Undergraduate and Graduate tuition rates of \$350.00 per credit hour and \$500.00 per credit hour respectively. FY17 will mark the fifth year that CSU-Global has not increased its tuition rates.
- The university has proposed the test phase of its new institutional loan program based on the philosophy of the Federal Perkins Loan Program which was closed to new institutions prior to CSU-Global's ability to participate. The CSU-Global test program will span three years beginning with FY17.

Increase Stakeholder Engagement

- In addition to its national community college and military alliances, and over 400 business affiliates, CSU-Global has recently partnered with Guild Education Inc. and with Eduventures to provide additional outreach to businesses who seek to have their employees earn certifications of completion and degrees through the university.
- CSU-Global has completed its first year operational plan for its 2017-2020 Transformation Strategic Plan. One of the three goals is to develop innovative stakeholder engagement and the university will begin executing its strategic plan initiatives beginning in July 2016.

Improve Student Success

- The university has recently completed an extensive and intensive examination of its student retention and graduation data from 2009 to date. Findings of the data are now being reviewed and discussed by a task force of CSU-Global staff and faculty for changes in its student admissions, support, and advising that will begin to be implemented as of the July 2016 term/start of FY17.
- CSU-Global is completing a full-scale examination of its student experience to enhance and supplement the various ways in which the university interacts with new and existing students and alumni. The strategy determined to address the findings is expected to be launched July 2016.

Section 11

CSU-Pueblo Campus Reports

- CSU-Pueblo Student Representative's Report
- CSU-Pueblo Faculty Representative's Report
- CSU-Pueblo President's Report



Colorado State University-Pueblo Student Representative's Report

Associated Students' Government President Sarah Zarr



General Statement

"Attending college is like attending a live event that has general seating. The ticket gets you inside the venue. You have to be the one to put yourself in the center of all the action." Thank you for allowing me to be "in the center of all the action" through the Board and also through the work you do to keep the institutions going. At CSU-Pueblo there are so many students putting themselves in the center of all the action and it is motivating to see. I hope you continue to invest and give all your support to what CSU-Pueblo is doing as I can tell you first hand the impact it is having on students. Following is a list of everything Associated Students' Government accomplished for students and then a list of some significant student accomplishments.

We were a voice for students

1. Represented CSU-Pueblo on a national, state, and university level on different committees, boards, conferences, and coalitions
2. Vocalized against the cutting of Athletic programs
3. Spoke to over 5000 students, staff, faculty, administration, and community members
4. Helped start a Graduation Walk/talk at a local school, Baca Elementary, to inspire kids to go to college

5. Resolved Student complaints in a timely fashion resulting in many heartfelt notes of gratitude and the opportunity to solve more and more student issues
6. Gave many suggestions to improve life on campus for resident students that will be implemented
7. Assisted in the design development for the interior of the OUC remodel
8. Vocalized state and student concern with Colorado representatives in regards to the possible cuts in higher education funding, leading to the budget being maintained for the time being.
9. Spoke to the Information Technology Committee consisting of several Colorado house representatives and senators to propose getting more funding for the CSU-Pueblo campus to improve technology
10. Started the idea that the Alumni Association will be doing next year called Senior Story Night to celebrate seniors and connect them with Alumni
11. Developed a list for a faculty orientation to orient them to student life, student issues, and student resources
12. Repealed the decision to take away graduation rights of students graduating in the summer resulting in students being able to walk in commencement

We brought these projects, initiatives, and programs to CSU-Pueblo

13. Lobbied to the IT Committee on campus to approve funding for all three Residence Halls to fix the Wifi
14. Further established and raised money for the Student Emergency fund.
15. Got a technology update in all three residence halls in terms of WIFI capabilities.
16. Brought to campus Meatless Monday for sustainability
17. Funded the revamp of the ropes course entrance
18. Brought to campus new food and spaces for new students such as the Pub which will be in the Walking Sticks clubhouse among other things such as an extensive vending machine that will help students get the necessities they need without having to leave campus
19. Planned out a Suicide Prevention Student Organization that will be implemented
20. Began bringing more transportation options to CSU-Pueblo students through developing a plan for a Bike Share Program, the Redline, more sidewalks into town, and better bus transportation on campus
21. Made a “ThunderWolf Bucket List”
22. Worked on getting support and funding for Propel
23. Sponsored and helped at the STEM panel to encourage students to continue in the field
24. Started/helped develop LULAC scholarship
25. Helped raise awareness to Mental Health and attempted to remove the stigma which follows it.

26. Worked on a new Honor Code with the Dean of Students
27. Worked on a Student Creed with the Dean of Students
28. Created and planned the sophomore experience program, called EDGE with the Dean of Students
29. Helped write several of the documents and with the process of the Higher Learning Commission accreditation process
30. Supported our local community and connected students to the community through starting a partnership with the Pueblo Zoo giving Associated Students' Government their very own wolf at the Pueblo Zoo that they are providing for and giving all CSU-Pueblo students a \$1 off admission and several free tickets
31. Started the COState48 campaign to raise awareness of Colorado's low ranking in higher education funding and to move toward changing that trend

We hosted or helped with these campus events

32. Had attendance at every Wolf pack Welcome Week event
33. Attended the CSU-Pueblo Night at the Rodeo and represented students on the stagecoach
34. Spoke at and attended the opening of the General Classroom Building to express our thanks to those who funded it and helped break the ground at the OUC Groundbreaking Ceremony
35. Funded 2 different speakers in Rob Archuleta and Kevin Kantor
36. Made it possible for 500 students to go to the playoff football game for free through funding 500 student tickets
37. Established the Bonfire as an ASG Homecoming tradition
38. Funded the Homecoming Pep rally
39. Provided funding for the Pack Sustainability Week and passed out water bottles for students to be more sustainable on campus
40. Helped host and fund the second annual October Fest
41. Helped bring and fund a week and half long sustainability initiative, Earth Week on campus
42. Held the 1st annual Senate Meeting by the fountain
43. Handed out donuts during finals week and had students make thank you cards for faculty and staff
44. Helped the rape crisis center host the Walk a Mile in Her Shoes event around the river walk and paid for students to participate which resulted in CSU-Pueblo students and student athletes taking a stand against sexual violence and supported women equality. It also led to the event being held on the CSU-Pueblo campus next year
45. Planned and hosted the Fiesta with Faculty and Staff event which over 1000 students, faculty, and staff attended

We started or enriched these groups

46. Created and maintained the Presidents Council with great attendance from different student organizations in order to create collaboration among student leaders
47. Led the Colorado Student Government Coalition by establishing a direction for the year.
48. Started the Mental Health Task Force
49. Started the Sustainability Task Force
50. Started and effectively stabilized all four college's Dean's Advisory Councils

We enhanced student representation/shared governance in these areas

51. Got more student representation on the Student Fee Governing Board in order to have meaningful student input
52. Built a collaborative relationship with the Residence Hall Association and made it possible for them to have representation on several of the university committees ASG sits on
53. Attained student representation on the Commencement Ceremony Committee

We effected the ASG culture and made it a strong organization through these initiatives

54. Revamped Member books, office environment, and culture of ASG.
55. Raised the standards for ASG members in terms of professionalism, dress code, and work ethic
56. Had the best outside attendance rates at ASG Senate meetings
57. Had a retention rate of 83% which is up 13% from last year
58. Developed an internal Grievance Policy which gives anyone the opportunity to resolve the issues within ASG.
59. Created a developmental program for freshman students wanting to get involved in ASG, labeled as Cabinet or Legislative Aids
60. Created the first annual three day ASG retreat which helped teach the members about the ins and outs of ASG and the campus.
61. Made the Legacy Award available to an Alumni of ASG in order to increase Alumni engagement and recognized those who have had a long lasting impact
62. Reduced ASG stipends by \$1150 which gives more money back to the students

Notable Student Accomplishments

1. Enactus CSU-Pueblo, a group of seven student social entrepreneurs went to Anaheim, CA to compete with their project, Strong Women, Stronger Businesses. This was the first time CSU-Pueblo has competed in the international organization's regional competition. The team, Timothy Zercher, Sarah Zarr, Antonio Huerta, Maggie Geolat, Taylor Voss, and Chianna Schoenthaler won Rookie of the Year.

2. A three-student team from Colorado State University-Pueblo placed third at the 2016 Rocky Mountain Investment Challenge on Saturday, April 2 at Colorado State University in Ft. Collins. Christopher Irwin (Cody, WY), Logan Hanavan (Pueblo West), and Adrian Hernandez (Pueblo) competed against teams from universities in Colorado, Wyoming, and Utah. All three are seniors majoring in economics with a finance emphasis at CSU-Pueblo's Hasan School of Business. Their presentation was a multi-model valuation analysis to set a targeted stock price of Starbucks (SBUX) Corporation for a three-year investment period. They were mentored by HSB Finance Professors Hsin-hui (Ida) Whited and Hailu Regassa.
3. Four members of the Army Reserved Officer's Training Corp (ROTC) placed in the top 10 at the Bataan Memorial Death March at New Mexico's White Sands Missile Range. All 13 cadets completed the 26.2 mile event that honors a special group of World War II vets.
4. Members of the President's Leadership Program junior class, remodeled and renamed the CSU-Pueblo Learning Center at El Centro del Quinto Sol, an East Side Community Center.
5. Students from Colorado State University- Pueblo's Construction Management program took first place in the Heavy Civil Region 6 category of the Associated School of Construction competition in Sparks, Nevada, February 10-13. For more than 30 years, colleges from all over the country have competed in the construction competition attended by nearly 1,000 professionals from major construction and engineering firms. More than 1300 students from 46 schools competed in 17 categories, including heavy civil, commercial, mechanical, and electrical.
6. Colorado State University-Pueblo journalism students received recognition at the 2016 Society of Professional Journalism (SPJ) Region 9 Mark of Excellence Awards that were held April 15 and 16 in Albuquerque, New Mexico. In addition to individual awards, students in the Reporting Public Affairs Class won the In-Depth Reporting category, for the supplement Cultures and Ethnicities at CSU-Pueblo.
7. Students and faculty in the Exercise Science, Health Promotion, and Recreation Department at Colorado State University - Pueblo hosted a day dedicated to promoting active, healthy lifestyles for children in kindergarten through 8th grade on April 23.
8. Club Rodeo (CR) has returned to Colorado State University- Pueblo after more than a three-decade absence. When students who held positions of leadership in the former club graduated, the club was disbanded for lack of involvement. In August 2015, Bill Moorman, coordinator of intramural and club sports, and two students, Taylor Robson and Alex Hyland decided it was time to return the club to its former glory. They started their journey during the fall 2015 semester competing throughout Colorado, Nebraska, and Wyoming; participating in rodeos hosted by other colleges in hopes of not only winning events but being received as an active club at CSU-Pueblo and competitive team in Southern Colorado.
9. A scholarship agreement between the Colorado State University-Pueblo Foundation and the International Order of Rocky Mountain Goats (IORMG) and the resulting Rocky Mountain Goats Foundation Research Scholarship is producing data that the IORMG hopes will help

to preserve the Rocky Mountain Goat and its environment. Current scholarship recipient and Pueblo native Jeanette Cortez, a graduate student in biology, is comparing mercury levels in Colorado mountain goats with hooved mammals at lower elevations like big horn sheep and mule deer to assess the potential risk of this contaminant. Her research investigated if mountain goats were at a greater risk for mercury accumulation due to the elevation at which they live. Christa Dunlap, a junior biology major (honors, pre-vet) from Fountain, is researching through DNA sequencing the potential threat of heavy lungworm parasite loads to the Rocky Mountain Goat herds in Colorado. Identification of these parasites in the species could help to improve prevention strategies. Lungworms were determined to be in large part responsible for the dramatic decline of the Bighorn sheep population over the last 100 years. Even though a 1983 review reported high mortality of kids in a mountain goat population in the northwestern Cascade Range, the Colorado Division of Wildlife does not participate in routine worming of any of the mountain goat herds.

10. Men's outdoor track had three All-Americans in its first year of competition since 1993; Men's cross country crowns two All-Americans, the first since 1979.
11. Women's golfer Leina Kim finishes T-12th at 2015 NCAA Championships to become a back-to-back All-American
12. Wrestling finishes 12th at 2016 NCAA Championships and crowns three All-Americans, best finish and most All-Americans since 2001
13. Our football team won its fifth consecutive RMAC championship and reached the NCAA quarterfinals for third time in four years.
14. The Women's Basketball team won the RMAC Tournament Championship with a program record 26 season wins.

Closing Statement

Please do not hesitate to contact me with any questions, concerns, ideas, or for more information at (please note new contact information as I will not have access to my old contact anymore) sarahy.zarr@gmail.com or 719-225-9821. Please also use my contact information to stay in touch! It has been a great year working with and learning from you all and I am grateful for each of you. I am excited to watch as the system and especially CSU-Pueblo grows and shines!

"For the strength of the Pack is the wolf, and the strength of the Wolf is the Pack."



"It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat. —Theodore Roosevelt

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 February 2016 Board of Governors Meeting.

Since the February Board of Governors meeting the 2016 Colorado State University-Pueblo faculty senate have met three times. **The first meeting was held on February 15 2016.** This report includes the agendas for the meeting and highlights the major items considered by the full senate and sub-committees.

**Colorado State University-Pueblo AY 2015-16
Senate Meeting Agenda OUC Aspen Leaf Room
February 15, 2016 3:30 PM to 5:30 PM**

- I. Call to Order: Margie Massey
- II. Approval of minutes (December)
- III. Approval of Agenda – Abbreviated Senate meeting to accommodate the Chancellor’s Constituent Meeting with Faculty. Senate will do the readings and votes on the motions. We will adjourn after the motions and completed and, let Chancellor Frank and the Cabinet run the constituency meeting.
- IV. Information Items/Reports
 - A. Chancellor Tony Frank – Constituent Meeting Faculty during Faculty Senate Meeting
 - B. President Di Mare
 - C. Provost Kreminski
 - D. Senate President - Margie Massey
- V. Unfinished Business and New Action Items-First Readings, Second Readings, and Votes
 - a. 2nd reading – APSB – Definitions of academic credit hour and catalog wording – Bill Brown
 - b. 2nd reading – APSB – Experiential Education Learning criteria to designate EE courses – Bill Brown
 - c. 2nd reading – APSB – Catalog changes to graduation planning sheets, commencement details, substitutions, institutional requirements and rights for students’ records – Bill Brown

- d. 2nd reading – APSB – Catalog changes concerning required grade in prerequisite courses – Bill Brown
- e. 2nd reading – APSB – Changing Registrar’s process to align with the Catalog language by freezing the term GPA – Bill Brown
- f. 2nd reading – CAPB – Catalog changes 2016-2017 – Ida Whited

VI. Committees/Boards Reports - **None**

- a. Academic Programs and Standards Board (APSB) – Bill Brown
- b. Committee on Shared Governance (CSG) – Brian Vandenneuvel
- c. Curriculum and Academic Programs Board (CAPB) – Ida Whited
- d. Faculty Compensation Committee (FCC) – Margie Massey
- e. Faculty Handbook Committee (FHC) –
- f. Faculty Procedures and Policies Committee (FPP) -
- g. General Education Board (GEB) –
- h. Graduate Studies Board – (GSB) Neb Jaksic
- i. Information Technology Board (ITB) – Margie Massey
- j. Scholarly Activities Board (SAB) – Neb Jaksic
- k. University Budget Board (UBB) – Margie Massey
- l. University Board on Diversity and Equality (UBDE) – Mike Mincic

VII. Faculty Representatives – **No reports**

- a. Board of Governors (BoG) – Mike Mincic
- b. Colorado Faculty Advisory Council (CFAC) – Mike Mincic

VIII. New Business - **None**

IX. Adjournment

Meeting highlights:

5 second reading motions were submitted by the APSB (Academic Programs and Standards Board).

- Motion 1 defined the academic credit hour and catalog wording.
- Motion 2 defined the EE designation for courses seeking the Experiential Education Learning status.
- Motion 3 defined catalog changes to: graduation planning sheets, commencement details, substitutions, institutional requirements and rights for student records.
- Motion 4 outlined catalog changes to grade requirements for prerequisite courses.
- Motion 5 changed the Registrar’s process to align with the catalog language.

1 second reading was passed by the CAPB (Curriculum and Academic Programs Board) on catalog changes.

The remainder of the reports were shortened to allow the faculty to meet with Chancellor Frank. The meeting was adjourned at 4:30 allowing Chancellor Frank to field questions from the faculty. The faculty addressed issues about the Chancellor’s vision of the CSU system and the link with CSU-Pueblo. The

faculty also expressed concerns to Chancellor Frank about the funding shortfalls of the institution and the inability of the university to offer cost of living increases to the faculty. Faculty members also expressed the concern of keeping and recruiting faculty under these conditions. Chancellor Frank engaged in dialogue about the situation and made mention of the cornerstone funding incentives from the Chancellor's office designed to strengthen and enrich a few programs on campus which will help to grow enrollment. The session closed at approximately 5:30 pm.

The next meeting was held on March 28, 2016. The following report includes the agenda for the meeting and highlights the major items considered by the full senate and the accompanying sub-committees.

**Colorado State University-Pueblo AY 2015-16
Senate Meeting Agenda OUC Aspen Leaf Room
March 28, 2016 3:30 PM to 5:30 PM**

- I. Call to Order: Margie Massey
- II. Approval of minutes (February)
- III. Approval of agenda
- IV. Information Items/Reports
 - E. President Di Mare – (won't be at meeting)
 - F. Provost Kreminski
 - G. Guest – Tim McGettigan
 - H. Senate President - Margie Massey
- V. Unfinished Business and New Action Items-First Readings, Second Readings, and Votes
 - i. 1st reading – Credit for prior learning – (GSB) – Neb Jaksic
- VI. Committees/Boards Reports -
 - i. Academic Programs and Standards Board (APSB) – Bill Brown
 - ii. Committee on Shared Governance (CSG) – Brian Vandeneuvel
 - iii. Curriculum and Academic Programs Board (CAPB) – Ida Whited
 - iv. Faculty Compensation Committee (FCC) – Margie Massey
 - v. Faculty Handbook Committee (FHC) –
 - vi. Faculty Procedures and Policies Committee (FPP) -
 - vii. General Education Board (GEB) –
 - viii. Graduate Studies Board – (GSB) Neb Jaksic
 - ix. Information Technology Board (ITB) – Margie Massey
 - x. Scholarly Activities Board (SAB) – Neb Jaksic
 - xi. University Budget Board (UBB) – Margie Massey
 - xii. University Board on Diversity and Equality (UBDE) – Mike Mincic

- VII. Faculty Representatives –
 - i. Board of Governors (BoG) – Mike Mincic
 - ii. Colorado Faculty Advisory Council (CFAC) – Mike Mincic
- VIII. New Business –
 - a. Alan Mills – Scholarship issues
- IX. Adjournment

Meeting highlights:

Provost Kreminski reported to faculty that 5 of the 8 proposals for academic programs enhancement have been submitted to the CSU System. He reminded the faculty that these were the cornerstone initiatives mentioned Chancellor Frank’s address to the faculty during the last meeting.

He also mentioned that the Hospital Provider Fee discussions had seemed to subside at the state level. While the JBC had been discussing tuition rate increases for the CU and CSU systems. He also felt that there seemed to be support for the funding of the cannibus institute. Kreminski also noted that the county had marijuana tax monies set aside for impact studies on marijuana and medical marijuana studies.

Professor Tim McGettigan requested the senate audience to discuss concerns about the financial situation of the university. Professor McGettigan addressed the senate.

A first reading was presented by the GSB (Graduate Studies Board) on a “Credit for Prior Learning” process.

Professor Alan Mills addressed the senate with his concerns about the scholarship process which affected his band students. He also expressed his concerns about the 2 year live-in requirement for dormitory students outside of Pueblo County.

The next meeting was held on April 25, 2016. The following report includes the agenda for the meeting and highlights the major items considered by the full senate and the accompanying sub-committees.

**Colorado State University-Pueblo AY 2015-16
Senate Meeting Agenda OUC Aspen Leaf Room
April 25, 2016 3:30 PM to 4:30 PM**

- I. Call to Order: Margie Massey
- II. Approval of minutes (March)
- III. Approval of agenda

- IV. Information Items/Reports
- V. President Di Mare
- VI. Provost Kreminski
- VII. Senate President - Margie Massey

- VIII. Unfinished Business and New Action Items-First Readings, Second Readings, and Votes
 - i. 1st reading - Long-term solution for APR's – (FPP) – Margie Massey
 - ii. 1st reading – Revise changes to Commencement participation – (APSB) – Bill Brown
 - iii. 1st reading – Update to International Student Admissions requirements – (APSB) – Bill Brown
 - iv. 1st reading – Change to GSB membership – Neb Jaksic
 - v. 1st reading – Changing handbook language for SAB membership – Neb Jaksic
 - vi. 1st reading – Recommendation to empower academic departments in CSUP to recruit – Bill Brown
 - vii. 1st reading – To extend existing residential requirements – Alan Mills
 - viii. 1st reading – Carry out an inquiry, student financial and related incentives – Alan Mills
 - ix. 1st reading – Chairs report – (CAPB) – Ida Whited
 - x. 2nd reading – Credit for prior learning – (GSB) – Neb Jaksic

- IX. Committees/Boards Reports -
 - i. Academic Programs and Standards Board (APSB) – Bill Brown
 - ii. Committee on Shared Governance (CSG) – Brian Vandenneuvel
 - iii. Curriculum and Academic Programs Board (CAPB) – Ida Whited
 - iv. Faculty Compensation Committee (FCC) – Margie Massey
 - v. Faculty Handbook Committee (FHC) –
 - vi. Faculty Procedures and Policies Committee (FPP) -
 - vii. General Education Board (GEB) –
 - viii. Graduate Studies Board – (GSB) Neb Jaksic
 - ix. Information Technology Board (ITB) – Margie Massey
 - x. Scholarly Activities Board (SAB) – Neb Jaksic
 - xi. University Budget Board (UBB) – Margie Massey
 - xii. University Board on Diversity and Equality (UBDE) – Mike Mincic

- X. Faculty Representatives –
 - i. Board of Governors (BoG) – Mike Mincic
 - ii. Colorado Faculty Advisory Council (CFAC) – Mike Mincic

- XI. New Business
- XII. Adjournment

Meeting highlights:

Several motions were submitted for senate consideration. Since this would be the last meeting of the academic year a few motions were expedited to complete during the academic year.

- Long term solutions for APR Process – (FPP). 1st reading to be pushed to next faculty senate.
- Revise changes to Commencement participation – (APSB). 1st reading pushed to next faculty senate.
- Update to International Student Admissions requirements – (APSB). Expedited reading passed 1st and 2nd motion.
- Change to GSB membership – Neb Jaksic. 1st reading pushed to next faculty senate.
- Changing handbook language for SAB membership – Neb Jaksic. 1st reading pushed to next faculty senate.
- Recommendation to empower academic departments in CSUP- Bill Brown. 1st reading pushed to next faculty senate.
- To extend existing residential requirements – Alan Mills. 1st reading pushed to next faculty senate.
- Carry out an inquiry, student financial and related incentives – Alan Mills. 1st reading pushed to next faculty senate.
- Chairs report – (CAPB). Expedited reading passed 1st and 2nd motion.
- Credit for prior learning – (GSB). 2nd reading passed.

The 2015-2016 Faculty Senate decided to postpone the first of the 206-2017 Faculty Senate since the colleges needed more time to elect faculty representatives. Senate President Dr. Massey will get membership from the deans of the colleges and distribute them to the carry over membership. Nominations will be sought from the membership and 2016-2017 president and Board of Governors representative will be selected by email vote.

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 Named National Center of Academic Excellence in Cyber-Defense Education

The National Information Assurance Education and Training Program (NIETP), under the authority of the U.S. National Security Agency (NSA), has announced that Colorado State University-Pueblo has been designated as a National Center of Academic Excellence in Cyber Defense Education (CAE-CDE) for the academic years 2016 to 2021.

Official letters of notification will be sent to Colorado Governor John Hickenlooper, members of the U.S. Congress, and appropriate Congressional Committees. A ceremony recognizing this national CAE-CDE designation will be held June 7 at the 8th Annual National Cyber Summit in Huntsville, Alabama.

The National Security Agency and the Department of Homeland Security jointly sponsor the National Centers of Academic Excellence in Cyber Defense Education (CAE-CDE) programs, which seek to reduce vulnerability in our national information infrastructure by promoting higher education and research in the areas of Cyber Security and Information Assurance and to produce a growing number of students and professionals to advance state-of-the-art knowledge and practice in these respective areas.

The NSA CAE-CDE program directly supports the 2003 U.S. National Strategy to Secure Cyber Space and the 2011 International strategy for Cyber Space to address the critical shortage of professionals with cyber skills and highlights the importance of higher education as a solution to defending America’s cyber space.

Students attending nationally designated CAE-CDE schools become eligible to apply for related scholarships and grants through the Department of Defense, Dept. of Homeland Security, and the National Security Agency.

II. STUDENT ACCESS AND SUPPORT

A. Foundation to Provide Scholarships for Graduate Students

The CSU-Pueblo Foundation has designated \$125,000 for graduate scholarships for the 2016-2017 academic year to replace funds that had been awarded by a grant program no longer on campus.

The Regional Access to Graduate Education (RAGE) program aimed to increase access to graduate school and improve the graduation rates of master's-degree-seeking students. The program also focused on funding research endeavors and connecting graduate students with local community and government organizations.

RAGE had funded graduate scholarships during the five years it was on campus, including \$126,000 to CSU-Pueblo graduate students for the 2015-2016 academic year. With the RAGE funds exhausted, post-baccalaureate students have limited resources to fund their education. The CSU-Pueblo Foundation will use a portion of the Lois W. and J. Roland Mathis Education Fund to replace those scholarship awards designated for graduate-level students.

Previously, the CSU-Pueblo Foundation had limited funds to aid post-baccalaureate students with scholarship assistance. With a recent addition to the Lois W. and J. Roland Mathis Education Fund, the CSU-Pueblo Foundation will offer \$125,000 in graduate scholarship support. The Lois W. and J. Roland Mathis Education Fund has two priorities: (1) "Scholarships to deserving young persons for attendance to the University;" (2) Fellowship for graduate students at the University."

B. Construction Management Team Wins National Competition

Students from CSU-Pueblo's Construction Management program took first place in the Heavy Civil category of the Associated School of Construction competition in Sparks, Nevada, February 10-13. More than 1300 students from 46 schools competed in 17 categories, including heavy civil, commercial, mechanical, and electrical. Twelve colleges competed in the prestigious Heavy Civil Region 6 category, including CSU-Pueblo, CSU-Fort Collins, Utah Valley University, Arizona State University, University of Alaska, Boise State, Montana Tech, Montana State, Weber State, Colorado Mesa, New Mexico State, and Northern Arizona University. In addition to the Heavy Civil Team, the University took a team that competed in the Sustainable Construction and Alternates categories. Jordan Becker, a sophomore Civil Engineering Technology major from Colorado Springs, took third in the Alternates competition.

III. DIVERSITY

A. CSU-Pueblo enters partnership with Smithsonian Institution

CSU-Pueblo will officially kick off a new partnership with the Smithsonian Institution this summer by sending five students to Washington, D.C. for month-long internships in June. The partnership with the Smithsonian is one of only 30 in the country, which will provide a direct path to internships at its 19 museums and gallery locations and will allow CSU-Pueblo to help increase minority representation in museums and the archival workforce.

The five students selected for the internships will work in a variety of museums and locations across the nation's capital from June 1-July 1 as part of a partnership that began with the University's involvement with the Hispanic Association of Colleges and Universities (HACU).

According to Dr. Fawn Amber Montoya, the University has had interns in Washington D.C. in the past, funded through the HACU internship program, but this agreement regarding internships is the only one of its kind between the Smithsonian-at-large and a university in the state of Colorado.

The potential for the addition of more students and extended internships exists for the future as well as tapping into support funds from HACU internships or internships paid for by the Smithsonian. This summer's interns will be funded through the Office of the President and the CSU-Pueblo Foundation.

V. COMMUNITY OUTREACH

A. President's Leadership Program Remodels Learning Center; Facility Renamed

The junior class of the President's Leadership Program (PLP) at CSU-Pueblo remodeled the Learning Center at El Centro del Quinto Sol in hopes of creating a more positive, physical learning environment. Each fall, the PLP juniors work as a team to perform a successful public service through their required, experiential education course, US 360 Applying Leadership Principles: The Team Practicum. In order to further develop their leadership and problem-solving skills, the team selects and implements an approved community service project, requiring significant effort in planning, preparation and implementation.

The junior class selected the learning center, the city-owned recreation center for children and adults located on Pueblo's east side, to encourage and support education for its participants, who often don't have the resources or means to develop educationally outside of their school classroom. The learning center is a room, in a former elementary school, for tutoring, homework, reading, and other educational activities. The students completed the project and held an open house in late March. The center was renamed the

CSU-Pueblo Learning Center by the Pueblo Parks and Recreation Department in recognition of the hard work and dedication of our students during this community service project.

VI. RESOURCE MANAGEMENT

A. Senate Bill 16-191 Passes Senate Appropriations Committee 6 – 0

Senate Bill 16-191, sponsored by Senators Steadman, Grantham, and Lambert and Representatives Rankin, Hammer, and Young was introduced on April 19 and then assigned to the Senate Appropriations Committee. The legislation includes an appropriations clause of \$900,000 from marijuana tax proceeds for CSU-Pueblo to conduct a variety of academic activities related to cannabis research in FY 2016-17. These include:

- a. Hosting a national (and potentially international) conference to discuss rigorous, peer-reviewed research related to marijuana.
- b. Creating a national (and potentially international) journal for rigorous, peer-reviewed research related to marijuana.
- c. Conducting academic, peer-reviewed research on marijuana. Potential topics include:
 - i. Social impacts
 - ii. Economic impacts
 - iii. Health impacts
 - iv. Scientific impacts

On April 22, I testified on behalf of SB 16-191, which passed unanimously 6-0. The Bill will now head to the Senate floor for a full vote of the Senate.

B. Mincic Receives \$35,000 National Summer Transportation Institute Grant

Mike A. Mincic, Associate Professor of Civil Engineering Technology has been awarded a \$35,000 grant to run the 2016 National Summer Transportation Institute (NSTI) program. Through this grant, CSU-Pueblo will serve as the host site for middle school students to engage in educational activities that will introduce them to the transportation industry. The 2016 NSTI program at CSU-Pueblo is scheduled to run for two weeks in June. The program is funded by the Federal Highway Administration (FHWA) and is administered locally by the Colorado Department of Transportation (CDOT).

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

May 6, 2016

CSU-System Wide

- Continued meetings around best practices and collaboration between Fort Collins and Pueblo related to IT.
- As part of continued focus on policy alignment, hosted System-wide meetings with representation from each campus.
- Academic system-wide integration opportunities in relation to admissions and transfers are making progress through efforts of Cheryl Lovell.

Campus Updates

- CSU-Pueblo Open Forums February 15, 2016
- ASCEND – Exploratory meeting with CSU-Pueblo and PEDCO April 12th.

CSU System Government Affairs - Federal:

- Congresswoman Diana DeGette visited Colorado State University April 11 and met with Chancellor Frank and key staff.
- The Chancellor and Executive Vice Chancellor met with members of the Colorado Delegation in Washington DC April 19 and 20 after the AGB (Association of Governing Boards of Universities and Colleges) conference.

CSU System Government Affairs – State:

- CSU-Pueblo Cannabis institute funding
- Long Bill update
- The 2016 session of the Colorado General Assembly will adjourn May 11, 2016.

Statewide Partnerships:

- Chancellor Frank introduced Governor Hickenlooper at the 25th Annual Colorado Governor's Forum on Agriculture February 18
- Chancellor Frank participated in a higher-education panel discussion at the Denver Scholarship Foundation Board retreat in March.
- HUBS discussion – Kathay Rennels (attachment)

National higher education engagement:

- Chancellor Frank attend the APLU Board of Directors and Council of Presidents meeting in Washington D.C. in February.
- Executive Vice Chancellor attended the “FOBESII : Building on our Success in the Years to Come” meeting at the invitation of the Mexican Ministry of Foreign Affairs (SRE) and the Embassy of the United States in Mexico in Mexico City February 25, 2016.



The Colorado State University System supports CSU-Pueblo in building a strong foundation to attract and retain students and faculty.

Containing Costs and Improving the Overall Fiscal Stability of the University

- Helping to manage long-term debt**
- Intra-System loans
 - Student housing debt service payments as needed

- Protection from short-term revenue and expense fluctuations**
- Minimizing impact from changes to the System budget and downward fluctuations in state funding

- Long-term expense control**
- Managed through the traditional University budget process

Improving the Overall Experience in the Classroom, Community, and On Campus

Seed funding for cornerstone academic programs

- Investments to assist in the evaluation of campus housing programs (retail, dining, recreation, etc.)**
- CSURF assistance
 - Consultation on managing a P3 process

- Intra-system infrastructural improvements**
- When valuable, bring CSU-P onto CSU-FC IT systems to improve functionality without added expense to support improved functionality and efficiency in back-room operations

- Academic enhancements**
- Inter-campus degree programs, articulation agreements, faculty exchanges

THE COLORADO STATE UNIVERSITY SYSTEM

**CSU SYSTEM
ENGAGEMENT
HUBS**

What is a Hub? A Hub is a regional bridge between the Colorado State University System and Colorado's communities. Working with strong System partners – CSU Fort Collins, CSU-Pueblo, CSU-Global Campus, Extension – the Hubs provide a vehicle for connecting CSU System assets to regional issues such as transportation, community resilience, economic and workforce development, innovation, and water.

Why Hubs? Regional issues, needs, and funding opportunities aren't addressed through a county-funded model such as Extension. CSU System Hubs work as partners with Colorado counties to leverage appropriate resources from the CSU System, state, and communities.



CSU SYSTEM ENGAGEMENT HUBS

Linking Colorado's communities and the Colorado State University System

Year One to date: Engagement

- Engagement with regions (N, S, Central, W, E); join community conversations, identify needs/opportunities; develop new partnerships and grow existing partnerships
- In-reach into the CSUS; identify needs/opportunities, build engagement capacity
- Define value-add opportunities for communities and CSUS. Focus and expand current and future System connections.
- Identify Engagement Advisory Board members
- Hire regional staff directors – community-to-system and system-to-community connectors

Year Two: Growth

- Develop and expand partnerships and connections, explore collaborative project and programs
- Identify community and industry opportunities for students and faculty in network
- Launch and develop Engagement Advisory Board
- Develop regional partnerships
- Grow and streamline “in-reach” capacity across system partners
- Explore funding by communities for expansion of programs, projects, or site
- Determine metrics for success, implement systems for assessments and feedback
- Develop the Hubs as a network

- Internships
- Applied research

- Centers and Institutes
- ASCEND
- Advancement
- Global Campus
- CSU Online

Year Three: Measure and Learn

- Collect regional feedback including assessments of value, identify changes needed, implement changes
- Expand projects or programs valued by the community, develop shared assessments
- Continue building programs and begin development of sustained funding

Year Four: Improvement

- Establish shared community funding
- Recruit new Advisory Board members
- Review Hubs and programs; identify opportunities for retirement, adjustment and/or expansion



Colorado State University

Water Resources Center at the National Western Center

The Colorado State University Water Resources Center will create a convening place for rural, urban, and global water interests, taking advantage of a riverside location, partnerships within the NWC, and unique urban context.

The Water Resources Center will be one of the first buildings to be constructed at the National Western Center and will host multi-disciplinary, year-round programs that draw tourists, K-12 students, water professionals and researchers, water conferences, and community members.

The facility seeks to advance state-of-the-art practices in water, provide a place for water-oriented

conversations, highlight linkages between water and urban and rural food systems, and showcase various aspects of water in the West.

Denver Water Partnership

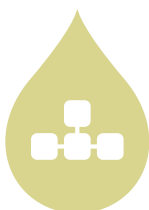
CSU is working closely with Denver Water to imagine collaborative research, educational, and lab spaces at the Water Resources Center. This proposed partnership would create collaboration around water quality, conservation, reuse/recycling, treatment and more, and would bring together academia and practice to create a cooperative endeavor that is unique in the nation.

Water Resources Center Themes

The proposed education and innovation spaces will focus on themes that could include:



One Water
(Matching
Source to Use)



**Water
and Food
Systems**



**Water
Quality**



**Water,
Environmental,
and Social
Justice**



**History
of Western
Water**



**Water
Management
and Professional
Development**



**Water Law
and Policy**

About the National Western Center Partnership

Colorado State University is a key partner in the National Western Center, a project to reimagine the current National Western Stock Show site in north Denver, as a vibrant, year-round destination. As Colorado's land-grant university, CSU is committed to excellence, research, service and extension for

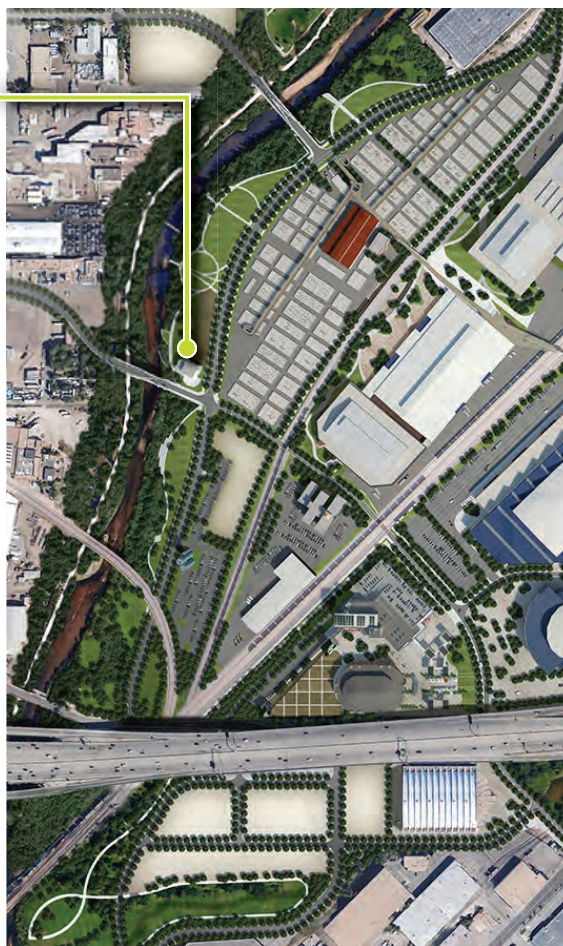
the benefit of the citizens of Colorado, the United States and the world. The University's mission directly corresponds with the outreach mission of the NWC to provide a community-centered, experiential, lifelong learning opportunity in the heart of Denver.

Water Resources Center

- Public/private collaboration
- Hands-on environmental education
- Research and teaching lab space
- Unique space for water-related events
- Connected to newly restored riverbank

Facilities and Programs

- Hands-on environmental education centered along newly restored mile of riverbank
- K-12 educational programs and resources
- Event space overlooking South Platte River
- Co-working/shared space fostering collaboration
- Conference space, café, auditorium, public plaza, and other public spaces
- Public/private/nonprofit collaboration, that may include:
 - Research and teaching lab space
 - Labs for developing and demonstrating new water technologies
 - Multiple sources of water for water treatment research and testing
 - Data analysis and visualization spaces
 - Small-scale advanced water treatment plant with educational features
 - A focus on water and efficiency from source to use



Denver Water Advanced Water Quality Facility

- Site for Denver Water's water quality testing program
- Will perform more than 250,000 tests per year
- Field water-quality monitoring program
- Research and development for water quality applications

The Water Resources Center is a collaboration among these NWC partners . . .



... AND



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Past Issues

Trans



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 of this landmark project.



News

CSU and Denver Water Partner at NWC

CSU and Denver Water are exploring a partnership related to the CSU Water Resources Center, one of the first buildings slated to be constructed at the National Western Center. While the details of the partnership are still in development, CSU and Denver Water are considering a "Water Innovation Center" concept, where new water-oriented technology would be developed and tested. The Water Resources Center will also focus on public, private, non-profit, and institutional collaboration, seeking to solve some of the most challenging issues around water, both within the West and globally. The water sources available for research and the multi-sector partnerships at this facility would be unique in the nation, and could help launch Denver as a test bed for water and wastewater research

Upcoming Events

North Denver Cornerstone Collaborative Bus Tours
RSVP to

ndcc@denvergov.org

May 19, 2016
2:30-4:30 p.m.

June 16, 2016
2:30-4:30 p.m.

National Western Center Advisory Committee Meetings
Meet in the Centennial Room of the NWSS

May 26, 2016
5:30-7:30 p.m.

June 30, 2016

and innovation. CSU and Denver Water see tremendous opportunity for research, business incubation, K-12 education and community programs to be offered, in collaboration with additional partners, at the Water Resources Center and throughout the NWC.

[Read more ...](#)



Landmark Designation for Stadium Arena

The 107 year old Stadium Arena was designated an historic landmark by an 11-0 vote of the Denver City Council. The Stadium Arena was the first permanent structure built by the Western Stock Show Association and still hosts many of the Stock Show's annual events. This designation allows the NWC project to pursue additional partnerships and concepts for re-imagining the future of the Stadium Arena.

[Read more ...](#)

Upcoming Design, Construction & Professional Services Information Session

You're invited to an informational session for those interested in design, construction, and professional services for the NWC. Join the event at the *National Western Complex - NW Club and Beef Palace at 7:30 a.m. on May 11, 2016* for networking, a presentation of National Western Center opportunities in 2016, and a Q&A session. The event is expected to last until 9:00 a.m. [Click here](#) for more information and to RSVP.

For more news, [click here](#).

Articles and Links of Interest

Sustainability:

5:30-7:30 p.m.

Click [here](#) to view the NDCC event calendar.



Partner Spotlight: Denver Museum of Nature & Science

[The Denver Museum of Nature & Science](#) envisions an empowered community that loves, understands, and protects our natural world. As a partner at the NWC, DMNS will focus on bringing inspiring and educational opportunities to visitors of all ages.

CSU and DMNS are working on partnerships in advance of formal programming at the NWC. CSU had a presence at DMNS's Girls and Science Day, and will present at the upcoming FutureFest for the Museum's Urban Advantage program.

The museum offers at least one day free of admission every month thanks to SCFD funding. View the schedule [here](#).

Project Spotlight

The **Denver Urban Waterways Restoration Study** is a project to identify restorative improvements to three major urban waterways, including the South Platte River along the National Western Center's western edge. These improvements seek to make the river more accessible, and set the stage for the development of CSU's Water Resources Center.

The goals of the study include

- [Denver named one of the seven finalists for Federal Smart City Challenge](#)
- [It's official: CSU, government of Rwanda are partners in smart, sustainable development](#)

Food Systems, Agriculture, and Innovation:

- [Ardent Mills CEO to talk 'grain-based solutions'](#)
- [USDA, Colorado State unveil new tool to evaluate benefits of local food systems](#)
- [USDA's commitment to develop food and agricultural workforce of the future](#)
- [Historic agreement bolsters CSU's partnership with Colorado wheat growers](#)
- [Local Cattlemen Raise \\$7,460 For Ag Ed Scholarships](#)

Water:

- [CSU-led team receives \\$10 million to study Ogallala Aquifer](#)
- [Milwaukee Global Water Center to expand](#)

ecosystem restoration, flood risk reduction, and recreation. The project is a collaboration of the United States Army Corps of Engineers (USACE), Urban Drainage and Flood Control District (UDFCD), the City and County of Denver (CCD), and the Colorado Water Conservation Board (CWCB). Currently, partners are conducting feasibility studies to identify the best options for the South Platte. If the project receives federal approval, restoration and river improvements could begin as early as 2019. [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.

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Section 13

Consent Agenda

- Colorado State University System
 - Minutes of the February 4, 2016 Board and Committee Meetings
 - Minutes of the February 5, 2016 Board and Committee Meetings
 - Minutes of the April 28, 2016 Executive Committee Meeting

- Colorado State University
 - CSU: Faculty Manual Changes
 - CSU: Master of Finance (Plan C)
 - Graduate Certificates CSU

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
BOARD OF GOVERNORS RETREAT AND REGULAR MEETING
CSU-Global Campus, Denver, Colorado
February 4, 2016**

CALL TO ORDER

Chair Mosher called the retreat to order at 8:00 a.m.

ROLL

Governors present: William Mosher, Chair; D. Rico Munn, Vice Chair; Scott Johnson, Secretary; Nancy Tuor, Treasurer; Dennis Flores; Mark Gustafson; Jane Robbe Rhodes; Dean Singleton (Appointee); 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; Allison Horn, Director of Internal Auditing, CSU System; Lynn Johnson, Chief Financial Officer, CSU System, and Vice President of Operations, CSU; Rick Miranda, Chief Academic Officer, CSU System, and Provost and Executive Vice President, CSU; Michael Nosler, General Counsel, CSU System

System Staff present: Adam Fedrid, IT Manager; Melanie Geary, Executive Assistant; Allen Sneesby, IT Technician; Sharon Teufel, Executive Assistant to the General Counsel

Guests present: Michael Baker, Gold Crown Management; Ray Baker, Gold Crown Management; Jon Bellum, Provost, CSU-Global Campus; Rick Callan, Sr. Real Estate Analyst, CSURF; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Peter Farrell, Royall & Company; Mark Gill, Chief of Staff, CSU; Kathleen Henry, President/CEO, CSUF; Blanche Hughes, Vice President of Student Affairs, CSU; Nancy Hurt, Managing Director, CSURF; Rick Kreminski, Provost, CSU-Pueblo; Paul Orscheln, Vice President, Student Services and Enrollment, CSU-Pueblo; Karl Spiecker, Vice President, Finance and Administration, CSU-Pueblo

BOARD RETREAT

Chair Mosher convened the retreat and reviewed the agenda. He introduced Governor-Appointee Singleton and then asked Dr. Di Mare to begin the CSU-Pueblo presentation.

Royall and Company Presentation: Outlook for Regional Comprehensive Universities

Dr. Di Mare commented CSU-Pueblo has worked with Royall & Company on student recruitment for over two years and then introduced Mr. Farrell. Mr. Farrell reviewed public perception aspects impacting higher education; challenges for revenue streams; and demographic factors with the largest growth during the next ten years occurring in the Hispanic sector. Challenges for regional public institutions include competition at the top from flagship and rising publics, and competition at the bottom from community colleges. Challenges for the Colorado higher education market include an increasing number of high school graduates are leaving the state for college resulting in a reliance on non-resident students.

Mr. Farrell remarked that tried-and-true recruitment practices are less reliable with the rapidly changing market and outlined the campaign utilized for CSU-Pueblo. Geography and academic quality are the most predictive factors for moving a student from no interest to interest in enrollment. Dr. Orscheln reported that, since launching the first campaign with Royall & Company, CSU-Pueblo has developed an online application with mobile optimization resulting in a transformed recruitment operation.

Dr. Di Mare reported there was a decline in enrollment last fall partially due to the lack of a sufficient number of admissions counselors to process the large increase in applications. Additional admissions staff have been added. Another problem was the under-awarding and timely packaging of financial aid; the financial aid packaging is now being processed daily. Dr. Orscheln explained the ability to track students from the onset of the campaign through enrollment and the split testing to verify the ROI.

Mr. Farrell remarked on the consultative relationship that has developed with CSU-Pueblo and noted the university is only billed for the marketing services. The contract is year-by-year for services to generate interest; facilitation of the application process; and financial aid optimization to impact enrollment behavior. Enrollment of 100 students covers the annual \$550,000 fee.

Dr. Orscheln explained data from the National Student Clearinghouse and a survey conducted on admitted students who did not attend allows for identification of where and why students attended other universities with location identified as the biggest issue. Mr. Farrell indicated that athletics is important to help build the university's brand, recruitment and program mix. Dr. Orscheln reported 10,000 applications were received last fall, of which 60% to 70% could be attributable to the Royall campaign; 6,000 were admitted; and 780 were enrolled.

Mr. Farrell reported data points currently indicate a positive trajectory for next fall's entering class at CSU-Pueblo and the campaigns should sustain themselves over the new few years to grow the enrollment. Enrollment will eventually reach a plateau and that plateau will not begin to move until there are changes to the educational product, whether in facilities or program mix. Dr. Di Mare indicated that revised projections forecast an enrollment of 4,470 by 2020.

The meeting was recessed for a break at 9:48 a.m. and reconvened at 10:08 a.m.

CSU-Pueblo Trends, Opportunities and Challenges: Dr. Di Mare explained the presentation would include comparisons to the peer group that was approved by the Board in December 2011 of which only one other institution is an HSI; the strategic plan that was presented in depth in 2014; five areas of excellence of which three are visionary that will be developed over the next four to five years; and challenges and strategies for financial sustainability.

Dr. Kreminski noted Augusta State was originally on the Board-approved peer list but no longer exists; UCCS is the only peer in Colorado; and the comparative data were drawn from IPEDS. Of the ten peers, enrollment for 2010-2014 has decreased at seven institutions and increased at three institutions. CSU-Pueblo has the second smallest enrollment; the second largest Hispanic full-time undergraduate enrollment with over 30% which is significantly higher than the 25% threshold for an HSI; and approximately a 50-50 ratio of male/female full-time undergraduate enrollment. The 15% enrollment increase last year could partially be attributed to the Royall campaign and the new athletic programs.

Based on the accounts receivable audit, financial constraints were implemented in 2012 with a new nonpayment drop policy and a new attendance policy implemented to address "ghost" students that resulted in a decrease in enrollment, retention and six-year graduation rates. The fall 2015 retention rate rebounded to 64% and there are targets in the strategic plan to increase the retention rate to 68% by 2020.

The strategic plan includes a goal to increase the six-year graduation rate between half and one percent annually. Based on size, CSU-Pueblo is in the middle of the peer set for the number of bachelor's degrees awarded and ranks second for number of degrees awarded to Hispanic students.

Dr. Orscheln reported 95% of CSU-Pueblo students receive financial aid; the average EFC is \$7,600; 50% of the total unduplicated and FTFT students receive Pell grants; and average debt at graduation is \$29,914. Several programs including the SALT program have been implemented to help reduce CSU-Pueblo's default rate from over 15% to 9.2% compared to the national average of 11%. Transfer students carry their debt from institution to institution which creates a challenge for CSU-Pueblo with many of the transfer feeder institutions having default rates of 20% or higher. The average net price for students at CSU-Pueblo in 2013-14 was approximately \$12,000 and the average net price for families of income up to \$30,000 with students receiving Title IV federal financial aid was under \$10,000.

Dr. Kreminski reviewed peer comparisons on the number of tenured and tenure-track faculty with CSU-Pueblo's ratio of tenured/tenure-track faculty to full-time students at 1:34 in 2014. There are also adjunct instructors who teach one or two classes, full-time lecturers and full-time visiting assistant professors. Tenured or tenure-track faculty who left have often been replaced with either visiting assistant or adjunct professors. Comparative data to peers on research expenses was provided. Current federal grants at CSU-Pueblo include two Dept. of Education grants for \$2.6 million and \$4.3 million over five years.

Dr. Kreminski summarized that there needs to be a focus on retention and graduation rates; the university has a financially needy student population; some states fund peer institutions at a higher level; and the institution has different demographics from its peers in certain important ways. Each academic unit has its own strategic plan that must align with the campus strategic plan. Conversations are being held across the campus on efficiencies and cost per credit hour for all departments. Dr. Di Mare noted the institution is generally in the middle compared to peers and not significantly different from other regional comprehensives that are also struggling.

Dr. Di Mare provided a peer institution foundation comparison and pointed out that, until recently, there has been no major campaign at CSU-Pueblo since the mid-1980s. The current capital campaign during the past 2½ years has raised approximately \$16 million of the \$25 million goal with \$15 million targeted for scholarships, \$5 million for the renovation of the Occhiato University Center, and \$5 million for athletics.

Strategic Plan: Dr. Di Mare explained the CSU-Pueblo strategic plan aligns with the strategic mapping capabilities outlined at the June 2015 Board retreat. The strategic plan is a living document that was developed from 2013-15 through a specific campus-wide process and includes a timeline and implementation team who committed to serve a minimum of three years. There is a vision statement, goals and outcomes to increase enrollment, retention rates, graduation rates, and the number of degrees awarded.

When asked if adding Master's degree programs would increase enrollment, Dr. Di Mare explained consideration is being given to adding academic programs that are appropriate for the region and population served. Current national trends indicate that the number of Master's degree students at regional public institutions is declining. CSU-Pueblo currently has ten Master's degree programs.

When asked about quality of students, Dr. Kreminski explained there are different quality components such as the index score that includes high school GPA and ACT scores. There are targets in the strategic plan to increase the average index score of incoming students. Governor Mincic commented on how the faculty are engaged in achieving the primary goals in the strategic plan with excellence in academics as the top priority. The individual departments are examining the effectiveness of their academic programs.

Dr. Di Mare explained the annual strategic plan survey that was conducted to get input from the campus and the 2016 top strategic plan priorities that were identified. Five areas of excellence to differentiate CSU-Pueblo from its peer and sister institutions have been identified of which two, a federal designation as an HSI and NCAA Division II athletics, have helped create partnerships with the community, the state and nationally. The retention rate last year for the student athletes was 71% which is higher than the overall campus retention rate. Three strategic initiatives identified are the Center for Security Studies, an Institute for Cannabis Research, and expanding academic partnerships.

Dr. Di Mare remarked that the Center for Securities Studies would not necessarily be a bricks and mortar facility. CSU-Pueblo currently has a Homeland security certificate and has made application to the NSA for designation as a National Center of Academic Excellence in Information Assurance/Cyber Defense. Faculty and staff are already conducting applied research and there are partnerships with different organizations such as the PuebloPlex that can be utilized. Dr. Kreminski described the various areas in addition to cyberspace that would fall under the security umbrella.

Dr. Di Mare reported the Institute for Cannabis Research is in the inception stage and she commented on the research potential to generate scientific and medical knowledge to benefit society. All local, state and federal laws would be adhered to with guidance by the Office of General Counsel. There has been a meeting with the JBC to ask for funding from tax revenues and there will also be funding available from the county excise tax. General Counsel Nosler clarified that actual marijuana would not be handled by the university. Dr. Kreminski described observational studies from self-reporting that could be undertaken and other prospective research areas, and the potential to develop an international advisory board and a peer-reviewed journal.

Dr. Di Mare explained various academic partnerships being explored that include working with CSU on agriculture degrees and developing pathways for students; collaboration with District 60, District 70 and Pueblo Community College to improve college preparedness; collaboration with the Dept. of Corrections to provide education for inmates; and development of more online courses through collaboration with CSU-Global Campus. A collage of articles published by *The Pueblo Chieftain* was shared that reflects the success and research at the university, and the support of the community.

CSU-Pueblo Housing: Mr. Spiecker recounted the \$56 million debt service issue for the CSU-Pueblo residence halls. Pursuant to the Board's direction, the university has engaged Gold Crown Management to assist with pursuing a potential private public partnership (P3). Mr. Michael Baker explained how Gold Crown Management would assist CSU-Pueblo initially with the distribution of an RFI to manage the residence halls, except for Belmont, to create cost efficiency savings. Based on responses, an RFP would then be generated. Subsequent phases would be assistance with Belmont and the development of retail space.

Revenue Pressures: Dr. Di Mare commented on the sustainability and budget model issues for regional comprehensives. She outlined the revenue and expenditures pressures; the debt/negative fund balance challenges for CSU-Pueblo; the university infrastructure investments; and potential CSU System investments including new academic programming initiatives and intra-System collaboration to create efficiencies.

The meeting was recessed for lunch at 12:09 p.m. and reconvened at 12:44 p.m.

Discussion: Chair Mosher asked for an articulation of the vision over the next three to five years and the academic initiatives to better serve Hispanic students and the southeastern region of the state.

Dr. Di Mare commented on how Hispanic students want faculty and staff who reflect their culture. Federal funding for programs, such as TRiO that assists students from migrant worker families, helps all of the university's students.

Dr. Frank pointed out that Dr. Di Mare and her team have been exploring academic cornerstones to build the recruitment strategy. Dr. Kreminski explained how the faculty collectively have been challenged to submit proposals for new academic programming based on student demand and projected industry need with support from the local industry. The process utilizes a grassroots approach that will energize the faculty. Collaboration with sister universities and leveraging System capability would be viewed positively. The proposals will then be reviewed with the intent to bring forward three to five new academic programs for Board approval.

Dr. Di Mare explained each department, college or school has an advisory board in particular disciplines that will contribute to new academic programming. The university is also examining the relevancy of current curriculum and other ways to attract students, such as new amenities and adjacent retail. Governor Mincic commented that the potential for seed grant opportunities has helped generate excitement among the faculty for new academic programs.

Discussion followed on the positive impact on retention of student involvement in professional societies and associations; investments needed for new academic programming; strategies and incentives to move students more quickly to graduation and the factors impacting degree completion; and identifying the CSU-Pueblo brand and the value proposition of the five areas of excellence to increase enrollment while increasing academic quality. Other topics addressed included reducing costs, improving cost effectiveness for more expensive academic programs, and the potential negative impacts from elimination of such programs; collaboration with the local school districts and industries; and student demographics with provision of focused wrap-around services.

When asked about the focus for the university for the next five years, Dr. Di Mare replied addressing the housing issues; better campus food for the students; transforming the campus into a truly residential campus with adjacent retail development; more availability of classes; new academic programs; professional career advising; and alternative revenue sources instead of reliance on increasing enrollment. Challenges related to current capabilities include moving academic programming forward through protocols faster and incentivizing different program areas.

Dr. Frank noted CSU-Pueblo is dealing with the same national trends of declining enrollment and state support as similar institutions. An extensive financial review for the housing at CSU-Pueblo was presented last fall and the staff then initiated short-term interim steps based upon those discussions. The impact of those efforts will be addressed in conjunction with the final FY 2016-17 budget presented at the May meeting. If the P3 does not offer the expected relief, utilization of System reserves to address the problem may need to be considered because the institution will not default on the bond debt service.

Dr. Di Mare described how academic programming has been stagnant for years; enrollment growth has spiked; adding football and other athletics helped with recruitment; and retention and graduation rates have increased slightly in recent years. She expressed optimism that CSU-Pueblo was positioned to move forward positively over the next five years. The new initiatives and additional academic programming should be attractive to students, faculty and the community.

With no further discussion, Chair Mosher acknowledged the retreat preparatory work completed by Dr. Di Mare and her team, and the retreat portion of the February meeting was then adjourned.

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Committee Chair Robbe Rhodes convened the committee meeting and asked Dr. Miranda for his report.

CSU Graduate Certificates: Dr. Miranda explained graduate certificates are stand-alone certificates that require between nine and fifteen credits, which is less than a Master's degree; are focused on specific learning outcomes; do not require enrollment in a degree program; and qualify for Title IV funding. Three graduate certificates related to the current curriculum for the Student Affairs in Higher Education (SAHE) program, School of Education, College of Health and Human Sciences, have been brought forward for approval as follows: Campus Crisis Management; Student Affairs Management of Auxiliary Enterprises; and Student Affairs Administration. Approval of the graduate certificates is on the consent agenda.

Sabbatical Reports: Dr. Miranda explained annually there are two sabbatical leave reports. Approval of sabbatical leave plans has been delegated to the campus presidents and each fall there is a report on the sabbaticals approved for the following year. The second report is a summary of the work and accomplishments achieved the previous year during the sabbaticals. The AY 2014-15 sabbatical leave summaries for CSU reflect the international scope of the university's work. Dr. Kreminski reviewed the AY 2014-15 summary of accomplishments for four sabbaticals and one educational enhancement leave taken by CSU-Pueblo faculty.

CSU Honorary Degrees: Dr. Miranda reviewed the process and criteria for awarding of honorary degrees that are generally bestowed for accomplishments in academics or in a chosen field. Action on the two proposed honorary degrees would be taken after the executive session.

CSU Faculty Manual Revisions – Sections C.2.4 and C.2.4.s.1.m: Dr. Miranda explained the proposed changes will give the non-tenure track faculty voting rights to elect their Faculty Council representatives. Dr. Frank commented on the importance of the amendments for the future of the academy. Approval of the amendments is on the consent agenda.

CSU-Global Campus Handbook: Dr. Miranda indicated a summary of the revisions and the revised handbook were included in the meeting materials. All changes have been reviewed by the Office of General Counsel and approval is on the consent agenda.

CSU-Global Campus Program Name Change: Dr. Miranda explained the proposed change from Master of Healthcare Administration and Management to Master of Healthcare Administration aligns the name of the degree to current industry standards. Approval of the change is on the consent agenda.

REAL ESTATE/FACILITIES COMMITTEE

Governor Johnson convened the committee meeting and indicated there were two action items.

Acquisition of Easement at Maxwell Natural Area: Ms. Hurt explained the first action item is for a 10-year renewable easement for the "A" on the hillside above Hughes Stadium. The long-term lease agreement with the City of Fort Collins was put in place by the prior property owner and has been approved by City Council to ease to the processes to annually paint the "A". **Motion/Action:** Governor Tuor made the motion to approve; Governor Robbe Rhodes seconded; and the motion carried unanimously.

Acquisition of Eight Parcels along Whitcomb Road: Ms. Johnson explained the acquisition of the eight land parcels will improve the access for bicycle and pedestrian traffic from the south onto the main

campus and will provide additional parking. General Counsel Nosler indicated the issues related to the acquisition will be discussed in executive session and the vote was tabled until after said discussion.

The meeting was recessed for a break at 2:38 p.m. and reconvened at 2:53 p.m.

EXECUTIVE SESSION

General Counsel Nosler read the meeting into executive session for the purposes of evaluating public officials and staff; for discussions relating to the purchase of property; for consideration of nominations for awarding honorary degrees; and for the purpose of receiving the litigation report or legal advice, all confidential as set forth in the meeting notice. **Motion/Action:** Governor Zimlich moved to convene in executive session. Governor Tuor seconded and the motion carried unanimously.

OPEN PUBLIC MEETING

The meeting reconvened in open session at 3:22 p.m.

Chair Mosher indicated there was a modification to the resolution for the acquisition of the eight parcels of land. **Motion/Action:** Governor Flores moved to approve the resolution as amended. Governor Robbe Rhodes seconded and the motion carried unanimously.

Chair Mosher asked for one action on the two honorary degrees submitted by the Academic and Student Affairs Committee. **Motion/Action:** Governor Tuor moved to approved; Governor Munn seconded, and the motion carried unanimously.

EVALUATION COMMITTEE:

Chair Mosher indicated the Evaluation Committee that is composed of the voting members would convene. General Counsel Nosler read the meeting into executive session for the purposes of discussing and evaluating public officials and staff, confidential as set forth in the meeting notice. **Motion/Action:** Governor Munn moved to convene in executive session; Governor Tuor seconded; and the motion carried unanimously. After the Evaluation Committee met, the Board meeting was adjourned for the day

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
BOARD OF GOVERNORS MEETING
CSU-Global Campus, Denver, Colorado
February 5, 2016**

CALL TO ORDER

Chair Mosher called the meeting to order at 9:00 a.m.

ROLL

Governors present: William Mosher, Chair; D. Rico Munn, Vice Chair; Scott Johnson, Secretary; Nancy Tuor, Treasurer; Dennis Flores; Mark Gustafson; Jane Robbe Rhodes; Dean Singleton (Appointee); 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; Allison Horn, Director of Internal Auditing, CSU System; Lynn Johnson, Chief Financial Officer, CSU System, and Vice President of Operations, CSU; Rick Miranda, Chief Academic Officer, CSU System, and Provost and Executive Vice President, CSU; Michael Nosler, General Counsel, CSU System

System Staff present: Adam Fedrid, IT Manager; Melanie Geary, Executive Assistant; Allen Sneesby, IT Technician; Sharon Teufel, Executive Assistant to the General Counsel

Guests present: Jon Bellum, Provost, CSU-Global Campus; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Blanche Hughes, Vice President of Student Affairs, CSU; Jane Ingles; Rick Kreminski, Provost, CSU-Pueblo; Cheryl Lovell; Rob McCoy, BKD; Paul Orscheln, Vice President, Student Services and Enrollment, CSU-Pueblo; Jason Padoney, Director, Career Center, CSU; Ryan Poullen, Associate, Wells Fargo; Karl Spiecker, Vice President, Finance and Administration, CSU-Pueblo; Paul Thayer, Associate Vice President of Student Success, CSU; Tamara Vega Haddad; Jason Warr, Vice President of Operations, CSU-Global Campus

PUBLIC COMMENT

Chair Mosher reconvened the regular business meeting and indicated two individuals had signed-in to address the Board. Ms. Vega Haddad commented on community concerns with Todos Santos and Ms. Ingles commented on Tres Santos.

BOARD CHAIR'S AGENDA

Chair Mosher explained the decision to hold the June retreat at the CSU Mountain Campus this year and in alternating years in the future.

AUDIT AND FINANCE COMMITTEE

Committee Chair Tuor convened the committee meeting and asked Ms. Horn for her report.

FY 2015 Audit Results: Ms. Horn introduced Mr. McCoy who explained the Independent Auditor's Audit Committee Communication was extracted from the complete audit report that is available online through the schools and the state auditor's office. He noted the auditor's responsibility is to make reasonable assurance that the financial statements are materially correct. Two different audits were completed: the CSU System audit that includes all three campuses and a separate stand-alone audit for CSU-Global Campus. The CSU and CSU-Pueblo foundations were not audited by BKD and the foundations' alternative investments recorded on the financial statements are three months in arrears which was determined not to be material by the auditors.

Mr. McCoy reviewed the significant estimates including the net pension liability with a reporting change in GASB 68 that applies to the state's PERA retirement plan. Ms. Johnson explained how the calculations with this change are computed into the composite financial index and reduces unrestricted net assets. The rating agencies during the review process factor in modifications for the liabilities based on GASB 68.

Mr. McCoy reviewed the audit adjustments made and the proposed audit adjustments not recorded. CSU-Pueblo was commended on the improvements made during 2015 that included updating the accounting software to the same system utilized by CSU. The ongoing cooperation between the two campuses was also considered beneficial to ensuring good internal controls. During the audit process, the new GASB 68 accounting standards were discussed with management. A management letter was written to communicate minor deficiencies in internal controls that were not deemed to be material weaknesses.

A recommendation locator document extracted from the entire financial statement audit was distributed and identified three compliance issues related to reporting on student financial aid at CSU-Pueblo. Mr. McCoy commented on the complexity of student financial aid and noted the reporting issues may be in part due to the software utilized.

FY 2016 Audit Reports: Ms. Horn reported two reports were issued since the last meeting. There were 29 findings in the operational and financial audit for the CSU-Pueblo Athletics Dept. of which a significant number were related to university-wide operations and policies, and best practices. Since the report was issued, eight recommendations have been implemented. When asked about the change in risk assessment from high to medium with the 29 findings, Ms. Horn explained how athletics are deemed to be high risk activity with high participation and visibility. The mitigation to a medium level was due in part because there were no significant findings such as fraud or mistakes that rose to the level of misstatement in the university's financial statements. There also was a high degree of cooperation from management during the audit and the auditor was satisfied that the risks were mitigated.

The second audit report was for the Colorado Water Institute that has highly visible activities; is a well-renown program; and has a considerable amount of external reporting. Controls were deemed to be adequate and there were no findings. A management letter was issued with suggestions on best practices.

Status of FY 2016 Audit Plan: Ms. Horn reviewed the audits currently in progress that include the CSU Confucius Institute. The results were received for the survey of the CSU Data Centers that was completed with assistance from students in a sociology class and provided useful insights that might not otherwise have been received.

Overdue Recommendations: Ms. Horn reported the CSU Warner College of Natural Resources is completing the strategic planning process; the Extension Field Offices' target implementation date has been revised for a date when the extension staff will be on campus to receive the recommended instruction and coordination; there is a new director in the Office of Sponsored Programs; and the

certification of the Agricultural Experiment Station audit will be completed. The past due recommendation for CSU Athletics has been completed.

FY 2017 Campus Incremental Budget/Tuition Update

Colorado State University: With an anticipated \$20 million reduction in state funding for higher education, Ms. Johnson reported the CCHE is recommending no tuition controls. The draft FY 2017 incremental E&G budget has been forecasted on the basis of a 5% resident undergraduate and a 4% non-resident undergraduate tuition increases, and a 1.8% salary increase for faculty and administrative professionals. The state has not changed its position at this point for no increase in salaries for state classified employees. One proposed change is the recommendation of a 7% resident and 2% nonresident tuition increase for the Professional Veterinary Medicine program.

Ms. Johnson reported there have been numerous budget discussions with the campus constituencies. Dr. Miranda added there has been substantial campus feedback and decisions still remain to be made on several line items including enrollment growth funding, distribution of commitments on quality enhancements, and salary increases. Governors Doherty and Sydoriak indicated the budget process has been inclusive.

In response to questions, Dr. Miranda explained the internal reallocation represents approximately 2% of the accountable budget, not the full E&G budget; several alternative scenarios have been presented for developing a balanced budget; and reallocations occur at multiple levels. Dr. Frank provided an historical perspective on the internal reallocation process that has been more aggressive during major budget reduction years. When the budgeting process began in August, there was a high priority to ensure the Board is actively engaged in the tuition setting with a range of scenarios. While there is flexibility on tuition setting based on the anticipated reduction in state higher education funding, Dr. Frank recommended the CSU FY 2017 budget continue to be developed on the proposed 5% resident undergraduate tuition rate increase.

CSU-Pueblo: Mr. Speicker reviewed seven changes made to the draft FY 2017 incremental E&G budget that include a reduction in the estimated revenue from eliminating tuition discounts offered above 12 credit hours and related additional financial aid; elimination of the 2% salary increase for faculty and administrative professionals; reduction of the proposed athletic fee to \$2 per credit hour; a reduction in the proposed funding amount for faculty promotions; adjustments to address an estimated \$500,500 shortfall; and elimination of proposed contingency funds. The budget continues to be forecasted on the basis of a 6% tuition increase.

Governor Zarr commented the students are considering an increase to the facility fee with no determination finalized at this point. Dr. Frank provided historical context on the internal 90-10 formula utilized to split state support between CSU and CSU-Pueblo.

When asked about declining enrollment and unprocessed applications received through the Royall & Co. campaign, Dr. Di Mare explained an additional admissions counselor was added too late to assist with processing all of the applications received and the issue of under-packaging student financial aid is being analyzed. Discussion followed on one-time non-base building salary adjustments; the internal allocation formula utilized for the state funding; budgeting for flat enrollment and the decision for no tuition increase at CSU-Pueblo two years ago; the negative \$1.8 million E&G fund balance for CSU-Pueblo; and the CSU-Pueblo bond service debt issue with proposed housing changes to be implemented. Work will continue on the CSU-Pueblo budget.

CSU-Global Campus: Mr. Warr reported there were no changes in the budget from the previous meeting and enrollment projections remain the same based on the FY 16 second quarter financial statements. The budget is a business model budget utilized to project revenues with historical cost allocations. Enrollment, cost structures and strategic initiatives will continue to be evaluated.

FY 2016 Q2 Financial Statements: Ms. Johnson reviewed the structure of the consolidated financial statements that includes to-date budget variances. Actual results are consistent with expectations through the second quarter and there were no major issues.

Treasury Update: Ms. Johnson reported Mark Gill, CSU Chief of Staff, has agreed to chair the search committee to hire the Treasurer. The search committee is ready to begin the process and is composed of representation from each of the campuses and the CSU Foundation.

The meeting was recessed for a break at 10:41 a.m. and reconvened at 10:53 a.m.

STRATEGIC MAPPING

Chair Mosher asked Ms. Parsons to begin the presentation. Ms. Parsons reported progress has been made through collaboration of the three institutions and the System office to identify several opportunities for the IT systems and the integration of the Kauli Financial System. She introduced Dr. Lovell who has been hired as a consultant to work with representatives from each campus on academic initiatives and enhanced articulation agreements. Ms. Parsons explained that a team representing all three institutions was assembled to address market responsiveness that was identified at the June retreat as an area of strategic importance.

Dr. Hughes explained the presentation was intentionally developed to acknowledge the diversity of the student body with an increasing enrollment of first-generation and low-income students of color. Dr. Thayer reported students of color now comprise 21% of total enrollment at CSU; more than 20% of the first-time full-time students of color receive Pell grants; and diversity of first generation students has increased to more than 26%. The majority of future growth for high school graduates will be from historically underrepresented populations. Understanding the distinctive characteristics and experiences of diverse student groups is critical to ensure open career pathways and to prepare all students to succeed in a diverse, changing market.

Mr. Podany shared 2012-13 employment statistics and first destination data for CSU graduates; requests, learning outcomes, and experiences including experiential learning preferred by employers; employer/student perceptions on student preparedness; and factors that impact first destination success. He defined five areas of well-being and reviewed statistical data for well-being relative to university experience, engagement at work and emotional attachment to an alma mater.

Dr. Miranda provided examples of high-impact educational practices that can be developed through curricular and co-curricular experiences, and measured in terms of impact on retention, graduation and success after graduation. Improvements in high-impact educational practices can be achieved in a variety of ways including redesigning curriculum and assessment, integrating experiences, and providing mechanisms to demonstrate competencies. Undergraduate degree structure is important to student success. Dr. Miranda explained how unbundling of the college experience can occur in a variety of ways and then he reviewed the major elements of the undergraduate degree structure. Examples of high-impact activities and experiences at CSU, such as undergraduate research, internships and study abroad/Semester at Sea, were provided.

Dr. Bellum explained high-impact educational practices at CSU-Global Campus are heavily focused on the ability to bring in students from multiple levels of educational preparedness. High-impact educational practices implemented include a common introductory leadership course to help all students understand the outcomes, expectations and structure of CSU-Global courses which has improved first to third year retention. Other high-impact educational practices include the availability of supportive services; providing adaptive learning tools; completion of undergraduate and graduate capstone courses; and degree optimization through incremental career-relevant awards of completion and skills endorsements as studies are completed.

Dr. Kreminski reported high-impact educational practices at CSU-Pueblo include first-year student experience courses; experiential education that was designed by the campus for its HLC quality initiative; sustainability and service components for STEM students funded with Title V grants; internships and field work; and undergraduate research or service learning. Other high-impact educational practices at CSU-Pueblo including writing throughout all curriculum including high level math courses; capstone courses that often have oral presentation requirements; study abroad; and curriculum development with input from advisory boards, the community and businesses.

Ms. Parsons summarized that the presentation provided an opportunity to understand curriculum development with the changing student market and student demographics that are occurring at each of the three institutions, and responses to the employment market. Dr. Frank added that CSU-Global Campus by its very nature is innovative and collectively the System is trying to be responsive to the market.

Discussion followed on providing course flexibility for students; benefits of hands-on learning experiences and attainment of practical experience, i.e., laboratories, internships; development of hybrid courses with both face-to-face and online coursework; and filling educational gaps and improving degree progression by connecting traditional residential campuses with online learning. Topics also included collaboration and creating pathways for the System institutions and at the state level; the experience of an integrated four-year curriculum vs. unbundling; current availability of online courses through CSU and CSU-Pueblo; and employment gaps and advising students on future market needs.

Mr. Podany reported a pilot online learning tool called “Career Ready” with 50 career learning topics was soft-launched and 1,200 students completed the 2,600 learning milestones in the first semester. Dr. Frank recounted the implementation of the Ascend program through a Board-approved innovation grant that “enrolls” companies to help meet worker shortages.

The question was raised as to how the Board should evaluate market responsiveness in terms of the strategic plan by differentiating between assisting employers meet market demand and assisting students to be successful vs. market competition to recruit students. The topic will be readdressed at the June retreat with the intent to define metrics and goals.

The meeting was recessed for lunch at 12:07 p.m. and reconvened at 12:24 p.m.

CSU-GLOBAL CAMPUS REPORTS

Student Report: Governor Schulze reported there were six first-time full-time students who were matched with junior or senior level students through the new mentoring program. The requirements for the mentors included attending a training to be a professional resource; contacting the mentee at least once during the term; and responding to questions throughout the term. The students enrolled in the program passed their first course with a B or better average. Feedback was participation in the program contributed to their satisfaction and increased their connection the university, and the mentors were a good resource for non-

academic matters. The participants expressed a commitment to continuing the program through their first 18 credit hours.

Faculty Report: Governor Deemer shared results of the 2015 Mission and Vision Faculty Survey that included questions on course design and content, achievement of course objectives, commitment to student success, and vision and mission of CSU-Global Campus. Of the 400+ faculty, 320 faculty participated in the survey with 94% to 98% responding they were very satisfied or satisfied.

President's Report: Dr. Takeda-Tinker indicated the summaries from the complete report filed for the February 22nd HLC reaffirmation site visit were included in the meeting materials. Governors Robbe Rhodes, Munn, Gustafson, Mosher, Schulze and Deemer will be attending a luncheon with the HLC site reviewers without any administrative personnel present, as per HLC request.

Dr. Takeda-Tinker reviewed follow-up information for the 2017-2020 CSU-Global Campus strategic plan that was presented at the December meeting to illustrate how the three goals of the university's plan fit within the overall System strategic plan. Targeted outcomes and defined activities associated with each of the goals were outlined.

COLORADO STATE UNIVERSITY CAMPUS REPORTS

Student Report: Governor Sydoriak reported initiatives for the spring semester include creation of a Campus Safety Advisory Committee in collaboration with the CSU administration and CSU police department, and an ASCSU trip to Todos Santos during spring break with a report to be disseminated to the student body. He explained the reasons why the ASCSU will not be contributing \$6500 this year towards teaching course surveys. Language for reforming Fort Collins' U+2 ordinance has been drafted and an ASCSU diversity bill has been drafted to remove barriers and allow better access to the Senate.

Governor Gustafson commended Governor Sydoriak on the initiative for campus safety and suggested regular reports be made at the Board meetings. Dr. Frank noted there is an annual campus safety report. This new committee was a modification of the original proposal for a citizens review board for the police department and is directed towards greater involvement for identifying ways to improve campus safety.

Faculty Report: Governor Doherty noted his written report highlights the work of the December Faculty Council meeting. The February meeting was cancelled due to the weather and the Faculty Council Executive Committee will be meeting later this month. Twelve faculty have been selected as Global Teaching Scholars for the Semester at Sea program. Faculty have concerns on the impact of potential budget cuts on salary levels, retention, and workloads, and how the reductions will be implemented. The Faculty Council is aware of the students' issues with the course surveys and have two committees working on how to provide student feedback to faculty for course improvements and suggestions for evaluating teaching.

President's Report: Dr. Frank indicated the written report provides highlights in a variety of areas. He commented on the shift in funding for American higher education with universities becoming more dependent on enrollment and tuition for fiscal solidarity and sustainability. Enrollment projections for FY17 are positive with the potential of another record year in terms of total enrollment and diversity.

Stadium Update: Ms. Parsons reported construction is on budget and on schedule. Major RFPs including for technology have been distributed and responses are expected within approximately four weeks. The Stadium Advisory Group and Game Day Experience Committee are focused on transportation, parking and tailgating plans with input from campus and community stakeholders and recommendations will be made to the Stadium Executive Committee. Loge box sales have exceeded the pro forma.

CSU-PUEBLO CAMPUS REPORTS

Student Report: Governor Zarr reported ASG initiatives include developing a “things to do before you graduate” list; partnering with the Forensics Team for open debates; developing new facility projects particularly around the residence halls; and planning a Fiesta with Faculty event. During the winter break, Governor Zarr participated in presentations to the Information Technology Board at the state capitol to request more funding. Other activities include developing an Ask for Help campaign and a higher education funding awareness campaign. The annual spring student concert held recently had a record turnout.

Faculty Report: Governor Mincic commented on the importance of having more full-time tenured and tenure-track faculty to ensure there is buy-in to accomplish all of the additional duties in order to move the institution forward. Dr. Kreminski explained the number of tenured faculty has decreased by 10% between 2012 and 2014. There are searches underway to replace some of the visiting faculty with tenure-track faculty.

President’s Report: Dr. Di Mare reported efforts for the Center for Securities Studies and the Cannabis Institute have moved forward in the past month. She thanked Dr. Orscheln and highlighted accomplishments at the university achieved during his tenure. Dr. Orscheln expressed appreciation for the opportunity to serve CSU-Pueblo and the CSU System.

CHANCELLOR’S REPORT

Todos Santos: Dr. Frank asked Governor Doherty to report on Todos Santos activities. Governor Doherty explained how high impact practices lead to mastery of learning objectives, increased retention and graduation rates, and experiential learning. Immersive field experiences and education abroad provide maximum opportunities for effective high impact learning. CSU has made a commitment to increase annually the number of students with international experience by graduation from 17% to 23% by 2020.

There are a limited number of STEM education abroad experiences for both students and faculty. Participation in such programs through the Dept. of Fish, Wildlife and Conservation Biology (FWCB) has doubled from 2013 to 2014 and is expected to continue to increase. In addition to experiential learning, immersive field experiences and education abroad, the Todos Santos programs provide opportunities to compare and contrast with ecosystems not found in Colorado and conservation practices.

With the Todos Santos initiative, a FW 382 course was developed for two weeks over winter break. The first year there were 18 students which exceeded the expectation of 15 students; this year there were 16 which exceeded the anticipated number of 10 students. In addition to FW 382, the FWCB 10-weeks semester program for 16 credits was implemented in January 2016 with 15 students. The program is being taught by six CSU faculty with guest lectures and research involvement by Baja California Sur scientists. During the first two weeks of January, approximately 5% of FWCB undergraduates and a third of the faculty were participating in the two programs.

Governor Doherty commented on the controversies including environmental impact; sustainability and affordability challenges for continuation of the FWCB Todos Santos programs; and the extensive efforts made to educate and prepare students for potential risks. Governor Doherty concluded his report by acknowledging the various departments and other partners who have collaborated on the Todos Santos Center.

When asked about the Todos Santos controversies, Dr. Frank commented on the opposition to the broader development and the pressure to compromise the developer and the project. Dr. Frank commended

Governor Doherty and the other faculty for their assistance to a student who is a veteran that had a health issue while at Todos Santos to ensure she was transported to a VA hospital.

National Western Center (NWC): Ms. Parsons pointed out the NWC newsletter that was included as an addendum to the meeting materials. There was great attendance at the National Western Stock Show (NWSS) on CSU Day. CSU participated in several significant NWSS events and jointly with the City and County of Denver had a booth in Exposition Hall to present NWC information. On January 22nd, CSU hosted a Legislators Day at the NWSS. A new NWC office has been created and the Denver City Council is moving forward with the first bond issuance for the NWC and the convention center. The City will be hosting a day-long retreat where RFPs for program and project managers will be reviewed. Plans for the CSU Water Center continue to be developed with the expectation of presenting a program plan to the Board this spring.

Legislative Update: Ms. Parsons commented on the focus of the federal delegation on the Fiscal 2017 appropriations with President Obama to submit his final budget the following week. A new task force focused on curing cancer is being created and CSU is poised to apply for any new federal grants for cancer research. The Higher Education Reauthorization Act will be up for renewal and could have an effect on financial aid and other areas such as online education.

Dr. Frank commented that, on the state level, there continues to be discussions on the hospital provider fee and overall issues are more polarized this session due to the presidential election. Confirmation hearings for Governor-Appointee Singleton and the reappointments of Governors Mosher and Munn will be scheduled in the near future. The CSU System continues to track legislation with engagement of the System legislative team, campus leadership and the Office of General Counsel, and to reply to fiscal notes. Ms. Parsons noted the bill for a liquor license exemption for the fermentation program has passed the House. A bill defining tuition status for unaccompanied homeless youth for in-state tuition continues to be tracked.

CONSENT AGENDA

Chair Mosher reviewed the items to be approved on the consent agenda. **Motion/Action:** Governor Munn moved to approve; Governor Gustafson seconded; and the motion carried unanimously.

BOARD MEETING EVALUATION

Chair Mosher reminded the Board that the next meeting is scheduled for May 5-6 at CSU and thanked CSU-Global Campus for hosting the meeting. With no further business to come before the Board, the meeting was adjourned at 1:47 p.m.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
EXECUTIVE COMMITTEE OF THE BOARD OF GOVERNORS MEETING
Via Conference Call
April 28, 2016**

CALL TO ORDER

Chair Mosher called the meeting via conference call to order at 9:01 a.m.

ROLL

Governors present: William Mosher, Chair; D. Rico Munn, Vice Chair; Scott Johnson, Secretary; Nancy Tuor, Treasurer; Jane Robbe Rhodes, At-Large Member; Joseph Zimlich

Administrators present: Tony Frank, Chancellor, CSU System, and President, CSU; Amy Parsons, Executive Vice Chancellor, CSU System; Jason Johnson, Deputy General Counsel, CSU System

System Staff present: Sharon Teufel, Executive Assistant to the General Counsel

Chair Mosher convened the meeting and an oral roll call was conducted. He explained the purpose of the meeting was to consider two naming proposals for Colorado State University that were time-sensitive.

EXECUTIVE SESSION

Deputy General Counsel Johnson read the meeting into executive session for the purposes of consideration of proposals for the naming of any building for a person or persons and to receive legal advice, all confidential as set forth in the meeting notice. **Motion/Action:** Governor Robbe Rhodes moved to convene in executive session. The motion was seconded and carried unanimously. The meeting convened in executive at 9:04 a.m. and reconvened in open session at 9:10 a.m.

OPEN SESSION

Chair Mosher asked for a motion to approve the first naming resolution discussed in the executive session. Deputy General Counsel Johnson read the motion to approve the naming in recognition of a gift for the Alumni Center within the Colorado State University Alumni Association. **Motion/Action:** Governor Munn moved to approve, Governor Tuor seconded, and the motion carried unanimously.

Chair Mosher asked for a motion to approve the second naming resolution. Deputy General Counsel Johnson read the motion to approve the naming in recognition of a gift for the Natural Resources Building expansion within the Warner College of Natural Resources. **Motion/Action:** Governor Tuor moved to approve, Governor Robbe Rhodes seconded, and the motion carried unanimously.

Dr. Frank indicated a press release would be issued announcing the naming gifts. Chair Mosher noted the actions of the Executive Committee would be reconfirmed at the upcoming May Board meeting. With no further business to conduct, the meeting was adjourned at 9:12 a.m.

MATTERS FOR ACTION:

2015-16 Academic Faculty and Administrative Professional Manual Revisions:
Section E.2.1.5 Temporary Appointments

RECOMMENDED ACTION:

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

EXPLANATION:

Presented by Tony Frank, President.

The proposed revision for the 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:

Section E.2.1.5.d is being revised to clarify the nature of temporary faculty appointments. Temporary faculty on assignment for less than 50% time shall maintain a temporary appointment. Recurring consecutive temporary appointments of 50% or more as defined in this section will be require to convert to a special appointment and cannot be renewed as a temporary appointment. This change aligns with the Human Resource practices of denoting changes at 50% FTE for a faculty member who has been working at the university at 50% or more after one year of employment.

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

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

Section E.2.1.5 Temporary Appointments

E.2.1.5 Temporary Faculty Appointments (*last revised May 8, 2015*)

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

- a. Temporary appointments are “at will” and are subject to termination by either party at any time (the process set forth in Section D.5.6 regarding the termination of “at will” appointments shall apply to temporary faculty appointments). Temporary appointments need not carry specified ending dates, but an ending date indicating the point in the future when the funding and/or appointment is expected to terminate should be included when known. The inclusion of a specified ending date on an appointment form or other such documentation is for administrative convenience only and does not create a minimum or fixed duration of appointment.
- b. Temporary appointees are not eligible for tenure.
- c. Temporary appointees are required to enroll in the retirement program and if half-time or greater are eligible to participate in other benefits offered by the University as described in the *Academic Faculty and Administrative Professional Benefits and Privileges Handbook*. Published annually by Human Resources and in Sections F and G of the *Manual*. Eligibility for sick leave is defined in Section F.3.2. Temporary appointees are eligible for faculty privileges described in Sections G.1 – G.3. Temporary appointees are not eligible for sabbatical leave (see Section F.3.4.1).
- d. The University recognizes that the nature of a temporary appointment is incompatible with recurring consecutive appointments over a long period of time with an assignment of 50% or more. Therefore, after the second consecutive semester for a 9-month assignment at 50% or more time (excluding summer session) or after the first year for a 12-month assignment at 50% or more time, the faculty member’s appointment shall be required to convert to a special appointment and cannot be renewed as a temporary appointment.

MATTERS FOR ACTION:New Degree Program: Master of Finance (Plan C)**RECOMMENDED ACTION:**

MOVED, that the Board of Governors approve the request from the College of Business, to establish a new Master of Finance (Plan C), in the Department of Finance and Real Estate. If approved, this degree will be effective Fall Semester 2016.

EXPLANATION:

Presented by Tony Frank, President.

The proposal to establish a new Master of Finance (Plan C) has been adopted by the Colorado State University Faculty Council. A brief explanation for the degree program follows:

The program emphasizes rigorous quantitative skills with data analysis and computer programming. These skills are highly advanced and provide foundational training for highly-desirable professional designations and job opportunities. The curriculum is officially recognized by the Financial Risk Manager[®] designation administered by the Global Association of Risk Managers and is closely aligned with the curriculum in the rigorous post-graduate Chartered Financial Analyst[®] designation. These designations are sought by students/graduates separate from the degree.

The curriculum covers the principles, processes, and practices of investment analysis, portfolio management, corporate finance, and financial risk management, with hands-on application of concepts to analysis of current financial data to offer a master's degree that allows students to pursue advanced study in the area of finance with more focused advanced training than general business degrees. Important applications include valuation (of projects and companies), portfolio management decisions, and the assessment and management of financial risks.

The Department of Finance and Real Estate will be dropping the Financial Risk Management Specialization in the Business Administration M.S.

The request was reviewed and approved by the Committee on Scholarship, Research and Graduate Education on 12/3/15 and by the University Curriculum Committee on 2/19/16.

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:**College of Health and Human Sciences**

Conflict Resolution and Mediation – 9 credits

College of Natural Sciences

Data Analysis – 10 – 11 credits

Theory and Applications of Regression Models – 10 credits

College of Engineering

Systems Engineering Practice – 12 credits

Embedded Systems – 11 – 12 credits

Computer Systems Engineering – 11 – 12 credits

Power and Energy – 9 credits

Section 14

Meeting Evaluation

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APPENDICES




- Appendix I: Construction Status Reports
- Appendix II: Correspondence
- Appendix III: Higher Ed Readings




APPENDIX I

Construction Status Reports

CSU FORT COLLINS-CONSTRUCTION STATUS OF BOND FUNDED PROJECTS

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 4/16
Aggie Village North Total Budget: \$112,265,000	\$112,265,000 Housing and Dining Services		Phased through Aug 2016	<p>This project is a redevelopment from the low density Aggie Village married student housing to high density undergraduate and international student apartments.</p> <p>Construction is approximately 91% complete. FF&E orders complete with first phase of punch list walks scheduled to begin mid-April.</p>
Multipurpose Stadium Total Budget: \$220,000,000	\$220,000,000 Stadium Revenue		Aug 2017	<p>This project will construct a multi-use stadium on main campus.</p> <p>Project is in budget and on schedule. Construction is approximately 39% complete. GMP in place with associated contract amendment fully executed. Footings and foundations complete with concrete structure in progress.</p>

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 4/16
Stadium Alumni and Academic Space Total Budget: \$18,500,000	\$18,500,000 General Fund and Alumni		August 2017	This project consists of approximately 82,000 gsf of classroom, advising and Alumni Center space. Design documents are complete. Construction to be concurrent with the Stadium project.
South College Avenue Garage Total Budget: \$16,500,000	\$16,500,000 Parking and Transportation Services		June 2016	This project will construct an approximately 660-space parking garage on main campus. Project is in budget and on schedule. Construction is approximately 76% complete. Installation of exterior finish components and interior MEP underway.
Medical Center Total Budget: \$59,000,000	\$49,000,000 Hartshorn Health Center Remaining \$10M from donations from Columbine Center for Healthy Aging and UC Health		May 2017	This project will construct an approximately 161,000 gsf medical center with 27,500 gsf on the 4 th floor unfinished to accommodate future growth. Project is in budget and on schedule. Site has been cleared and foundation work is underway. Construction is approximately 21% complete.

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 4/16
Biology Building Total Budget: \$70,000,000	\$70,000,000 Student Facility Fee, General Fund and Donations		July 2017	This project will construct an approximately 152,000 gsf biology building with 10,000 gsf on the 4th floor unfinished to accommodate future growth. Project is in budget and on schedule. Structural steel erection underway. Construction is approximately 31% complete.
Prospect Road Underpass Total Budget: \$6,000,000	\$6,000,000 Parking and Transportation Services		August 2016	This project will construct a bike and pedestrian underpass at Center Ave and Prospect Road. Project is in budget and on schedule. Below grade structural crossing design coordinated with City of Fort Collins. Tunnel structure construction in progress and project is approximately 61% complete.
Chemistry Building Total Budget: \$56,566,618	<u>State funding:</u> First 2 phases \$38,694,678 Pending phase 3 (\$12,471,940) <u>CSU Match:</u> \$5,400,000		July 2017	This project will construct an approximately 60,000 gsf chemistry building. Project is on track to receive final phase of funding. Chemistry off-site utilities are complete using phase 1 funding. Project on schedule and in budget. Foundation complete with concrete structure in progress. Construction is approximately 16% complete.

COLORADO STATE UNIVERSITY - PUEBLO					
CONSTRUCTION PROJECT STATUS REPORT					
Project	Total Budget & Funding Source	Construction Start	Scheduled Completion	STATUS as of 04/22/2016	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	
Occhiato University Center Renovation and Addition	\$30,000,000 Debt to be repaid with student fee facility fees & auxiliary services revenue			Occhiato University Center Schematic Design completed. Development Phase completed. GMP established, Notice to Proceed to Commence Construction issued November 3, 2015. Bid Packages 1, 2, 3, underway-- (Earth work, utilities, foundations, steel frame, electrical, plumbing) Design-Build Team of Nunn Construction/hord-coplan-macht Architects. Approximately 20% complete to date. 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. Spring 2016 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 completed February 1, 2016	Phase 2 (building) 100% complete. Occupancy on February 1, 2016 Press box construction and sitework done. Substantially Completed (Phase I--Synthetic turf field-- completed and in use.) Houston General Contractor	

APPENDIX II

Correspondence

CSUS Board of Governors Correspondence Received [dates]				
<u>Date Received</u>	<u>Email/Letter</u>	<u>From</u>	<u>Subject</u>	<u>Response</u>
March 18, 2016	Email	Danielle Nelson	Parking	March 30, 2016
April 21, 2016	Email	Kim Cumella	Nap room feasibility	April 25, 2016
April 26, 2016	Letter	Bob Vangermeersh	Stadium Sustainability – individually addressed but same letter – including one copy as a reference	

Geary, Melanie

From: Danielle Nelson <djn@rams.colostate.edu>
Sent: Friday, March 18, 2016 6:20 PM
To: CSUS Board
Subject: Parking Issue

Greetings,

I would absolutely love to learn the reasoning and background of parking ticket fees. I was recently ticketed for \$75 where there is clearly a whole space available which is very precious around campus these days. I am a college student, working three jobs, and commute 40 minutes to class everyday. I can't afford the parking passes which have proven time and time again they DO NOT ensure a parking spot nor can I afford or justify \$75 for this ticket.

Did anyone consider all the parking that was taken away from students with the new construction going on?

Did anyone consider the parking garage does not accommodate the amount of students in need of parking?

Did anyone consider the parking garage technology was not ready for what it promises? Sustainability No no no!

Why the fancy brand new Toyota Highlanders to ticket us?? Are those necessary?

Did anyone consider the public transportation does not coincide with many students' needs? I can't count how many times I've heard students say the bus doesn't come in time from the lot on the outskirts so they're left to walk when they planned for the bus.

Who planned out the "horn"... Did no one think to include University Center of the Arts classes...

So many kinks and mishaps yet parking services wants to put us all in more debt and turmoil than necessary, expecting us to just hand over the money like it is growing on trees. Maybe those money trees were demolished in the new construction because I sure as heck am not finding them...

I am in utter shock of what the board has approved with the conditions the university area is under with construction. Utter shock! The fines are outrageous considering the circumstances. Fort Collins roads and public transportation is stuck in the 50's, yes, our professors point this out to us because they too are in utter shock of the terrible situation.

It is absolutely unfathomable how we are getting taken advantage of with these rigorous parking fines. This problem is extremely concerning and needs to be addressed! My pride in being a CSU Ram has vanished and I know that so many others feel the same way. I want to be spending my time studying and enjoying my curriculum but instead I find myself stressing about parking more than anything. Not all student live a couple blocks from campus with loaded parents to remedy these situations...

Danielle

Geary, Melanie

From: Neth, Cara
Sent: Wednesday, March 30, 2016 3:01 PM
To: djn@rams.colostate.edu
Cc: President Tony Frank; Parsons, Amy; Johnson, Lynn; Geary, Melanie
Subject: re: Parking Issue

Hi Danielle,

Thank you for your message to the Board of Governors about CSU's parking policies. I understand the frustration that goes along with daily parking on a busy college campus, and yours are questions that most students, faculty, and staff who park on campus often ask at some point. I've tried to provide some factual information below, which might at least provide some useful context to understand how parking on campus is managed. (And yes, it *is* managed – and very well -- although a lot of us may suspect otherwise when we're in the middle of searching for a space!)

Our Parking and Transportation Services operation is self-funded which is required by State statute – meaning that users pay for the cost to build, maintain, and manage lots. People who don't park on campus don't have to pay. As we develop different types of parking options, such as garages, the expense is passed on to the users of those systems. People who do not want to take on that expense have the option to take alternative transportation to campus including the MAX shuttle and Transfort, which are offered free to all members of our campus community. In addition, we are happy to help people arrange carpool and ride-share options, which allow parking on campus at a discounted rate.

You are right that purchasing a CSU parking permit simply grants you the right to park on campus; it does not ensure a space. This is clearly outlined in the parking agreement that is part of purchasing a permit and is communicated to everyone who buys a permit. CSU's current ratio of cars to parking spaces is about 3:1 – three cars for every space on campus, which is the industry standard. People come and go from all parts of campus throughout the day and night, and this ratio accounts for normal fluctuations throughout the day. Parking tickets are issued to ensure that those who park on campus have purchased the required permits and are following University parking policies. Most fines are in the \$30-\$45 range, although, as you note, there are some higher-fine tickets for more serious violations such as parking overtime in a loading zone or where there is no designated space.

Colorado State University's parking rates are competitively priced – and even low compared to those charged by many peer institutions and elsewhere in Fort Collins. Still, the cost of parking is a burden for many students who wish to drive to campus, and that is why our Student Financial Services offices builds this into the financial aid packages that CSU awards, as part of the cost to attend CSU.

The loss of parking due to new construction has been discussed extensively on campus over the last several years and has received careful consideration in all planning around new facilities. In fact, moving parking from the core of campus out toward the periphery has been part of the University's long-term physical master plan for many years – reflecting the belief that core campus spaces are more appropriately used for academic, research, and gathering spaces that are easily reached by walking, biking, or using alternative transportation.

To make this change manageable for people who must drive to campus and to mitigate the impacts of these recent parking losses, we are in the process of constructing a new parking garage on Pitkin and have added a large new surface lot south of campus that replaces many of the spaces lost. The existing parking garage and the new surface lot each have a mix of parking permit-type spaces available for employees and students. In addition, there continues to be parking readily available in the Moby lot at nearly all times during the work day. To make it easier for students and employees to use these more remote lots, we created the Around the Horn shuttle to help people move around campus quickly and easily. It

is true that the parking garage itself can't accommodate all our students who need a place to park, but there are plenty of available options for parking and getting where you need to be on campus in a timely fashion.

As with any type of public transportation, there are some factors that can impact the timeliness of various services on occasion; we strongly encourage people to plan ahead and allow adequate time for occasional delays. But generally, the buses serving the CSU campus are quite punctual. The Around the Horn shuttle runs every 10 minutes on weekdays during the school year. In addition, the University's alternative transportation manager has worked closely with the City of Fort Collins to map student addresses with city bus routes, so that routes are established based on the best available data about where our student population lives and works.

Your point about the University Center for the Arts is a good one, and a source of frustration to the University as well as to our students. At this point, we have not been able to devise a way to keep the Around the Horn route on time if it crosses the railroad tracks because trains moving through campus create significant delays. For that reason, we have not extended the service to the UCA but did create the pedestrian tunnel and bike path to support students getting across College Avenue more easily. We welcome ideas and suggestions as to how we can better serve the UCA community with alternative transportation options.

As you've observed, Parking and Transportation Services did replace some older, failing vehicles with new Toyota Highlanders three years ago. These vehicles are in use on average 13 hours a day five days a week, so we wanted to go with a tough hybrid vehicle that was large enough to be visible to bikes and pedestrians and had 4-wheel or all-wheel drive for navigating campus in the winter months. Because these vehicles also require laptop computers and mounts, an on-board computer for License Plate Recognition, and enough space to carry vehicle "boots" used in enforcement, we needed to go with a larger vehicle. We went through the approved state purchasing process to identify and purchase the Highlanders for \$35,500 each. We are now in the process of purchasing two Toyota Rav 4s that also meet the above specifications to replace a couple of 12-year-old vehicles that are having significant mechanical problems. The cost of each of these is \$27,800.

I must disagree that the fines and fees charged to park on campus are "outrageous." These charges reflect the cost to provide parking services at a public university, and we annually compare our costs with other universities and employers in Colorado and around the country. CSU's rates continue to be quite reasonable in comparison. Parking and Transportation Services has a very tight budget and is not making a profit from these charges; all revenues go directly back into parking and transit improvements.

I do sincerely regret that the issue of parking has caused you to lose your pride in being a CSU Ram, and I hope that this information at least reassures you that we don't take the issue of how we provide campus parking lightly. It is a complex, daily challenge to move tens of thousands of people on and off campus and enable them to get to their classes, offices, meetings, and laboratories as conveniently as possible. Often, regulations that please one group of commuters will make others unhappy, and our Parking and Transportation staff work very professionally to strike a balance by creating options that might not be ideal for each of us individually but nevertheless provide reasonable access to the campus.

Thank you again for writing, and please let me know if you would like additional information on any of these topics.

Sincerely,

Cara Neth
 Director, Presidential and Administrative Communications
 Office of the President

C: President Tony Frank
 Executive Vice Chancellor Amy Parsons
 VP for Operations Lynn Johnson
 Board of Governors of the CSU System

Geary, Melanie

Subject: FW: FW: Feasibility Report

From: Henderson, John
Sent: Tuesday, April 26, 2016 8:19 AM
To: 'Kim Cumella' <kim.cumella@gmail.com>
Subject: RE: FW: Feasibility Report

Any chance you can meet at 4pm in the Administration Building rm. 201?

John Henderson
Assistant Dean of Students/Director of Parent and Family Programs
Office of the Vice President for Student Affairs
Colorado State University
[t] 970-491-6680 [f] 970-491-7025
Find us on [Facebook!](#)

John Henderson
Assistant Dean of Students/Director of Parent and Family Programs
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Colorado State University
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Find us on [Facebook!](#)

From: Kim Cumella [<mailto:kim.cumella@gmail.com>]
Sent: Monday, April 25, 2016 11:07 AM
To: Henderson, John <John.Henderson@colostate.edu>
Subject: Re: FW: Feasibility Report

Hi John,

Thank you for getting back to me so quickly and offering to meet up to discuss this. I'm only taking a few classes and my work schedule is really flexible so I could meet up with you anytime outside of my classes. I have class from 11-12 and 1-2 on Mondays, Wednesdays and Fridays. Just let me know when will work for you. Thank you for your time.

Best Regards,

Kim

On Mon, Apr 25, 2016 at 8:41 AM, Henderson,John <John.Henderson@colostate.edu> wrote:

Kimberly,

I hope you are well. I work in the Vice President for Student Affairs office here at CSU. I would be happy to sit down and meet with you about what you have noted below. Do you have some time this week or next to meet? Can you share that best times for you to meet?

Take care, John

John Henderson

Assistant Dean of Students/Director of Parent and Family Programs

Office of the Vice President for Student Affairs

Colorado State University

[f] [970-491-6680](tel:970-491-6680) [f] [970-491-7025](tel:970-491-7025)

Find us on [Facebook!](#)

From: Kim Cumella [<mailto:kim.cumella@gmail.com>]

Sent: Thursday, April 21, 2016 9:43 PM

To: CSUS Board <csus_board@mail.colostate.edu>

Subject: Feasibility Report

To whom it may concern,

I hope this message finds you well. I am a student at CSU currently taking a class called Professional and Technical Communication. I'm working on a report evaluating the

feasibility of creating rooms for students and faculty to nap on the CSU campus. I thought it would be an interesting research topic since several colleges around the country have introduced nap rooms onto their campus and have experienced positive results. One of the criteria that I need to discuss in my report is a potential location for the nap rooms. I thought contacting the Board of Governors for CSU would be a wise source for this part of my research. I was hoping that one of you might be able to give me a rough idea of where an ideal location to incorporate nap rooms on campus would be or if it is an unrealistic project. Thank you for your time, it is much appreciated.

Best Regards,

Kimberly Cumella

**Robert Vangermeersch
4405 Upham CT.
Fort Collins CO. 80526
970-223-0493**

4-21-2016

**CSU Board of Governors
475 17th St.
Denver CO. 80202**

RE: Attached article in the Fort Collins Coloradoan regarding the cost of the CSU athletics program.

Dear Governor Munn

The copy of the attached newspaper outlines the extremely high cost to support the CSU athletics program. The monetary loss is over \$20,000,000 ++ which has to be subsidized by the students and taxpayers.

I know that the CSU president told you all that the athletics budget was "running a slight deficit of \$3.2 M". See questions below.

The new football stadium will only exacerbate this tremendous loss of money. It will take revenue of over \$18,000,000 to just break even, never mind the big losses presently existing. Starting FY 2020, when the full burden of the debt service starts, it will take \$12,000,000 to service the bonds. There is also an added operating expense of \$2,800,000 and the need to replace the revenue Hughes presently brings in (\$3.6 M). The total is \$18,200,000.

I believe that you owe it to the Colorado taxpayers, yourselves and the university to question the CSU administration. Some suggestions:

- 1. Dr. Frank, please reconcile your \$3.2 M (deficit) to the actual numbers as published.**
- 2. Dr. Frank, please give the board a detailed list of revenues for the new football stadium in order to cover the \$18.2 M needed.**
- 3. I have read a report the the football stadium has over 190 metric tons of carbon embodied in the structure. Since CSU is billed as a GREEN university why did you NOT do an EIS????**

Regards Bob Vangermeersch

Bob ✓

PS. In a past BOG meeting I suggested that the board hire a third party consultant to run the numbers. You Pooh poohed my suggestion. Having second thoughts or do you still trust Tony?

CSU'S SUBSIDY FOR SPORTS UP SLIGHTLY

CELLY LYELL
 CELLYLYELL@COLORADOAN.COM

There's not just a new football stadium rising out of the ground at CSU.

The amount of university support the athletic department receives is going up, too.

From \$20 million in 2013-14 to \$20.4 million in 2014-15.

Based on total revenue, that's an increase in the overall subsidy from 51.7 percent of \$38.74 million in 2013-14 to 53.1 percent of \$38.45 million in 2014-15, according to annual

reports submitted to the NCAA. However, based on total expenses, it's a decrease from 54.2 percent of \$36.94 million in 2013-14 to 52.6 percent of \$38.78 million in 2014-15.

Regardless of how you break it down, CSU's total subsidy of \$20.4 million for 2014-15 was the 27th-highest among the 231 public universities competing at the NCAA Division I level that were included in a USA TODAY Sports database released Sunday. Among Mountain West schools, CSU was third, behind Air Force (\$34.1 million) and San Diego State (\$24 million). The percentage of the sub-

sidy relative to the total athletic revenue ranked No. 83 nationally and eighth in the MW, with only Air Force (63.90 percent), San Jose State (63.29) and Utah State (63.19) being subsidized more.

The 25 highest subsidies, based on percentage, were all for schools that either don't have football programs or don't play it at the highest level, the Football Bowl Sub-division.

"I think we, as an institution, have made

See **SUBSIDY**, Page 4D

APRIL 19 2016

CSU Athletics reports a

\$20,000,000 + loss for the

second year in a row!

Subsidy

Continued from Page 1D

the decision to invest in a variety of programs on campus including intercollegiate athletics," CSU athletic director Joe Parker said.

USA TODAY Sports bases its analysis on the NCAA's definition of self-sufficiency for an athletic department, meaning total revenue would equal or exceed total expenses. Only 12 schools — all members of the Big Ten, Big 12 or Southeast conferences — met the standard for 2014-15.

Steve Cottingham, CSU's executive associate athletic director, said the NCAA reports, which he prepares and submits, don't tell the whole story. For instance, he doesn't believe student athletic fees, which next year will be \$114.92 for students taking a full course load, should be counted as a subsidy to the athletic department, since students receive many benefits for paying that fee, including free admission to football, basketball and volleyball games.

Student fees provided CSU's athletic department with \$5.54 million in 2014-15, up \$279,014 from the previous year. CSU students also pay mandatory fees that they imposed upon themselves through a vote to support recreational sports, the student recreation center, student health services, counseling services, Lory Student Center construction and operations and a variety of other student services. Not every student uses every fee-supported service, Cottingham said.

Leaders of CSU's student government could not be reached directly and did not respond to emails for

CSU FY15 expenses by sport

Sport	Sex	Total Expenses	Total Revenues	Profit Margin
Football	Male	\$12,784,326.00	\$5,463,502.00	-\$7,320,824.00
Basketball	Male	\$4,731,014.00	\$1,416,694.00	-\$3,314,320.00
Basketball	Female	\$2,614,375.00	\$44,133.00	-\$2,570,242.00
Volleyball	Female	\$1,781,775.00	\$813,329.00	-\$968,446.00
Soccer	Female	\$803,541.00	\$115,122.00	-\$688,419.00
Softball	Female	\$818,298.00	\$71,435.00	-\$746,863.00
Swimming	Female	\$806,514.00	\$49,924.00	-\$756,590.00
Tennis	Female	\$417,068.00	\$26,222.00	-\$390,846.00
Track / XC	Male	\$793,780.00	\$43,148.00	-\$750,632.00
Track / XC	Female	\$962,229.00	\$47,424.00	-\$914,805.00
Golf	Male	\$611,904.00	\$177,425.00	-\$434,479.00
Golf	Female	\$523,027.00	\$91,671.00	-\$431,356.00

Note: \$11.1 million in total operating expenses and \$29.7 in revenues weren't allocated to a specific sport.

comment.

And it makes more sense, Cottingham said, to base the analysis on total expenditures rather than total revenue.

Remove student fees from the equation, and the university's direct and indirect support for CSU's athletic department and its 16 varsity sports programs represents 38.3 percent of the department's expenditures, down from 40 percent the previous year.

"In total expenses, the university contribution was essentially flat even though expenses increased by \$1.8 million," Cottingham said.

The majority of that increase, \$1.3 million, went to increased pay and benefits for coaches and support staff. CSU's athletic department had 134 employees and 384 student-athletes in the 2015 fiscal year, according to a September 2015 audit that was presented to the school's Board of Governors in December.

Financial aid for athletes on scholarship increased \$218,246 to \$7.8 million due to rising tuition costs, Cottingham said. The remainder of

the increase came in smaller increments, with travel and recruiting costs and guarantees paid to visiting teams all rising slightly.

The biggest year-over-year decrease in revenue came in the form of donations and gifts, down \$2.34 million to \$3.76 million. Donations and gifts go through the CSU Foundation and are only included as revenue when they are actually withdrawn and used, Cottingham said. Early work on the design of the new on-campus stadium, set to open in 2017, was paid for in 2014 out of donations for the stadium, while work in 2015 was paid for out of the \$239 million in bonds issued by the university last spring to pay for the stadium's construction.

One of the arguments CSU President Tony Frank used to support building the new stadium was that it would create new revenue streams that he hopes will reduce the athletic department's reliance on university support.

That's a goal of athletic director Joe Parker, too. And not just from stadium revenues, but across the board.

"Absolutely, over time it's

our plan, it's our goal to put ourselves in a position where we're generating more revenues, just through department resources so that the university doesn't have to continue to invest at that level," Parker said. "Will we achieve that? I don't know."

"We'll continue trying to sell more tickets, more licensing agreements and more sponsorships and find more people that are willing to give to our scholarship fund and other endeavors. All of the available revenue streams that we have that are delivering resources to the department, we try to grow those over time, so there's less of a need for the university to invest in intercollegiate athletics"

Parker continued: "The other way we do that, too, is we work hard to manage the expenses. We make choices different than any other university I've worked at just because we have to. ..."

Follow reporter Kelly Lyell at twitter.com/KellyLyell and facebook.com/KellyLyell.news

APPENDIX III

Higher Ed Readings

Strategic Plan: Talent Market

Is tenure essential?

Inside Higher Ed; 1/6/2016

At the end of last year, the Council of Independent Colleges released a draft list of characteristics that they deemed either “essential” or “negotiable” for their institutions. On the “negotiable” list was tenure. Several university presidents and CIC board members stressed that this did not mean everyone wanted to do away with tenure; simply that they believed there were other alternatives that fell between the two extremes of lifetime tenure and course-by-course adjunct contracts. But many professors pushed back on this assertion, saying that the historical track record of colleges without tenure has not been good for faculty rights, and that tenure is essential for faculty academic freedom, particularly at private colleges that don’t enjoy that same First Amendment protections as professors at public schools.

Overtime woes

Inside Higher Ed; 2/25/2016

President Obama’s recent proposal to up the salary threshold, below which employees are entitled to overtime pay, to \$50,440 from \$23,660 is worrying some university administrators, who are concerned the new law could reclassify thousands of employees and cost millions. Would-be reclassified employees have mixed opinions, with many optimistic about the opportunity for better compensation but worried that employers may cut hours or eliminate or reclassify positions in order to save money. As it is, adjunct professors and many faculty members don’t qualify for overtime protections as they fall into an exemption specifically for teachers.

U. of Wisconsin faculty members fear gutting of tenure

The Chronicle of Higher Education; 2/5/2016

Since Governor Scott Walker and the Wisconsin legislature passed an overhaul that stripped faculty powers and tenure protections from Wisconsin state law, it has fallen to the Wisconsin university system and the Board of Regents to adopt replacement policies. But many faculty leaders have criticized the system’s proposals, saying that they are weak replacements and will lead to current faculty seeking new jobs and potential future faculty skipping over Wisconsin completely.

Why they stay and why they go

Inside Higher Ed; March 14, 2016

A major faculty exit survey initiative from the Collaborative on Academic Careers in Higher Education (COACHE) at Harvard University and the University of California’s Office of the President aims to learn more about why faculty members either leave their institutions or are retained by their institutions in the hopes of increasing retention and saving money that is lost when a faculty member leaves, both by way of their external research grants as well as the built-in costs of hiring and training a replacement. Many institutional leaders tend to think exits are preventable either because the employee was lured by more money and prestige (if they move up) or they couldn’t “hack it” at the current level (if they move down), but Kiernan Mathews, director and principal investigator at COACHE, believes that up to 25% of

professors that aren't retained actually could be, and a more helpful diagnosis of the problem (and thus, perhaps, a solution) can only come through better data.

Big data revamping human resources and recruiting methods

The Denver Post; February 19, 2016

Many large HR departments already have access to pool of data that reveal far more about a potential candidate than said candidate's resume and cover letter. In the future, big data can be expected to provide recruiters insight into what articles applicants read, what shows they watch, and what their online behavior is like. These digital footprints could be used not only to identify potential recruits, but also to discover what incentive is most likely to entice them into accepting an offer. Potential also lies in the retention of current employees – software that notifies management of an employee pursuing other opportunities could shine light on a workplace problem that might otherwise have gone unnoticed until the employee had already moved on. Data could also be used to identify underperforming employees, determine the root cause of the problem, and develop an effective solution.

COIN Talent Pipeline Report

*see the full report [here](#).

COIN 2015 Innovation Report

This year's annual innovation report from the Colorado Innovation Network (COIN) focused mainly on talent, capital, ideas, and entrepreneurship with particular narratives surrounding the talent landscape in Colorado and how best to retain and grow what is currently one of the nation's most educated workforces. Key findings include:

- Producing and retaining a highly skilled and highly educated workforce is crucial to keeping Colorado competitive in today's market.
- Traditional higher education models are changing and evolving and they must continue to do so in order to meet the experiential learning and workplace readiness demands of today's employers.
- Colorado employers currently benefit from a highly educated population, an influx of new, young workers drawn to everything Colorado has to offer, and a thriving business environment when compared to other states, but the current pressures on housing, transportation, and infrastructure have the ability to significantly impact the talent pipeline, in either a positive or negative way.

Shared Governance

Exactly what is 'shared governance'?

The Chronicle of Higher Education; 7/23/2009

While there are many misconceptions about the idea of shared governance, true shared governance seeks to balance maximum participation from all constituencies with clear accountability from a final decision maker. The legal authority in any university originates from the governing board, who in turn delegate a certain amount of authority to a university president or chancellor, who then delegates a certain amount of his/her authority to provosts, vice chancellors, etc. Shared governance means that everyone has a role, but not every constituency gets to participate at every stage and ultimately, some one person must remain accountable for the final decision. No one person is solely responsible for decisions without any input from stakeholders, but no decision is simply the result of a group vote. The

hiring process can be a good illustration: a search committee evaluates applicants, gathers input from all relevant stakeholders, and creates a shortlist of acceptable candidates; a final decision maker then handles the final direct negotiations, ensures there's nothing embarrassing or incriminating in the front-runner's background check, and ultimately bears responsibility for the success or failure of the appointment.

Shared governance in crisis

Inside Higher Ed; 2/16/2016

In a year that saw highly publicized student protests on campuses across America, institutions like Oberlin College and Amherst College took the opportunity to try and explain the idea of shared governance to their student bodies – the idea that the president is not solely responsible for everything that happens on campus, with many changes to curriculum, hiring, and academic standards requiring input and action from faculty leaders. But at Mount St. Mary's and Suffolk University, the principles of shared governance were ignored, either willfully or in ignorance, and many central academic principles have been disregarded leading to larger and more persistent problems between university administrators, faculty, and students.

General Interest

Nation's prominent public universities are shifting to out-of-state students

The Washington Post; 1/30/2016

Federal data shows a shift within the country's most prominent universities from enrolling mainly in-state students to enrolling mainly out-of-state students. 43 of 50 "flagship" schools enrolled a smaller number of in-state students in 2014 than they did in 2004, and at 10 of those schools, in-state students made up less than half the freshman class. The University of Alabama has seen the most pronounced shift, with Alabamians representing just 36% of the new freshman population in 2014 (they made up 72% in 2004). Many schools, like University of Alabama, say that the higher tuition paid by out-of-state students has allowed them to revitalize their campus infrastructure, pay their professors higher wages, and provide a more diverse campus environment for their students. But some are concerned that these prominent universities are losing sight of their core mission and the reason they were founded: to serve the people of their states.

Berkeley is facing big budget trouble, 'painful' measures ahead for nation's top public college

The Washington Post; 2/10/2016

The University of California at Berkeley, long considered the nation's top-ranked public university, is facing spending cuts and "painful" changes according to university chancellor Nicholas Dirks. Berkeley's budget challenges reflect the plight of many public universities in the country as they face a dearth of state funding, tuition freezes, and rising pensions and health care costs. While the university did not specify where the spending cuts would come from, Dirks did say that he did not plan faculty layoffs or elimination of athletic teams.

How to succeed in China

Inside Higher Ed; 2/26/2016

A recent study published in the *Journal of Studies in International Education* analyzed the 64 transnational higher education institutions (TEIs) in China and found that Western universities that want

to open a branch in China will have a greater chance of government approval if they are highly ranked and European (or from a country with current “economic relations” with China); affiliate with a Chinese university; do not adopt “legal person status”; offer programs in IT, science, or engineering; or seek to establish outlets in developed regions of the country. This information is helpful for the many universities who want to expand into China, but a separate study warns of uncertain future demand thanks to an expected decline in the Chinese student population and growing prosperity within China that makes it easier for students to study abroad.

[The biggest problem facing higher education, in one chart](#)

The Washington Post; 3/8/2016

The chart titled “average tuition as % of median earnings” (see article) shows one of the greatest challenges facing higher education today: that while state funding has dried up and institutions have been forced to raise tuition, incomes have been shrinking meaning that in 2012 the average price of college took up 42.4% of a family’s paycheck – an increase from just 23.2% in 2001. As middle class incomes have declined, particularly in the Northeast and Midwest, regional campuses like Mount St. Mary’s in Maryland are struggling to survive financially as their primary recruitment targets increasingly can’t afford their price tag.

[The Trends Report: 10 key shifts in higher education \(executive summary\)](#)

*See the full list of articles explaining the trends [here](#)

The Chronicle of Higher Education; 2/29/2016

The Chronicle has identified 10 key shifts in higher education over the course of 2015 that college leaders will need to know in 2016:

1. A fresh wave of attacks on free speech, often coming from students
2. Efforts by colleges to combat sexual assault by creating new cultural norms on the campus
3. The growing use of metrics to measure faculty productivity
4. The need for college leaders to react quickly to events that could quickly spin out of control
5. Widespread attacks on shared governance
6. The outsourcing of services that are a core part of a college’s mission
7. Increased scrutiny of academic research
8. A movement to overhaul the college transcript
9. The rise of the instructional designer
10. A reliance on better marketing to survive enrollment challenges and create a stronger institutional identity

[CSU Todos Santos Center March newsletter](#)

The first installment in what will be a bi-monthly newsletter publication, providing updates on the Center and the community.

Is tenure essential?

Inside Higher Ed

MIAMI BEACH, Fla. -- Presidents whose institutions are members of the Council of Independent Colleges have been working on a project to help map the future of their institutions, which are generally small and midsize private colleges. At its annual gathering of presidents here, the CIC held an open forum on the project and released a draft list of characteristics that a panel of presidents identified as "essential" for their institutions, and another list they identified as "negotiable."

The essential list wasn't controversial, although some presidents argued for it to be shortened. Essential qualities for private colleges should be that "they add value to their students and graduates," that they "make decisions on the basis of shared governance without interference from state or federal governments," that they "foster high levels of student engagement," that they have "a student-centered culture," that they are "oriented toward their communities" and that they are "committed to cost containment and affordability."

There wasn't debate over the "negotiable" list, either. Among the items declared negotiable were tenure, "the composition of the faculty, including the proportion of the full-time faculty members," and "the definition and centrality of 'liberal arts.'" While those items' inclusion may anger many professors, at least one other item on the list may alarm some alumni: "the extent and depth of commitment to intercollegiate athletics."

The list is just a draft, and many colleges have been gradually moving away from tenure-track faculty slots for years, and task force members here whose colleges have tenure stressed that they have no plans to do away with it. But they also acknowledged in interviews after the session that they realized the placement of tenure on the nonessential list would be unpopular with some professors. Still, they defended the decision.

Chris Kimball, chair of CIC's board, leader of the task force and president of California Lutheran University, said CIC never tells its member colleges what to do, and that many colleges would continue to keep tenure systems. He said at his university, tenure "is essential."

But Kimball and others rejected the idea -- long held by the American Association of University Professors and others -- that faculty rights are built around tenure.

Elizabeth A. Fleming, president of Converse College, is another panel member from a college that has and plans to continue tenure. She also acknowledged that there are many colleges that do not treat their non-tenure-track faculty members well.

But she said it was important to state that colleges can have "deeply committed faculty" without a tenure track. She said academic leaders need to move beyond the idea that "the only options" are tenure and course-by-course adjunct contracts.

Edwin H. Welch, a task force member who is president of the University of Charleston, which does not have tenure, said that colleges without tenure can and do hire professors in ways that respect the faculty role.

"If we're serious about student engagement we need faculty members who are experienced in providing that kind of engagement," he said. "You don't get that by putting out an ad and signing someone to teach just one course."

The CIC project on the future of private colleges extends well beyond the list of essential and negotiable qualities. The task force has been commissioning research on new business and curricular models for higher education. CIC may organize regional meetings to talk about this research and related efforts, and invite colleges to send teams -- including faculty leaders -- to those meetings.

Several people in the audience expressed concern about whether faculty members might block the kinds of changes that many colleges leaders feel their institutions need to consider.

One president took issue with those comments.

"I don't think we've looked carefully enough at how the role and power of our faculty can be more of a part of solving this problem than to be characterized as recalcitrant," he said. On his campus, he said, the "brain power of faculty vastly exceeds that of the administrations," and that when administrators do things that alienate faculty members, "we spend all of our time putting out those fires" rather than working together to solve problems. Most faculty "care deeply" about their institutions, he said. (Under CIC rules for reporters at the meeting, attendees in sessions may not be quoted by name without their permission, so some of the quotes in this article are anonymous.)

Rudy H. Fichtenbaum, national president of the American Association of University Professors and professor of economics at Wright State University, was not at the meeting here. But he said in a phone interview that he was dismayed by the idea that college presidents did not see tenure as essential. Tenure is the basis of academic freedom, he said. And faculty members at private colleges don't have the ability to unionize or the First Amendment protections available to professors at public colleges.

Fichtenbaum also said that the track record of colleges without tenure isn't one of preserving faculty rights. "They are hiring this way to save money," he said.

Overtime woes

Inside Higher Ed

On her busier weeks, when she's out in the field, Carly Ebben is sure she works more than 40 hours.

But it varies. When she's at the University of California at Berkeley, she works less. When she's out conducting research, she works more. She isn't sure how much more. Like most postdoctoral researchers, Ebben is a salaried employee, and she's never had to track her hours. She isn't paid for overtime.

Had she been making less money, things would be different. Under the Fair Labor Standards Act, employees making under \$23,660 are guaranteed overtime pay, while certain white-collar employees making more are considered exempt.

Most postdocs make considerably more than \$23,660, disqualifying them from mandatory overtime protections. So do most librarians, financial aid administrators, admissions officers, coaches and IT workers.

But over the summer, President Obama announced a proposal that would raise the salary threshold to \$50,440. If the change goes through, white-collar workers making less than \$50,440 will be guaranteed overtime pay if they put in more than 40 hours a week.

In higher education, the change would reclassify thousands of workers across the country. Colleges would be required to pay these professionals for any time worked over 40 hours a week -- or else raise their salaries significantly to get over \$50,440.

For struggling workers making less than \$50,440, the change could mean more money in an uncertain job market. The Fair Labor Standards Act's exemption was originally meant only for highly compensated employees, and in 1975, 62 percent of full-time salaried workers fell below the government's threshold. Now, [that number is 8 percent](#).

But colleges are worried. To comply with the new law, they will be forced to pay millions of dollars in overtime pay and increased wages. And once the new rule is announced -- if it's announced -- they could have as few as 60 days to comply.

"There is general agreement that the salary threshold is long overdue for a change, but the transition -- such a huge transition -- to \$50,440 is a major concern," said Andy Brantley, president of the College & University Professional Association for Human Resources. "Every area of campus would be impacted."

When the Department of Labor opened public comments, CUPA-HR submitted [a letter](#) signed by 18 other higher education groups. Sixty days is simply too short, the letter argued, and the

\$50,440 threshold is simply too high. Instead, the group proposed three lower options: \$29,172, \$30,004 or \$40,352.

There's no doubt that the change would be expensive for colleges. At Florida's state university system, over 6,500 employees would be affected, according to El pagnier K. Hudson, an assistant vice president of human resources at Florida International University. Increasing those employees' salaries to meet the new threshold would cost more than \$62 million.

But colleges have options: they can increase salaries, or they can pay overtime wages. Most will likely do a bit of both. At Indiana University, depending on how the university system decides to comply, the new law could cost it anywhere between \$5 and \$15 million.

And increasing some employees' salaries could have a kind of ripple effect: What if, when an employee's salary is raised to meet the new threshold, she is making as much as her supervisor? To preserve salary equity, the supervisor's salary may also need to be raised.

"There are no dollars that are coming with the regulation," Hudson said. "They're just saying, 'Make it happen.'"

Yet another concern has been raised by the National Postdoctoral Association, which favors higher salaries for postdocs, but fears how colleges and universities may react to the rule. The association's statement to the government says some institutions may cut the number of postdocs they employ to raise the salaries or pay overtime to others. Another fear, is that institutions may try to reclassify postdocs as non-employees.

'Perpetual Scarcity'

But for many college and university employees, working long hours and taking home smaller paychecks, institutional finance doesn't seem quite so pressing.

Erin Clark spends 60 hours a week in the lab and makes \$44,556 a year. She's wanted to be a scientist since high school, and she's spent 13 years of her adult life in college and graduate school, but she didn't know she would have to make so many sacrifices. She expects to work as a postdoc for three to five more years.

Her story is personal, and it isn't backed up by legions of education organizations. But last year, in late August, [she typed it up and submitted it to the Department of Labor](#), where it lives along with the comments from human resources groups and state university systems.

"I went to college, I got a Ph.D. and now I make less than \$15 an hour and work in an environment that is constantly pressuring me to work more," she wrote. "How could someone in my situation raise a family?"

“Not being able to afford modern conveniences that would help alleviate the stress of such a workload means living in a state of perpetual scarcity,” [wrote James Irving](#), a postdoc at the University of Maryland.

“Even teaching 10 classes I made under \$20,000 and qualified for government assistance,” [wrote Jeffrey Nall](#), a former adjunct in Florida.

The regulation would have an immense reach in higher education, with one caveat: even under the new law, adjuncts -- along with most faculty members -- won't qualify for overtime protections. They fall into a special exemption for teachers, and they can be denied overtime even if they fall below the salary threshold.

Yet faculty members frequently work overtime without receiving compensation. They are pressured to volunteer for certain duties, the Service Employees International Union [wrote in its comment letter](#), and they're afraid that they won't be rehired if they refuse.

Of adjuncts working in part-time positions, 40 percent work 40 or more hours a week, according to New Faculty Majority, which advocates for adjunct and contingent faculty. The group also [submitted comments](#), asking that contingent faculty be covered.

“When the act was originally devised and the exemption was applied to contingent faculty, it was a vastly different situation than it is today,” said New Faculty Majority President Maria Maisto. “The framers of the act presumed that being a college professor is a stable profession.”

Mass Reclassification

If the regulation goes through, it will reclassify large numbers of employees all at once: 1,400 at Indiana University, 1,034 at Kansas State University, 2,700 at the University of Iowa.

But many of those employees work odd hours, colleges argue, with schedules that fluctuate from week to week. Admissions officers may travel more during busier times of the year. Coaches work longer hours depending on the season. Postdocs conduct research that won't conform to a nine-to-five schedule.

The idea here is that higher education is somehow different. That the new rule works well for retail employees and restaurant workers, but not for postdocs and librarians.

“The reality is that organizations don't necessarily have that extra funding, so the result will be paying the employee the same amount they make now and restricting their hours,” said John Whelan, Indiana University's associate vice president for human resources.

They'll be expected to finish their work in 40 hours each week, even though they're used to having more time, while employees who meet the threshold will have more flexibility. (“They

can check emails at random hours,” Whelan said. “They can do work on weekends if they need to.”)

And forced into a 40-hour week, some employees may ignore the restrictions. Maybe they feel that they need more time; maybe they need to be more productive to compete for a promotion; maybe they just love their work. But under the law, employees cannot opt out of overtime.

“If it’s determined that that individual worked more than 40 hours in a workweek and was not paid overtime,” Whelan said, “then there’s a compliance issue.”

In some colleges, there are real and unspoken differences between hourly and salaried employees, and issues of morale and fairness could also come into play. Depending on an employee’s classification, she might receive different parking privileges or retirement plans. And when an employee suddenly becomes nonexempt -- and starts getting paid on an hourly basis -- she may view it as a drop in status.

“There are perceptions in some organizations that an exempt position is a more valuable position,” Whelan said. “There’s a perception of importance.”

But Ebben, the postdoc from the University of California, wouldn’t argue with a higher paycheck. She understands the concerns about switching to an hourly schedule -- it’s impractical, she said, to track a postdoc’s erratic hours -- but she hopes that the rule will encourage colleges to raise salaries.

“This regulation is intended to help skilled workers, and that’s basically the definition of a postdoc,” she said. “All we’re really asking is to be fairly compensated for the contributions that we make.”

She is committed to a career in academia, and she knew it wasn’t going to be easy. But the Bay Area is expensive, and her husband is a postdoc, too. “It’s been a struggle,” she said, “to get by on two postdoc salaries.”

U. of Wisconsin faculty members fear gutting of tenure

The Chronicle of Higher Education

Faculty leaders in the University of Wisconsin system are sounding alarms that its governing board appears poised to leave unrepaired much of the damage that state lawmakers did last year to professors' job security and shared-governance powers.

The Wisconsin Legislature [stripped faculty powers and tenure protections](#) from state law as part of an [overhaul signed by Gov. Scott Walker](#), prompting the university system to move to adopt such policies on its own. Faculty members warn, however, that the policies being considered by the Board of Regents on Friday are weak replacements for what lawmakers removed, and would leave professors vulnerable to arbitrary dismissal.

The strongest faculty objections to the proposed policies focus on their provisions dealing with posttenure review and with faculty layoffs in the event of program cuts.

Faculty leaders have criticized the posttenure-review policy as unnecessary, too focused on possible negative outcomes, and not offering professors enough assurance that their tenure would remain intact.

The proposed policies on program cuts have come under fire for letting such decisions be based on financial considerations rather than educational ones. They've also been accused of making it too easy for the system to shed tenured faculty members by starving academic programs seen as not meeting the state's job needs.

"This represents a new vision of what a public university should be. It is not a vision that I and my colleagues share," said David J. Vanness, president of the University of Wisconsin at Madison's chapter of the American Association of University Professors.

But Regina M. Millner, the board's president, on Wednesday dismissed many of the criticisms of the proposed policies as unfounded, saying that they mirror the policies in place at public universities in other states and that some faculty leaders would have complained about them "no matter what we wrote."

The board's education committee plans to discuss the proposed policies on Friday, to fine-tune them before an expected board vote on them in March. Given tensions between the system's faculty leaders and the board, which consists primarily of gubernatorial appointees, it remains unclear whether the policies will be tweaked enough to overcome faculty objections.

Overcoming Uncertainty

The proposed policies' potential threats to job security are just the latest source of stress for the University of Wisconsin system's instructors, who have endured decades of meager salary

growth and were [stripped of their collective-bargaining rights](#) under legislation pushed through by Governor Walker, a Republican, in 2011.

"I wish UW faculty had something to smile about," said Ken Menningen, a professor of physics at the system's Stevens Point campus who served on the panel of faculty members and administrators that drafted the policies. "We've had a string of multiple decades with budget cut after budget cut, and we've been paid below-average salaries for as long as I can remember, and now it's easier to get laid off?"

Many faculty leaders say the system's campuses are already losing their ability to recruit and retain faculty members. Nicholas Sloboda, a professor of English at the University of Wisconsin at Superior and the chairman of a systemwide panel of faculty representatives, said every campus of the system had seen faculty members leave in response to tenure uncertainty and relatively poor compensation. Many job searches underway at system campuses have seen their finalists withdraw in response to similar considerations, he added.

"A good number of faculty are hoping that this is resolved, so that the message can be sent out that there is tenure in the state of Wisconsin," Mr. Sloboda said. Rather than prolonging the debate over the proposed policies, he said, "I think we have to face reality and deal with the cards that we have been given."

Not Dead Yet

Other faculty leaders, however, argue that the policies need to be drastically revised or else they will only worsen the working conditions of the system's professors.

Among the policies' critics, Mr. Vanness, an associate professor of population health sciences on the Madison campus, said they "use a veneer of legitimacy to hide several deep flaws, leaving UW system faculty in as great a state of uncertainty as ever."

The Faculty Senate at the system's Whitewater campus has issued a statement arguing that the policies "violate the standards of American higher education" and will lead to "an erosion in the quality of our university, as many faculty whose life circumstances make it possible to leave may do so."

The American Association of University Professors and the American Federation of Teachers' Wisconsin affiliate on Wednesday issued a statement raising the possibility that the AAUP would censure the system for any failure to abide by the association's principles.

On the other side of the debate, Ms. Millner said the task force of administrators and faculty members that devised the new policies "took this work very, very seriously." She added, "Clearly, tenure is not dead, nor ever has been dead, in Wisconsin."

The Faculty Senate at Whitewater has urged the board to postpone a vote on new policies until December, to allow time for input from faculty-governance bodies that, it argues, have been given far too little opportunity so far to weigh in. Until such a December vote, it said, the regents can keep in place the stopgap measure the board adopted in response to last year's legislation, a policy that replicates the tenure protections that had been enshrined in state law.

Ms. Millner said the Board of Regents had already made an exceptional effort to account for faculty concerns, going so far as to alter the agenda for this week's meeting so its education committee could hold a special session to make additional policy revisions. She said she did not want to postpone a vote on the policies past next month's meeting because the system will be entering the time of year when it seeks to recruit new faculty members, and "we want to make sure people understand that we have a tenure policy that is in alignment with our peer institutions'."

Costs and Benefits

The University of Wisconsin system had stood apart in terms of how much its shared governance and faculty job protections were spelled out under state law. The Republican lawmakers who had advocated the repeal of such legislation argued that it got in the way of quick, top-down decision making, hindering the system's efforts to remain competitive.

Ms. Millner and Raymond W. Cross, the university system's president, established the task force that came up with the new policies last March, after it became clear that the legislature was going to divest to the system the task of setting the terms of its faculty members' employment. The 19-member panel included system officials, campus administrators, and tenured professors.

The system's AAUP chapters last weighed in on the task force's policy proposals in December. Even faculty leaders critical of the task force's work give it credit for heeding faculty members' concerns in several areas and, for example, incorporating into its policy proposals stronger protections of academic freedom than it originally devised.

An online forum established by the regents to allow professors to anonymously comment on the policies makes clear that faculty leaders are not alone in their concerns. Among the objections raised there, several faculty members have protested that the proposed policies give faculty members little incentive to perform well, and do not provide those who receive poor performance reviews adequate time for remediation. Others characterize the proposed policies as penny-wise and pound-foolish, in that the system will need to substantially increase faculty salaries if it cannot offer faculty members better tenure protections.

"I am so saddened by these policies," wrote one commenter who self-identified as a relatively new professor on the system's La Crosse campus and said, "These policies have made me start looking elsewhere for a new position."

Why they stay and why they go

Inside Higher Ed

Whether the separation is voluntary or not, losing a tenure-line or otherwise full-time faculty member is always a costly to an institution. The departing professor will take any external research grants with him or her, not to mention the sunk costs of hiring and training. Then there are additional costs that are harder to quantify, such as those to morale, mentorship, service and leadership in a department.

Could institutions cut such costs going forward if they knew more about why faculty members leave? That's the premise behind a major faculty exit survey initiative from the Collaborative on Academic Careers in Higher Education (COACHE) at Harvard University and the University of California's Office of the President. Distinct from COACHE's annual Faculty Job Satisfaction Survey, the new project will target faculty members who resigned or were successfully retained last year at six University of California System campuses. After the pilot phase closes in June, COACHE will open the program to other interested institutions.

The idea is overcome the small sample problem posed by institution-level faculty exit surveys, to build a robust data set that helps campus leaders better understand the causes, costs and effects of faculty departures on their campuses and in relation to peer institutions.

Kiernan Mathews, director and principal investigator at COACHE, said in an interview that literature on faculty departures suggests that institutional leaders tend to "explain away their own culpability in why a faculty member left, speaking in terms of 'heaven' or 'hell.'" If the departing faculty member went to a more prestigious institution for better pay, provosts, deans and others tend to think the departure couldn't have been stopped, he said. If the professor went to a less prestigious institution, meanwhile, administrators believe the faculty member simply couldn't hack it on their campus.

In reality, Mathews said, both explanations are "useless." But more helpful diagnoses can only come from better data. Currently, he said, many institutions use COACHE's faculty satisfaction instrument, but those and others like it can only serve to identify the "dissatisfiers" that signal a faculty member's intent to leave -- such as failure to accommodate a spouse, chilly climate or compensation -- not those that cause an actual decision to leave. And while many institutions offer faculty exit surveys, COACHE found that no two universities were asking the same questions or pooling their responses to derive meaningful data.

Enter the University of California's Susan Carlson, vice provost for academic personnel and programs. A longtime acquaintance of Mathews's, she offered the university system up to COACHE as test case for an instrument that would help her better understand just who was leaving, who was being retained and why.

Carlson said in a statement that her support came down to return on investment in the project, and matters of equity.

“If even a single professor’s departure is, instead, a retention, then our efforts with COACHE will have paid off,” she said. To the latter point, she added, “Do some groups leave for reasons that are different from those of other groups?” Might knowing the answer “help us address the concerns of those not in the majority?”

Institutions typically do their best to retain faculty members at risk of leaving. Rebecca Blank, chancellor of the University of Wisconsin at Madison, for example, [recently spent nearly \\$9 million](#) to retain 40 professors, keeping their combined \$18 million in research grants on campus. But 25 percent of professors across higher education could have been retained and aren't, according to a rough estimate based on COACHE's work with provosts, and the impact of their departures is real. A conservative, decade-old calculation from COACHE's provosts' advisory board on the cost of replacing a faculty member was \$96,000. A 2012 report in [Science](#) estimated that start-up costs alone for a faculty member in science or engineering range from \$110,000 to \$1.5 million, and take up to 10 years to recoup.

These departing professors also may disproportionately represent important faculty populations, such as underrepresented minorities or women in the sciences, hurting faculty diversity efforts. Indeed, a [popular criticism](#) of such efforts is that they focus too much on recruitment efforts and too little on fostering a positive climate for those recruits, once hired.

KerryAnn O’Meara, professor of higher education at the University of Maryland at College Park, studies faculty departures and [co-coined](#) the heaven-and-hell concept. She also consulted COACHE on its new instrument, which asks questions about how long professors considered leaving their institutions, how contact was initiated between them and any new employer, whether any new offer included a start-up package, whether a counteroffer was made in how long a period of time, motivation for leaving, and partner employment status, among many others.

O’Meara said via email that the survey matters because colleges and universities make such big investments in their new faculty members, in start-up and search costs, and the time other faculty members lose in search efforts. (Mathews said this is a common complaint from administrators, including one provost who lamented that the time faculty members spend on ultimately unsuccessfully search committees could have been spent on research or improving their pedagogies.) Students lose advisers and faculty members lose those they’d hoped would be the future leaders of their departments, O’Meara added.

Additionally, she said, “Because faculty want to continue to have good professional relationships with their colleagues after their departure, they often leave much unsaid about the reasons they are leaving.”

Sometimes the answers are simple, and faculty members leave for reasons of family and geography, or higher-ranked institutions and higher salaries. However, O'Meara said, "my experience is that more often faculty leave for reasons of work environment. Even in cases where the reason is more salary and higher-ranked institution, faculty often would not have even looked or allowed themselves to be courted if there had been as many opportunities for mentoring, research collaborations and support as they had expected."

Offering faculty members exit surveys that provide confidential accounts of all the reasons they left "can help institutions assess aspects of their work environment that could be improved and target resources there," she said. "Institutions cannot change geography but they can attend to issues of support for academic parents, diversity climate and transparency."

Carlson underscored this point, saying research suggests that faculty members' reasons for leaving are much more varied than salary alone and, in many cases, "very much preventable."

COACHE plans a roundtable discussion of its pilot California results (Mathews guessed that the pilot will yield several hundred responses, up to as many as 1,000) after which it will open up its new survey to other institutions willing to fund it. As patterns begin to emerge, deans, provosts and others can use the data to establish areas for improvement, inform the public and maintain "home field advantage" in retention efforts, Mathews said.

Big data revamping human resources and recruiting methods

The Denver Post

"People that watched 'Skyfall' were also interested in 'The Bourne Identity.'"

We receive suggestions on what movies to watch, what we might like to listen to next and what we would like to buy. Five years ago, it was Amazon alone that used the recommendation system. Today, every company who is a somebody is using it.

So, what Amazon and Netflix do today, we may very well see human resources departments in every company doing tomorrow. The process has always relied upon referrals and recommendations, but now these recommendations are likely to come from our computer screens. We may statments like: Companies interested in Person X were also interested in Person Y.

In the near future, most HR departments (many large companies already do) will have access to considerable pools of data that can tell a recruiter more about candidates than they know about themselves. The data that can be gathered discloses what articles applicants read, what their online behavior is like, what shows they binge watch on Saturdays, and even what hotels they like to stay in.

Social media makes recruiters think they have access to big data. While this is partially true, big data analysis doesn't stop here. Algorithms help recruiters identify patterns with little to no effort. The patterns identified could be consistent LinkedIn updates, job description searches or job website visits.

Someone that commutes two hours a day may be identified as a candidate for a position closer to home. Software picks up on these behaviors and will notify recruiters of their potential motives.

Digital footprints can also be compared to data of current employees, positions and even macroeconomic trends, to create a match made in heaven. It can also help them determine if a salary bump is the golden ticket to getting an individual to accept an offer, or if there is a better incentive.

In addition to finding employees, data can also help human resources retain their valuable employees. If the software notifies management of an employee's interest in pursuing other jobs, then the issue can be addressed before an offer is accepted. According to Mark Radtke, director at the data consulting firm, Cliintel, they can use data to help develop incentive and training programs to retain their employees.

On the opposite end of the spectrum, they can also analyze data to pinpoint employees that are underperforming and determine the root cause of underperform-mance. This information can be used to develop a more effective solution to the problem.

It is now inevitable that big data will take off in the world of human resources and recruiting. It saves companies time and money, while simultaneously discovering the best recruits. This means that things will change for recruiters and job searchers alike. The searchers may want to be more mindful of their online behavior - even reading articles pertaining to the desired industry can help. The recruiters should not panic, nor question if they will have a job next year. People are still vital to the process in order to develop relationships with recruits, ask the software the right questions, connect the data points and turn the patterns into insights.

But, this raises the question - will the future recruiters be data analysts?

Talent Pipeline Report
COIN 2015 Innovation Report

The [Colorado Innovation Network](#) (COIN) released its [4th annual innovation report](#) at the 2015 COIN Summit in Denver. COIN began tracking Colorado's innovation performance in 2012, focusing on a framework of Talent, Capital, Ideas and Entrepreneurship. This year's report, sponsored by PwC, focuses almost entirely on the talent landscape in Colorado based on interviews with leaders in industry, higher education and workforce development who report on their perspectives of the challenges and trends expected to shape the future workforce. The report includes narratives on the Colorado talent pipeline ranging from "Big Data & Automation" to "Evolving Educational Models" and "Creating Customized Employee Pathways."

"Colorado has one of the nation's most educated workforces, encompassing exceptional innovators and entrepreneurs who continue to move Colorado forward," said Governor Hickenlooper. "This year's innovation report is a great guide to help us ensure that we continue to attract the best talent in the US and continue to 'grow our own'."

"We are fortunate to live in a state that inherently attracts top talent, which in turn makes us attractive to leading companies who wish to start, grow or locate here," said COIN executive director Anna Ewing. "The report shows the importance of focusing on innovative ways of educating, training and connecting our talent to employers if we are to effectively serve all needs of the workforce."

Key Findings from the Report:

- * Producing and retaining a highly skilled workforce, as well as a highly-educated workforce, is fundamental to keeping the state competitive in today's marketplace.
- * Traditional higher-education models are evolving, and must continue to do so, to meet the demands of today's employers for experiential learning and workplace readiness in employees.
- * While Colorado employers benefit from a highly educated population, an influx of Millennial-generation workers, and a thriving business environment compared to other states, the associated pressures on transportation, housing, and other infrastructure factors are highly relevant in impacting the talent pipeline.

"In a more globally connected world where the best and the brightest are not limited by geographic boundaries, can set their own agenda and be selective about opportunities, it is important to identify what influences the flow of talent to the workforce and what makes a state attractive to these top-notch individuals," said Mitra Best, US Innovation Leader at PwC.

Exactly what is 'shared governance'?

The Chronicle of Higher Education

At a recent conference of college administrators, several of us had an impromptu discussion over lunch about the meaning of "shared governance." The consensus? That term is often invoked but much misunderstood by both faculty members and many administrators.

"Some of my faculty believe that shared governance literally means that a committee votes on some new plan or proposal and that's it—it gets implemented," said a seasoned department head. "There is no sense of sharing, of who is sharing what with whom."

A dean chimed in that a faculty leader at her institution actually told her that shared governance means that professors, who are the "heart of the university," delegate the governance of their universities to administrators, whose role is to provide a support network for the faculty. "He said, in all seriousness, that faculty have the primary role of governing the university and that administrators are appointed to spare them from the more distasteful managerial labor," said the dean with incredulity.

That may be a more commonly held notion in academe than it at first appears. I know several faculty senators at one institution who regularly refer to faculty as "governance," as in "You're administration, and we're governance." That expression reveals a deep misunderstanding of the mechanism of shared governance—and presupposes an inherently adversarial relationship.

The phrase shared governance is so hackneyed that it is becoming what some linguists call an "empty" or "floating" signifier, a term so devoid of determinate meaning that it takes on whatever significance a particular speaker gives it at the moment. Once a term arrives at that point, it is essentially useless.

Shared governance is not a simple matter of committee consensus, or the faculty's engaging administrators to take on the dirty work, or any number of other common misconceptions. Shared governance is much more complex; it is a delicate balance between faculty and staff participation in planning and decision-making processes, on the one hand, and administrative accountability on the other.

The truth is that all legal authority in any university originates from one place and one place only: its governing board. Whether it is a private college created by a charter, or a public institution established by law or constitution, the legal right and obligation to exercise authority over an institution is vested in and flows from its board. Typically, the board then formally delegates authority over the day-to-day operation of the institution (often in an official "memorandum of delegation") to the president, who, in turn, may delegate authority over certain parts of university management to other university officials—for example, granting authority over academic personnel and programs to the provost as the chief academic officer, and so on.

Over time, the system of shared governance has evolved to include more and more representation in the decision-making process. The concept really came of age in the 1960s, when colleges began to liberalize many of their processes. In fact, an often-cited document on the subject, "Statement on Government of Colleges and Universities," was issued jointly by the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges in the mid-60s. That statement attempted to affirm the importance of shared governance and state some common principles.

The fact that the primary organization championing faculty concerns, the body devoted to preparing future academic administrators, and the association promoting best practices in serving on governing boards together endorsed the statement illustrates that university governance is a collaborative venture.

"Shared" governance has come to connote two complementary and sometimes overlapping concepts: giving various groups of people a share in key decision-making processes, often through elected representation; and allowing certain groups to exercise primary responsibility for specific areas of decision making.

To illustrate the first notion of how shared governance works, I'd like to revisit a 2007 column, ["But She Was Our Top Choice,"](#) in which I discussed the search process for academic administrators and attempted to explain why hiring committees are commonly asked to forward an unranked list of "acceptable" candidates. I wrote that shared governance, especially in the context of a search for a senior administrator, means that professors, staff members, and sometimes students have an opportunity to participate in the process—unlike the bad old days when a university official often would hire whomever he (and it was invariably a male) wanted, without consulting anyone.

"Shared" means that everyone has a role: The search committee evaluates applications, selects a shortlist of candidates, conducts preliminary interviews, contacts references, chooses a group of finalists to invite to campus, solicits input about the candidates from appropriate stakeholders, and determines which of the finalists are acceptable. Then it's up to the final decision maker, who is responsible for conducting background checks and entering into formal negotiations with the front-runner, and who is ultimately held responsible for the success (or failure) of the appointment.

"Shared" doesn't mean that every constituency gets to participate at every stage. Nor does it mean that any constituency exercises complete control over the process. A search cannot be a simple matter of a popular vote because someone must remain accountable for the final decision, and committees cannot be held accountable. Someone has to exercise due diligence and contact the front-runner's current and former supervisors to discover if there are any known skeletons that are likely to re-emerge. If I am the hiring authority and I appoint someone who embezzled money from a previous institution, I alone am responsible. No committee or group can be held responsible for such a lack of due diligence.

That's a good example of shared governance as it daily plays out in many areas of university decision making. No one person is arbitrarily making important decisions absent the advice of key constituents; nor is decision making simply a function of a group vote. The various stakeholders participate in well-defined parts of the process.

The second common, but overlapping, concept of shared governance is that certain constituencies are given primary responsibility over decision making in certain areas. A student senate, for example, might be given primary (but not total) responsibility for devising policies relevant to student governance. The most obvious example is that faculty members traditionally exercise primary responsibility over the curriculum. Because professors are the experts in their disciplines, they are the best equipped to determine degree requirements and all the intricacies of a complex university curriculum. That is fitting and proper.

But even in this second sense of shared governance—in which faculty members exercise a great deal of latitude over the curriculum—a committee vote is not the final word. In most universities, even curricular changes must be approved by an accountable officer: a dean or the university provost, and sometimes even the president. In still other institutions, the final approval rests with the board itself, as it does for many curricular decisions in my own university and state.

Clearly, when it comes to university governance, "shared" is a much more capacious concept than most people suspect. True shared governance attempts to balance maximum participation in decision making with clear accountability. That is a difficult balance to maintain, which may explain why the concept has become so fraught. Genuine shared governance gives voice (but not necessarily ultimate authority) to concerns common to all constituencies as well as to issues unique to specific groups.

The key to genuine shared governance is broad and unending communication. When various groups of people are kept in the loop and understand what developments are occurring within the university, and when they are invited to participate as true partners, the institution prospers. That, after all, is our common goal.

Shared governance in crisis

Inside Higher Ed

The highly publicized student protests this past fall often challenged the notion of shared governance as it has been historically practiced. Student demands at institutions public and private, large and small, have sought to substitute the judgment of students for that of the faculty in areas such as the curriculum, hiring, tenure, promotion and the grading system.

Many students understandably are not aware either of how decisions are made on their campus or who is responsible for which aspects of their institution. As a result, a number of presidents have responded to student demands by reaffirming the importance of shared governance, approaching the protests as offering opportunities for (with apologies for the cliché) teachable moments. Some have noted that student protests have long had a place in higher education. And many of course have supported such goals as fostering greater diversity and seeking to end both systemic racism and the kinds of microaggressions that can cause pain to students.

The events in recent weeks at [Mount St. Mary's University](#) and [Suffolk University](#) are a different matter. The Mount's president and board chair and the actions of the Suffolk board have abruptly shattered notions of shared governance, to the detriment of their campuses. By ignoring best practices, they have also brought to their institutions a firestorm of highly critical publicity.

Principles of Shared Governance

Although institutional history, culture and mission all affect the details on each campus of how shared governance is implemented, most colleges and universities have generally embraced the notion of shared governance as defined in the *1966 Statement on Government of Colleges and Universities*. According to the statement, formulated by the American Association of University Professors, the American Council on Education and the Association of Governing Boards of Universities and Colleges, the Board of Trustees -- ideally in partnership with the president -- is entrusted with the long-term health of the institution, its mission, its policies and its finances. The board is also responsible for hiring, evaluating and firing the president.

Effective boards, however, focus on strategy, not tactics, and they delegate to the president the operation of the institution. The president then delegates to the faculty primary responsibility for the educational program, most notably the curriculum, academic standards and the hiring, retention and promotion of the faculty. For their part, students have no formal role in governance on most campuses, although they may serve as representatives to trustee committees and ex officio without a vote on boards of trustees, as well as participate fully in campus committees and planning processes.

Student protesters have often mistakenly assumed that their president is responsible for everything that happens on their campuses, failing to understand that new required courses, new programs in areas such as Black Studies and Latino/a Studies, and the hiring of significantly increased numbers of faculty of color are all matters that require faculty action.

For example, protesters at Oberlin College identified specific employees they wanted fired and faculty members they wanted to receive tenure. They sought to oversee a revision of the grading process. They argued that since students in the conservatory studying classical music were not required to take courses in jazz, jazz students "should not be forced to take courses rooted in whiteness." In response, [Oberlin President Marvin Krislov](#) sought to educate the campus about how decisions are made at Oberlin, explaining that he would "not respond directly to any document that explicitly rejects the notion of collaborative engagement. Many of [the document's] demands contravene principles of shared governance."

Student protesters at Amherst College had even greater expectations of President Biddy Martin when they demanded that she apologize "to students, alumni and former students, faculty, administration and staff who have been victims of several injustices including but not limited to our institutional legacy of white supremacy, colonialism" and racism and discrimination against a wide array of groups.

While acknowledging the pain that many students experienced as a result of systemic racism, and supporting both the right of students to protest and their goals, Martin, like Krislov, reaffirmed the importance of shared governance: "The formulation of these demands assumed more authority and control than a president has or should have. The forms of distributed authority and shared governance that are integral to our educational institutions require consultation and thoughtful collaboration."

Unfortunately, and in marked contrast, the president at Mount St. Mary's and his board chair and the board chair and other trustees at Suffolk were either ignorant about or chose to ignore the basic principles of shared governance -- including collaboration, consultation and distributed authority. Although circumstances continue to evolve at these institutions, what has happened to date provides some important lessons for other colleges and universities.

Mount St. Mary's: Violating Best Practices

The actions of President Simon Newman have been breathtaking in their disregard not only for shared governance but also for the following central tenets of academic life:

- Presidents are responsible for ensuring that their institution acts in ways that are consistent with its mission and its stated policies.
- Campuses are places where all members of the community are encouraged to ask questions and engage in healthy debate, without fear of retaliation.
- Faculty members are valued for being independent, critical thinkers who encourage their students to be the same.

- Policies governing the termination of employees are designed to ensure fair rather than arbitrary treatment.
- Tenured faculty members are assumed to have lifetime employment unless they commit flagrant violations of institutional policies or commit criminal acts or if the institution is facing financial exigency.
- Faculty members participate in the selection of the chief academic officer, which generally requires a national search.
- Student newspapers are not part of the public relations efforts of the institution but rather educate and encourage student journalists to be professional and independent in their reporting.
- Personnel decisions are confidential.
- Boards and administrators should never demonize the faculty, students or alumni.

When confronted with faculty opposition to his plan to weed out students in an effort to improve the university's retention numbers, a key factor in its ranking in *U.S. News & World Report* and elsewhere, Newman violated every one of those principles.

The process began when, after less than a year in office, Newman became the poster child for ignoring the best practices of shared governance, for violent language and for disregarding that part of the institution's Catholic mission that values respecting "the dignity of other persons." As the Mount's student newspaper, *The Mountain Echo*, reported, Newman responded to the several faculty members who questioned his approach to student retention by telling them, "This is hard for you because you think of the students as cuddly bunnies, but you can't. You just have to drown the bunnies ... put a Glock to their heads."

But as dismaying as Newman's plan and language were, his subsequent actions, supported by his board chair, were as egregious. He relieved the provost, who had served as chief academic officer at the Mount since 2007, of his administrative responsibilities, reportedly because the provost raised questions about Newman's retention plan. Newman then immediately appointed a new interim provost from outside the institution, without a search committee and apparently without any consultation with the faculty.

Soon after, Newman fired a tenured faculty member who had disagreed with him. Faculty members report that Newman took this action unilaterally, without any formal process. He next fired a professor who was head of the pre-law program and faculty adviser to the newspaper, also without any formal process (even though this faculty member had previously been a trustee). The precipitating issue was that the paper reported Newman's retention plan and his statement about the students as bunnies who needed to be drowned and shot.

Newman's actions run counter to the Mount's Catholic mission. His plan to dismiss at-risk students directly contradicts the university's stated learning commitment "to supporting the academic development of all students within our campus community, regardless of disability or academic challenge, by creating a purposeful, learner-centered environment that inspires academic discovery."

Most recently, in a letter to parents, Newman violated the principle that all personnel matters should be confidential when he made the unsubstantiated accusations that the terminated faculty members had violated the institution's code of ethics and had conducted themselves in ways warranting their being fired.

These latest episodes are sadly not the first in which Newman, who came to his position from outside the academy, showed disdain for his colleagues, for the institution's mission and for its students. Earlier, he reportedly referred to some students as "[Catholic jihadis](#)" and told some alumni, "Twenty-five percent of our students are dumb and lazy and I'd like to get rid of them."

In such circumstances, one would hope that the board would intervene. Sadly, the chair, John E. Coyne III, instead in a written statement joined the president in demonizing faculty and alumni critical of the president, going so far as to suggest they were engaged in a conspiracy to "undermine and ultimately cause the exit of President Newman."

In another statement, after offering his own disclaimer that he could not discuss personnel matters, Coyne accused the newspaper's former adviser of having "manipulated the student journalists into portraying the retention program negatively," according to *The New York Times*. He further criticized the students for "the damage you will render to this university and to its brand," called them "quite frankly irresponsible," and claimed they violated the college's code of conduct.

At this writing, the university has reinstated the two fired professors. The faculty has voted 87-3 to ask the president to resign, while many students are backing him. The board continues to support him.

Suffolk University: Inappropriate Oversight

Before coming to Suffolk University as president, Margaret McKenna had already had a distinguished career, including 22 years as the president of Lesley University and, more recently, four years as the head of the Walmart Foundation. Nevertheless, Suffolk's board sought her resignation only seven months into her presidency. Reportedly, and in violation of best practices, she had not been formally evaluated and the board had not met formally and with her knowledge to consider and debate such an action. (It is interesting to note that McKenna is the fifth president, including two interims, at Suffolk in five years and that one of her predecessors was removed abruptly and without explanation.)

Board members were also already courting former Massachusetts Attorney General Martha Coakley to replace McKenna, even though McKenna had not resigned and there had been no formal search or consultation with others on the campus. In the face of the negative publicity, Coakley eventually said she would not be a candidate.

The Suffolk board clearly had not learned the lessons from the University of Virginia's Board of Visitors' abortive effort in 2012 to remove President Teresa Sullivan in her second year. The

outcry from administrators, faculty members, students, alumni, public officials and former board members led to a reversal of that decision. Sullivan is still in office.

And, in fact, many Suffolk students, faculty and staff members, and alumni were outraged about the effort to unseat McKenna and rallied in her support. The faculty immediately voted confidence in her, and Boston Mayor Martin J. Walsh publicly endorsed her leadership, admonishing the board for playing the situation out in the press. Walsh also said that his message to the board was “to sit down and have a conversation and figure this out, work this out.”

Evidence suggests that the Suffolk chair and board members have ignored other best practices of shared governance. They have reportedly inserted themselves in an array of operational matters at the institution. In fact, the New England Association of Schools and Colleges made it clear in its April 2014 reaccreditation report of Suffolk that the board needed to stop micromanaging, to embrace best practices of governance and to move to a “more appropriate oversight and advisory role.”

NEACS also made it clear that at Suffolk’s next review in fall 2017, “we seek to be assured that clear lines of authority, responsibilities and relationships among the board, the administration and faculty have been established to ensure an effective governance structure.” The report went on to cite NEACS governance standards, most notably that “the board delegates to the chief executive officer and, as appropriate, to others the requisite authority and autonomy to manage the institution compatible with the board’s intentions and the institutional mission.” Trustees rebuked McKenna, for instance, for hiring eight people, including a chief of staff and an assistant chief of staff, without board approval -- actions that on most campuses would have been considered operational matters that did not rise to the level of board involvement.

McKenna herself, during the interview process, made it clear that she expected the board to delegate university operations to her. *The Boston Globe* reported that she said she told the trustees, “You hire me, you give me the keys. I’ll report to you. You’ll never be surprised. ... You have got to trust me to make the right decisions.”

Suffolk trustees also violated at least two other central tenets of higher education: the standard policy that all personnel matters are confidential and the expectation that trustees do not have conflicts of interest. In recent weeks, they openly criticized McKenna for having an “abrasive manner” and making what they said were unauthorized expenditures, charges that she has challenged. They also appear to have sanctioned conflicts of interest. For example, in 2008, they put George Regan on the board even though his PR firm had an annual contract with Suffolk dating back to the last 1980s. In the face of adverse publicity, he withdrew from the board.

Nevertheless, Regan continued to exert a good deal of influence. According to the *Boston Business Journal*, Regan “personally recommended the appointment of at least seven of

Suffolk's 28 board members," a number of which were clients or former clients. And despite the contract with his firm, one of Regan's employees also serves on the board.

Walsh got what he wanted. The board and McKenna have come to an agreement. The board chair will resign, effective this May, and the president has announced that she will step down before the 2017-18 academic year. Although the board plans to begin a national search for its next president in the fall and although McKenna has been clear that she will not be a candidate, the campus community hopes to retain her beyond that date. She has ended the contract with Regan's firm.

Lessons to be Learned

In the midst of these governance crises, one can find some bright spots. Both campus communities have been clear about, and stood up for, the values that undergird higher education at its best. But most of all, Margaret McKenna has unhesitatingly put the welfare of the institution she leads ahead of her own interests. She also has prevailed in her insistence that the Suffolk board adopt the best practices of shared governance.

As she put it, "There were two principles for me that were critical to any agreement. First, that there be significant and lasting change in the governance policies and practices of the university. Second, any transition would come only after these policies were in place, and after a thorough and inclusive search was undertaken in a time frame that guaranteed no need for interim leadership. This ensures stability for the institution." The Suffolk board has promised to develop and adopt new bylaws by May.

Today, when institutions are confronting economic pressures, changing demographics and growing public skepticism about whether higher education is worth its cost, collaboration among the faculty, administration and board is more essential than ever. Student success is dependent on a dedicated faculty that teaches well and creates an effective educational program. Institutional sustainability requires an administration that operates the institution responsibly and not only supports but also actively advances excellent teaching and learning. And when institutions must make cuts, reallocate resources or even modify their missions, those decisions benefit from the perspective of the faculty and staff as well as the administration. Boards, who need to be committed to the health and integrity of their institution in all its aspects, therefore need to appreciate these dynamics and foster that collaboration.

We can only hope that Mount St. Mary's and Suffolk survive their current fraught circumstances and serve as cautionary tales that encourage other institutions to embrace effective shared governance.

Nation's prominent public universities are shifting to out-of-state students

The Washington Post

TUSCALOOSA, Ala. — America's most prominent public universities were founded to serve the people of their states, but they are enrolling record numbers of students from elsewhere to maximize tuition revenue as state support for higher education withers.

The shift has buttressed the finances and reshaped the profile of schools across the country, from the University of California's famed campuses in Berkeley and Los Angeles to the universities of Arkansas, Oregon, Missouri, South Carolina and numerous other places. Forty-three of the 50 schools known as "state flagships" enrolled a smaller share of freshmen from within their states in 2014 than they had a decade earlier, federal data show. At 10 flagships, state residents formed less than half the freshman class.

Nowhere is the trend more pronounced than here at the University of Alabama, where students who cheered this month when the Crimson Tide won its fourth national football championship in seven years were mostly from other states.

In 2004, 72 percent of new freshmen here were Alabamians. By 2014, the share was 36 percent. That was the largest swing in the country among 100 flagship and other significant state universities The Washington Post analyzed using federal data on student residency.

The percentage of in-state freshmen fell at more than 70 of those schools during that decade.

There were declines of 20 or more percentage points at UC-Berkeley and UCLA, Idaho State University and the flagships of South Carolina, Missouri, Oregon and Arkansas. There also were drops of more than 15 percentage points at Michigan State, Ohio State, and the universities of Illinois, Iowa, Kentucky and Washington.

The overhaul of the student body at big-name schools reverberates in statehouses and among consumers.

"People inside states believe that they have greater access to their state universities," said Marguerite Roza, a Georgetown University research professor who studies education finance. Many are now asking, she said, "who does that public university belong to anymore? And what is it doing? Is it seeking 'elite' status? That's great, but not if your own kids can't go there."

Kendall Roden, 21, of Garland, Tex., said she was lured to Tuscaloosa even though she had been admitted to the University of Texas. Alabama offered her a sizable scholarship, and she said she has thrived as a management information systems major.

Plus she got to see coach Nick Saban's team win national titles in her freshman and senior years. Being a football fan, she said, is "a huge part of my life and Alabama's culture. It's the lifeblood of the university."

On one level, the shift is all about money. Tuition and fees for out-of-state students at four-year public universities average \$23,893, according to the College Board. In-state students are charged an average of \$9,410. The out-of-state premium, 150 percent, is lucrative for schools that draw thousands of nonresidents.

"They pay full freight," said UCLA Chancellor Gene Block. "They bring in huge amounts of additional revenue." That funding is key to maintaining academic excellence, he said.

In 2004, 94 percent of UCLA's freshmen were Californians. Ten years later, the share was 73 percent. The number of Californians entering as freshmen at Westwood remained relatively stable — averaging about 4,100 from 2008 to 2014 — but the number of nonresidents surged after the economic recession in 2007 to 2009.

There was an out-of-state spike at Berkeley, too, creating political problems. Three of every 10 freshmen at the California flagship in 2014 came from out of state, up from 1 in 10 a decade earlier. Gov. Jerry Brown (D) — a Berkeley alumnus — wondered last year whether "normal" residents from the nation's most-populous state were getting a fair shot at admission to their top university. University of California President Janet Napolitano, who oversees the system, pledged afterward to limit out-of-state enrollment last year in Berkeley and Los Angeles. All of UC's undergraduate campuses are planning to raise their in-state totals significantly in the next school year.

Block said non-Californians provide a big non-financial benefit: a cosmopolitan atmosphere on a campus with global reach. Several hundred in each class at UCLA and Berkeley are foreigners.

"There's no substitute for international students," Block said. "They bring perspective you just can't get from the domestic population. It really does add to the environment for everybody."

Numerous studies have shown the historic decline of state support for higher education, although several states raised appropriations modestly in recent years. The Delta Cost Project at American Institutes for Research [found this month](#) that state and local funding per student at public research universities was 28 percent lower in 2013 than in 2008, after adjusting for inflation.

The fiscal vise forced universities to trim costs and raise revenue, largely through tuition increases or additional students. Out-of-state expansion proved especially crucial for schools in states with stagnant numbers of high school graduates.

“The primary driver for us was the demographic reality,” said Roger Thompson, vice president for enrollment management at the University of Oregon. At that flagship, the in-state share of new freshmen fell from 68 percent in 2004 to 47 percent in 2014.

Experts say there is no sign the trend will reverse.

“The reliance on nonresident tuition income is probably going to continue,” said George Pernsteiner, president of the State Higher Education Executive Officers Association. “Even in the states that have seen increases in state support in the last few years — have they reduced their nonresident enrollment? Well, no.”

Some flagships bucked the trend. At the University of Maryland in College Park, the in-state share of the freshman class rose from 67 percent in 2004 to 72 percent in 2014. There were similar single-digit increases at the universities of Florida, Georgia and Tennessee.

At the University of Virginia, which sets aside about two-thirds of freshman seats for state residents, the geographic balance barely changed. Greg W. Roberts, dean of admission at U-Va., said out-of-state demand is so high that nonresident applicants are admitted at a far lower rate (24 percent) than Virginians (44 percent).

Shannon Gundy, undergraduate admissions director at U-Md., said recruiting top out-of-state students is difficult. It often requires “spending” money — through discounts and scholarships — to land students who are shopping for the best deal.

“A lot of schools have financial resources that allow them to entice out-of-state students to come, and that’s not something that we’ve done,” Gundy said. “We do offer scholarships for in-state and out-of-state students, but it’s not our intention to go out and grab out-of-state students for the sake of having them. We want to make sure we are remaining true to our mission.”

Texas A&M University, one of the nation’s largest, gave 95 percent of its freshman seats to Texans in 2014, the highest in-state share among schools The Post analyzed. The flagship University of Texas at Austin was not far behind, at 89 percent. Those figures reflect the state’s surging population and the guarantee of admission to the best students from every public high school.

“We serve the state,” said Michael K. Young, Texas A&M’s president. “Our demand curve is extremely high for in-state kids. They are really good, and there are a lot of them.” But Young said he would like to increase out-of-state enrollment a bit, to “enliven perspectives” at College Station through geographic diversity.

University of Alabama officials say they, too, serve their state. But they have done it in large part by recruiting outsiders. Demographics and state finances left them little choice, they said. Alabama’s population has grown at a lower rate than the nation’s, and its output of high school

graduates has been up and down. Volatility in state funding for higher education led the flagship in 2003 to launch a major out-of-state growth plan, hunting for students in Texas, Georgia, Florida and beyond. Undergrad enrollment shot up more than 90 percent in ensuing years, topping 30,000 in 2014.

“When students vote with their feet to be at your institution, that’s a really great outcome,” said the university’s president, Stuart R. Bell. Geographic diversity benefits students, he said. “Our graduates need to be able to thrive in a very dynamic and flexible world.”

Bell said the flagship, founded in 1831, is not overlooking Alabamians. “We’re serving every student who could come to the university and be successful here,” he said.

The transformation in Tuscaloosa is hard to overstate, faculty and administrators say. The manicured greens of the central quad, the Denny Chimes bell tower of brick and limestone, and the core academic halls with columned facades remain as they were in generations past. But a building spree — said to entail an opening or renovation every 90 days — has enlarged and modernized a campus packed with more students than ever. Faculty, weary of budget cuts before the boom, received substantial raises after it.

Many students from out of state cite three factors that drew their attention: a winning football tradition, an honors college and merit scholarships. Coach Saban earns \$7 million a year, but the value of the marketing boost his team provides the school is immense.

The honors college, launched in 2003, has about 6,000 students. They qualify through high grades and test scores (minimum score of 28 on the ACT or 1250 on SAT reading and math), and they get benefits including seminars capped at 15 students per professor, as well as service and research opportunities.

Scholarships often clinch the deal. Alabama spends about \$80 million a year on scholarships and grants for students without financial need (not counting athletic scholarships), twice as much as it does on need-based aid, according to data provided to analysts. Discounts to the out-of-state price — which total about \$35,000 for tuition, fees, room and board — help the school land high-achievers normally wooed by more prestigious schools that can cost up to \$60,000 a year.

“Really, it was about money and scholarships,” said Henry Poole, 19, a junior math major from San Diego. “I basically decided I didn’t want to spend \$200,000, \$300,000 or however much money. I decided I could make this work. There’s a lot of cool opportunities here.”

Amanda Bennett, 21, a senior in English and African American studies from Atlanta, said she turned down schools from the Ivy League and elsewhere to come here because Alabama offered the most competitive academic scholarship. “I couldn’t have asked for a better deal,” she said.

The influx from out of state is helping to reshape the image of a school famous as a scene of civil rights battles. In 1963, Gov. George C. Wallace, an ardent segregationist, made his “stand in the schoolhouse door” at Foster Auditorium to protest the admission of African Americans Vivian Malone and James Hood. In the past decade, the school has grown somewhat more racially diverse: In 2004, 83 percent of undergrads were white; in 2014, the share was 77 percent.

Last year, students elected the school’s first African American student government president since the 1970s. Elliot Spillers, 21, a senior in business management from Pelham, Ala., said support from nonresidents helped propel his victory.

“Students here from Chicago, Texas, California — they’re changing the culture of this university,” he said. “They have been able to put pressure on this campus and make a difference — and change it for the better.”

Berkeley is facing big budget trouble, 'painful' measures ahead for nation's top public college

The Washington Post

The University of California at Berkeley, the nation's most prestigious public university, is facing a "substantial and growing" budget deficit and is preparing to take measures that its leader warned will be "painful" as it repositions itself financially.

University Chancellor Nicholas Dirks announced Wednesday that Berkeley needs to review almost every aspect of the school's finances — including its academic and administrative structure, how it generates revenue and philanthropy, and what it spends on athletics and buildings. Berkeley officials say the school's expenses are projected to exceed revenues this year by about \$150 million, or 6 percent of its operating budget.

Dirks made clear that spending cuts are on the table as Berkeley confronts the toll of years of tuition freezes in an era of sharp limits in funding from the California legislature. While there have been modest state funding increases lately, just about 13 percent of Berkeley's operating revenue came from state appropriations in 2014-2015, down from roughly 50 percent in the 1980s.

"Even as some of the investments we make will be greeted enthusiastically, we also know that some of the changes we will undergo will be painful," Dirks wrote in a message to the campus community. "Throughout the process, however, it is crucial that everyone work together to ensure both that we make the right decisions and that we make them in the right ways. Every aspect of Berkeley's operations and organizational structure will be under consideration." But he told reporters in a conference call that he did not plan any faculty layoffs or elimination of athletic teams.

With about 37,000 students, Berkeley perennially ranks as the top public university in the country and is the jewel of the world-renowned UC system. Fiscal troubles at the Golden State's flagship underscore perils facing public higher education nationwide.

"It's a dramatic example of the financial pressures facing even world-class universities as a result of state disinvestment in higher education," said Terry Hartle, a senior vice president of the American Council on Education. Serious financial issues are inevitable when revenue is constrained and expenses grow, he said. "These places that are among the wonders of the modern world need money to run on."

George Pernsteiner, president of the State Higher Education Executive Officers group, said state funding for public colleges plummeted after the 2008 economic recession but has risen modestly in recent years.

“Things are getting stronger,” he said. “But they’re not back to where they were.” Berkeley’s plight shows that the long-term financial position of flagship universities “is still not as positive as it may have been 20 or 30 years ago,” he said.

In-state tuition for UC students, frozen since 2011 at about \$11,200, is scheduled to rise in 2017 at a rate roughly tied to inflation. That figure doesn’t include various fees.

Like many public universities, Berkeley has relied increasingly on out-of-state students in recent years to boost its finances. Non-Californians pay a big premium to attend the school; their tuition and fees — \$38,139 a year — are nearly triple what state residents pay.

The share of Berkeley freshmen from California has fallen sharply. Federal data show that 90 percent of the school’s freshmen were in-state students in 2004. By 2014, the share had fallen to 69 percent. That was one of the biggest drops in the country among the nation’s flagships. In the coming year, the school and others in the UC system plan to grow the number of students admitted from California.

Political pressures in California have led to years of in-state tuition freezes, and Berkeley does not operate a medical center, which is a common revenue source for many state universities. The school’s pension and health care costs are rising, and the school also faces unique capital costs for seismic safety because of its location in an earthquake-prone region and its aging infrastructure.

Dirks, chancellor since 2013, said the university must adjust to a “new normal” financial situation. State funding as a share of the school operating budget might rise or fall a bit from one year to the next, he told reporters, but the current level of financial support seems more or less “here to stay.” Dirks said the school seeks more “self-reliance.”

“This endeavor must not be interpreted as an abandonment of our commitment to a public mission nor to our efforts to advocate for increased public funding for higher education,” he wrote.

Dirks did not specify how the university will cut spending. He pledged to consult with faculty, UC President Janet Napolitano and other stakeholders, including staff, students and alumni. Napolitano, who oversees the system, said Berkeley’s fiscal situation is unlike what the other nine UC campuses face.

“The budget challenge they are addressing resulted from a variety of factors, some being well-intentioned campus choices made over time, and others being the financial pressures faced by many universities nationally,” Napolitano said in a statement. “While other UC campuses are not facing the budget challenge that UC-Berkeley is confronting, I trust that the strategic framework process and the lessons learned from it will be useful to all of the University of California.”

Among the steps Dirks outlined were:

- Evaluating the university workforce and staffing levels, seeking to reduce administrative overlap
- Improving support for teaching and research
- Expanding fundraising capacity and alumni outreach
- Raising revenue through use of the Berkeley “brand,” land and other assets
- Working with the Academic Senate and others to redesign academic units, with the possibility that some could be strengthened, some narrowed to a special focus and others merged or rearranged
- Expanding online offerings and extension courses, as well as professional and other master’s degree programs that earn revenue
- Scrutinizing the widening gap between athletics revenue and expenses. Dirks said the school is pursuing “major opportunities to increase revenues and donor support for scholarships” and looking to cut expenses.

How to succeed in China

Inside Higher Ed

Launching a successful transnational education offering in China is a holy grail for some Western university leaders -- and recent research may help map a path to this elusive prize.

According to one study, universities have a greater chance of securing the necessary approval from China's Ministry of Education if they are highly ranked and European, affiliate with a Chinese university, do not opt to adopt a Chinese corporate form known as "legal person status," and offer programs in IT, science or engineering.

The [paper](#), "Transnational higher education institutions in China: a comparison of policy orientation and reality," published in the *Journal of Studies in International Education*, also found that universities in countries that already have "economic relations" with China and that seek to establish transnational education outlets in developed regions of the country have a higher likelihood of being accepted.

The research analyzed the 64 transnational higher education institutions (TEIs) in operation in China in June 2015. It included an analysis of positions in the [Times Higher Education World University Rankings 2014-15](#) for the foreign universities involved in the transnational projects.

TEIs are defined in the paper as institutions that "deliver higher education programs in China, mainly to Chinese citizens, and require cooperation between foreign and Chinese higher education institutions."

Recently launched ventures of this kind include New York University Shanghai and Duke Kunshan University, while the University of Nottingham's Ningbo campus is a longer-established example.

Lan He, deputy director of the Research Institute for Indian Ocean Economics at Yunnan University of Finance and Economics, who authored the study, told *THE* that she conducted the research because the selection criteria used by the Chinese Ministry of Education to grant approval for these institutions "are not openly available."

She said the analysis showed that TEIs in China are "improving," and that some of the newer outlets are "highly successful in terms of the volume of their recruitment, the students' performance and the students' career development after they graduate." She also noted that the more recently established offerings have "assimilated themselves to the local culture" more effectively and "better cater to the needs of Chinese students," while "still keeping the features of a Western education."

In contrast, she said, older TEIs tended to be launched by "lower-ranked universities," which collaborated with Chinese institutions in order to "increase their income from tuition fees."

However, a separate [recent study](#) from the Observatory on Borderless Higher Education warned that future demand for foreign university programs in China is “uncertain,” owing to the [predicted decline in the student population of China](#), and to growing prosperity within the country that enables more students to study abroad. It said joint campuses will have more chance of success if they can offer “a world-class globally oriented education with more Chinese relevance than one available overseas.”

“Numerous foreign universities rushed in to set up degree programs in Japan in the 1980s, only to see the number of college-age Japanese decline sharply in the 1990s and 2000s,” warned that study’s author, Andrew Scott Conning, a doctoral candidate and presidential fellow at the Harvard Graduate School of Education. “Nearly all foreign branch campuses [in Japan] have closed.”

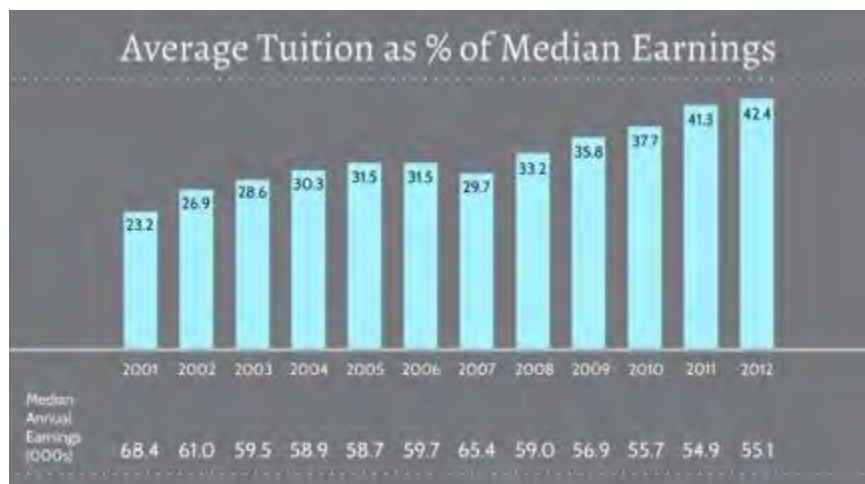
The biggest problem facing higher education, in one chart

The Washington Post

I traveled around North Carolina in 2000 to write a series of articles about the future of the state's renowned public university system. As I talked to parents, they often remarked how they didn't really need to save much money to pay the tuition bills for their children. At the time, tuition and fees were about \$2,000 a year at most of the universities across the University of North Carolina system.

Today, those same universities charge about \$8,500 in tuition and fees. North Carolina parents and students were not alone in experiencing sticker shock over college tuition bills during the past decade. Across the country, the average price of a public four-year college in today's dollars has increased by 13 percent since 2010, [according to the College Board](#). That followed a 24 percent increase between 2005 and 2011.

Those rising tuition prices during the past 15 years coincided with falling incomes of American families. The percentage of households making more than \$100,000 has been shrinking, while the proportion earning less than \$35,000 has grown. As a result, as you can see in the chart below, the average sticker price of college now eats up more than 40 percent of a family's paycheck. In 2001, it accounted for less than a quarter.



Source: Bureau of Labor Statistics (BLS); IPEDS

Even if colleges and universities were able to freeze their tuition prices, the cost of a college degree for most Americans would feel like it's continuing to rise.

That trend is likely to worsen for colleges and universities. "The students graduating from high school over the next decade are a less financially well-off group than the one that graduated in the last decade," Jerry Lucido, executive director of the Center for Enrollment Research, Policy, and Practice at the University of California told me.

The fast-growing segment of today's middle class are those 65 and older who pull in generous retirement benefits and often continue to work. Meanwhile, among those likely to have children going to college in the middle of next decade, family incomes are mostly shrinking. According to [one analysis of Census data](#), of the 450 counties in the U.S. with significantly more younger than older children, all but 100 of them have median incomes *below* the national average.

Some of the biggest declines in middle-class households have occurred in the Northeast and Midwest, where industrial economies have collapsed. Those also happen [to be regions that are home to the greatest concentration of colleges and universities](#). Researchers have found that less affluent students are most [likely to go to college within 50 miles of home](#).

It's no wonder then that campuses such as [Mount St. Mary's University in Maryland are struggling financially](#) because families in their primary recruitment area increasingly can't afford them.

Unfortunately, too many higher ed leaders remain in denial about the broader economic pressures facing their institutions. Some are waiting for relief from an economy that will return to the highs of the 1990s, or at least to the days before the Great Recession. Others are hoping for expanded government student aid programs ushered in with a new administration in 2017.

But the most likely scenario is the one staring them in the face: a student body that is much less affluent and less prepared academically for college than the one that propelled the expansion of higher education during the past two decades.

The Trends Report: 10 key shifts in higher education (executive summary)

The Chronicle of Higher Education

Welcome to our second annual *Trends Report*. The past year has seen plenty of upheaval in higher education — student protests over racial inequality, controversies over free speech and so-called trigger warnings, rising complaints over the handling of campus sexual-assault cases, scandals involving academic research, questions about the value of a degree, and more. Look at some of the words that describe this year's trends: "beware," "productivity," "reactive," "scrutiny," and "survive." If there's a pattern here (or a meta-trend?), it's that higher education continues to be on the defensive, under growing pressure to respond to critics on and off campus. To stay ahead of their critics, college leaders need to stay ahead of the curve. We hope *The Trends Report* can help.

Our coverage spells out 10 key shifts in higher education. We examine what's working (and what's not), and offer case studies, expert commentary, and resources you can use to start a conversation or a program on your own campuses. Think of it as a briefing on what informed college leaders need to know in 2016.

Meanwhile, the [trends we identified last year](#) haven't exactly faded into oblivion. You'll notice that several of them — most notably, challenges to free speech, an emphasis on helping students build careers, and the influence of social media — have evolved and taken on new forms for this year's list.

Here are the 10 higher-education trends identified by our reporters and editors, with help from people whose jobs put them on the front lines of academe every day:

■ **A fresh wave of attacks on free speech, often coming from students.** Instructors (and even student debaters) are under pressure to provide students with trigger warnings, meant to warn them of potentially upsetting topics. Also contributing to the trend are student protests denouncing a hostile campus climate, and the emergence of watchdog groups that scrutinize campus speech for bias. Some colleges are fighting back.

■ **Efforts by colleges to combat sexual assault by creating new cultural norms on the campus.** Under pressure to make sure their handling of sexual-assault cases will stand up under Title IX, some institutions are proactively educating students about the meaning of consent and the importance of intervening to prevent sexual violence.

■ **The growing use of metrics to measure faculty productivity.** Colleges have new tools to see how their professors stack up, and they're not afraid to use them. Faculty critics say the tools provide an incomplete and inaccurate picture of their jobs.

■ **The need for college leaders to react quickly to events that could quickly spin out of control.** "Reactive" used to be seen as a negative label, but in the age of social media, when leaders can no longer control the campus agenda, the ability to react has become a survival skill.

■ **Widespread attacks on shared governance.** The traditional model of shared governance is eroding as more governing boards make unilateral changes that ignore faculty opinion, such as appointing someone from outside academe as president. Boards are reacting to fiscal pressure, political heat, and complaints about the cost and value of a degree.

■ **The outsourcing of services that are a core part of a college's mission.** It's not unusual for colleges to turn the operation of campus bookstores and cafeterias over to private companies, but now they're also outsourcing some key academic services, like advising and even teaching.

■ **Increased scrutiny of academic research.** Corporate influence and outright fraud have undermined the credibility of scientific research. Meanwhile, some fields have been tainted by research scandals involving fabrication and the inability to replicate results.

■ **A movement to overhaul the college transcript.** Some colleges are adding new types of information to transcripts to better reflect what students have learned and accomplished. An expanded and digitized transcript may lead to "the quantified student," but it could also provide a powerful accountability metric that allows colleges to track graduates.

■ **The rise of the instructional designer.** As online learning and new classroom technologies spread, the demand for instructional designers — who develop courses that others may teach — is growing.

■ **A reliance on better marketing to survive enrollment challenges and create a stronger institutional identity.** The golden rule: Know who your students are, and figure out how best to serve them.

We hope you find *The Trends Report* helpful. Let us know what you think at chronicle.com/trends.

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Todos Santos is a very special place, and Colorado State University is extremely honored to be part of the community.

Since first entering the community, CSU has welcomed more than 1,200 community members to meetings, events and workshops, facilitated nearly 150 CSU students and faculty for courses and research experiences, and conducted more than a dozen outreach efforts with local schools and nonprofits. In October, programming began at the CSU Todos Santos Center in earnest, and we are excited to share our first full six months of full programming

with you.

As the University's first international hub, CSU understands the importance of learning from the amazing Baja California Sur community, and cultivating global citizens by creating an educational exchange between Colorado, BCS, and communities around the world.

The best is yet to come. I'm excited to unveil this quarterly newsletter to share news of the educational and cultural exchange happening constantly at the CSU Todos Santos Center.

CSU looks forward to developing a longstanding history within the Baja California Sur region, and I appreciate your interest in supporting the efforts at the CSU Todos Santos Center.

Best wishes,

Amy Parsons, Executive Vice Chancellor of the CSU System

Latest Stories



[Research and education at the CSU Center at Todos Santos](#)

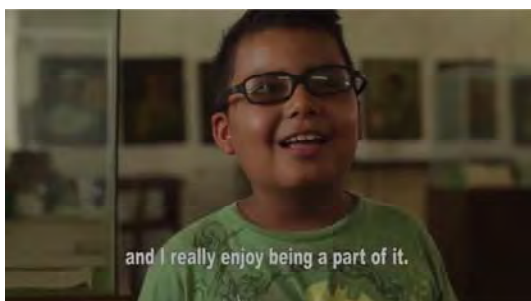
Colorado State University needs your support to expand international educational experiences for students, enhance the CSU Todos Santos Center facilities, and develop innovative research.

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In Profile



[Learning in Todos Santos: student perspectives](#)



[Learning, playing, growing - Kids Do It All in Todos Santos](#)



[In Todos Santos, students learn new lessons about sustainable agriculture](#)



"This young girl asked me what was hanging on my neck (my stethoscope) so I put it on my heart and let her listen. The look that she exchanged with me when she heard a heart beat for the first time was something I will never forget."

- *Natasha Bolourirad, fourth year veterinary student*

[Read more](#)



"We all have something to give. I've learned that children are able to do more than what we think of, they are naturally creative, and they only need to be



[Mexico to Colorado student exchange
inspires collaboration](#)

provided with tools to help them develop their own ideas. Language is not an impediment for communication. There are many different ways to have fun, learn and create together without speaking the same language."

- *Gaby Ocádiz, CSU music education alumna*

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Colorado State University
GLOBAL CAMPUS

BRIEFING BOOK



SPRING
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THE CSU-GLOBAL DIFFERENCE



ABOUT CSU-GLOBAL

Colorado State University-Global Campus (CSU-Global) was created by the Colorado State University System Board of Governors in 2007 as the first independent 100% online state university in the United States. CSU-Global is focused on facilitating adult success in a global marketplace through career-relevant education including bachelor's degree completion and master's degree programs. Embracing the land grant heritage as part of the CSU System, CSU-Global sets the standard for quality and innovation in higher education through its expert faculty trained in working with adults in an online learning environment, and through its dedication to student retention, graduation, and workplace success.

MISSION

We are 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**.

VISION

We will be the **premier** provider of innovative higher learning opportunities for **nontraditional students** in Colorado and beyond.

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 exceed expectations.

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 & 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.



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M.S. in Teaching & Learning — Education Leadership Concentration

M.S. in Teaching & Learning — Math Teaching Licensure *

M.S. in Teaching & Learning — Science Teaching Licensure *

Master of Criminal Justice and Law Enforcement Administration

Master of Finance

Master of Healthcare Administration and Management

Master of Human Resource Management

Master of Information Technology Management

Master of International Management

Master of Professional Accounting *

Master of Project Management

Specializations

Accounting

Applied Business Management

Business Intelligence

Contemporary Practices in K-12 Online Learning

Criminal Justice Leadership

Cyber Security

English Language Learning (ELL)

Finance

Fraud Management

Healthcare Administration

Human Resource Management

Human Resource Performance

Information Technology

International Management

K-12 Educational Technology and Instructional Design

Online Learning Innovation and Design

Organizational Leadership and Change Management

Organizational Learning and Performance

Project Management

Strategic Innovation and Change Management

Teacher Leadership

*Highlights a new program FY2016



Colorado State University
GLOBAL CAMPUS

Gain A Competitive Edge

Colorado State University-Global Campus is uniquely focused on delivering 100% online degree programs to working professionals and nontraditional students. All bachelor's and master's degrees are customizable with career-relevant specializations.

CSU-Global has streamlined the admissions process and courses start every four weeks, so students can earn a degree on their schedule without putting other life commitments on hold.

Students also have access to interactive and attentive faculty members who are experts in their fields and CSU-Global's small class sizes ensure that faculty members have the time to focus on student success. As the newest university in the Colorado State University System, students earn a degree employers recognize — giving them the competitive edge they need in today's global workforce.

Start Dates

CSU-Global's accelerated 8-week courses start every month, year round.

Tuition Rates (per credit hour) *

Undergraduate: \$350 **Graduate:** \$500

10% tuition discounts available for U.S. servicemembers and their families; affiliate organization employees; affiliated community college graduates...and no student fees beyond textbooks and materials!

**Tuition rates have remained unchanged for four years. Tuition rates will not increase in FY2017, pending Board of Governor's approval.*

Tuition Guarantee

Our promise to students is that we will not increase their tuition rate as long as they remain enrolled in their degree programs. They can be confident that their degree will remain affordable from their first course through graduation.

“I am a husband and a father of soon-to-be two, CSU-Global will allow me to show my children that even if you have many responsibilities, a higher education can be achieved as long as you’re willing to put in the effort and have a great university like CSU-Global.”

Marc Anthony Blattner, M.S. in Management student, Lima, Peru

Created for the Demands of Adult Learners

Colorado State University-Global Campus was created with adult learners in mind; the university understands that earning a degree can be difficult as students balance their careers, families, community responsibilities, and lives. CSU-Global Campus provides adult professionals with a simplified and fast enrollment process, easy transfer of past college credits, affordable tuition rates with the promise of no tuition hikes, no student fees, coursework that emphasizes real-world concepts and career-relevant skills, attentive faculty who are industry leaders, and customizable degree programs. The university also offers every course every term, in its year round 12-term schedule, to provided adult learners with flexible options to ensure their success.

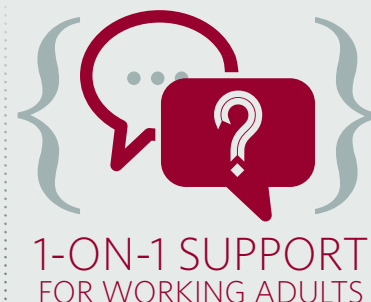
A Unique Public University for your 100% Online Degree

CSU-Global Campus offers students something they can't get from other online universities, a degree from the world class Colorado State University System. Students earn a degree that

they can be proud of from a public university whose primary mission is to provide a high quality, online education for all. Unlike the private businesses that provide online degrees and focus on the bottom line, CSU-Global Campus commits to student learning by offering affordable tuition rates that are guaranteed to stay the same throughout each student's degree program.

Customer Focused

At CSU-Global Campus, students have a team of advisors to help achieve their ultimate goal of completing their degrees. CSU-Global Campus advisors work efficiently to keep students on track and making progress. With 24/7 live tutoring, technical support, and online library access, as well as flexible eight week courses, highly responsive staff and faculty, and a mission-driven focus, the university works to ensure each student's academic and professional success.



CSU-Global Campus is a uniquely positioned university with a nontraditional adult student focus.

Background

- The first and only statutorily-defined 100% online, public university in the U.S. with independent, regional accreditation.
- The third and newest university in the Colorado State University System.
- Designed to provide the convenience and market approach found in private, for-profit universities with the accountability of a public university offering quality, high demand regionally-accredited degree programs at a low tuition cost.
- Year-round 8-week terms accelerate the time to degree completion for most students, with every course offered every term!
- A mission focused on helping the more than 900,000 Colorado adults and more than 57 million U.S. adult learners ages 25-64 years old complete their bachelor's degrees; as well as providing additional opportunities for obtaining master's degrees and gaining workplace-relevant skills (U.S. Census).
- Students include Coloradans and other Americans in all 50 states and the U.S. territories as well as active military, veterans, and their dependants.
- Articulation affiliate for Community College of the Air Force.
- Adult-student focused; learning outcomes focus on theory, knowledge, and skills to secure employment and improve job performance.
- Fixed, low tuition rate throughout a student's degree program with no student fees.
- The university does not receive state appropriations and operates exclusively through its own cash flow.

Student Success & Advancement

As a public, non-profit university, CSU-Global measures its success based on student learning achievement, retention, and student-alumni employment data.

- Approximately 15,500 active students with new students added each month.
- 40% of overall students are first generation college students and 24% are from underserved populations.
- 95% of CSU-Global graduates are Very Satisfied or Satisfied with their CSU-Global education (see page 14).

Active Student Age Group

Age Group	Bachelor	Master	Non-Degree	Total
Under 25	11%	5%	23%	10%
25-30	28%	30%	27%	28%
31-35	21%	20%	16%	21%
36-40	16%	15%	14%	15%
41-50	19%	22%	15%	20%
51-60	5%	7%	4%	6%
Above 60	0%	1%	1%	0%
Unknown	0%	0%	0%	0%

- Student resources include 24/7 services for live tutoring, library, and technical support.
- Recognized as "Top School" by Military Advanced Education and "Military Friendly" by GI Jobs and Victory Media.
- Ranked #11 for Best Online Bachelor's Programs, #18 for Best Online Graduate Criminal Justice Programs, #89 for Best Online Graduate Education Programs, and #53 for Best Online Graduate Business Programs by U.S. News & World Report in 2016.
- Student Retention - 1st to 3rd Term

81% Bachelor's 83% Master's

14% of students who complete a bachelor's degree with CSU-Global return to continue their academic success as graduate students with CSU-Global.

“The more I learned about CSU-Global, the more I loved about the university. From the one-on-one counseling to the promise not to increase tuition throughout the duration of your schooling provided you are continuously enrolled, CSU-Global was the perfect college for me.”

Jeremy Brown, B.S. in Business Management student, Long Beach, California

Stakeholders

CSU-Global stakeholders include the Colorado State University Board of Governors, industry leaders, alumni, students, faculty, and staff.

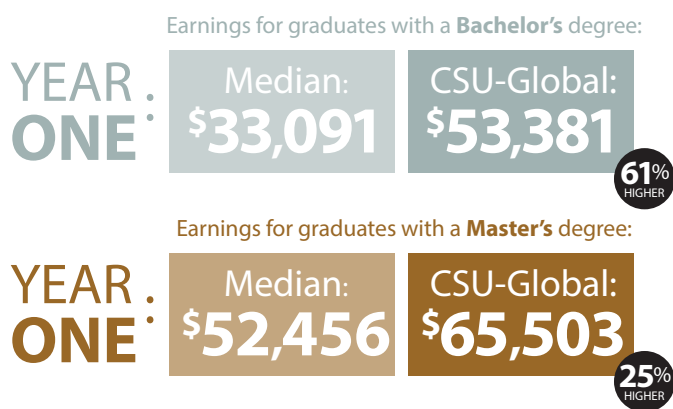
- All faculty are trained by the university to address the unique needs of adult learners in an online environment. They are academically qualified (84% with doctoral/terminal degrees and 90% industry experience in their areas of expertise), and CSU-Global has a 91% faculty retention rate.
- The average student age is 35 years old.
- CSU-Global has Industry Program Advisory Boards for each degree program. Industry leaders (CEOs, presidents, directors) review learning outcomes, degree programs and courses, and are informed of university developments on an ongoing basis.
- The average student is married with children in the household and is currently employed.
- Over 16% are active military, veterans, and dependants.
- Students are from every U.S. state and territory and over 50 countries.

Building a Stronger Future for Colorado

- A member of the CSU System, CSU-Global has its roots in Colorado but serves the state, the nation, and the world with a high quality education.
- As of Winter 2015, CSU-Global has conferred 6,574 degrees (4,633 undergraduate and 1,941 graduate).
- CSU-Global has students from every state and federal congressional district in Colorado

- State of Colorado organization alliances include police departments, sheriff offices, and town and county offices for nearly all areas; CO Departments. of Corrections, Human Services, Labor & Employment, Local Affairs, Natural Resources, Personnel & Administration, Public Health & Environment, Public Safety, Revenue, Regulatory Agencies, and Transportation; and the Governor’s Office of Information Technology.

According to Colorado’s College Measures EdPays report:



- In Fall 2015, CSU-Global conducted a survey of the employers of recent graduates. The survey results indicate that 99% of employers are very satisfied or satisfied with the CSU-Global graduate employed. Additionally, 90% or more of CSU-Global graduates demonstrate Written Communication, Verbal Communication, Critical Thinking, Collaboration, Ethical Behavior, and the Use of Technology, extremely well or very well.

AFFILIATE ORGANIZATIONS

Learning Solutions Affiliation Program

The long-term success of an organization is dependent on educated, motivated, and dedicated employees. CSU-Global Campus is committed to furthering the organizational objectives of its partners in both the public and private sectors and has established relationships with over 485 local, national, and international affiliates. These private businesses, public organizations, government bodies, and public service agencies benefit from a range of our services including tuition benefits, articulation agreements, organizational development resources, and custom course design services from our business development team.

Some of our affiliate partners include:

ADP	DirecTV	OtterBox®
AmerisourceBergen	DISH Network	PCL Construction
AT&T	Echostar	Pinnacol Assurance
Banner Health	EdAssist	Progressive Insurance
Bellco	Edcor	RTD
Beneplace	EVHC	Scholarship America
Benesyst	Farmers Insurance Group	Sodexo
Boeing	GP Strategies	State of Colorado
Caesars Entertainment Corporation	Great West Life	Teletech
Centura Health	HealthONE	Terumo BCT
CenturyLink	Humana	Tri County Health Department
Cigna	ING	Trimble Navigation LTD
Colorado Community College System	Jack in the Box/Qdoba	TSA
Colorado Hospital Association	JBS USA	T.W. Telecom Holdings Inc.
Colorado State Patrol	Kaiser Permanente	United Airlines
Constant Contact	Karcher North America	United States Postal Service
Davita	Maricopa Community Colleges	UnitedHealth Group
DCP Midstream	Noble Energy	Vestas Wind Blades
Denver Regional Council of Government	Oppenheimer Funds	
	Orica USA	

“The highly qualified academic instructors and well implemented course layouts enriched my academic journey at CSU-Global and gave me the knowledge to practically apply the tools and techniques to make immediate organizational impacts in my current job.”

Behbood Hussain, M.S. in Organizational Leadership student, Toronto, Canada

CSU-Global faculty collaborate with all stakeholders to provide students with a high quality educational experience based on the university’s strategic plan constructs.

Strengthening Academic Excellence

National recruitment of highly qualified faculty from industry and education

84% of faculty members have terminal degrees; all faculty members at the graduate level have a terminal degree

26% from underrepresented minorities

55% male 45% female

Training and mentoring of new and continuing faculty

All new instructors are required to complete initial training before they start the mentoring process, additional training offered as professional development.

Retention of effective faculty

CSU-Global retains 91% of faculty year-to-year.

Strengthening Innovative Delivery

Faculty are trained in effective use of online delivery.

Instructional technology training

White boarding for quantitative classes

Live web conference sessions are recorded for future viewing

Strengthening Stakeholder Engagement

Students are prepared to be productive members of the workforce upon graduation through a combination of real world and theoretical learning.

The faculty is academically qualified and engaged in their respective profession.

Students want faculty to infuse the learning environment with the faculty’s professional knowledge.

CSU-Global faculty help bridge the gap between theory and practice.

Strengthening Student Success and Advancement

Faculty understand how to encourage and retain adult learners so they may ultimately graduate.

The faculty is trained to work with CSU-Global advisors and academic support personnel as a team.

The faculty is dedicated to student success.

The faculty works with each student to meet course and program learning outcomes.

The faculty gives personal, positive, and constructive feedback to students.

The faculty understands the needs and pressures of being a non-traditional student.

The faculty is available by telephone, chat, web-conferencing, and email.

CSU-Global has a short but extensive history as it has evolved into the premier provider of high quality online education that it is today.

August 24, 2007

CSU System Board of Governors grants \$12 million loan for the creation of CSU-Global.

September 1, 2008

CSU-Global commences its first academic term.

December 18, 2008

Following its CSU-Global site visit, HLC grants extended accreditation from CSU-Fort Collins grad degrees and CSU-Pueblo undergraduate degrees.

April 18, 2009

State of Colorado Senate Bill 09-086 approved recognizing CSU-Global as a separate entity with statutory authority.

June 2009

CSU-Global enrollment reaches 1,000 active students.

August 2009

Dr. Becky Takeda-Tinker and Dr. Jon Bellum hired to lead the CSU-Global academic department.

December 30, 2009

CSU-Global confers degree to its first class of graduates (14).

June 30, 2010

CSU-Global financials reflect that the university has generated positive cash flow for FY09-10.

July 2010

CSU-Global reports its first round of learning outcome data with 72% of CSU-Global learning outcomes are met at the 85th percentile.

July 1, 2010

The CSU System formally appoints Dr. Becky Takeda-Tinker as CSU-Global's first official president.

April 16, 2011

CSU-Global holds its first independent graduation ceremony.

May 2011

CSU-Global completes the approval process to offer online education in all U.S. states.

June 30, 2011

HLC's Board of Trustees grant CSU-Global independent accreditation.

August 18, 2011

CSU-Global is accepted for membership by the U.S. military's Servicemembers Opportunity College Consortium.

October 2011

CSU-Global enrollment exceeds 5,000 active students.

May 2012

CSU-Global receives its own OPEID number from the U.S. Department of Education for its own federal loan approval which allows the flexibility to modify loan disbursement in ways that facilitate student success.

The university successfully received approval of House Bill 12-1220 from the House of Representatives (65-0) and the Senate (34-0) to allow the university to have its own governance structure: student and faculty representation on the Board of Governors, and to have its own statute separate from the CSU System statute in the same manner as CSU-Fort Collins and CSU-Pueblo.

June 2012

CSU-Global completes the repayment of its originating loan with interest to CSU-Fort Collins and CSU-Pueblo.

August 2013

The university launches its formal outreach and services support for U.S. military and veteran members and their family members.

October 2013

To help CSU-Global meet the needs of its adult bachelor's degree transfer students, the U.S. Dept of Education approves CSU-Global's request to authorize Federal loans for tuition and books if it determines that a student will not have enough funds to graduate.

December 2013

CSU-Global hosts its first open house for leaders of the American Legion, local military base education offices, and military students.

January 2014

The university is recognized by U.S. News & World Report, CSU-Global is ranked #16 for Best Online Bachelor's Programs, #67 for Best Online Graduate Education Programs, and #84 for Best Online Graduate Business Programs.

CSU-Global is independently reviewed and ranked by GetEducated.com as a "Best Buy" for students seeking a high quality, low cost business degree.

Military-serving organizations recognize CSU-Global as a "Top School" (Military Advanced Education) and Military Friendly (GI Jobs and Victory Media).

May 2014

CSU-Global received state legislative approval of SB14-114 to allow the university to provide full bachelor's degrees and accept first-time-first-year freshman.

June 2014

The university formally launched its competency based education program to reduce cost and time-to-completion for its bachelor's degree students.

March 2015

CSU-Global's Spring 2015 Noel Levitz Priorities Survey results reflect that the university has achieved Above Average student satisfaction scores in 26 factors, including: high satisfaction in student advising, online instruction, faculty responsiveness, student support resources, and overall satisfaction with the learning experience at CSU-Global.

February 2016

CSU-Global completes site visit for the first reaffirmation of accreditation with the Higher Learning Commission.

April 2016

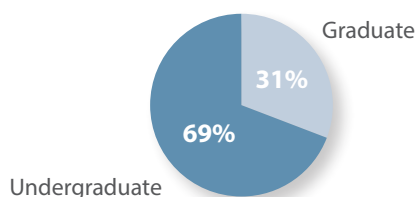
CSU-Global business programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

ALUMNI SURVEY REPORT

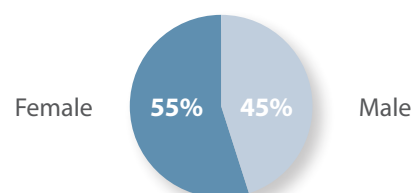
WINTER 2015

Each year, CSU-Global surveys the prior year's alumni to understand the university's contributions to their professional and personal success, as well as receive feedback on their student experience and level of satisfaction with CSU-Global.

Did you graduate from CSU-Global with an undergraduate or graduate degree?



What is your gender?



What was your program of study?

B.S. in Accounting	8.1%
B.S. in Applied Social Sciences	5.1%
B.S. in Business Management	20.1%
B.S. in Communication	3.3%
B.S. in Criminal Justice	1.8%
B.S. in Healthcare Administration and Management	4.0%
B.S. in Human Resource Management	1.4%
B.S. in Human Services	0.9%
B.S. in Information Technology	11.2%
B.S. in Interdisciplinary Professional Studies	0.2%
B.S. in Management Information Systems	0.4%
B.S. in Marketing	2.7%
B.S. in Organizational Leadership	5.1%
B.S. in Project Management	2.5%
B.S. in Public Management	2.5%
M.S. in Management	6.9%
M.S. in Organizational Leadership	10.1%
M.S. in Teaching and Learning	3.6%
Master of Criminal Justice and Law Enforcement Administration	0.4%
Master of Finance	0.4%
Master of Healthcare Administration and Management	7.4%
Master of Information Technology Management	0.4%
Master of International Management	0.4%
Master of Project Management	0.9%
Master of Professional Accounting	0.2%

What is your race or ethnic group?

American Indian or Alaskan Native	0.7%
Asian	2.8%
Black or African American	4.5%
Hispanic or Latino	2.3%
Native Hawaiian or Other Pacific Islander	0.4%
White	73.8%
Unknown	7.2%
Two or more races	8.3%

What is your age?

16-24	3.6%
25-34	40.7%
35-44	32.4%
45-54	18.2%
55-64	5.1%
65 and older	0.0%

ALUMNI SURVEY REPORT

CONTINUED

94% | Percentage of alumni who say their program **contributed to their professional goals.**

88% | Percentage of alumni who say their program **contributed to their lifelong learning skills.**

22% | Percentage of alumni who **secured a better job.**

25% | Percentage of alumni who **received a promotion.**

21% | Percentage of alumni who **secured a job in a new field.**

94% | Percentage of alumni who would **encourage a friend or family member to attend CSU-Global.**

95% | Percentage of alumni who were **satisfied with their CSU-Global education.**

91% | Percentage of alumni who report **working for pay** after graduation.

CSU-Global rates at or above the national average in Noel-Levitz annual survey

Priorities Survey for Online Learners, Spring 2016

This institution has a good reputation.

My program advisor is accessible by telephone and e-mail.

Faculty provide timely feedback about student progress.

Tuition paid is a worthwhile investment.

Program requirements are clear and reasonable.

This institution responds quickly when I request information.

Student assignments are clearly defined in the syllabus.

I receive timely information on the availability of financial aid.

Channels are available for providing timely responses to student complaints.

Appropriate technical assistance is readily available.

The quality of online instruction is excellent.

I am aware of whom to contact for questions about programs and services.

Billing and payment procedures are convenient for me.

Tutoring services are readily available for online courses.

Faculty are responsive to student needs.

Instructional materials are appropriate for program content.

My program advisor helps me work toward career goals.

Adequate financial aid is available.

There are sufficient offerings within my program of study.

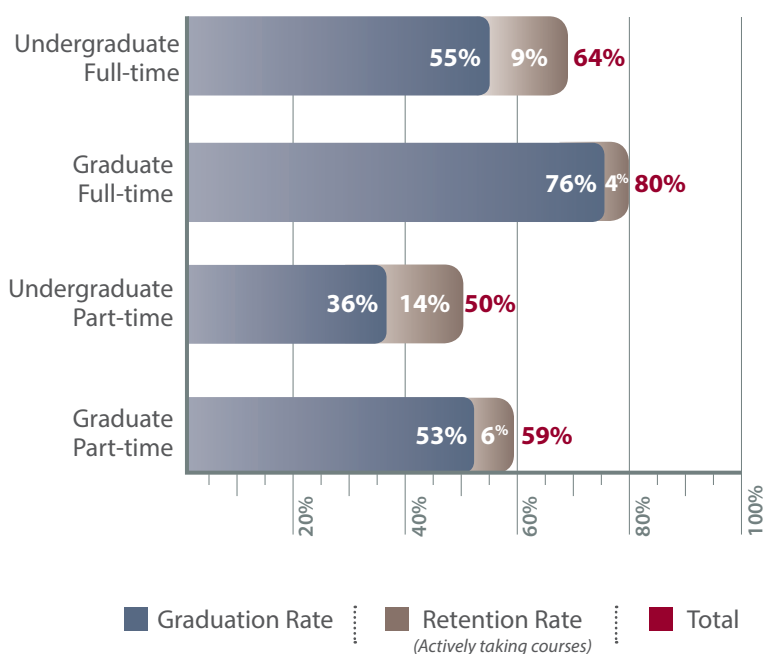
Assessment and evaluation procedures are clear and reasonable.

Registration for online courses is convenient.

ADDITIONAL INSTITUTIONAL DATA

As a data-driven university, CSU-Global continuously gathers and analyzes information to make decisions and affect change for enhanced university success in areas of student retention, student performance, and student and faculty satisfaction.

4-Year Cohort Retention and Graduate Rates for Students Starting in Fall 2011



For further information on graduate and retention rates, see our University Data webpage at <https://csuglobal.edu/about/who-we-are/university-data>

Percentage of faculty who are satisfied with the following categories

Fall 2015 Annual Faculty Satisfaction Survey

96% The design of courses is conducive to student learning.

98% Course content is appropriately aligned with learning outcomes.

97% The courses I teach at CSU-Global are rigorous.

96% I feel supported as an instructor by the Faculty Operations Team.

95% I feel supported as an instructor by the CSU-Global Administration

97% Overall, I am satisfied with CSU-Global.



19%

pay increase reported 12 months after graduation.

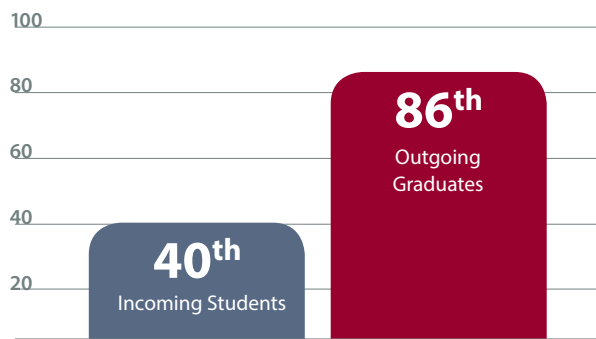
(Winter 2015 Alumni Survey)

ETS* PROFICIENCY PROFILE

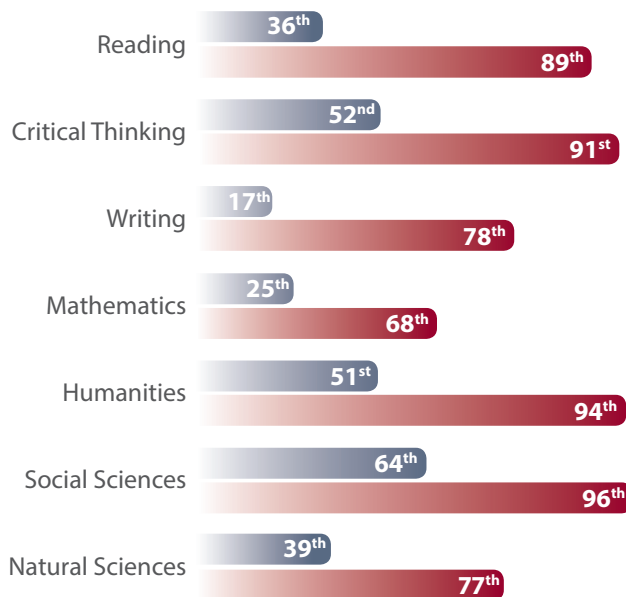
Includes students with Pre and Post ETS Proficiency Profile Data that began at CSU-Global during Fall 2011– Fall 2013.

Overall School Percentile Score

Percentile to the National School Mean



Percentile Score by Category



Incoming Students
Percentile to the National School Mean

Outgoing Graduates
Percentile to the National School Mean

**Educational Testing Service*



Colorado State University
GLOBAL CAMPUS

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