

BOARD OF GOVERNORS MEETING
August 4-5, 2016
Colorado State University-Pueblo, Occhiato University Center, Ballroom 109, Pueblo, Colorado

THURSDAY, AUGUST 4, 2016

Board of Governors Breakfast, *Occhiato Center Ballroom 109B* 8:00 a.m. – 8:30 a.m.

COMMENCE BOARD MEETING – CALL TO ORDER **8:30 a.m. – 4:30 p.m.**

1. PUBLIC COMMENT 8:30 a.m. – 8:45 a.m.

2. BOARD CHAIR’S AGENDA 8:45 a.m. – 9:05 a.m.

3. AUDIT AND FINANCE COMMITTEE – Nancy Tuor, Chair 9:05 a.m. – 10:35 a.m.

Audit Items

- Status of FY 2016-2017 Audit Plan
- Past Due Audit Recommendations

Finance Items

- Higher Education funding and model update
- Campus budget presentations with tuition discussion
 - Discussion of Guaranteed Tuition
- Approval of Institutional Plan for Student Fees – CSU and CSU-Pueblo
- Approval of Revised 2-Year Cash Funded Project List
- Reserves Policy
- Treasurer Update

BREAK

4. REAL ESTATE/FACILITIES COMMITTEE – Scott Johnson, Chair 10:45 a.m. – 11:45 a.m.

Open Session

- Program Plans:
 - Richardson Design Center
 - Shields and Elizabeth Underpass and Above Grade Improvements
 - Temple Grandin Center for Equine Assisted Therapies
 - JBS Global Food Innovation Center in Honor of Gary and Kay Smith
 - Practice Fields and Heritage Garden
- Telecommunications Services Contract Authority Delegation
- Update on Hughes Stadium Property Assessment
- Discussion of CSU Pueblo Foundation Commercial Development
- Approval of Naming Opportunities

LUNCH with the Leadership of Faculty Senate, Associated Students’ Government, Classified Staff Council and Administrative Professional Council – *Middle Ballroom 109B* 11:45 a.m. – 12:45 p.m.

5. EXECUTIVE SESSION 12:45 p.m. – 1:15 p.m.

6. EVALUATION COMMITTEE – Bill Mosher, Board Chair (*executive session*) 1:15 p.m. – 4:30 p.m.
Occhiato Center, Cottonwood room 202

BOARD OF GOVERNORS DINNER WITH CSU-PUEBLO FOUNDATION
(Social) *El Pueblo Museum, 301 N. Union Ave, Pueblo, CO 81003*

5:30 p.m.

FRIDAY, AUGUST 5, 2016

Board of Governors Breakfast: *Middle Ballroom 109B*

7:30 a.m. – 8:00 a.m.

Student Presentation on Experiential Education at CSU-Pueblo
Occhiato Center, Ballroom 109

8:00 a.m. – 9:00 a.m.

RECONVENE BOARD MEETING

9:00 a.m. – 2:35 p.m.

7. STRATEGIC MAPPING UPDATE

9:00 a.m. – 9:30 a.m.

8. ACADEMIC AND STUDENT AFFAIRS COMMITTEE

9:30 a.m. – 11:00 a.m.

- New Degree – PhD. In Communication – CSU
- New Graduate Certificates – CSU
- New Undergraduate and Graduate Certificates – CSU-Global
- Faculty Manual Changes – CSU
- Academic Calendar revision (Fort Collins) (Sunday Commencement)
- Program Review Schedule 2016-17 CSU, CSU-Pueblo
- Degree Candidates Approval for AY16-17 – CSU, CSU-Global, CSU-Pueblo
- Approval of Latin Honors - CSU Global
- Degree Proposal Process at CSU-Pueblo
- Campus Reports:
 - ♦ Faculty Activity Report CSU, CSU Global, CSU-Pueblo
 - i. Promotion and Tenure, CSU

BREAK

9. CSU-PUEBLO REPORTS

11:10 a.m. – 11:50 a.m.

- Student Report - Presented by Antonio Huerta
- Faculty Report – Presented by David Volk
- President’s report – Presented by Lesley Di Mare

10. CSU GLOBAL REPORTS

11:50 a.m. – 12:20 p.m.

- Student Report CSU - Presented by Andrea Buchmeier
- Faculty Report – Presented by Stephanie Quinn
- President’s Report – Presented by Becky Takeda Tinker

LUNCH

12:20 p.m. – 12:40 p.m.

11. COLORADO STATE UNIVERSITY REPORTS

12:40 p.m. – 1:10 p.m.

- Student Report – Presented by Daniela Pineda Soraca
- Faculty Report – Presented by Paul Doherty
- President’s Report – Presented by Tony Frank

12. CHANCELLOR’S REPORT

1:10 p.m. – 1:30 p.m.

- Presented by Tony Frank

13. EXTENSION UPDATE

1:30 p.m. – 1:45 p.m.

- Presented by Lou Swanson, Vice President for Engagement

Colorado State University System
Board of Governors Meeting Agenda
August 4-5, 2016

14. ANNUAL ATHLETICS REPORTS

1:45 p.m. – 2:25 p.m.

- Campus Athletic Reports
 - ♦ Colorado State University-Pueblo – Presented by Joe Folda, Athletic Director
 - ♦ Colorado State University – Presented by Joe Parker, Athletic Director

15. APPROVAL OF CONSENT AGENDA

2:25 p.m. – 2:30 p.m.

- A. Colorado State University System
Minutes of the June 16-17, 2016 Board Retreat, Meeting and Committee Meetings
- B. Colorado State University
Faculty Manual Change – Preface
Faculty Manual Change – Section F.3.16
Faculty Manual Change – Section F.3.17
Faculty Manual Change – Sections C.2.3.3, C.2.8, and E.4.2
PhD in Communication
Graduate Certificates
Program Review Schedule 2016-2017
Degree Candidates – Academic Year 2016-2017
- C. Colorado State University-Pueblo
Program Review Schedule 2016-2017
Degree Candidates – Academic Year 2016-2017
- D. Colorado State University Global Campus
Degree Candidates – Academic Year 2016-2017
Latin Honors
Undergraduate and Graduate Certificates

16. BOARD MEETING EVALUATION

2:30 p.m. – 2:35 p.m.

ADJOURNMENT

2:35 p.m.

Next Board of Governors Board Meeting: October 6-7, 2016 CSU, Fort Collins

APENDICES

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

**2016
Excellence in Undergraduate
Teaching Award
August 4, 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. Richard Farrer

Colorado State University – Pueblo



As a champion of student success, Dr. Richard Farrer, associate professor of chemistry at CSU-Pueblo, is helping to prepare the next generation of scientists. He is a model teacher-scholar who tirelessly advocates for student learning and keeps abreast of the latest pedagogical literature and technologies in order to develop new, innovative teaching methods to help struggling students succeed in chemistry.

Dr. Farrer challenges himself by teaching a range of courses, from chemistry for non-science majors, where scientific misunderstandings are commonplace, to Advanced Physical Chemistry, where he tailors the course to benefit the students and their career interests. Through his leadership with the Chemistry Department’s Summer Institute, he has helped restructure and improve how students learn and perceive chemistry, both in the lecture and lab.

He also has been involved with the Scholarship of Learning on campus. As just one example, he has been active with the Providing Opportunities to Excel (PROPEL) grant program on campus since its inception and throughout its implementation on campus.

His boisterous approach to teaching keeps the attention of his students as he teaches new concepts to non-science majors or explains how to apply triple-integrals to solving the “particle in a three-dimensional box” problem in physical chemistry. Chemistry is challenging, but many students agreed that they are enduring because of the support from Dr. Farrer. He recognizes the difficulty of the classes as well as individual students’ intellectual needs, and he respectfully works with each student on a case by case basis. He is competent and thorough, and passionate and enthusiastic about teaching. He has the ability to communicate even the most difficult concepts in a straightforward and understandable manner. Professor Farrer also demonstrates empathy when difficult situations arise in his students’ lives. In addition to fostering learning of widespread technologies, his lectures and assignments are structured in such a way that the students can see the importance and practicality of what they read in the textbooks.

Professor Farrer joined the CSU-Pueblo faculty in 2006 as an assistant professor of chemistry and was promoted to associate professor in 2011. He earned a bachelor’s degree in chemistry and mathematics from Aquinas College (Grand Rapids, Michigan) and a doctoral degree in physical chemistry from Boston College, where he also completed his post-doctoral residency.

Section 3

Audit and Finance Committee

Audit

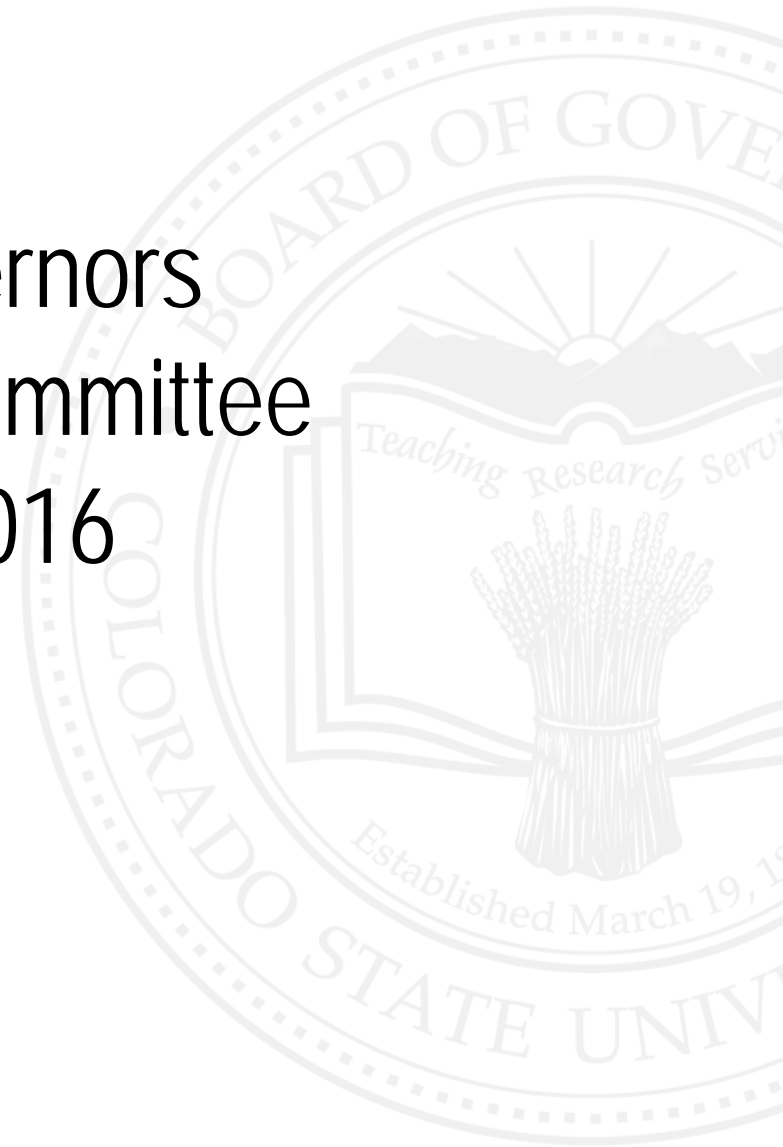
1. *Discussion/Presentation* – Status of FY 2016-2017 Audit Plan 5 min.
2. *Discussion/Presentation* – Audit Reports and Recommendations 10 min.
3. *Discussion/Presentation* – Past Due Audit Recommendations 5 min.

Finance

4. *Discussion/Presentation* – Higher education funding and model update 10 min.
5. *Discussion/Presentation* – Campus budget presentations with tuition discussion 30 min.
 - Discussion of Guaranteed Tuition
6. *Discussion/Presentation/Consent* – Approval of Institutional Plan for Student Fees for CSU and CSU-Pueblo 10 min.
7. *Discussion/Presentation/Action* – Approval of Revised 2-Year Cash Funded Project List 10 min.
8. *Discussion/Presentation/Action* – Reserves Policy 5 min.
9. *Discussion/Presentation* – Treasury Update 5 min.

Board of Governors
Audit/Finance Committee
August 4, 2016

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM



Item #1

Status of FY 2016-2017 Audit Plan

**Colorado State University System
Department of Internal Audit
Status of FY 2016-2017 Audit Plan**

Institution	Audit Area	Reporting Area	Status
Carried Forward from FY 2015-2016			
CSU	Data Centers (IT)	VPIT	Fieldwork
CSU	Social Media (IT)	VP External Relations	
CSU	Disaster Preparedness (IT)	VPIT	
CSU	Recharge Centers	Business & Financial Services	Fieldwork
CSU	CEMML	WCNR/Provost	Fieldwork
CSU	Athletics (Compliance areas) FY 15-16	President	Planning
CSU	College of Business - transition	COB/Provost	Fieldwork
CSU	Early Childhood Center (Special)	College of Health & Human Sciences	Fieldwork
CSU	Natural Resources Ecology Lab	WCNR/Provost	
CSU	Electrical & Computer Engineering Dept	College of Engineering/Provost	
CSUP	Cashier Operations	Business Financial Services	Fieldwork
New for 2016-2017			
CSU	Fringe Pool	Budget Office/VPUO	Planning
CSU	Data Security-Advancement	VP Advancement	
CSU	Management of Financial Commitments	President/Provost/VPUO	
CSU	Export Control	VP Research	
CSU	Human Resources/Hiring Process	VPUO	
CSU	Office of Sponsored Programs - transition	VP Research	
CSU	Facilities-Campus design and Construction	VPUO	
CSUP	Human Resources		
CSUP	Office of International Programs		
CSUGC	Financial Reporting		
All	Continuous Auditing		Ongoing
CSU	Special Projects		
CSUP	Special Projects		

Item #2

Audit Reports and Recommendations



Colorado State University System

Audit of the Confucius Institute – Colorado State University

EXECUTIVE SUMMARY

May 13, 2016

Background Information

The Confucius Institute (CICSU) is within the Office of International Programs at Colorado State University (CSU). Its purpose is to strengthen educational cooperation between China and the United States, to support and promote the understanding of the Chinese language and culture, and to increase mutual understanding among people in China and the United States. The CICSU operates in accordance with the Constitution and By-Laws of the Confucius Institutes, the Confucius Institute Headquarters of China, and an agreement with CSU. It also exists for the express purpose of promoting higher education and research focusing on evolving water concerns and related environmental problems in China and in the United States.

Scope and Objectives

The audit scope included information related to CICSU financial activity and policies and procedures for fiscal year 2014-2015 and the first half of 2015-2016. The audit objectives were to:

- Determine if the CICSU is regularly evaluated, and whether it supports University strategic objectives.
- Evaluate the CICSU's system of internal controls and whether the system is currently functioning as designed.

Results and Conclusions

The initial risk assessment process calculated this as MEDIUM risk operation. During the audit, we assessed controls, processes and

procedures designed to mitigate risks. Based on the audit, we concluded that the risk mitigation activities provide a LOW residual risk level.

We observed that CICSU's mission and objectives are periodically evaluated and support Confucius Institute Headquarters and Colorado State University strategic goals. CICSU provides annual reports to the CICSU Board of Directors and the Confucius Institute Headquarters, which are generally both accurate and timely. The system of internal controls within CICSU is well established, currently functioning properly as designed, and generally adequate. The tone at the top was one of promoting excellence in student experiences in learning about the Chinese language and culture, while ensuring fiscal responsibility in financial and administrative operations, and facilitating the transfer of water knowledge and assisting in educating Chinese and U.S. water professionals about environmental conditions in China and the United States.

Some opportunities for improvement to further strengthen internal controls were explored with management, but we did not identify any findings resulting in formal recommendations during this audit. Details may be found in Audit Report 16-10 issued the same date as this Executive Summary.

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

Allison A. Horn – Director, Internal Auditing



Audit of the Occupational Therapy Department – Colorado State University

EXECUTIVE SUMMARY

May 18, 2016

Background Information

The College of Health and Human Sciences (CHHS) has the highest undergraduate and third largest graduate enrollment of any college at CSU. The Occupational Therapy (OT) Department, ranked among the top 10 programs in the nation, offers students two professional master's programs, as well as a Ph.D. in Occupation and Rehabilitation Science. OT is a high-demand program, receiving more than 600 applications each year, for 50 places. OT is also home to several nationally recognized programs of research, community outreach, and practice enabling the participation of people (including CSU students) who face significant daily living challenges. The new department head of OT started in that position in January 2016, just as this audit work began.

Scope and Objectives

The audit scope included information related to OT's financial activity and policies and procedures for fiscal years 2014, 2015, and 2016 (through January 2016). Our audit objectives were to:

Evaluate OT's

- Operational processes and compare to accepted best practices, and
- System of internal controls, including the control environment, and to determine whether the system is currently functioning as designed.

Results and Conclusions

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

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

1. Create a plan for existing balances in Summer Session and Continuing Education accounts, and for the use of similar funds going forward.
2. Segregate responsibility for receiving payment for services and recording the billing in the accounting system to prevent one employee from access to both parts of the receivables function.
3. Prepare written documentation of key fiscal office procedures to provide a guide to new fiscal office employees and to reduce the risk of a prolonged employee absence.

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 16-11 issued the same date as this Executive Summary.

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

Allison A. Horn – Director, Internal Auditing



Audit of the RamCard Office – Colorado State University

EXECUTIVE SUMMARY

June 17, 2016

Background Information

The RamCard Office is a part of the department of Housing and Dining Services within the Division of Student Affairs. The RamCard Office provides students, staff and associates of Colorado State University with identification cards that can be used to obtain meals in dining centers; purchase food, beverages, and other services on campus; obtain entry to buildings on campus; gain entry into athletic events; check out materials from the library; and ride Transfort buses, among other uses.

RamCards can be loaded with RamCash, which can then be used to purchase food, beverages and services on campus. RamCash can be added to a card online, at a RamCash Deposit Station or in the RamCard Office. RamCard accounts with RamCash balances stay active as long as a balance remains on the account.

Scope and Objectives

The audit scope included information related to RamCard Office dormant RamCash accounts, including applicable policies and procedures. Our audit objective was to evaluate the adequacy of the internal controls surrounding the dormant account policies, processes, and procedures.

Results and Conclusions

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. Create a plan to improve upon dormant account monitoring. This should include exception reporting that details when a dormant account incurs new activity.
2. Review RamCash Terms and Conditions and ensure they are consistent throughout all locations, and ensure they are reviewed on a regular basis by the Office of General Counsel.
3. RamCard Office policies and procedures should be updated as noted, including a provision for regular review and update.

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 16-12 issued the same date as this Executive Summary.

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

Allison A. Horn – Director, Internal Auditing



Audit of Residence Life and Housing – Colorado State University-Pueblo

EXECUTIVE SUMMARY

June 27, 2016

Background Information

The mission of Residence Life and Housing (Housing) is to support the academic mission of the Colorado State University – Pueblo (CSU-Pueblo) by fostering a residential environment that provides affordable, safe and comfortable living facilities which cultivates community and student development in areas of intellectual, emotional, ethical, social, and cultural growth.

The core values of Housing are to provide opportunities for self-awareness, promote personal growth, support academic success, and create an accepting and inclusive environment for everyone.

On-campus housing at CSU-Pueblo currently consists of Culebra, Crestone, and Greenhorn residence halls, and Walking Stick apartments. The Belmont residence hall is older than the other residence halls and was closed for fiscal year (FY) 2015/16 due to high operating costs and maintenance needs.

Scope and Objectives

This audit focused on activities within CSU-Pueblo's Housing operation that occurred between July 1, 2013 and December 31, 2015. The objectives of the audit were to:

1. Determine the adequacy of internal controls regarding CSU-Pueblo assets, revenues and expenses, billing, occupancy rates, and other key housing management functions;
2. Review the financial position of Housing including occupancy;
3. Determine compliance with CSU-Pueblo policies and procedures; and
4. Evaluate effectiveness and efficiency of departmental operations.

Results and Conclusions

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

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

1. Structure financial administration for Housing so there is clear ownership and oversight by the CFO and Controller over the financial aspects of Housing and throughout CSU-Pueblo.
2. Establish billing internal controls for Housing and perform the resulting duties consistently.
3. Review the AR operation to ensure that all of the necessary AR duties are performed consistently. If AR is unable to perform all of the necessary duties, the CFO should develop a plan to change or redistribute duties to ensure adequate controls are in place.
4. Train a backup for AR to ensure financial billing and administration can be performed accurately and consistently in the event of staff turnover at BFS and Housing.
5. Train Housing staff on Kualii and how to accurately assign costs between residence hall GL accounts.
6. Ensure Housing properly reconciles the amount of security deposits in Kualii on a regular basis.
7. Review Facilities overhead charges and the chargeback process to ensure Housing maintenance and utilities expenses accurately reflect the actual costs incurred. Allocated costs need to be accurate to ensure that management is aware of any central subsidies of Housing operations.

8. Ensure total costs of maintenance and utility expenses are available, accurate, and consistently recorded over time. Total costs would include amounts paid directly by Housing and amounts charged by Facilities to Housing.
9. Develop and document AR policies and procedures for Housing.

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 16-13 issued the same date as this Executive Summary.

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

Allison A. Horn – Director, Internal Auditing

Item #3

Past Due Audit Recommendations



All Overdue Recommendations

Friday, July 22, 2016

Audit Number	Audit Name	Institution	Rec. No.	Recommendation	Audit Report Response	Target Completion Date	Revised Target Completion
14-12	CVMBB Clinical Sciences	CSU	1	The CS Business Officer should consider preparing GECs for VTH billings to ensure they are recorded to the appropriate object code or consider a more efficient long-term process.	Agree. Because of the volume of transactions, it would be difficult to prepare GECs for each VTH billing. A review process is currently underway to identify a new billing system that will aid in correcting the inefficiencies in the current system.	6/30/2016	06/30/2017
16-01	Agricultural Experiment Station	CSU	1	Identify opportunities for collaboration and consistency in implementing internal controls at the research centers, including documented policies and procedures as well as proper training.	Agree. The Director will identify opportunities for collaboration and implement internal controls and employ best practices at research centers that standardize processes and policies. Training will be held at the annual RC conference.	7/1/2016	N/A
16-01	Agricultural Experiment Station	CSU	2	Continue to work with CAS to ensure AES goals are incorporated into the new strategic plan that are measurable and continually measured.	Agree. The Director will incorporate AES goals into the CAS strategic plan. An AES strategic planning process is currently underway. Through this process, measures can be implemented and a timeline created to monitor goals.	7/1/2016	N/A
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	09/01/2016
16-04	Athletics	CSU-P	16	The Controller should review and update facility rental rates according to Procedure 6.9. Supporting documentation of the rate review should be maintained.	Agree. The Controller's office will ensure that the rental rates are updated for the FY 2016-17 operating year.	5/31/2016	12/31/2016

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	08/01 8 2016
16-04	Athletics	CSU-P	26	The Vice President of Finance and Administration should amend the CSU-Pueblo Administrative/ Professional handbook to require annual filings of conflict of interest forms.	Agree. Appropriate amendments to the CSU-Pueblo Administrative/ Professional handbook have been drafted. The VPFA has met with IT staff to create an online approval and tracking system. Changes to the handbook require approval by the CSUS BOG.	6/30/2016	N/A
16-06	Risk Management & Insurance	CSU	2	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.	Agree. RMI has recently retained the services of AON Risk Services. AON will assist RMI to evaluate CSU's insurance reserves, and to make recommendations as to a methodology that can be adopted to evaluate adequacy of reserves.	7/1/2016	07/01/2017
16-07	Conflict of Interest	CSU	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.	Agree. After each spring semester, the status report will be compared to the log of approved COI Management Plans to ensure that plans are in place where appropriate.	7/1/2016	10/01/2016
16-07	Conflict of Interest	CSU	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.	Agree. A list of FAQs and/or error encountered from the COI help desk account will be compiled. At the beginning of each spring semester, emails will be sent indicating where online training materials and policies are found, and a schedule for trainings.	6/1/2016	10/01/2016
16-07	Conflict of Interest	CSU	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.	Agree. Legal Counsel will determine if there are existing COI disclosure procedures for State Classified employees. If not, the COI Committee will determine if they should be incorporated into the University COI policy.	5/1/2016	10/01/2016

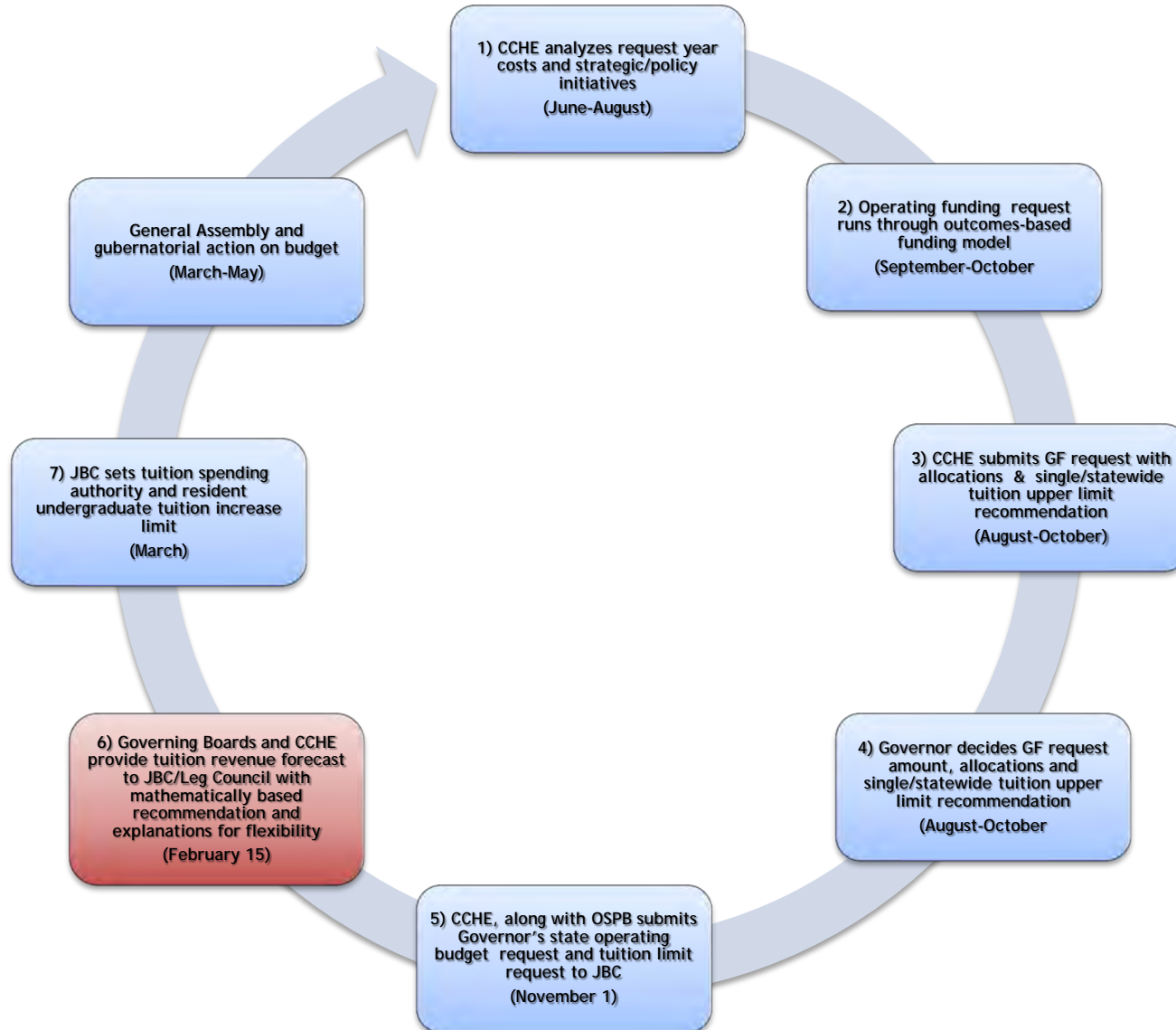
16-08	CVMBS Financial Review	CSU	3	Ensure that mechanisms are in place to ensure that financial information being shared between the departmental units and the Finance Team is consistent, that reconciling items are identified, and that variances are addressed in a timely manner.	Agree. CVMBS is utilizing bi-weekly meetings of the College Operational Leadership Team to convey information. The Executive Committee has chosen to adopt a more active role in the oversight of budgets and finances.	6/30/2016	N/A ¹⁹
16-08	CVMBS Financial Review	CSU	4	Ensure that the CVMBS's commitment tracking mechanisms are further refined to ensure that all commitments are recorded, prioritized, and documented.	Agree. A new commitment request system was implemented early in FY16 to initiate and route new commitments. CVMBS Finance and IT units are currently developing a more robust database to further monitor and track existing commitments and provide reports.	6/30/2016	N/A
16-08	CVMBS Financial Review	CSU	5	Ensure that formal mechanisms are in place to communicate financial status and financial projections to all levels of CVMBS.	Agree. Dept. business officers are now being included in the review and presentation of the quarterly DVM financial balance report. A webpage has been initiated with quarterly financial updates, which can be reviewed by all faculty and staff.	6/30/2016	N/A
16-08	CVMBS Financial Review	CSU	6	Ensure policies and procedures are developed and communicated to track, monitor, and communicate fringe budget across the organization.	Agree. Future improvements are being actively developed and in the meantime, the costs are being actively tracked and communicated across all units to ensure the true costs are accurately identified and appropriately accommodated.	6/30/2016	N/A
16-08	CVMBS Financial Review	CSU	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.	Agree. We have reviewed these items and will continue to discuss them with all appropriate groups in the search for both immediate and continuous improvement. We have and continue to implement changes which address the recommendations and avoid deficits.	6/30/2016	N/A
16-09	University Purchasing	CSU	1	Improve communication with purchasers, so that purchasers are able to track the progress of their purchases.	Agree. Procurement Services and Contracting Services will improve communications regarding progress of procurements with purchasers.	7/1/2016	N/A

Item #4

Higher Education Funding and Model Update

- The DHE is currently formulating its FY 2017-2018 budget request. It will contain scenarios based on general fund availability. There is no indication at this time whether Higher Education will see an increase or decrease in FY 2018.
- Any increase in General Funds will be distributed based on the current outcomes based funding model used by the Joint Budget Committee for the current fiscal year.
- The Department has developed a Tuition Recommendation Process and will, at a minimum, request tuition increases to cover mandatory cost increases.

Tuition Recommendation Process



June Economic Forecast

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- Both the Governor's Office of State Planning and Budgeting(OSPB) and the Legislative Council (staff to the General Assembly) released new revenue estimates for Fiscal Year(FY) 2016-2017 (current fiscal year we are in) and FY 2017-2018.
- Revenues for the current fiscal year are projected to be lower than expected meaning that there is a current budget deficit. OSPB is forecasting a deficit of \$10.5 million below the required General Fund Reserve and Legislative Council's estimate is more significant at \$268 million. Forecasts will be revised again in September and March.
- Although the Colorado economy continues to grow, lower than expected revenues for the FY 2016-2017 budget are being driven by a decline in revenues in the Oil and Gas industry along with downward trends in sales and individual income tax revenues. In addition, the State must transfer \$44 million in income tax revenue to a several tax reserve fund to cover refunds associated with the Colorado Supreme Court's decision regarding the overpayment of severance tax by oil and gas companies.
- The State's economy is expected to continue expanding through 2018 and Colorado's economy should grow faster than the overall U.S. economy. Both forecasts point to a rebound in Fiscal Year 2017-2018, when the state is expected to exceed its revenue caps under TABOR, resulting in estimated refunds to taxpayers between \$163 million and \$277 million.

Item # 5

Campus Budget Presentations with Tuition Discussion

FY18 Incremental E&G Budget - V.1.0
Colorado State University - Fort Collins
Tuesday, July 26, 2016

STATIC (INFLATION ONLY) BUDGET

This document is intended as a "blank slate" starting point to foster tuition and budget discussions that will evolve throughout FY17.

	1.2% Includes Rate & Enrollment Growth
New Resources	
Tuition	
Undergraduate-Enrollment Growth	
Increase in FTE	\$ 2,521,000
Change in mix - RES vs. NRES	6,764,000
Undergraduate Rate Increase	
Resident	1,788,000
Non-Resident	2,240,000
Graduate Rate Increase	
Resident	422,000
Non-Resident	606,000
Professional Veterinary Medicine Rate Increase	1,800,000
Differential Tuition	<u>1,622,000</u>
Total Tuition	17,763,000
State Funding Impact	1,426,000
Facilities and Administrative Overhead	-
Other	-
Total	<u>\$ 19,189,000</u>
New Expenses	
Multi-Year Central Investments in Strategic Initiatives	\$ -
Faculty Cluster Hire	-
Student Success	-
Diversity Initiatives	-
Mental Health Initiative	-
Health support and safety	-
Preventative Maintenance Program	-
Reserves (deferred maintenance, startups, etc.)	-
Faculty/Staff Compensation	\$ 6,142,000
Average merit raises	4,784,000
Promotion raises	608,000
Equity increases	-
Retention investments	-
DCP contribution	750,000
Parental Leave	-
Academic Incentive Funding	\$ 4,697,700
College 236 funding 1/2	1,260,500
Provost 236 funding 1/6	420,200
Graduate tuition sharing	-
Differential Tuition	1,622,000
PVM tuition sharing	1,395,000
Financial Aid	\$ 4,170,000
Resident undergrad	358,000
Nonresident undergrad	3,063,000
Scholarship inflation (Athletics, etc.)	380,000
GTA tuition pool increases	369,000
Marching Band	-
Mandatory Costs	\$ 4,672,000
Utilities+Energy Fund	184,000
Bond payments	1,000,000
Facilities O&M	2,972,000
Library	400,000
Insurance	116,000
Quality Enhancements	\$ -
Academic Initiatives	-
Academic Program Support	-
Student Program Support	-
Outreach and Engagement	-
Investments in our faculty/staff	-
Infrastructure and Compliance	-
Reallocation	\$ -
Total	<u>\$ 19,681,700</u>
Net	<u><u>\$ (492,700)</u></u>

1% RUG Increase = student share \$87
 1% Increase NRUG = student share \$260

Base Assumptions

- Resident Undergraduate 1.2%; \$52.30
- Non-Resident Undergraduate 2%; \$520.00
- Resident Graduate 3%; \$144.40 and Resident Professional Veterinary Medicine 7%; \$1,029
- Non-Resident Graduate 3%; \$354.10 and Non-Resident Professional Veterinary Medicine 2%; \$544
- Differential Tuition - UG - 1.2%
- Salary Increases Faculty/AP - 1.2%
- Salary Increases SC 1.2%
- Internal Reallocations - TBD
- Fees around - TBD

FY18 Incremental E&G Budget - V.1.0**Colorado State University - Pueblo**

Wednesday, July 27, 2016

STATIC (INFLATION ONLY) BUDGET

This document is intended as a "blank slate" starting point to foster tuition and budget discussions that will evolve throughout FY17.

New Resources

	<u>1.2%</u> <u>Scenario 1</u>	<u>1.2%</u> <u>Scenario 2</u>
Tuition (1.2% tuition increase in both scenarios)		
Undergraduate Rate Increase		
Resident	\$ 203,924	\$ 203,924
Non-Resident and WUE	86,578	86,578
Graduate Rate Increase		
Resident	6,154	6,154
Non-Resident	4,055	4,055
Resident Teacher Education Program	2,213	2,213
Differential Tuition	9,077	9,077
Projected Enrollment Change (Scenario 1 = 0%; Scenario 2 = 2.6% decline)	-	(728,000)
Total Tuition	312,000	(416,000)
Change in State Funding (1.2% increase)	187,815	187,815
Total	\$ 499,815	\$ (228,185)

New Expenses

Financial Aid/Scholarship Increase (tuition inflation)	\$ 78,000	\$ 78,000
Financial Aid Reduction for Enrollment Growth	-	(182,000)
Total Financial Aid Change	78,000	(104,000)
Salary increases: Faculty and Administrative Professionals (1.2%)	300,000	300,000
Salary increases: State Classified Employees (1.2%)	90,000	90,000
Faculty Promotions	75,000	75,000
Fringe Benefit Rate Increase	300,000	300,000
Other Mandatory Costs*	430,000	430,000
Miscellaneous Adjustments	-	-
Repayment to CSU-Global (loan value \$1,320,713)	-	-
Commitments/Quality Enhancements:	-	-
Contingency Funds	-	-
Total	\$ 1,273,000	\$ 1,091,000
Net	\$ (773,185)	\$ (1,319,185)

Base Assumptions

Resident Undergraduate 1.2%.

Non-Resident Undergraduate 1.2%.

Salary Increases Faculty/AP 1.2%.

Salary Increases Classified 1.2%; the funds shown reflect the anticipated costs of increasing classified ranges by 1.2%.

Fees at X%.

* 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.

CSU - PUEBLO HOUSING FUND BALANCE

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
	FY 2011-12	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25	FY 2025-26	
1																
2	Number of RH Students	959	911	796	815	683	723	800	800	800	800	800	800	800	800	800
3	UV Walking Stick Residents	148	133	121	118	134	140	140	140	140	140	140	140	140	140	140
4	Revenue															
5	Net Room Revenue						\$ 3,726,739	\$ 4,113,178	\$ 4,182,931	\$ 4,308,422	\$ 4,434,182	\$ 4,572,634	\$ 4,712,179	\$ 4,852,282	\$ 4,992,384	\$ 5,145,178
6	Other Revenue						\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
7	UVWS Revenue						\$ 797,630	\$ 801,024	\$ 825,216	\$ 849,408	\$ 873,600	\$ 900,480	\$ 927,360	\$ 954,240	\$ 983,808	\$ 1,013,376
8	Gross Revenue	\$ 5,479,122	\$ 4,834,434	\$ 4,688,330	\$ 4,679,426	\$ 4,401,578	\$ 4,624,370	\$ 5,014,202	\$ 5,108,147	\$ 5,257,830	\$ 5,407,782	\$ 5,573,114	\$ 5,739,539	\$ 5,906,522	\$ 6,076,192	\$ 6,258,554
9	Bad Debt	\$ (53,784)	\$ -	\$ -	\$ (36,249)	\$ (191,518)	\$ (50,000)	\$ (50,000)	\$ (50,000)	\$ (50,000)	\$ (50,000)	\$ (50,000)	\$ (50,000)	\$ (50,000)	\$ (50,000)	\$ (50,000)
10	Total Revenue	\$ 5,425,339	\$ 4,834,434	\$ 4,688,330	\$ 4,643,177	\$ 4,210,060	\$ 4,574,370	\$ 4,964,202	\$ 5,058,147	\$ 5,207,830	\$ 5,357,782	\$ 5,523,114	\$ 5,689,539	\$ 5,856,522	\$ 6,026,192	\$ 6,208,554
11	Expenses															
12	Staffing Costs						\$ 518,156	\$ 530,608	\$ 546,527	\$ 562,923	\$ 579,810	\$ 597,205	\$ 615,121	\$ 633,574	\$ 652,582	\$ 672,159
13	Operating Expense						\$ 1,459,472	\$ 1,503,094	\$ 1,548,100	\$ 1,594,517	\$ 1,642,400	\$ 1,691,500	\$ 1,742,200	\$ 1,794,500	\$ 1,848,300	\$ 1,903,700
14	UVWS Expenses						\$ 528,065	\$ 543,917	\$ 560,169	\$ 576,984	\$ 594,167	\$ 612,024	\$ 630,460	\$ 649,280	\$ 668,789	\$ 688,894
15	Total Expense	\$ 2,895,558	\$ 2,335,099	\$ 2,744,882	\$ 3,170,335	\$ 2,415,675	\$ 2,505,693	\$ 2,577,619	\$ 2,654,795	\$ 2,734,423	\$ 2,816,377	\$ 2,900,729	\$ 2,987,781	\$ 3,077,354	\$ 3,169,671	\$ 3,264,753
16	Net Gain or (Loss) from Operations	\$ 2,529,781	\$ 2,499,335	\$ 1,943,448	\$ 1,472,842	\$ 1,794,384	\$ 2,068,677	\$ 2,386,582	\$ 2,403,352	\$ 2,473,407	\$ 2,541,405	\$ 2,622,385	\$ 2,701,759	\$ 2,779,168	\$ 2,856,521	\$ 2,943,801
17	Res. Hall Debt Service	\$ 2,016,404	\$ 1,347,981	\$ 2,698,171	\$ 2,697,350	\$ 2,700,100	\$ 2,857,700	\$ 3,073,100	\$ 3,274,500	\$ 3,590,250	\$ 3,728,500	\$ 3,729,500	\$ 3,730,750	\$ 3,728,750	\$ 3,733,500	\$ 3,729,500
18	Walking Stick Debt Service		\$ 142,900	\$ 142,900	\$ 197,900	\$ 201,800	\$ 199,400	\$ 197,600	\$ 200,200	\$ 201,950	\$ 198,450	\$ 202,050	\$ 198,300	\$ 199,550	\$ 200,550	\$ 201,900
19	Total Debt Service	\$ 2,016,404	\$ 1,490,881	\$ 2,837,003	\$ 2,895,250	\$ 2,901,900	\$ 3,057,100	\$ 3,270,700	\$ 3,474,700	\$ 3,792,200	\$ 3,926,950	\$ 3,931,550	\$ 3,929,050	\$ 3,928,300	\$ 3,934,050	\$ 3,931,400
20	Net Gain or (Loss)	\$513,377	\$1,008,454	(\$893,554)	(\$1,422,408)	(\$1,107,516)	(\$988,423)	(\$884,118)	(\$1,071,348)	(\$1,318,793)	(\$1,385,545)	(\$1,309,165)	(\$1,227,291)	(\$1,149,132)	(\$1,077,529)	(\$987,599)
21	Reserve Available	\$1,473,335	\$1,986,712	\$2,995,167	\$2,101,612	\$679,205	(\$428,311)	(\$1,416,734)	(\$2,300,852)	(\$3,372,200)	(\$4,690,993)	(\$6,076,538)	(\$7,385,703)	(\$8,612,995)	(\$9,762,127)	(\$10,839,656)
22	Remaining Fund Balance	\$1,986,712	\$2,995,167	\$2,101,612	\$679,205	(\$428,311)	(\$1,416,734)	(\$2,300,852)	(\$3,372,200)	(\$4,690,993)	(\$6,076,538)	(\$7,385,703)	(\$8,612,995)	(\$9,762,127)	(\$10,839,656)	(\$11,827,255)

Assumptions:

- 1) Expenses increase 3% annually (staffing and operational)
- 2) Housing rates increase 3% annually
- 3) Spring Semester reduction of students by 8%
- 4) Reduce radius requirement to Pueblo County from 50 miles - Impact beginning in 2016-17 (impact - increase in 40 residents)
- 5) 2 Year live in requirement for new 1st year students - Impact beginning in 2017-18 (impact -keep residence halls at capacity)
- 6) Close Belmont Residence Hall reducing all operating expenses to a minimum / no determination as to when to bring online

FY18 Incremental Educational & General Budget | As of August 2016



New Resources

Tuition (net)

Undergraduate - Retention Growth	\$9,913,959
Undergraduate - New Student Enrollment Growth	\$1,810,803
Graduate - Retention Growth	\$4,038,572
Graduate - New Student Enrollment Growth	\$737,517
Total	\$16,500,851

New Expenses

Student Support and Outreach	\$4,956,822
Instruction	\$3,048,732
Academic Support	\$1,119,747
Technology Operations and Innovation	\$701,286
General & Administrative	\$860,391
Total	\$10,686,978

Net

Total	\$5,813,873
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Projections

10,500

New student enrollment
projection

Projected First Year Retention

Full-Time Undergraduate	82%
Part-Time Undergraduate	60%
Full-Time Graduate	90%
Part-Time Graduate	66%

\$350/\$500

New student undergrad/grad
tuition rate per credit projection

70:30

Undergrad to grad ratio projection

2%

Percentage of gross tuition revenue for
bad debt estimate projection

Guaranteed Tuition Models

August 2016

How does Guaranteed Tuition work?

- First Time Full Time students are given a 'base tuition' (for up to 18 credits/semester) which we 'guarantee' will not change for four years.
- The guarantee typically expires in the fifth year and student pay the 'current' rate in effect at that time.
- Obvious Pro: stability in tuition planning for students and families
- Obvious Con: the 'flat tuition' is Larger than the first year tuition would normally be: sticker shock

Example: from student's perspective

- \$8,000 base tuition in base year. Assume 4% increases each year are expected; this is about \$320/year.
- Current non-flat plan: Students would pay
\$8,320, \$8,653, \$8,999, \$9,359 in four years;
(and \$9,733 in year five if still here)
- Guaranteed plan if revenue neutral: they pay
\$8,832 in each of the first 4 years (~10.4%)
(and \$9,733 in year five if still here)

Revenue estimates from CSU's view

Colorado State University

Undergraduate Resident Students Only

Revenue Neutral Model

Guaranteed Tuition vs. Inflationary Tuition Analysis

FY 22 Project Revenue

Starting Class	Student Level	Guaranteed Tuition	Guaranteed Tuition Rate	Inflationary Adjusted Tuition	Inflationary Tuition Rate	Revenue Variance
Fall 2017	5th Year ¹	\$ 13,815,430	\$ 9,936	\$ 13,407,806	\$ 9,642	\$ 407,624
Fall 2018	Senior	24,653,951	9,362	25,391,032	9,642	(737,081)
Fall 2019	Junior	26,414,440	9,550	26,670,740	9,642	(256,300)
Fall 2020	Sophomore	30,003,147	9,740	29,700,262	9,642	302,884
Fall 2021	Freshmen	35,940,979	9,936	34,880,541	9,642	1,060,438
		<u>\$ 130,827,946</u>		<u>\$ 130,050,380</u>		<u>\$ 777,566</u>

¹ Student's Guaranteed Rate for Years 1-4 was \$9,170. This represents an increase of \$766 or an 8.4% increase.

Revenue estimates from CSU Pueblo's view ³²

Colorado State University - Pueblo

Undergraduate Resident Students Only

Revenue Neutral Model

Guaranteed Tuition vs. Inflationary Tuition Analysis

FY 22 Project Revenue

Starting Class	Student Level	Guaranteed Tuition	Guaranteed Tuition Rate	Inflationary Adjusted Tuition	Inflationary Tuition Rate	Revenue Variance
Fall 2017	5th Year ¹	\$ 2,015,014	\$ 6,432	\$ 1,955,562	\$ 6,628	\$ 59,452
Fall 2018	Senior	1,998,730	6,062	2,058,486	6,628	(59,756)
Fall 2019	Junior	2,242,576	6,182	2,264,334	6,628	(21,758)
Fall 2020	Sophomore	3,327,166	6,306	3,293,578	6,628	33,588
Fall 2021	Freshmen	5,302,670	6,432	5,146,216	6,628	156,454
		<u>\$ 14,886,156</u>		<u>\$ 14,718,176</u>		<u>\$ 167,980</u>

¹ Student's Guaranteed Rate for Years 1-4 was \$5,920. This represents an increase of \$512 or an 8.6% increase.

Issues to consider

- How to choose the 'initial' flat tuition: revenue neutral implies about 2.5 times the average annual tuition increase expected.
- Estimates of future tuition increases are important
- Retention rates are a factor, as are graduation rates
- Inflation rates
- Interest rates: one ought to 'bank' the early years and draw from it in the later years. This tends to be a loss factor
- Are we willing to lower the initial flat tuition, reducing revenue?
- How do we treat part-time students?

More Issues to consider

- Differential Tuition: how does this factor in?
- Stop out policy?
- Perception by the CCHE, Legislature, Executive, DHE, JBC
- Perception in the marketplace: how does this affect our competitiveness
- In-state only? Out-state too? Out-state only?
- Optional? Do we give students a choice?
- Are there unanticipated incentives at play here? Clearly incentive to graduate on time in four years. Could increase grad rates.

Even More Issues to consider

- For some students, the fifth year increase could be damaging to retention: if students think they can't make it in four years they may transfer out due to expected costs rising. Reduce retention rates?
- Timing: announcements of such a plan need to be communicated to prospective students this winter at latest
- IT issues: the 'assessment rules' in place for our billing and financial aid will need to be re-written.
- Staging: both campuses? One after the other? If so which first?
- Variation: Guaranteed cap on increases

Item # 6

Institutional Plan for Student Fees

- CSU and CSU-Pueblo must annually provide a plan on how student fees will be handled to CCHE
- This is required by statute and policy
- The attached plans are similar to last year's plans.
- The board must approve these plans by resolution

MATTERS FOR ACTION:

CSU and CSU-Pueblo: Institutional Student Fee Plan and Policy

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the Institutional Student Fee Plan and Policy for Fiscal Year 2016-17, as attached for CSU and CSU-Pueblo.

EXPLANATION:

Presented by Tony Frank, President – CSU, Rick Miranda, Executive Vice President/Provost – CSU and Karl Spiecker, VP for Finance and Administration – CSU-Pueblo

Institutional Fee Policy and Plan. In accordance with C.R.S. §23-5-119.5 and CCHE Policy VI-C-3.01, the Board is required to adopt a Student Fee Policy and an Institutional Student Fee Plan and to annually review the plan and approve any new fees or fee changes. This document is organized according to the statutory requirements and provides all required information regarding Student Fees currently being charged, and to be charged in FY2016, by Colorado State University and Colorado State University - Pueblo. CSU Global Campus does not charge student fees and therefore no plan is necessary.

 Approved

 Denied

 Board Secretary

 Date

Item # 7

Approval of Revised 2-Year Cash Funded Project List

MATTER FOR ACTION:

Approval of the Colorado State University-Fort Collins 2-year cash list amendment.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve the Colorado State University-Fort Collins 2-year cash list amendment.

EXPLANATION:

Presented by Lynn Johnson, Vice President for University Operations.

Colorado State University – Fort Collins is requesting approval of an amendment to the 2-year cash list approved by the Board of Governors in May 2016. This amendment adds the Richardson Design Center and the Temple Grandin Center to the previously approved list.

Approved

Denied

Board Secretary

Date

Colorado State University FY 2017-2018 2-Year Cash List

Campus	Project Name	Cash Funds	BOG Program Plan Approval
CSU	JBS Global Food Innovation Center in honor of Gary and Kay Smith	\$13.5-\$14.8M	pending
CSU	Warner College of Natural Resources Addition	\$19.1-\$21.2M	Dec-13
CSU	Athletic Practice Fields and Heritage Garden	\$2.5-\$4.0M	pending
CSU	Shields St Underpass and at grade improvements	\$9.4-\$10.8M	pending
CSU	Richardson Design Center	\$16.5-\$20.0M	pending
CSU	Temple Grandin Equine Center	\$8.0-\$12.0M	pending

Item #8

Reserves Policy

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 revised Board Reserve Policy 205, as attached.

EXPLANATION PRESENTED BY:

Presented by Lynn Johnson, CSU System Chief Financial Officer.

On May 5, 2106, the Board approved CSUS Board Reserve Policy 205, which sets forth the process, method of calculation, and potential use of certain reserves by the Board, the System, and its institutions. Upon further discussion of this policy at the June 2106 Board meeting, the Board requested a modification to the policy to reflect the inclusion of a Board reserve floor, and this revised version incorporates the changes that were discussed.

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

Approved

Denied

Scott C. Johnson, Board Secretary

Date

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.

Purpose of the Reserves:

The purpose of maintaining reserves is to ensure the financial health and stability of each institution within the CSU System, as well as the CSU System as a whole, and to provide an additional measurement of the fiscal condition of the CSU System and its institutions. Generally, there are four primary uses for reserves:

1. To provide support in the event of a sudden shortfall in revenue (e.g., unforeseen drop in enrollment or a reduction in state appropriation);
2. To cover unanticipated expenditures (e.g., unanticipated increases in utility costs, deferred maintenance item that requires immediate attention, legal fees, etc.);
3. To fund unexpected opportunities; and
4. To provide for extraordinary one-time investments.

Reserves should not be utilized to backfill expected shortfalls in revenue unless a plan exists to either increase the respective revenue stream or reduce related expenses. The use of reserves is appropriate to assist with timing issues, but should not be relied upon for the support of on-going expenditures. The reserves also provide operational flexibility to allow for strategic-related risks and to respond to changes within the environment.

Through these reserves, the System will be able to better manage financial challenges and remain focused on strategic initiatives.

Definitions:

1. **Available Unrestricted Nets Assets (reserves).** Unrestricted Net Assets, limited to the General Fund for CSU and CSU-Pueblo, adjusted for the Compensated Absence and GASB 68 accruals.

- 2 Institutional Reserve.** Those reserve funds that an institution may retain each year to support its operations.

The initial Institutional Reserve will be set at an amount equal to ten percent (10%) of the unrestricted net assets of the institution as of June 30, 2016. The annual increase to the Institutional Reserve will be equal to 10% of the increase in the unrestricted net assets for each respective fiscal year thereafter.

- 3 Board Reserve.** Those reserve funds held on behalf of the Board at the System level. The Board Reserves will be recorded in, and transferred to, a separate general ledger account within the CSU financial accounting system that is labeled as the Board Designated Reserve.

The Board Reserve will be calculated and set at an amount equal to the Available Unrestricted Net Assets less the Institutional Reserve and any Prior Commitments Not Yet Met, such as start-up, lease payments, etc. as of June 30, 2016.

- 4 Unrestricted Board Reserve.** Those reserve funds that are held for the purpose of providing support to the institutions within the System. The Unrestricted Board Reserve is an amount equal to the Board Reserve less the Days Cash on Hand.
- 5 Board Reserve Floor.** The minimum balance that the Available Unrestricted Net Assets must maintain.

The Board Reserve Floor (Floor) will be calculated each year following the approval of the annual budget by the Board each May. For CSU and CSU-Pueblo, the Floor will be equal to or greater than 20% of the annual General Fund expenditures as expected to be reported within the Budget Data Book each September. For CSU-Global Campus, the Floor will be equal to or greater than 40% of its annual budgeted expenditures as approved by the Board each year.

- 6 Days Cash on Hand (DCOH).** This 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).
- 7 Board Reserve Available for Strategic Investment.** Calculated amount that represents the resources available for strategic investment by the Board.

This amount is calculated by subtracting the Board Reserve Floor from the Available Unrestricted Net Assets but is limited to the Unrestricted Board Reserve.

Procedures:

1. 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.
2. On an annual basis, any Available Unrestricted Net Assets, adjusted for Prior Commitments Not Yet Met, held by an institution in excess of the Institutional Reserve amount established by this Policy shall be transferred to the Board Reserve.
3. 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.
4. 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.
5. The Board Reserve Available for Strategic Investment may be utilized to support the educational mission of the System and its institutions, and any expenditure from that account shall be made in consultation with the Chancellor and must be approved by action of the Board. Any expenditure from the 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. Any other expenditure from the Board Reserve, including an expenditure that would reduce the Available Unrestricted Net Assets below the Board Reserve Floor, should occur only in exceptional circumstances and would require Board approval.
6. 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 February meeting.

Effective date of Policy and Procedures Manual:

October 14, 2013 by Board of Governors Resolution

History: Amended by resolution May 6, 2016; amended by resolution August 5, 2016

	A	B	C	D	E	F	G	H
1	Colorado State University System							
2	Reserves Report		FY15 Actual Results/FY16 Approved Budget					
3								
4								
5			<u>CSU</u>	<u>CSU-Pueblo</u>	<u>CSU-Global</u>	<u>CSU-System</u>		<u>Total</u>
6								
7	Unrestricted Net Assets 6/30/15	\$	(329,981,948)	(26,111,286)	47,088,663	(1,487,945)	\$	(310,492,516)
8								
9	Add:							
10	Compensated Absences		43,650,575	1,355,866	373,771	348,354		45,728,566
11	GASB 68 Adjustment		460,921,274	35,742,870	2,350,112	2,150,837		501,165,093
12	Less:							
13	Non E&G/Restricted Fund Balances		(76,396,224)	(12,224,357)	-	-		(88,620,581)
14								
15	Available Unrestricted Net Assets	\$	98,193,677	(1,236,907)	49,812,546	1,011,246	\$	147,780,562
16								
17	Less:							
18	Prior Commitments Not Yet Met		(61,708,658)	-	-	-		(61,708,658)
19								
20	Uncommitted Available Unrestricted Net Assets	\$	36,485,019	(1,236,907)	49,812,546	1,011,246	\$	86,071,904
21								
22	Less:							
23	Instituitonal Reserve		(3,648,502)	-	(4,981,255)	(101,125)		(8,607,190)
24								
25	Board Reserve	\$	32,836,517	(1,236,907)	44,831,291	910,121	\$	77,464,714
26								
27	Restricted Reserves:							
28	CSU-Global 250 DCOH		-	-	(43,500,382)	-		(43,500,382)
29								
30	Unresitrced Board Reserve	\$	32,836,517	(1,236,907)	1,330,909	910,121	\$	33,964,332
31								
32	FLOOR CALCULATION:							
33	FY 15 Actual General Fund Expenditures ⁽¹⁾	\$	468,432,632	52,200,000	76,161,673	-	\$	596,794,305
34								
35	Reserve Floor (20% for CSU, CSU-P and 40% for CSU-G)	\$	93,686,526	10,440,000	30,464,669	-	\$	134,591,196
36								
37	Available based upon floor calculation (15-35)	\$	4,507,151	-	19,347,877	1,011,246	\$	13,189,366
38	Limited to Available System Level Reserves (30)	\$	32,836,517	-	1,330,909	910,121	\$	35,077,548
39	Board Reserves Available for Strategic Deployment	\$	4,507,151	-	1,330,909	910,121	\$	6,748,181
40								
41	⁽¹⁾ Actual figures for FY15 are a subset of the audited financial statements for the respective year relating to the General Fund only.							

Item #9

Treasury Update

Appendix

CSU Student Fee Plan

COLORADO STATE UNIVERSITY
FY2016 Institutional Student Fee Plan and Policy

Introduction and Purpose:

The purpose of this Institutional Student Fee Plan and Policy (hereinafter “plan”) is to provide information in accordance with C.R.S. § 23-5-119.5 and CCHE Policy VI-C-3.01 requiring the Board to adopt a Fee Policy and an Institutional Student Fee Plan.

1. Definitions:

As used in this plan, the following terms are defined as follows:

Academic Course: A program of instruction, including, but not limited to: academic, vocational, occupational, technical, music, and physical education courses.

Academic Facilities Construction: Capital construction, as defined in C.R.S. § 24-75-301, including remodeling and maintenance of physical facilities, buildings and site improvements, and utilities and transportation infrastructure, in or on an Academic Facility.

Academic Facility(ies): Academic Facilities, as defined in CDHE Policy §1.50, are those facilities that are core to the role and mission of the institution and may include, but are not limited to, space dedicated to instructional, student services, or administration. If a multipurpose building, the space determination shall be based on the primary usage of the space during the regular academic year. The determination of whether it is an academic facility or space shall be determined based on the function/purpose of the building or space.

Alternative Transportation Fee Advisory Board (ATFAB): A board comprised of graduate and undergraduate students and non-student *ex-officio* members, that exists to provide guidance and advice to the President of ASCSU and the University administration regarding alternative transportation projects and initiatives and to recommend the allocation of ATFAB fees for new and improved transportation facilities and programs.

Auxiliary Facility: As defined in C.R.S. 23-5-101.5 (2) (a), any student or faculty housing facility; student or faculty dining facility; recreational facility; student activities facility; child care facility; continuing education facility or activity; intercollegiate athletic facility or activity; health facility; alternative or renewable energy producing facility, including but not limited to, a solar, wind, biomass, geothermal, or hydroelectric facility; college store; or student or faculty parking facility; or any similar facility or activity that has been historically managed, and was accounted for in institutional financial statements prepared for fiscal year 1991-92, as a self-supporting facility or activity, including any additions to and any extensions or replacements of any such facility on any campus under the control of the governing board managing such facility. “Auxiliary facility” shall also mean any activity undertaken by the governing board of any state-supported institution of higher education as an eligible lender participant pursuant to parts 1 and 2 of article 3.1 of this title, as defined in C.R.S. 23-5-101.5(2)(a).

Board for Student Organization Funding (BSOF): A body whose primary purpose is to allocate a portion of the ASCSU Student Fee approved by the Board of Governors of the Colorado State University System to student organizations for educational and cultural programming and to administer relevant provisions of Article VIII of the ASCSU Constitution. BSOF is governed by the BSOF Bylaws.

Charge for Service: A charge assessed to certain students to cover the costs of delivering specific services to those students. Charges for service are not mandatory for all students. Charges for service are, however, required for students who meet the criteria for which the charge is being assessed. These may include, but are not limited to: application charges, add/drop charges, fines and penalties, late charges, orientation charges, college technology charges and matriculation fees, and charges for services provided to online students. Charges for service are not Student Fees and do not require legislative spending authority appropriation or student approval.

Contractually-Based Fee: Any Fee that is (a) required to satisfy any existing contractual obligations, or (b) related to bonds or other debt obligations issued or incurred prior to July 30, 1997. (Fees related to bonds issued on or after July 30, 1997 are *User Fees*).

Fee(s) or Student Fee(s): Any amount, other than tuition, that is assessed to all individual students as a condition of enrollment in the university. Fees may be used for academic and non-academic purposes, including, but not limited to: funding registered student organizations and student government; construction, remodeling, maintenance and improvement of student centers, recreational facilities, and other projects and improvements for which the University Facility Fee is approved; intercollegiate and intramural athletics; student health services; technology and infrastructure for which the University Technology Fee is approved; mass transit; parking; Contractually-Based Fees (including bond payments for which Student Fees have been pledged). “Student Fee” excludes tuition, Special Course Fees, User Fees, and Charges for Services. Student Fees may be subject to certain waivers, exceptions or pro-rations.

Special Course or Program Fee(s): Mandatory fees that a student must pay to enroll in a specific course or program (e.g., lab fees, music program fees, art fees, materials fees, and telecourse fees). Revenue generated from Special Course or Program Fees cannot be used to fund academic facilities construction. Special Course or Program Fees are not Student Fees.

Student Fee Review Board (SFRB): A body comprised of student members and non-student, *ex officio* members that exists for purposes of providing efficient, equitable, and consistent review of Student Fees and the services for which Fees are assessed. SFRB makes recommendations to the Board of Governors regarding Fee proposals, new Fee-funded areas, and changes to existing Student Fees. SFRB is governed by the SFRB Bylaws.

University Facility Fee: A Student Fee approved by ASCSU Senate Bill 3540 (2005) to be used for capital improvements at CSU.

University Facility Fee Advisory Board (UFFAB): A body comprised of student members and non-student, *ex officio* members, that exists to provide guidance concerning the University Facility Fee to the Vice President of University Operations (VPUO) and/or his or her designees

regarding project proposals for allocations of the University Facility Fee, and to ensure that all allocations of the University Facility Fee will be used to provide new facilities and/or to improve current facilities that directly benefit the students of Colorado State University.

University Technology Fee: a Student Fee approved by ASCSU and the Board of Governors in 2003, to be used to enhance online student services, replace computers, and to build and maintain the physical improvements needed for computer infrastructure.

University Technology Fee Advisory Board (UTFAB): A body comprised of student members and non-student *ex officio* members to provide guidance and advice in the implementation and application of technology at Colorado State University; to review all allocation requests of the University Technology Fee; and to ensure that all allocations of the University Technology Fee will be used to provide technology that has the potential to benefit as many Colorado State University students as possible.

User Fee(s): A fee collected for purposes of paying any bonds or other debt obligations issued or incurred on or after July 1, 1997, on behalf of an auxiliary facility, from persons using the auxiliary facility, that includes the amount necessary for repayment of the bonds or other debt obligations and any amount necessary for the operation and maintenance of the auxiliary facility. User Fees do not require legislative spending authority appropriation and do not require student approval. Examples of User Fees include (but are not limited to) debt service associated with residence halls, and Fees paid by non-campus users for use of university facilities.

2. Types and purposes of Student Fees collected by the institution:

The institution collects Student Fees, User Fees, Special Course and Program Fees, and Charges for Services, as defined above. Student Fees are used for academic and non-academic purposes, including, but not limited to: funding registered student organizations and student government; construction, remodeling, maintenance and improvement of student centers, recreational facilities, and other projects and improvements for which the Fee is approved; intercollegiate and intramural athletics; student health services; technology for which the University Technology Fee is approved; mass transit; parking; and Contractually-Based Fees (including bond payments for which Fees have been pledged).

3. Procedures for establishing, reviewing, changing and discontinuing Student Fees:

(a). The Student Fees to be assessed are approved annually by the Board of Governors of the Colorado State University System. The President of the University annually recommends to the Board of Governors the specific Fees and the allocation of Fee revenues, which may be approved, rejected or modified at the Board's discretion. In addition, although it does not restrict the President's discretion, the Bylaws of the Student Fee Review Board (SFRB) set forth the processes by which meaningful student input on Student Fees is provided to the University administration before the President makes a recommendation to the Board of Governors. The budget assumptions on which to base the requests are set by the Operations Committee of the CSU President's Cabinet, consistent with the institution's annual budget process.

(b). Except for Contractually-Based Fees and/or to provide for mandatory cost increases, all new Student Fees, and all increases in existing Student Fees, shall be subject to the Bylaws of the SFRB. Mandatory costs comprise salaries and benefits, debt service, utilities and general and administrative Fees assigned by the University. All requests for new Student Fees, other than Contractually-Based Fees, shall be initiated through the established SFRB process. This process shall require the SFRB to make recommendations regarding Student Fees in accordance with the SFRB Bylaws and ASCSU Constitution.

(c). Each academic year, an SFRB member will be assigned as a liaison to one or more programs or activities funded by existing Student Fees. The SFRB liaison will work with the Director of the program or activity throughout the academic year to learn about the program and its budget and to review any proposed change or increase to the Fees supporting that program. The Director of the Fee-funded area and the assigned liaison will present the budget and all relevant information for the next fiscal year. The SFRB liaison for a Fee area may advise the SFRB, but shall not cast a vote on Fees for that area. University leadership may also present information to the SFRB regarding institutional priorities and goals. The SFRB shall review and consider all information presented, including student input/Feedback received by each SFRB member, following the specific processes and procedures detailed in the Bylaws of the SFRB. All recommendations for new Fee-funded areas shall be submitted to the SFRB in the form of a proposal as detailed in the SFRB Bylaws. The proposal shall demonstrate that the Fee request is student-sponsored, that sufficient student need for the Fee exists, and that the Fee will be allocated in partnership with a specific University department. Final approval of a new Student Fee rests with the Board of Governors.

(d). After the SFRB has reviewed the information presented by the liaisons, Directors, and University leadership, and evaluated any requests for new Fees, Fee increases or decreases, and Fee extensions, the SFRB forms recommendations and presents them to the ASCSU Senate. The Operations Committee of the President's Cabinet reviews the recommendation and forwards it to the President, who then forwards it to the Board of Governors for final action, along with any additional or different institutional recommendations. The CSU student representative to the Board of Governors attends the meeting at which the Board reviews and approves the Student Fees.

(e). The Board of Governors annually reviews and approves Student Fees. Its review and approval process includes any new Student Fees and increases in existing Fees. Notwithstanding any other provision in the Institutional Fee Plan, or any other governing procedure, rule, bylaw, or policy, the Board of Governors shall provide to students at least thirty days advance notice of a new Fee assessment or Fee increase, which notice, at a minimum, specifies:

- (1) The amount of the new Fee or of the Fee increase;
- (2) The reason for the new Fee or Fee increase;
- (3) The purpose for which the institution will use the revenues received from the new Fee or Fee increase; and
- (4) Whether the new Fee or Fee increase is temporary or permanent and, if temporary, the expected date on which the new Fee or Fee increase will be discontinued.

A decision by the Board of Governors with regard to a Fee shall be final and incontestable either on the thirtieth day after final action by the Board of Governors or on the date on which any evidence of indebtedness or other obligation payable from the Fee revenues is issued or incurred by the Board, whichever is earlier.

4. Procedures by which students may contest the imposition or amount of a Fee and a process for resolving disputes regarding Fees:

The process described above includes direct, meaningful student input on all Fees. Students may contest the imposition or amount of a Fee through the processes set forth in the SFRB Bylaws. A complaint resolution process is detailed in the ASCSU Constitution.

If a student wishes to lodge a complaint about a specific Student Fee (other than a Contractually-Based Fee), the student submits a complaint or request for a Fee waiver to the Vice President for Student Affairs, who may hear the appeal or appoint an appeal officer to hear the appeal and resolve the issues. The decision of the VPSA or appeal officer is final.

5. Plan for addressing reserve fund balances:

Fee-funded areas should maintain a fund balance between 10 and 20 percent of annual revenues, dependent upon contractual and other financial obligations. Auxiliary Fee-funded areas should maintain a similar fund balance along with separate reserves in support of the anticipated capital expenditures and facility master plan.

CSU-Pueblo Student Fee Plan

7/18/16

COLORADO STATE UNIVERSITY – PUEBLO
Institutional Plan for Student Fees and Charges

1. INTRODUCTION AND DEFINITIONS

The purpose of this Institutional Plan is to provide information on how student fees are proposed, reviewed, approved and implemented at Colorado State University-Pueblo in an open and transparent manner and in accordance with CCHE Policy VI-C.

A. Definitions of Key Terms:

Fees: Any amount, other than tuition, that is assessed to all individual students (where fees apply) as a condition of enrollment in the University. Fees are identified as permanent student purpose and do not include items defined as Charges for Service or User Charges. Fees may be used for academic and non-academic purposes, including, but not limited to:

- Funding registered student organizations and student government
- Construction, remodeling, maintenance and improvement of student centers, recreational facilities, and other projects and improvements for which a facility fee is approved
- Intercollegiate and intramural athletics
- Student health services
- Technology
- Mass transit
- Parking
- Bond payments for which fees have been pledged

Fees do not include Charges for Service, User Charges, and Program or Course fees as defined below.

Charges for Service: These are the assessments to cover the costs of delivering specific services which are incidental to instructional activities, including but not limited to:

- application charges
- add/drop charges
- fines and penalties
- transcript charges
- late charges
- testing charges,
- student identification card charges
- health center charges, and health insurance charges

Charges for Service do not include admissions to events or other such ancillary activities and are not fees as described above.

User Charges: These are assessments against students for the use of an auxiliary facility or service. A User Charge is assessed to only those students using the auxiliary facility or receiving the service. User Charges may include room and board charges and parking registration charges and are not fees as described above.

Program Instructional Fees: These are non-campus-wide fees related to an instructional program, but not to a specific course offering, and may include college specific fees or program specific fees, including program or college specific technology fees.

Course Specific Fees: These are non-campus-wide fees that a student may be assessed to enroll in specific courses (e.g., lab, music, art, and materials fees). Revenue from each Course Specific Fee is restricted for costs directly related to the associated course for which the fee is charged and each section of the associated course must be assessed the same Course Specific Fee.

Student Fee Governing Board: The Student Fee Governing Board (SFGB) is the body at Colorado State University-Pueblo responsible for recommending Permanent Student Purpose Fees, including the activities portion of the Student Affairs Fee. The SFGB shall also review requests for new, elimination of existing or changes in existing, campus-wide, Permanent Student Purpose Fees. The Director of Auxiliary Services will serve as Chair of the SFGB until the Vice President of Enrollment Management and Student Affairs appoints the Chair. The Associated Students' Government (ASG) President shall appoint six students to serve on the Board. One faculty/staff member shall be appointed by each of the following: the Provost, the Vice President for Finance and Administration, and the Senior Student Services Officer for a total of three additional members. The six (6) student representatives and three (3) appointed representatives are voting members. The SFGB Chair, working with the SFGB, will maintain all records regarding allocations including, but not limited to, applications, justifications, and SFGB minutes for six years after the date of its recommendation.

2. FEE CATEGORIES

Every Fee is classified as to whether its scope is Campus-wide or Non-Campus-wide.

Campus-wide Fees: These are fees assessed to every (all) student at the University as a condition of enrollment, including but not limited to the mandatory fees identified as Permanent Student Purpose Fees.

Non-Campus-wide Fees: These are mandatory assessments to students which are not automatically imposed upon all students as a condition of enrollment, but are automatically assessed to students from a particular classification. These include, but are not limited to, program specific fees and course specific fees.

3. PURPOSE OF FEES

Fee Purpose: Fees at Colorado State University-Pueblo are identified 1) Permanent Student Purpose Fee, 2) an Academic Facilities Fee, 3) an Academic Purpose Fee, or 4) an Administrative Purpose Fee. If a particular fee serves several purposes it shall be categorized within the most dominant purpose. Fee purposes are defined as:

- Permanent Student Purpose Fees: Campus-wide fees assessed to all students which are allocated to specific student programs including student centers, recreation facilities, parking lots, intercollegiate athletics, recreation and outdoor programs, child care centers, campus health clinics, contract health services, student government, general student activities, which are allocated by student government for a specific purpose, and similar facilities and services. This category includes fees pledged to repay bonded indebtedness for student, auxiliary, and athletic facilities. Proposal and approval process for Permanent Student Purpose Fees is specified in Item No. 4.
- Academic Facility Purpose Fees: Campus-wide fees assessed to students and associated with the construction, acquisition, or remodel of academic facilities.
- Academic Purpose Fees: Campus-wide or non-campus-wide fees associated with instruction, technology, and/or academic courses, including program and course fees.
- Administrative Purpose Fees: Campus-wide or non-Campus-wide fees assessed to provide administrative and support services.

Charges for services and user charges are not fees.

4. PROPOSAL AND APPROVAL PROCESS

The proposal, review and approval of fees involve students in a significant way. Fee proposals or changes shall occur as agenda items at regularly scheduled meetings of the Board of Governors.

In all cases, when fees are reviewed, the review must conclude with a recommendation for or against the proposed fee.

Permanent Student Purpose Fee: The implementation of a new, elimination of an existing, or change of an existing fee, must be:

- Initiated by the proposing unit;
- Referred to the Chair of the Student Fee Governing Board (SFGB) as a proposal for their review and possible referral to the Associated Students' Government (ASG) Senate;
- If proposed by the SFGB to the ASG Senate in the form of a recommendation for review, then referred to the University President;
- Recommended by the President to the Board of Governors for their consideration; and
- Acted upon by the Board of Governors.

Academic Facilities Purpose Fees: Includes buildings and site improvements or specific space within a multi-use building, including utilities and transportation infrastructure. The determination of whether it is an academic facility or space is determined based on the function/purpose of the building or space. Academic Facilities are those facilities that are core to the role and mission of the University and may include, but not be limited to space dedicated to instruction, student services, or administration. If it is a multi-purpose building, the space determination is based on the primary use of the space during the regular academic year. A proposal for an Academic Facilities Purpose Fee is subject to the following:

- All other financing options have been exhausted before the fee request is presented to the SFGB; the SFGB, at its discretion, initiates a recommendation to the ASG Senate;
- All relevant information concerning the recommendation will be published in the ThunderWolves Howl, and both institutional representatives and student government representatives will hold at least three information sessions to present the issue to the student body;
- The institution and student government representatives will present all relevant information in a fair and balanced manner;
- The student government representative will serve on the University Facility Committee;
- A project to be funded with revenue from the Academic Facility Fee is subject to the procedures of the University Facility Committee.
- If the above conditions are met, an Academic Facilities Purpose Fee will be approved by the process identified for campus-wide Permanent Student Purpose Fees above.

Academic Purpose Fees: A new Academic Purpose Fee is:

- Initiated by the proposing unit in coordination with the appropriate Dean and reviewed by the curriculum committee of the college/school/center;
- 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;
- Referred to the University President and the Senior Student Services Officer for possible discussion with the SFGB and/or the ASG Senate; and
- If approved by the President, submitted to the Board of Governors for consideration.

Administrative Purpose Fees:

There are no Administrative Purpose Fees in place at CSU-Pueblo. If, in the future, an Administrative Purpose Fee is proposed, the process will be as defined above for the Academic Purpose Fee.

Other Fees, Charges for Service, and User Charges:

Any new fee, Charge for Service, or User Charge not covered above must be (1) initiated by the proposing unit in coordination with the appropriate Dean or Director and consultation with ASG representatives; (2) reviewed by the Provost and the Vice President of Finance and Administration for possible referral to the University President; and (3) approved by the University President, which would then be submitted, if required, to the Board of Governors for consideration.

Proposals Referred to the ASG Senate:

Fee proposals referred to the ASG Senate as a recommendation must 1) be presented at an ASG Senate meeting, 2) clearly indicate the amount of the fee, the purpose of the fee, and indicate if the fee can be used as pledged revenue for financing activities and 3) be phrased in such a manner that an affirmative vote is for the fee proposal and a negative vote is against the fee proposal.

A recommendation, which receives a majority of favorable votes from among those voting on the proposal, shall be deemed as approved by the ASG Senate and sent to the President for consideration. No resolution for a fee increase that is defeated by a vote of the ASG Senate may be resubmitted to the ASG Senate for a vote until the next academic semester (summer excluded).

Normally, the President will only recommend a fee that requires action by the ASG to the Board of Governors if the fee was approved by the Associated Students' Government Senate. Exceptions are: 1) a recommendation is deemed necessary as a condition of a bonded indebtedness agreement, or 2) a recommendation is deemed critical to the institution's mission.

5. ADMINISTRATION OF FEES AND CHARGES

Budget Process for Fees and Charges:

Each fiscal year the Budget Office will be responsible for overseeing a list of fees and charges that are currently in use and proposed for the next fiscal year. Fees should be proposed within the deadlines established by the Provost, the Vice President for Enrollment Management and Student Affairs, and the Vice President for Finance and Administration. Each year, the Budget Office will develop a calendar of deadlines that includes deadlines for fees. Campus units will make recommendations as to whether the fees or charges in each of their respective areas should be continued, increased, decreased, or eliminated. Cabinet will review fee proposals prior to submitting to the Board of Governors for final approval.

Publication of Fees: The posting of the approved fee schedule on the CSU-Pueblo website constitutes notice regarding the fees.

Assessment of Fees: Fees are assessed and collected through normal accounting procedures. No fees shall be paid directly to academic or non-academic departments or individuals unless specifically authorized. Fees may be prorated for part-time students only if stated in the proposal for the fee.

Itemization of Fees on Billing Statement: Fees are separately identified on the University's student billing statement.

Assessing General And Administrative Costs: Each fee shall be accounted for in the appropriate account for the type of activity associated with the fee. Fees associated with Enterprises or maintained in a separate fund shall be assessed the University's standard General and Administrative (indirect cost) assessment.

Fees related to Bond Issues or Specific University Sponsored Programs: Fees related to bond issues or specific University sponsored programs that are administered by University officials, will be allocated by the Vice President for Finance and Administration with the approval of the President prior to distribution of the Permanent Student Purpose Fee by the Student Fee Governing Board. Each of the specific University sponsored programs is to have an advisory group consisting of a student majority, all of whom shall be approved by the ASG, and shall include an ASG member and faculty/staff representative(s). The advisory group will be responsible for budget review and recommendations to the Vice President for Finance and Administration. If an advisory group is not functional due to unavailability of students, the Director of the specific University sponsored programs will submit the budget to the Vice President for Finance and Administration.

Viewpoint Neutral Criteria Related to Non-University Sponsored Programs and University Chartered Clubs and Organizations: Non-University sponsored programs and University chartered clubs and organizations must submit allocation requests to the Student Fee Governing Board (SFGB) for review. All decisions made by the SFGB are subject to approval by the Vice President for Finance and Administration and the President. The following viewpoint neutral criteria are to be used to determine the funding of the various programs/organizations:

- The program/organization provides a service or adds value to the University student community in relationship to the program's/organization's purpose;
- The program/organization has fixed expenses, such as staff, office expenses, equipment, etc.;
- The program/organization adheres to a planned budget and is accountable for its expenses and also demonstrates familiarity with applicable laws, including, but not limited to, those laws that apply to expenditures and use of state money;
- The program/organization presents a budget with adequate justification for the upcoming fiscal year;

Any further allocations of funds must also meet viewpoint neutral criteria.

6. COMPLAINT RESOLUTION PROCEDURE

Any student, who wishes to request a financial statement of a specific student fee account in which income and expenses are detailed, must make such a written request to the Vice President for Finance and Administration.

Appealing Recommendations made by the Student Fee Governing Board (SFGB) and/or the Associated Students' Government (ASG) Senate: Any affected individual or program/organization may appeal the allocation decision of the SFGB and/or ASG Senate to the Vice President for Finance and Administration. Any appeal of an allocation decision must be made in writing within five working days from the date of the letter notifying the individual/program/organization of the SFGB recommendation. Within five working days of receipt of the appeal, the Vice President for Finance and Administration, in consultation with a representative of the ASG, the Provost, and the Senior Student Services Officer, will issue a written decision regarding the appeal. The Vice President for Finance and Administration has the authority to void the decision made by the SFGB and/or ASG Senate and may remand it back to the appropriate body for re-consideration.

Appealing Individual Charges on a Student Account: Any student who is seeking a fee or charge waiver or has a complaint that fees or charges have been assessed against her/him inappropriately may file a written request for review with the University Controller. Such requests will be addressed through a Review Board comprised of the University Controller and two students appointed by the ASG. The recommendation of this Board will be forwarded to the Vice President of Finance and Administration who will make the final decision on any complaint or appeal.

7. SPECIAL CONSIDERATIONS FOR REFUNDS IN TIMES OF EMERGENCY

In times of emergency, certain students (e.g., those in reserve military units, individuals with specialized skills, or firefighters) are called to provide services to the country.

Normal refund, grading and withdrawal policies may not be applicable in this situation, and CSU-Pueblo procedures comply with CCHE Section VI, Part C, 2.03.

Section 4

Real Estate and Facilities Committee

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
REAL ESTATE/FACILITIES COMMITTEE MEETING AGENDA
August 4, 2016 – Pueblo**

Committee Chair: Scott Johnson

Committee Vice Chair: Dennis Flores

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

AGENDA

OPEN SESSION

1. Program Plans:
 - Richardson Design Center
 - Shields and Elizabeth Underpass and Above Grade Improvements
 - Temple Grandin Center for Equine Assisted Therapies
 - JBS Global Food Innovation Center in Honor of Gary and Kay Smith
 - Heritage Gardens and Practice Fields
2. Telecommunications Services Contract Authority Delegation
3. Update on Hughes Stadium Property Assessment
4. Discussion of CSU-Pueblo Foundation Commercial Development

EXECUTIVE SESSION

OPEN SESSION

5. Approval of Naming Opportunities

MATTER FOR ACTION:

Approval of the Colorado State University Program Plan for the Richardson Design Center for \$16.5-\$20.0M

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approves the Program Plan for the Richardson Design Center.

EXPLANATION:

Presented by Lynn Johnson, Vice President of University Operations.

Colorado State University is requesting approval of the program plan for the Richardson Design Center, to be constructed on the south side of Main Campus at the corner of Lake St. and Meridian Ave. The project will construct a 3-story, 41,000 gsf building that includes a Maker's Lab (available to the entire campus community), as well as classroom and studio space for multidisciplinary courses. The 2nd and 3rd floors have been identified as core and shell space for the Interior Design Department, with tenant finish of the space included as an alternate. The estimated cost is \$16.5-\$20M, depending on the extent of the core and shell space. Funding for the project will be from donations and university cash.

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 RICHARDSON DESIGN CENTER

The proposed project will construct a 3-story, 41,000 gsf building on the south side of Main Campus at the corner of Lake St. and Meridian Ave. A key feature of the building is a Maker's Lab (available to the entire campus community), as well as classroom and studio space for multidisciplinary courses. The 2nd and 3rd floors will be core and shell space for the Interior Design Department, with tenant finish of the space included as an alternate. The location of the Design Center will help to create a Design District on main campus, with Visual Arts and Design & Merchandizing buildings located directly to the north and east.

The Richardson Design Center will create opportunities for students from multiple disciplines to learn, study and work together. The goal is to incorporate "design thinking" into curriculum offerings across campus. "Design thinking" is a term used for the combination of the skills, cognitive process and attitudes prevalent in design. Building/fabricating is recognized as another

way of thinking, using rapid prototyping and an iterative approach to solve complex problems. Design instruction has always emphasized learning while doing, with the students as active contributors. Advances in technology have resulted in an unprecedented ability to “make almost anything” and access to this technology is critical to the education of the next generation of interdisciplinary designers. The departments of Interior Design, Landscape Architecture, Art and Construction Management were represented on the steering committee and are the lead departments in curriculum planning. In the future, the College of Business, the Department of Computer Science and the College of Engineering will be engaged.

Highlights of the project include:

- Cross campus fabrication labs: Digital, Textile, Metal, Wood, Soldering, Robotics
- Cross campus computer and design labs
- Gallery, exhibit and presentation space

The estimated cost is \$16.5-\$20M, depending on the extent of the core and shell space, funded through donations and university resources. Once construction begins, the project is expected to be completed in 20 months.

Approved

Denied

Board Secretary

Date



MATTER FOR ACTION:

Approval of the Colorado State University Program Plan for the Shields and Elizabeth Underpass for \$9.4-\$10.8M

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approves the Program Plan for the Shields and Elizabeth Underpass.

EXPLANATION:

Presented by Lynn Johnson, Vice President of University Operations.

This project will build a pedestrian and bicycle underpass at Shields Street and Elizabeth Street as well as required on-grade crossing improvements. Shields Street is a major arterial running along the west edge of CSU's main campus. In recent years a large amount of student housing has been built west of Shields Street and the volume of bicycles and pedestrians crossing Shields St. from the west has increased. CSU and the City of Fort Collins evaluated intersections along Shields Street and determined that the highest volume of bicycle and pedestrians occurs at Elizabeth St. Evaluation of options determined that a grade separated crossing would provide the highest level of pedestrian and bicycle safety, and that this intersection was the most appropriate location for the underpass. The overall schedule to complete the project is 12 months. The estimated cost of the project is \$9.4M-\$10.8M, to be funded from University resources.

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 SHIELDS AND ELIZABETH UNDERPASS

This project will build a pedestrian and bicycle underpass at Shields Street and Elizabeth Street as well as required on-grade crossing improvements. The underpass is planned as a 14' wide by 9' high tunnel that will cross Shields Street south of W. Elizabeth Street and will require one set of stairs on each side. Shields Street is a major arterial running along the west edge of CSU's main campus. In recent years a large amount of student housing has been built west of Shields Street and the volume of bicycles and pedestrians crossing Shields St. from the west has increased. CSU and the City of Fort Collins evaluated intersections along Shields Street and determined that the highest volume of bicycle and pedestrians occurs at Elizabeth St. Evaluation

of options determined that a grade separated crossing would provide the highest level of pedestrian and bicycle safety, and that this intersection was the most appropriate location.

The proposed project will require extensive design and construction coordination with the City of Fort Collins and neighboring stakeholders. Design will incorporate regulatory standards for development of City roadways, intersections, utility relocations, and work in ROW areas owned and operated by the City of Fort Collins. Design efforts will also consider those privately owned properties adjacent to the project extents to unify their needs for continued operational success with this proposed new development to the site. This will include neighborhood outreach for commentary during design and prior to construction, as well as on-going communications throughout the construction duration. The estimated cost of the project is \$9.4M-\$10.8M, to be funded from University resources. The range of costs is influenced by several factors:

- ROW acquisition costs are unknown at this time, as are costs that may be negotiated to mitigate impact to Campus West.
- City requested IGA improvements to the intersection are still being investigated as to feasibility.
- Timing of the project is unknown due to status of ROW acquisition. A year's delay is expected to add almost \$1M to the project.
- Design savings of \$1M-\$1.5M are possible with an innovative design solution from the selected team.

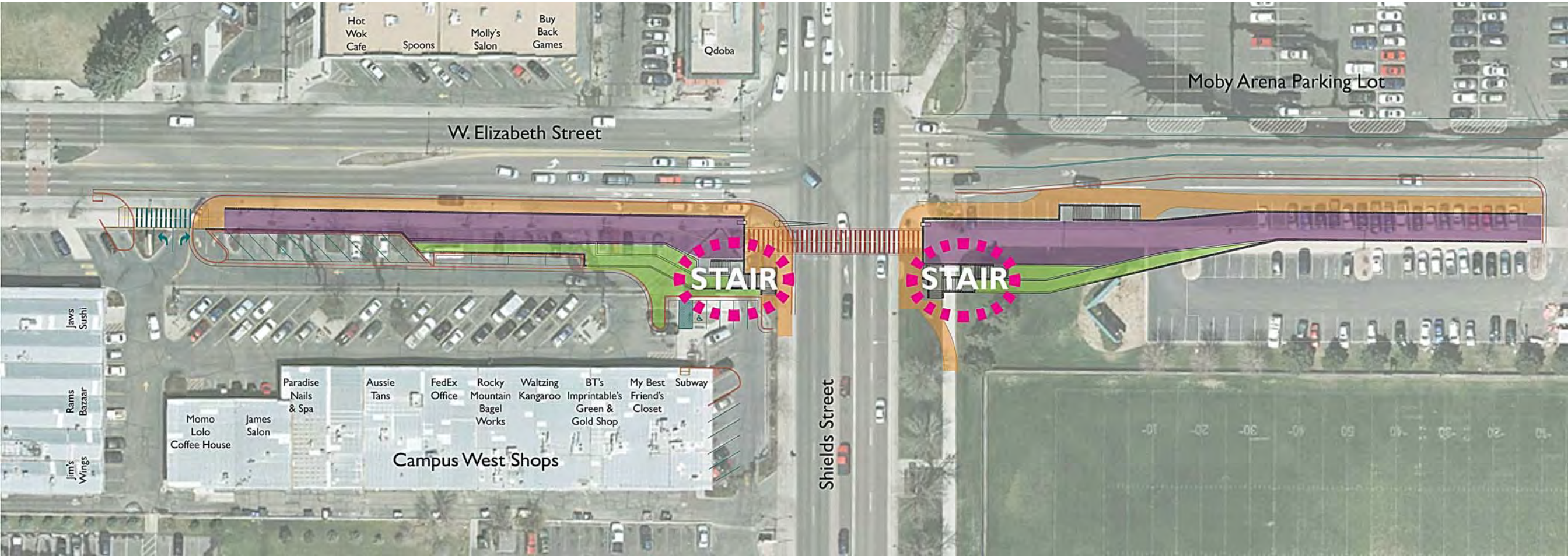
Once construction begins, the project is expected to be completed in 12 months.

Approved

Denied

Board Secretary

Date



MATTER FOR ACTION:

Approval of the Colorado State University Program Plan for the Temple Grandin Equine Center for \$8.0-\$12.0M.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approves the Program Plan for the Temple Grandin Equine Center.

EXPLANATION:

Presented by Lynn Johnson, Vice President of University Operations.

Colorado State University is requesting approval of the program plan for the Temple Grandin Equine Center, to be constructed on the Foothills Campus. The program is designed to integrate research and education in equine-assisted activities and therapies (EAAT) with hands-on experience. Equine-assisted therapy encompasses a range of treatments that include activities with horses to promote physical, occupational, and emotional growth in persons with special needs, ranging from cerebral palsy to traumatic brain injuries.

The project will construct a 1-story, 27,000-41,500 gsf building that includes two riding arenas, an outdoor sensory bridle path, classroom, office and therapy space along with public areas for clients and their families. There will be an adjacent barn for therapy horses as well as outdoor runs. Additionally, it will honor Temple Grandin with a memorial statue that is accessed by an “s-curve” walking path, based on the most essential component of Temple’s livestock handling designs. The building will have plaques that describe Temple’s career and her contributions to autism research.

The estimated cost is \$8.0-\$12.0M, depending on the final size of the facility and success of fundraising efforts. Funding for the project will be from donations.

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 TEMPLE GRANDIN CENTER

The Temple Grandin Center program is designed to integrate research and education in equine-assisted activities and therapies (EAAT) with hands-on experience. Equine-assisted therapy encompasses a range of treatments that include activities with horses to promote physical, occupational, and emotional growth in persons with special needs, ranging from cerebral palsy to traumatic brain injuries. The program is based at Foothills Campus, and is currently using the Adams Arena for classes. 3rd party providers bring in certified EAAT therapists to work with clients, using CSU horses. These providers in turn have established internships and practicums for CSU undergraduate and graduate students. CSU students are also volunteers with the program.

Unfortunately the Adams Arena is not adequate to meet the needs of the program. Research, education and hands-on experience in EAAT requires a facility that can provide:

- Self-motivating activities and therapies for persons with special needs
- Respite areas for families and caregivers
- Hands-on EAAT training
- Professional certification for students
- EAAT research opportunities for Graduate Students
- Continuing education for EAAT professionals
- Host venue for seminars, clinics and conferences
- Horse care, conditioning and training

This project will construct a 1-story, 27,000-41,500 gsf building that includes two riding arenas, an outdoor sensory bridle path, classroom, office and therapy space along with public areas for clients and their families. There will be an adjacent barn for therapy horses as well as outdoor runs. Additionally, it will honor Temple Grandin with a memorial statue that is accessed by an “s-curve” walking path, based on the most essential component of Temple’s livestock handling designs. The building will have plaques that describe Temple’s career and her contributions to autism research.

The Center will create a world class home for equine-assisted activities and therapies; a place where individuals with physical, emotional and developmental challenges can heal, where the therapists can treat, where students can learn and where scientists can research. The program is a collaboration between three colleges: Agricultural Sciences, Veterinary and Biomedical Sciences and Health and Human Sciences. Specifically, CSU’s Equine Sciences Program works with programs in Occupational Therapy, Psychology, Social Work, Health and Exercise Science, Adult Learner and Veterans Services and Veterinary Medicine. It will also provide the education and research to support EAAT services to be offered at the National Western Center.

Estimated total development cost is between \$8-\$12M, depending on the final size of the facility and success of fundraising efforts. Funding will be from donations. Once construction begins, the project is expected to be completed in 20 months.

Approved

Denied

Board Secretary

Date



PROJECT:
COLORADO STATE UNIVERSITY
Temple Grandin Center for Equine Assisted Therapy &
Research
DATE: OCTOBER 26, 2012

SHEET:
VIEW 01
SCALE:
NA



MATTER FOR ACTION:

Approval of the Colorado State University Program Plan for the JBS Global Food Innovation Center in honor of Gary and Kay Smith for \$13.5-\$14.8.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approves the Program Plan for the JBS Global Food Innovation Center in honor of Gary and Kay Smith.

EXPLANATION:

Presented by Lynn Johnson, Vice President of University Operations.

Colorado State University is requesting approval of the program plan for the JBS Global Food Innovation Center in honor of Gary and Kay Smith, an approximately 36,600 gsf addition to be constructed on the south side of the existing Animal Sciences building. The current Meat Lab occupies approximately 5,000 gsf in Animal Sciences, and that space was not renovated with the recent building upgrade in anticipation of this project. The Food Innovation Center will create an integrated facility to provide hands-on instruction for students in food animal handling and meat processing. The project will include a meat processing facility, classroom and laboratory space, culinary research, sensory analysis and a small retail store for meat sales. It will also include livestock holding to replace the Stock Pavilion that was deconstructed for the new Chemistry Building. The estimated project cost is \$13.5-\$14.8M, to be funded with donations.

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 JBS GLOBAL FOOD INNOVATION CENTER IN HONOR OF GARY AND KAY SMITH

The proposed project will construct an approximately 36,600 gsf addition to the south of the existing Animal Sciences building. The current Meat Lab occupies approximately 5,000 gsf in Animal Sciences, and that space was not renovated with the recent building upgrade in anticipation of this project. The Food Innovation Center will create an integrated facility to provide hands-on instruction for students in food animal handling and meat processing. The project will include a meat processing facility, classroom and laboratory space, culinary research, sensory analysis and a small retail store for meat sales. It will also include livestock holding to replace the Stock Pavilion that was deconstructed for the new Chemistry Building.

Animal agriculture is a major economic sector in the United States. The red meat industry contributes substantially to the U. S. economy. Each year 30 to 35 million cattle (26.5 million fed steers and heifers), 80 to 92 million hogs, and 5 to 7 million lambs are marketed in the U. S. Remaining competitive requires that the industry provide consumers with products that meet their demands for safety, wholesomeness, quality, convenience, and price. Efforts in meat science focus upon the manner in which food animals are produced, harvested, processed and presented to consumers in order to be safe and desirable for consumption, and on appearance and palatability of fresh beef, pork and lamb. A specific need is to assure that U. S. fresh meat is acceptable to both domestic and international markets and performs beyond expectation when consumed. It will be increasingly important that proactive scientific investigations occur for policy-makers and regulators to have access to the necessary factual information from which sound regulatory decisions may be made. Additional efforts will enhance consumer confidence that livestock producers, packers, and processors generate products from animals that are reared in a compassionate manner, handled appropriately, and produced with environmentally responsible methods.

Colorado State University's Meat Science Program involves expertise in all aspects of the production to consumer continuum, including animal handling and well being, nutrition and health, food safety and security, value-added and culinary and international collaboration.

Highlights of the project include:

- Temple Grandin designed animal handling facility
- Replacement of Stock Pavilion animal holding space lost to the Chemistry Building construction
- Functional meat processing facility

The estimated project cost is \$13.5-\$14.8M, to be funded through donations. Once construction begins, the project is expected to be completed in 20 months.

Approved

Denied

Board Secretary

Date



MATTER FOR ACTION:

Approval of the Colorado State University Program Plan for the Athletic Practice Fields and Heritage Garden for \$2.5-\$4M.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approves the Program Plan for the Athletic Practice Fields.

EXPLANATION:

Presented by Lynn Johnson, Vice President of University Operations.

Colorado State University is requesting approval of the program plan for new outdoor practice fields and Heritage Garden to be constructed between W. Pitkin and W. Lake St, directly west of the new Multipurpose Stadium. The fields are expected to be 125,000 gsf and the project includes tie-in to surrounding landscape and hardscape. The Heritage Garden is envisioned as an area that will celebrate and demonstrate CSU's agricultural heritage, as well as providing a gateway to the existing arboretum. The overall schedule to complete the project is 12 months, with an estimated cost of \$2.5M-\$4.0M. It is anticipated to be funded from either donations or stadium contingency funds.

The proposed project is envisioned as an opportunity to improve athletic operations by constructing new football practice fields directly west of the new stadium. On game days, the fields could be used for VIP events. The current football practice field at the corner of Shields St and South Dr could then be repurposed for NCAA women's soccer. Women's soccer is currently being played on Student Recreation fields, and the Rec Center needs them back to accommodate growth in their program. In anticipation of this project the existing Perennial Gardens have been relocated to an area adjacent to the University Center for the Arts.

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 ATHLETIC PRACTICE FIELDS AND HERITAGE GARDEN

The practice field complex will consist of a synthetic turf area measuring approximately 340' wide (east/west) by 385' long (north/south). The synthetic turf area will contain one full football field with two end zones, and one half field with two end zones. The complex will be built to the west of the new multipurpose stadium, on part of an existing parking lot and the old Perennial Gardens site. The Perennial Gardens were relocated to the University Center for the Arts in anticipation of this work. The Heritage Garden will be approximately 1.2 acres, for historical agricultural crop demonstration with interpretive signage and a pavilion.

The proposed project is envisioned as an opportunity to improve athletic operations by constructing new football practice fields directly west of the new stadium. On game days, the fields could be used for VIP events. The current football practice field at the corner of Shields St and South Dr could then be repurposed for NCAA women's soccer. Women's soccer is currently being played on Student Recreation fields, and the Rec Center needs them back to accommodate growth in their program. In anticipation of this project the existing Perennial Gardens have been relocated to an area adjacent to the University Center for the Arts, which is a much more visible location for the public.

The overall schedule to complete project is 12 months. The estimated cost of the project is \$2.5M-\$4.0M. It is anticipated to be funded from either donations or stadium contingency funds.

Approved

Denied

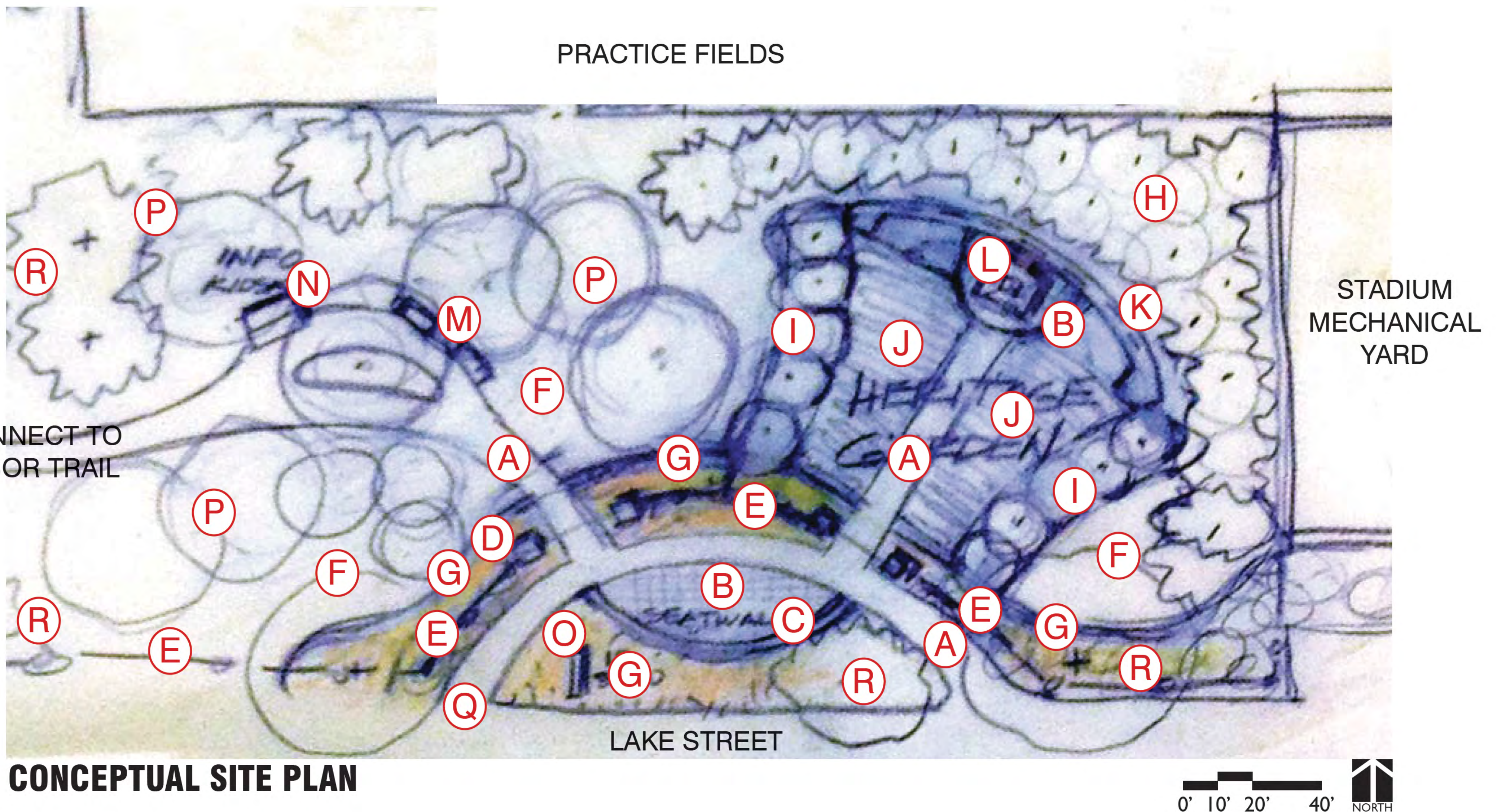
Board Secretary

Date

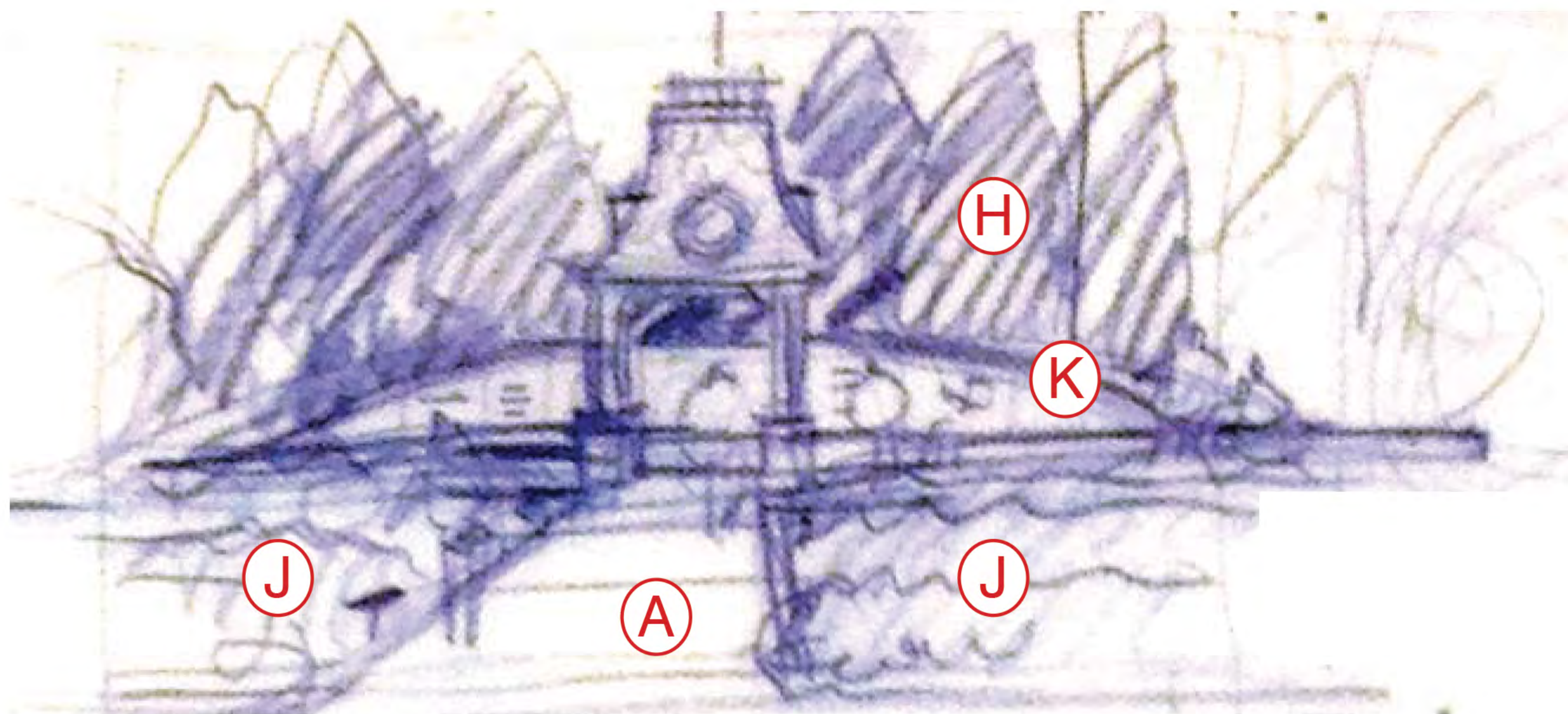


KEY NOTES

- A 8' WIDE CONCRETE SIDEWALKS, 6" THICK
- B COLORED CONCRETE PLAZA, 6" THICK
- C SEATWALL -18" HT, CSU VENEER, STONE CAP
- D MONUMENT COLUMN - 6' HT, CSU VENEER W/ CAP (TYP. 4)
- E ORNAMENTAL IRON FENCE CSU GREEN - 4' HT
- F SOD
- G GARDENS-SHRUBS, PERENNIALS, GRASSES
- H EVERGREEN TREE SCREEN, 8' HT MIN.
- I ORNAMENTAL TREES, 2" CAL. MIN.
- J HISTORICAL AGRICULTURAL CROP PLOTS WITH SIGNAGE
- K INTERPRETIVE WALL
- L GARDEN PAVILION (SEE INFO BELOW)
- M BENCHES (CSU STANDARD)
- N INFORMATION KIOSK
- O CSU STANDARD BUILDING SIGN
- P MIXED SPECIES TREES, 3" CAL OR 8' HT MIN
- Q CITY SIDEWALK
- R PRESERVE EX. PERIMETER TREES



CONCEPTUAL SITE PLAN



GARDEN PAVILION

GARDEN PAVILION

DESIGN INTENT:

- 1 ROOF DETAILING TO REFLECT HISTORICAL CSU OLD MAIN ARCHITECTURE
- 2 COLUMN BASES TO MATCH MONUMENT COLUMNS REPRESENTED ON PERIMETER FENCE (D)



235 spaces REMAIN

EXISTING PARKING BAY TO BE REMOVED - APPROXIMATELY 80 SPACES LOST

(2) FIELD NETS W/ POSTS - MOUNTED & INSTALLED PER MANUFACTURER

6' ht. VINYL COATED CHAIN LINK FENCE ON WEST/NORTH SIDE

ADA ACCESS

STADIUM LOCKERS

PLAYER ACCESS

SYNTHETIC TURF FIELD

LIMIT OF WORK

36'

(2) FIELD GOAL POSTS - MOUNTED & INSTALLED PER MANUFACTURER

CSU ARBORETUM

6' HT. ORNAMENTAL FENCE ON SOUTH/EAST SIDES - GATES ON WEST SIDE

EXISTING WALKWAY TO REMAIN

HERITAGE GARDEN

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

MATTERS FOR ACTION:

Delegation of Authority for Signature on agreements allowing the use of university property to provide telecommunication services for a term greater than five years.

RECOMMENDED ACTION:

MOVED, that signature delegation be granted to the President and Vice President for University Operations to sign documents on behalf of the Board of Governors of the Colorado State University System for agreements allowing the use of university property to provide telecommunication services with terms greater than five years but no more than fifty years, the form of which shall be subject to review and approval by the General Counsel or his delegate. This delegation also extends to renewals and/or amendments of these types of existing agreements for a renewal term longer than five years.

EXPLANATION:

Presented by Dr. Tony Frank, President, Colorado State University

This action item requests delegation of authority to the Vice President for University Operations to execute agreements allowing use of university property to provide telecommunications services with terms greater than five years but no more than fifty years. Review and approval by General Counsel will ensure legal sufficiency as to the form of all documents.

Longer terms are necessary to meet wireless communications providers' market needs. The industry prefers agreements with longer terms to secure necessary sub-contractors, equipment, and other services. The long term structure also maximizes the revenue stream to the University.

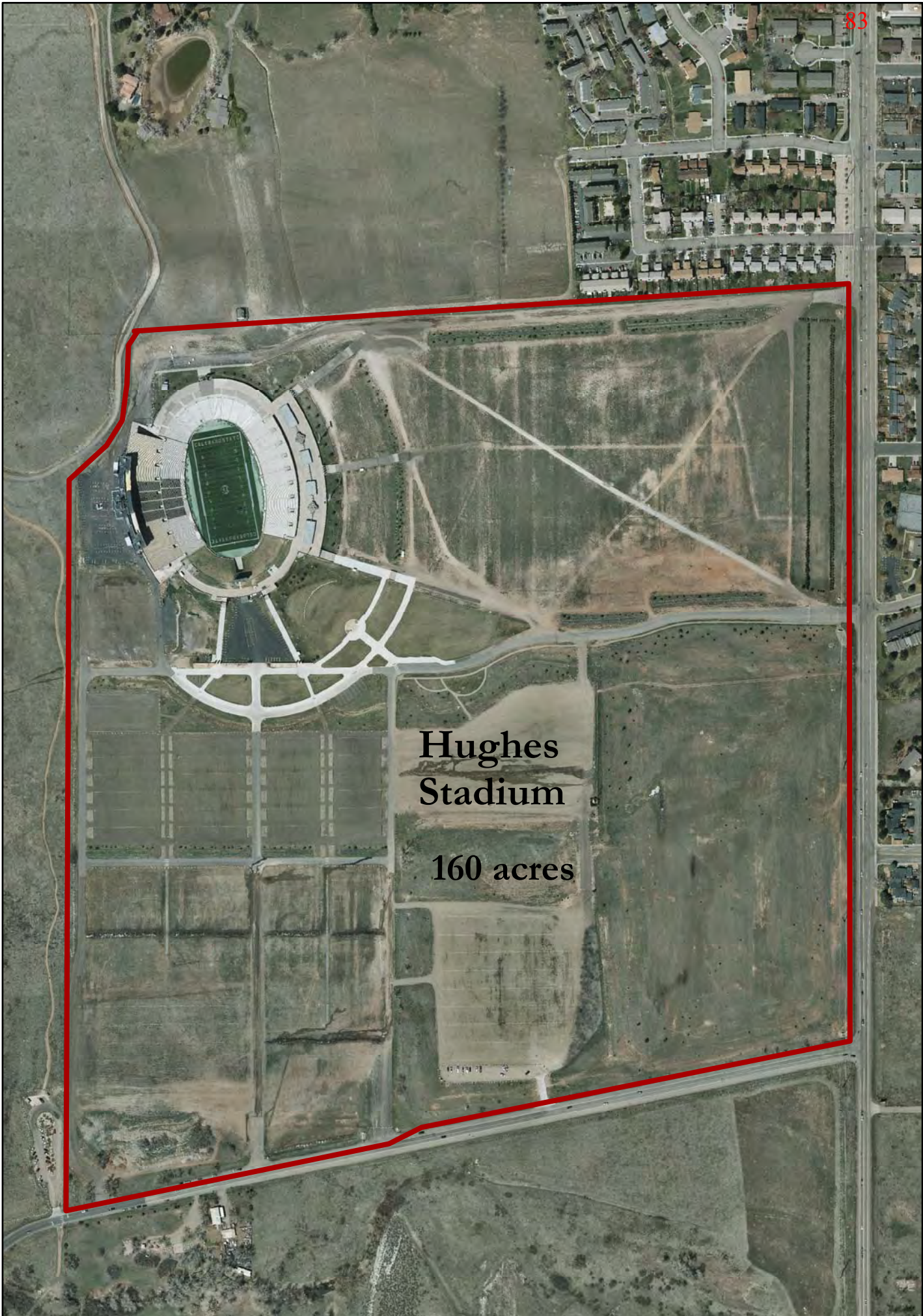
The university currently has ten agreements at a variety of locations. Estimated annual income from these agreements is \$375,900.

Approved

Denied

Board Secretary

Date



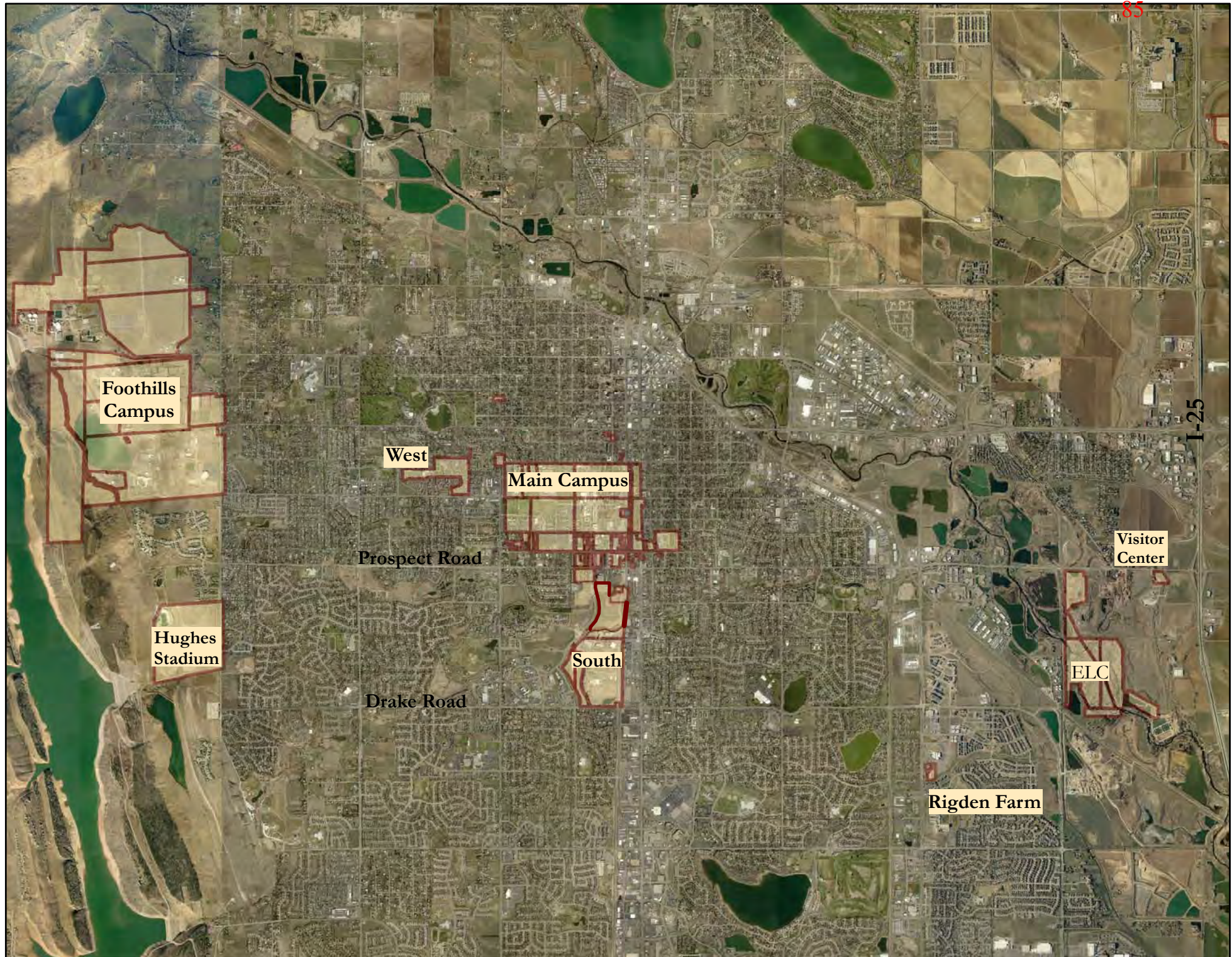
**Hughes
Stadium**

160 acres

CSU Foothills Campus

Hughes Stadium





Foothills
Campus

West

Main Campus

Prospect Road

South

Visitor
Center

Hughes
Stadium

Drake Road

ELC

Rigden Farm

I-25

HUGHES STADIUM PROPERTY ASSESSMENT TIMELINE



ID	Task Name	Start	Finish	2017											
				Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1	Obtain and review all existing property related documentation from CSU	Fri 7/1/16	Fri 7/29/16												
2	Engage and activate property related consultants as needed for initial diligence	Fri 7/15/16	Wed 8/31/16												
3	Activate Neighborhood Engagement and Hold Public Hearing #1	Mon 8/1/16	Tue 8/30/16												
4	Hold City Meeting #1 with City Planning and Zoning and Larimer County	Mon 8/15/16	Wed 8/31/16												
5	Engage and activate Environmental Assessment (Phase 1 + Phase 2)	Thu 9/1/16	Mon 10/31/16												
6	Organize Urban Land Institute Advisory Panel	Fri 10/14/16	Mon 11/14/16												
7	Hold Urban Land Institute Advisory Panel Meeting #1	Tue 11/15/16	Mon 12/12/16												
8	Hold Briefing with CSU Executive Leadership and Board of Governors	Wed 12/7/16	Fri 12/9/16												
9	Hold Public Hearing #2	Mon 1/2/17	Tue 1/31/17												
10	Hold City Meeting #2 with City Planning and Zoning and Larimer County	Mon 1/2/17	Tue 1/31/17												
11	Prepare RFP to Solicit Parties interested in Purchasing or Leasing Subject Property	Mon 1/16/17	Fri 2/10/17												
12	Review RFP with ULI Advisory Panel and CSU Executive Leadership	Mon 2/13/17	Fri 3/3/17												
13	Release RFP	Mon 3/6/17	Fri 3/10/17												
14	RFP Preparation and Responses	Mon 3/13/17	Fri 4/21/17												
15	Review and Evaluate RFP Responses	Mon 4/24/17	Fri 5/5/17												
16	Hold Briefing with CSU Executive Leadership and Board of Governors	Thu 5/4/17	Fri 5/5/17												
17	Recommend Short List Proposers	Mon 5/15/17	Fri 5/26/17												
18	Interview Short List Proposers	Mon 5/29/17	Fri 6/9/17												
19	Provide Final Ranking of Proposals and Prepare for Negotiation	Mon 6/12/17	Fri 6/23/17												

MATTERS FOR ACTION:

CSU: Approval of the Acceptance of Gifts and Naming Opportunities

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the acceptance of gifts and the naming in recognition of gifts relating to the Sideline Field Club within CSU Athletics.

EXPLANATION:

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

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

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

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

Approved

Denied

Board Secretary

Date

MATTERS FOR ACTION:

CSU: Approval of the Acceptance of Gifts and Naming Opportunities

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the acceptance of gifts and the naming in recognition of gifts relating to the North End Zone Plaza with CSU Athletics.

EXPLANATION:

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

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

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

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

 Approved

 Denied

 Board Secretary

 Date

MATTERS FOR ACTION:

CSU: Approval of the Acceptance of Gifts and Naming Opportunities

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the acceptance of gifts and the naming in recognition of gifts relating to the Oncology Clinic within the College of Veterinary Medicine & Biomedical Sciences.

EXPLANATION:

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

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

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

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

Approved

Denied

Board Secretary

Date

Section 5

Executive Session

This section intentionally left blank

Section 6

Evaluation Committee

This section intentionally left blank

Section 7

Strategic Mapping

System Mission

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

Strategy

Rapidly Respond to the Market through Innovation and Research

Leverage and Integrate Human Infrastructure Resources Across All Institutions

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

Work Areas



1 Engagement and Community Building



2 Academic Coordination



3 Process Alignment

Outcomes

Student Success, Fiscal Strength, Community Impact

System

Institutional Strategic Plans



Work Areas Aligned to the System Strategic Framework

Engagement and
Community
Building

1



- System-wide Councils
- Coordinated and deliberate presence at influential events and organizations
- Student Access across System

Academic
Coordination

2



- Admissions and Completion Coordination
- Credit Transfer Agreements
- Faculty Exchanges

Process Alignment

3



- IT Systems
- Training Coordination
- Purchasing

Deborah Santiago

What Should Boards Know about HSIs?



Deborah Santiago is chief operating officer and vice president for policy at Excelencia in Education, which provides data-driven analysis of the educational status of Latinos and promotes policies and institutional practices that support their academic achievement. Trusteeship asked her about the role of Hispanic-Serving Institutions (HSIs) and their boards.

What is the mission of HSIs?

Some believe a focus on race and ethnicity divides us as a society. At Excelencia in Education, we believe acknowledging racial and ethnic trends describes our society in useful ways. Using data and analysis to identify factors that influence the success of specific student populations establishes the baseline information from which to develop more effective policies, engage diverse stakeholders, and enhance the active and tactical responses needed to better serve Latino and all students.

Latino enrollment in higher education is very concentrated. Currently, 13 percent of all institutions of higher education are identified as HSIs, and they serve more than half—60 percent—of all enrolled Latino undergraduates. HSIs are recognized in federal law as accredited and degree-granting nonprofit institutions of higher education with 25 percent or more total undergraduate Hispanic full-time equivalent (FTE) student enrollment. Note that the definition of an HSI is predicated on student enrollment, not mission to serve, unlike Historically Black Colleges and Universities and Tribal Colleges and Universities. Therefore, retention at HSIs is a critical component of what it means to “serve” Hispanic students beyond enrollment.

The number of HSIs has more than doubled over the past 21 years—from 189 to 435—and the enrollment of Latinos at HSIs has more than tripled—from .5 to 1.75 million. This growth is only expected to continue across the country. While these 435 HSIs are located in 18 states and Puerto Rico, there are more than 300 emerging HSIs, located in 33 states and the District of Columbia. Data show the majority of HSIs are public institutions and are almost evenly split between two- and four-year institutions.

Why is retention particularly important for HSIs?

Given that the majority of Latinos are enrolled at HSIs, an institution’s ability to adapt its efforts to enroll, retain, and graduate this changing profile of students is important. Whereas the traditional profile—those who enroll full-time in a four-year college straight from high school, are college-ready, live on campus, and complete in four years—is considered the norm in higher education policy and governance, many Latino students today are post-traditional. They are more likely to enroll in classes at multiple institutions, enroll part-time, need some developmental education, live at home, work more than 30 hours while enrolled, and take more than four years to complete a degree. Further, many Latinos enrolling in college are first-generation college-goers.

Do the responsibilities of HSI governing boards differ from those of other boards?

Their responsibilities are enhanced by the need to address the critical mass of Latino and other post-traditional students enrolled at their institutions. As board members, intentionality in serving Hispanic students is needed. HSI board members should know how their institutions are “serving” and graduating Latino students as part of all students enrolled. Retaining these students to graduation requires intentionality and investment by institutional leaders, including governing board members. Retention requires a willingness to consider program strategies and policies that address the strengths and needs of Latino students today, not a stereotyped, and often inaccurate, profile.

How should boards be thinking about these institutions going forward?

Increasingly, HSIs are standing out as trendsetters because of their evidence-based practices in Latino student access, retention, and completion. Board members can own this trendsetting and use their leadership to ensure that every student who enrolls is retained to completion. This leadership, in turn, can inform the efforts by other institutions only beginning to experience a growth in the enrollment of Latino and post-traditional students.

Increasingly, HSIs are standing out as trendsetters because of their evidence-based practices in Latino student access, retention, and completion.

Section 8

*Academic and Student Affairs
Committee*

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

Committee Chair: Jane Robbe Rhodes
Assigned Staff: Dr. Rick Miranda, Chief Academic Officer

I. New Degree Programs

Colorado State University

- Ph.D. in Communication
- Approval of Graduate Certificates

Colorado State University-Global Campus

- Approval of Undergraduate and Graduate Certificates

Colorado State University-Pueblo

- none

II. Miscellaneous Items

Colorado State University

- Faculty Manual Change – Preface
- Faculty Manual Change – Section F.3.16
- Faculty Manual Change – Section F.3.17
- Faculty Manual Change – Sections C.2.3.3, C.2.8, and E.4.2
- Program Review Schedule 2016-2017
- Academic Calendar – Fall 2016 – Summer 2022
- Approval of Degree Candidates – Academic Year 2016-2017
- Degree Report 2015-2016

Colorado State University-Global Campus

- Approval of Degree Candidates – Academic Year 2016-2017
- Approval of Latin Honors

Colorado State University-Pueblo

- Program Review Schedule 2016-2017
- Degree Program Proposal Process
- Approval of Degree Candidates – Academic Year 2016-2107

III. Campus Reports

Colorado State University-Fort Collins

- Faculty Activity Report
- Promotion and Tenure Report

Colorado State University-Global Campus

- Faculty Activity Report

Colorado State University-Pueblo

- Faculty Activity Report

MATTERS FOR ACTION:New Degree Program: Ph.D. in Communication**RECOMMENDED ACTION:**

MOVED, that the Board of Governors approve the request from the College of Liberal Arts, to establish a new Ph.D. in Communication in the Department of Communication Studies. If approved, this degree will be effective Fall Semester 2017.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The Ph.D. in Communication trains scholars, teachers, and professionals to engage social, political, and professional challenges using advanced expertise in the field of communication.

The program is shaped by the three areas of expertise present in the department. These three areas examine communication and engagement from three perspectives: 1) interpersonal and organizational communication, 2) media and visual culture, and 3) rhetoric and civic engagement.

Departments of Communication Studies throughout the U.S. continue to grow in enrollment and faculty. Part of this growth can be attributed to the ways in which the discipline responds to the challenges of the 21st century. The last decade has seen the Department of Communication Studies at Colorado State University grow into a community of scholars dedicated to the development of individuals and citizens who are professionally, culturally, and critically engaged. The 16 active scholars and teachers in the department work in diverse areas within the discipline of communication and focus on the ways in which relational, organizational, mediated, and rhetorical communicative practices create and sustain interpersonal, professional, and civic cultures. The Ph.D. builds on the nationally recognized M.A. program and will provide innovative Ph.D. training for students desiring careers both within and outside of academia.

Program available to students: Fall 2017

College: Liberal Arts

Department/Unit: 1783 - Communication Studies

Academic Level: Graduate

Program Type: Degree

Degree Type: PHD - Doctor of Philosophy

Program Title: Ph.D. in Communication

Program Description

The Ph.D. in Communication trains scholars, teachers, and professionals to engage social, political, and professional challenges using advanced expertise in the field of Communication.

The program is shaped by the three areas of expertise present in our department. These three areas examine communication and engagement from three perspectives:

1) **Interpersonal, Intercultural, and Organizational Communication**

For many individuals, engagement with the public world grows out of their relational lives and is expressed in the organizations to which they belong and in which they work. Professors and students in this area will explore communication in relational or interpersonal systems, organizing and work contexts, and within national and global arenas. Here, the focus is on exploring how individuals respond to and participate as active members in various forms of community, paying special attention to the ways in which communicative actions can create, sustain, and disable engaged citizenship.

2) **Media and Visual Culture**

In the contemporary, globalized world, engaged citizenship often flows through media and is represented and enacted within popular culture. Professors and students in the area explore the mediation of public culture with particular attention to film, television, digital discourse, and the globalization of media institutions. Here, the focus is on the construction of critical media literacies and understandings of how our mediated forms of communication engage or disengage individuals as community members, empowering or disempowering them as political agents.

3) **Rhetoric and Civic Engagement**

In popular conversation, "rhetoric" is often understood to mean empty speech. Communication scholars, however, trace the meaning of "rhetoric" to antiquity when thinkers such as Aristotle and Cicero placed rhetorical studies at the center of democratic engagement. Since then, rhetorical studies have explored public engagement and community building, examining the role of communication in civic life. The resurgence of rhetorical studies in the humanities is founded on a renewed sense of the importance of rhetoric to engaged citizenship in the 21st century. Professors and students in this area explore the role of public communication in creating, maintaining, and undermining civic culture.

Although these three areas of departmental emphasis are distinct, the signal strength of the program is the collaborative overlapping of these three areas. As a community, we have developed a cutting-edge doctoral program that takes advantage the shared commitment to study and engage in transformative communication.

Program Catalog Copy

The Ph. D. in Communication prepares scholars, teachers, and practitioners in three broad areas of communication studies: 1) interpersonal, intercultural, and organizational communication; 2) media and visual culture, 3) rhetoric and civic engagement.

Part of state-wide agreement

No

Offered as

Main Campus Face-to-Face and Online

Justification for Request

Departments of Communication Studies throughout the U.S. continue to grow in enrollment and faculty. Part of this growth can be attributed to the ways in which the discipline responds to the challenges of the 21st century. The last decade has seen the Department of Communication Studies at Colorado State University grow into a community of scholars dedicated to the development of individuals and citizens who are professionally, culturally, and critically engaged. Our 16 active scholars and teachers working in diverse areas within the discipline of Communication focus on the ways in which relational, organizational, mediated, and rhetorical communicative practices create and sustain interpersonal, professional, and civic cultures. The PhD builds on the nationally recognized MA program and will provide innovative PhD training for students desiring careers both within and outside of academia.

Program Level Learning Objectives

6 Program Learning Goals (minimum of 4):

- a) Students will achieve expertise in one of our 3 areas of disciplinary emphasis (Rhetoric & Civic Engagement; Media and Visual Culture; Interpersonal, Intercultural, and Organizational Communication) or in a combination of those areas of emphasis suited to the students' professional goals.
- b) Students who desire a career in academe will be qualified to take tenure-track positions at research universities, private colleges and universities, and community colleges.
- c) Students who desire a career outside of academe will be qualified to take positions in a wide variety of professional arenas (e.g. communication research associates, consultants advising public and professional entities regarding best practices in interpersonal, organizational, and intercultural communication, deliberation specialists who can secure funding and design processes for deliberative engagement that result in better decision-making for communities, states, corporations, etc.)
- d) Students will produce a dissertation that makes a unique scholarly contribution to the field of Communication Studies.
- e) Students will master a variety of quantitative and qualitative research methods, enabling them to offer multi-methodological expertise to employers in academic, professional, or civic spheres.
- f) Students will become adept at writing for scholarly, public, and professional audiences and will learn how to present their research in diverse contexts: academic books and journals, technical reports, deliberative processes, oral presentations, editorials, blogs, digital media, etc.

Program Requirements

Students must have earned an MA in Communication Studies. A maximum of 27 credits at the master's degree level may be accepted toward the Ph.D.

Code	Title	Credits
Master Degree Credit		27
The following prerequisite courses should be included/transferred in from the MA degree: ¹		
<u>SPCM 601</u>	History of Rhetorical Theory	
<u>SPCM 612</u>	Rhetorical Criticism	
<u>SPCM 638</u>	Communication Research Methods	
<u>SPCM 639</u>	Communication Theory	
<u>SPCM 646</u>	Media Theory	
<u>SPCM 675</u>	Speech Communication Pedagogy	
Required PhD Courses		54
<u>SPCM 701</u>	Seminar in Academic Writing	3
<u>SPCM 702</u>	Professional Writing and Public Scholarship	3
<u>SPCM 712</u>	Critical/Cultural Analysis in Communication	3
<u>SPCM 793</u>	Seminar: Communications Research Methods	3
<u>SPCM 798</u>	Research	6
<u>SPCM 799</u>	Dissertation	12
SPCM Graduate Electives		24
Program Total Credits		81

A minimum of 81 credits are required to complete this program.

¹ If equivalent coursework is not transferred in as part of the MA degree, these prerequisite courses must be completed in addition to the 54 credits required for the PhD.

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**

Nonprofit Administration – 9 credits

Military and Veteran Culture – 9 credits

College of Liberal Arts

French Linguistics and Literary Studies – 12 credits

Gender, Power, and Difference – 12 credits

Spanish Linguistics and Literary Studies – 12 credits

Intra-University

Applied Global Sustainability: Agriculture – 12 credits

Applied Global Sustainability: Natural Resources – 12 credits

Applied Global Sustainability: Water Resources – 12 credits

PROGRAM CHANGE REQUEST

NEW PROGRAM PROPOSAL

Date Submitted: 10/22/15 9:09 am

VIEWING: NPAF-CT : GRADUATE CERTIFICATE IN NONPROFIT
ADMINISTRATION

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
Explain Other Program Type	
Degree Type	
Major	
Program Code	NPAF-CT
Program Title	Graduate Certificate in Nonprofit Administration
Program Description	This certificate will prepare students for specialized training in nonprofit administration for a human services perspective. Students who complete this certificate will be able to provide successful nonprofit administration through the application of nonprofit financial development, volunteer development and management, and program development.
Program Catalog Copy	The Graduate Certificate in Nonprofit Administration increases the competence and accountability of human service professionals through the acquisition of knowledge and skills to provide strengths-based nonprofit program, financial, and volunteer development. This online program will apply various management tools to effective organizational administration within an ethical framework.
Part of state-wide agreement	No
Offered as	Online/DCE
Offered by	Main Campus
Justification for Request	With over 1.5 million nonprofits in the United States, there is an increase in demand for trained professionals to provide leadership in agency administration including program, fiscal, and volunteer management. This certificate addresses the need to provide specialized training within nonprofit administration. The Colorado Extension Program in particular has expressed need for nonprofit administration curriculum for their staff. In addition, graduate students in the MSW program have expressed a need for more indepth knowledge and skills in nonprofit administration.
Program Level Learning Objectives	<ol style="list-style-type: none"> 1) Apply development strategies for a nonprofit agency including: strategic plan, nonprofit budget, fund development plan, analysis of grant funding sources, and development of agency goals. 2) Apply knowledge of components of program development through creation of program development proposal, including executive summary, budget, and evaluation plan. 3) Distinguish and apply human service values, ethics, theories, and skills to nonprofit management and volunteer programming and management. 4) Apply theoretical models of volunteerism and volunteer management to organizational contexts and direct practice. 5) Design a volunteer recruitment, training, and evaluation plan 6) Illustrate knowledge in strategic program planning and management, community organizing, staffing and boards, evaluation and implementation strategy in varied organization structures and cultures

Purpose and Objectives of the Certificate	The purpose of this certificate is to provide graduate students and human services professionals with specialized training in Nonprofit Administration.
Target Audiences and Documented Demand	Individuals who currently have their undergraduate degree and would like to obtain specialized training in nonprofit administration, supplement a Master's degree through specialization, or obtain continuing education within the human services field.
Courses are offered such that the certificate may be completed in how many terms?	3
Admissions Criteria	Baccalaureate degree.
Exclusions	None.
Inclusions	Graduate students, social work professionals, and individuals from other disciplines.

Location and Contact Information for Certificate

Office Name	School of Social Work	Building Name	Room	Phone
Admission/Advising Contact	Name	E-mail	Phone	
	Louise Quijano	louise.quijano@colostate.edu		491-7448

Program Requirements

EFFECTIVE SPRING 2017

Additional coursework may be required due to prerequisites.

Code	Course List Title	Credits
Required Courses:		
<u>SOWK 660</u>	Nonprofit Program Development	3
<u>SOWK 661</u>	Nonprofit Financial Development	3
<u>SOWK 662</u>	Nonprofit Volunteer Development & Management	3
Program Total Credits		9

*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.

Major Completion Map

Additional Information

CIP Code 520206 - Non-Profit/Public/Organizational Management.

NEW PROGRAM PROPOSAL

106

Date Submitted: 12/01/15 12:40 pm

VIEWING: MVCF-CT : GRADUATE CERTIFICATE IN MILITARY AND VETERAN CULTURE

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
Explain Other Program Type	
Degree Type	
Major	
Program Code	MVCF-CT
Program Title	Graduate Certificate in Military and Veteran Culture
Program Description	Students will receive specialized training in clinical work with members of the military, veterans, and military families. The Graduate Certificate in Military and Veteran Culture will address contemporary issues facing active and veteran military members; assessment and interventions for military families; common clinical diagnoses, treatments and interventions within the military community.
Program Catalog Copy	The Graduate Certificate in Military and Veteran Culture increases the competence of master's in social work students, social work professionals, and individuals from other disciplines as they work with clients and interdisciplinary teams around assessments, diagnoses, interventions, evaluations, resources, and support for active and veteran military members and their families.
Part of state-wide agreement	No
Offered as	Online/DCE
Offered by	Main Campus
Justification for Request	Results of a community-based survey identified a gap in courses addressing military and veteran culture and students have requested specialized training in this area. Three classes were developed to address this gap in course availability: SOWK 640 - Contemporary Issues in Military Culture; SOWK 641 - Military Family Systems; SOWK 642 - Clinical Intervention with Military Personnel. The combination of these courses will prepare students, social work professionals, and individuals from other disciplines with specialized clinical skills to provide advanced care to active and veteran military members and their families.
Program Level Learning Objectives	1) Prepare master's in social work students, social work professionals, and eligible individuals from other disciplines for specialized clinical training with members of the military, including active duty, veterans, and military families. 2) Identify and demonstrate the ability to assess common clinical diagnoses, interventions and treatments within the military community. 3) Identify contemporary issues facing active and veteran military members and critically evaluate intervention strategies for implementation.

Purpose and Objectives of the Certificate	To provide MSW students, social work professionals, and eligible individuals from other disciplines with specialized training in social work with the military and veteran culture
Target Audiences and Documented Demand	Individuals who currently have their undergraduate degree and would like to obtain specialized training in military and veteran culture, supplement the Masters in Social Work degree through specialization, or receive continuing education within the behavior health field
Courses are offered such that the certificate may be completed in how many terms?	3
Admissions Criteria	Baccalaureate degree.
Exclusions	None
Inclusions	Current MSW students, social work professionals, and eligible individuals from other disciplines
Additional Information	
CIP Code	440799 - Social Work, Other.

Program Requirements

EFFECTIVE SPRING 2017

Additional coursework may be required due to prerequisites.

Code	Title	Course List	Credits
Required Courses:			
<u>SOWK 640</u>	Contemporary Issues in Military Culture		3
<u>SOWK 641</u>	Military Family Systems		3
<u>SOWK 642</u>	Clinical Intervention with Military Personnel		3
Program Total Credits			9

*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 c

NEW PROGRAM PROPOSAL

Date Submitted: 03/07/16 3:37 pm

VIEWING: FLLF-CT : GRADUATE CERTIFICATE IN FRENCH LINGUISTICS
AND LITERARY STUDIES

Effective Catalog	2016 - 2017
Program available to students	Spring 2017
College	Liberal Arts
Department/Unit	1774 - Foreign Languages & Literature
Academic Level	Graduate
Program Type	Certificate
Explain Other Program Type	
Degree Type	
Major	
Program Code	FLLF-CT
Program Title	Graduate Certificate in French Linguistics and Literary Studies
Program Description	The Graduate Certificate in French Linguistics and Literary Studies provides academic training to students in the French language, Francophone literatures and cultures at the Master's level, while advancing their proficiency of French. Students will take four graduate-level courses in French and will have the possibility to further develop some of their own research or teaching interests through their coursework.
Program Catalog Copy	The Graduate Certificate in French Linguistics and Literary Studies provides academic training to students in the French language, Francophone literatures and cultures at the Master's level, while advancing their proficiency of French, at the graduate level. Students will take four graduate-level courses in French and will have the possibility to expand some of their own research or teaching interests through their coursework.
Part of state-wide agreement	No
Offered as	Main Campus Face-to-Face
Offered by	Main Campus
Justification for Request	This certificate will attract a significant number of CSU grad students and community members in our courses as they often inquire about our offerings. Having a tangible certificate to attain will encourage them to attend, not only one class, but a series of classes that will further their knowledge and proficiency. As a consequence, they will become more marketable in the job market.
Program Level Learning Objectives	In the graduate coursework, students should be able to: <ul style="list-style-type: none"> - Compile culturally-, literary-, and/or linguistically-based information to construct original research - Develop hypotheses and theses in the field of the coursework - Compare cultural, literary or linguistic views and determined value systems - Demonstrate language proficiency minimally at the Advanced-low level - Synthesize literary, cultural and/or linguistic works - Evaluate material and critical theories in light of personal production, all based on cultural, literary or linguistics foci

Purpose and Objectives of the Certificate	The purpose of the Graduate Studies Certificate in French Linguistics and Literary Studies is to give an academic training to students from other programs and community members, including secondary world language teachers, in order to attain additional critical-thinking skills and advance their proficiency in French. In several areas of study, deeper knowledge of linguistics, literatures and/or cultures is an added benefit for their future career. As for current world language teachers in our secondary schools, they are often looking to practice their language skills at a high level of proficiency. Offering them a certificate would encourage them to further their education, while receiving credits for their re-certification.
Target Audiences and Documented Demand	<ul style="list-style-type: none"> - Graduate students from other areas of study, such as Ethnic Studies, Anthropology, History, Business, International Development, Communication Studies, Psychology, Sociology, Journalism and Technical Communication, Human and Family Studies, etc. - Regional secondary world language teachers in need of re-certification credits and further education in the language(s) they teach
Courses are offered such that the certificate may be completed in how many terms?	2
Admissions Criteria	Admission will be based on: <ul style="list-style-type: none"> - BA in target language, minor in target language if proficiency is adequate for graduate-level courses - (or) World language teachers in a secondary school of the target language - All applicants will be interviewed by faculty to assess proficiency
Exclusions	N/A
Inclusions	N/A

Program Requirements

EFFECTIVE SPRING 2017

Additional coursework may be required due to prerequisites.

Code	Course List Title	Credits
FRENCH		
Select 12 credits from the following:		12
<u>LFRE 500</u>	Language Analysis/Stylistics-French	
<u>LFRE 536</u>	Topics in French Linguistics	
<u>LFRE 551</u>	Selected French Literary Movements/Periods	
<u>LFRE 552</u>	Advanced Studies in French Literary Genres	
<u>LFRE 553</u>	Advanced French Author Studies	
<u>LFRE 554</u>	Advanced Topic Studies-French	

Program Total Credits

12

*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.

Major Completion Map

Additional Information

CIP Code 160901 - French Language and Literature.

NEW PROGRAM PROPOSAL

Date Submitted: 04/07/16 1:08 pm

VIEWING: GPDF-CT : GRADUATE CERTIFICATE IN GENDER, POWER AND DIFFERENCE

Effective Catalog	2016 - 2017
Program available to students	Spring 2017
College	Liberal Arts
Department/Unit	1790 - Ethnic Studies
Academic Level	Graduate
Program Type	Certificate
Explain Other Program Type	
Degree Type	
Major	
Program Code	GPDF-CT
Program Title	Graduate Certificate in Gender, Power and Difference
Program Description	The graduate certificate in gender and difference provides students with a solid foundation on the way gender intersects with other categories of power and privilege such as race, class, disability, sexuality, sovereignty or other categories of difference.
Program Catalog Copy	The graduate certificate in Gender, Power, and Difference provides students with a solid foundation in feminist frameworks that address gender power and privilege. The program should benefit students interested in feminist epistemologies, research and pedagogy. Upon completion, students will demonstrate: 1) Knowledge of academic disciplines from feminist and intersectional perspectives, and 2) Effective understanding of feminist epistemology, methodology, and research.
Part of state-wide agreement	No
Offered as	Main Campus Face-to-Face
Offered by	Main Campus
Justification for Request	Replace the Women's Interdisciplinary Studies Graduate Program.
Program Level Learning Objectives	<ol style="list-style-type: none"> 1. Demonstrate a mastery of feminist frameworks that focus on gender, power, and difference 2. Analyze academic disciplines from feminist and intersectional perspectives 3. Demonstrate understanding of feminist epistemology of power and difference 4. Implement feminist methodology and research
Purpose and Objectives of the Certificate	The 9 credit hour graduate-level certificate in Gender, Power and Difference allows students to complete course work in race and gender studies to supplement their graduate programs of study. Students develop competency in the methodology and subject matter of around gender, power, and difference.
Target Audiences and Documented Demand	Target audiences include master or doctorate students enrolled in any graduate-level academic or professional program interested in pursuing a race and gender frameworks for research and pedagogy. Demand for the existing Women's Studies Interdisciplinary Graduate Certificate spans five years with an average of 24 students per year.
Courses are offered such that the certificate may be completed in how many terms?	3
Admissions Criteria	Completion of a bachelor's degree.
Exclusions	Students who have not met the admissions criteria.
Inclusions	Open to all that meet the admissions criteria.

EFFECTIVE SPRING 2017

Additional coursework may be required due to prerequisites.

Code	Course List	Title	Credits
Required Courses			
<u>WS 801</u>	Foundations of Feminist Research		3
Select at least 6 credits from the following list that focuses on how gender intersects with race, disability, sexuality, sovereignty, sustainability, or other categories of difference:			6-9
<u>ETST 520</u>	Race and U.S. Social Movements		
<u>ETST 535</u>	Chicana Feminism: Theory and Form		
<u>ETST 541</u>	Gender, Violence and Indigenous Peoples		
<u>ETST 573</u>	Critical Disability Studies		
<u>SPCM 623</u>	Feminist Theories of Discourse		
<u>WS 510</u>	Women and Sustainability		
<u>WS 692</u>	Seminar in Women's Studies		

One graduate-level course within major department or program approved by Ethnic Studies advisor 0-3

Program Total Credits 12

*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.

Major Completion Map

Additional Information This form was "rolled back" to the originator in CIM, which inadvertently lost the workflow/approval history for this program from in CIM.

CIP Code 050299 - Ethnic, Cultural Minority, Gender, and Group Studies, Other.

NEW PROGRAM PROPOSAL

Date Submitted: 03/07/16 3:36 pm

VIEWING: SLLF : GRADUATE CERTIFICATE IN SPANISH LINGUISTICS
AND LITERARY STUDIES

Effective Catalog	2016 - 2017
Program available to students	Spring 2017
College	Liberal Arts
Department/Unit	1774 - Foreign Languages & Literature
Academic Level	Graduate
Program Type	Certificate
Explain Other Program Type	
Degree Type	
Major	
Program Code	SLLF
Program Title	Graduate Certificate in Spanish Linguistics and Literary Studies
Program Description	The Graduate Certificate in Spanish Linguistics and Literary Studies provides academic training to students in the Spanish language, Spanish-speaking literatures and cultures at the Master's level, while advancing their proficiency of Spanish. Students will take four graduate-level courses in Spanish and will have the possibility to further develop some of their own research or teaching interests through their coursework.
Program Catalog Copy	The Graduate Certificate in Spanish Linguistics and Literary Studies provides academic training to students in the Spanish language, Spanish-speaking literatures and cultures at the Master's level, while advancing their proficiency of Spanish, at the graduate level. Students will take four graduate-level courses in Spanish and will have the possibility to expand some of their own research or teaching interests through their coursework.
Part of state-wide agreement	No
Offered as	Main Campus Face-to-Face
Offered by	Main Campus
Justification for Request	This certificate will attract a significant number of CSU grad students and community members in our courses as they often inquire about our offerings. Having a tangible certificate to attain will encourage them to attend, not only one class, but a series of classes that will further their knowledge and proficiency. As a consequence, they will become more marketable in the job market.
Program Level Learning Objectives	In the graduate coursework, students should be able to: <ul style="list-style-type: none"> - Compile culturally-, literary-, and/or linguistically-based information to construct original research - Develop hypotheses and theses in the field of the coursework - Compare cultural, literary or linguistic views and determined value systems - Demonstrate language proficiency minimally at the Advanced-low level - Synthesize literary, cultural and/or linguistic works - Evaluate material and critical theories in light of personal production, all based on cultural, literary or linguistics foci

Purpose and Objectives of the Certificate	The purpose of the Graduate Studies Certificate in Spanish Linguistics and Literary Studies is to give an academic training to students from other programs and community members, including secondary world language teachers, in order to attain additional critical-thinking skills and advance their proficiency in Spanish. In several areas of study, deeper knowledge of linguistics, literatures and/or cultures is an added benefit for their future career. As for current world language teachers in our secondary schools, they are often looking to practice their language skills at a high level of proficiency. Offering them a certificate would encourage them to further their education, while receiving credits for their re-certification.
Target Audiences and Documented Demand	<ul style="list-style-type: none"> - Graduate students from other areas of study, such as Ethnic Studies, Anthropology, History, Business, International Development, Communication Studies, Psychology, Sociology, Journalism and Technical Communication, Human and Family Studies, etc. - Regional secondary world language teachers in need of recertification credits and further education in the language(s) they teach
Courses are offered such that the certificate may be completed in how many terms?	2
Admissions Criteria	<p>Admission will be based on:</p> <ul style="list-style-type: none"> - BA in target language, minor in target language if proficiency is adequate for graduate-level courses - (or) World language teachers in a secondary school of the target language - All applicants will be interviewed by faculty to assess proficiency
Exclusions	N/A
Inclusions	N/A

Program Requirements

EFFECTIVE SPRING 2017

Additional coursework may be required due to prerequisites.

Code	Course List Title	Credits
SPANISH		
Select 12 credits from the following:		12
LSPA 500	Language Analysis/Stylistics-Spanish	
LSPA 536	Topics in Spanish Linguistics	
LSPA 549	Literary Periods of Spanish America	
LSPA 551	Selected Spanish Literary Movements/Periods	
LSPA 552	Advanced Studies in Spanish Literary Genres	
LSPA 553	Advanced Spanish Author Studies	
LSPA 554	Advanced Topic Studies-Spanish	

Program Total Credits

12

*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

Major Completion
Map

Additional
Information

CIP Code 160905 - Spanish Language and Literature.

NEW PROGRAM PROPOSAL

114

Date Submitted: 09/15/15 1:10 pm

VIEWING: GSAF-CT : GRADUATE CERTIFICATE IN APPLIED GLOBAL STABILITY: AGRICULTURE

Effective Catalog 2016 - 2017

Program available to students Spring 2017

College Intra-University

Department/Unit 1036 - Global Environmntl Sustainabl

Academic Level Graduate

Program Type Certificate

Explain Other Program Type

Degree Type

Major

Program Code GSAF-CT

Program Title Graduate Certificate in Applied Global Stability: Agriculture

Program Description

The certificate is designed to meet the global stability needs of senior NCOs and mid-career officers in the Special Operations and Civil Affairs communities as well as the global stability needs of other Department of Defense, USAID, Peace Corps, and development professionals. The certificate courses focus on Global Environmental Sustainability and Agriculture.

Program Catalog Copy

The certificate is designed to meet the global stability needs of senior NCOs and mid-career officers in the Special Operations and Civil Affairs communities as well as the global stability needs of other Department of Defense, USAID, Peace Corps, and development professionals. The certificate courses focus on Global Environmental Sustainability and Agriculture.

Part of state-wide agreement

No

Offered as

Main Campus Face-to-Face and Online

Offered by

Main Campus

Justification for Request

Since 2012, AVP Research Dr. Hank Gardner has been coordinating an informal relationship between CSU and 10th Special Forces Group (CO) whereby medics from 10th group have been coming to CSU for their medical re-certification training, which includes two weeks at the Veterinary Teaching Hospital, one week at Hartshorn Health Center, and one week with the Athletic training staff. To date, 25 medics have completed their medical re-certification training at CSU.

The certificate was created based on feedback from these medics as well as their commanding officers in 10th Special Forces Group who wanted to create a program by which senior NCOs and mid-career officers in the Special Operations and Civil Affairs communities who are not medics (as well as other Department of Defense, USAID, Peace Corps, and development professionals) could tap into CSU's world-class expertise in Global Environmental Sustainability and Agriculture.

Program Level Learning Objectives

Upon completion of the Agriculture in a Global Stability Context graduate certificate, students will have a firm grounding in

- major issues in global environmental sustainability
- major issues in agriculture and global stability

Purpose and Objectives of the Certificate The purpose and objectives of the certificate are to make it possible for senior NCOs and mid-career officers in the Special Operations and Civil Affairs communities as well as other Department of Defense, USAID, Peace Corps, and development professionals to tap into CSU's world-class expertise in Global Environmental Sustainability and Agriculture.

In January 2016, the Provost's Office allocated funding to establish CSU's Office of Defense Engagement, which inter alia will fund the academic advising for this certificate as well as provide supplemental funding for the development of the online version of the single required course for the certificate: GES 520 Issues in Global Environmental Sustainability.

Rationale for requiring GES 520 and 9 credits from a slate of courses:
 We believe that requiring students take GES 520 and to select 9 credits from a slate of courses in consultation with an advisor allows the student to tailor the certificate to his/her specific professional needs. We believe that restricting the certificate to GES 520 plus three specific agriculture courses would unnecessarily limit the student's options.

Target Audiences and Documented Demand Senior NCOs and mid-career officers in the Special Operations and Civil Affairs communities who are eager to tap into CSU's world-class expertise in Global Environmental Sustainability and Agriculture.

The educational advancement offices at Joint Special Operations University (Fort MacDill Air Force Base, FL), Special Warfare Education Group (Fort Bragg, NC), 10th Special Forces Group (Fort Carson, CO) have expressed enthusiastic support for the certificate, especially given its online availability and practical applicability to operators in the field.

It is possible that students from the target audience could complete this 12-credit certificate in one semester if their home units grant them a single semester of residence in Fort Collins.

However, given the practical realities of the Special Operations and Civil Affairs communities, and the fact that most of the courses in the certificate will be offered online (including GES 520—the single required course), we believe that most of the target audience will complete this 12-credit certificate online over the course of 2-4 semesters either at their home base or while deployed in the field.

Other target audiences include: Department of Defense, USAID, Peace Corps, and development professionals.

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

1

Admissions Criteria Completion of bachelor's degree.

Exclusions While this certificate is designed to meet the needs of Senior NCOs and mid-career officers in the Special Operations and Civil Affairs communities as well as other Department of Defense, USAID, Peace Corps, and development professionals, we do not think it desirable or practical to explicitly exclude CSU students who are enrolled in graduate degree programs.

Inclusions Priority admission to the certificate will be given to Senior NCOs and mid-career officers in the Special Operations and Civil Affairs communities as well as other Department of Defense, USAID, Peace Corps, and development professionals

Location and Contact Information for Certificate

Office Name	School of Environmental and Global Sustainability	Building Name	Johnson Hall	Room	108	Phone	491-4215
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Admission/Advising Contact	Name	E-mail	Phone
	James Lindsay	james.lindsay@colostate.edu	491-6217

Program Requirements

EFFECTIVE SPRING 2017

Additional coursework may be required due to prerequisites.

Code	Course List	Title	Credits
Required:			3
<u>GES 520</u>		Issues in Global Environmental Sustainability ¹	
Select 9 credits from the following:			9
<u>AGRI 500</u>		Advanced Issues in Agriculture	
<u>AGRI 510</u>		Sustainable Agriculture	
<u>AGRI 515/HORT 515</u>		Urban Horticulture	
<u>AGRI 550</u>		Capacity Building for a Changing Workplace	
<u>AGRI 570</u>		Issues in Animal Agriculture	
<u>AGRI 601</u>		Bioenergy Technology	
<u>AGRI 602</u>		Bioenergy Policy, Economics, and Assessment	
<u>AGRI 632</u>		Managing for Ecosystem Sustainability	
<u>AGRI 634</u>		Animal Production Systems	
<u>FSHN 500</u>		Food Systems, Nutrition, and Food Security	
<u>SOC 562</u>		Sociology of Food Systems and Agriculture	
Program Total Credits			12

¹ Or a SoGES endorsed graduate course chosen in consultation with certificate advisor if GES 520 has been completed.

*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.

Major Completion
Map

Additional Information Diana Wall (SoGES Director) is the head of the unit responsible for the certificate. James Lindsay (Department of History) is the faculty member who is responsible for administering and advising for the certificate.

PDFs attached:

Cover memo explaining resubmission

Signatures for the following affected departments--AREC, BUS, CIVE, HIST, IE, PSY, SOC

CIP Code

303301 - Sustainability Studies.

VIEWING: GSNF : GRADUATE CERTIFICATE IN APPLIED GLOBAL STABILITY: NATURAL RESOURCES

Effective Catalog	2016 - 2017
Program available to students	Spring 2017
College	Intra-University
Department/Unit	1036 - Global Environmntl Sustainabl
Academic Level	Graduate
Program Type	Certificate
Explain Other Program Type	
Degree Type	
Major	
Program Code	GSNF
Program Title	Graduate Certificate in Applied Global Stability: Natural Resources
Program Description	The certificate is designed to meet the global stability needs of senior NCOs and mid-career officers in the Special Operations and Civil Affairs communities as well as the global stability needs of other Department of Defense, USAID, Peace Corps, and development professionals. The certificate courses focus on Global Environmental Sustainability and Natural Resources.
Program Catalog Copy	
Part of state-wide agreement	No
Offered as	Main Campus Face-to-Face and Online
Offered by	Main Campus
Justification for Request	<p>Since 2012, AVP Research Dr. Hank Gardner has been coordinating an informal relationship between CSU and 10th Special Forces Group (CO) whereby medics from 10th group have been coming to CSU for their medical re-certification training, which includes two weeks at the Veterinary Teaching Hospital, one week at Hartshorn Health Center, and one week with the Athletic training staff. To date, 25 medics have completed their medical re-certification training at CSU.</p> <p>The certificate was created based on feedback from these medics as well as their commanding officers in 10th Special Forces Group who wanted to create a program by which senior NCOs and mid-career officers in the Special Operations and Civil Affairs communities who are not medics (as well as other Department of Defense, USAID, Peace Corps, and development professionals) could tap into CSU's world-class expertise in Global Environmental Sustainability and Natural Resources.</p>
Program Level Learning Objectives	<p>Upon completion of the Natural Resources in a Global Stability Context graduate certificate, students will have a firm grounding in</p> <p>major issues in global environmental sustainability major issues in natural resources in a global stability context</p>
Purpose and Objectives of the Certificate	<p>The purpose and objectives of the certificate are to make it possible for senior NCOs and mid-career officers in the Special Operations and Civil Affairs communities as well as other Department of Defense, USAID, Peace Corps, and development professionals to tap into CSU's world-class expertise in Global Environmental Sustainability and Natural Resources.</p> <p>In January 2016, the Provost's Office allocated funding to establish CSU's Office of Defense Engagement, which inter alia will fund the academic advising for this certificate as well as provide supplemental funding for the development of the online version of the single required course for the certificate: GES 520 Issues in Global Environmental Sustainability.</p>

Rationale for requiring GES 520 and 9 credits from a slate of courses:

We believe that requiring students take GES 520 and to select 9 credits from a slate of courses in consultation with an advisor allows the student to tailor the certificate to his/her specific professional needs. We believe that restricting the certificate to GES 520 plus three specific Natural Resources courses would unnecessarily limit the student's options.

Target Audiences and Documented Demand

Senior NCOs and mid-career officers in the Special Operations and Civil Affairs communities who are eager to tap into CSU's world-class expertise in Global Environmental Sustainability and Natural Resources.

The educational advancement offices at Joint Special Operations University (Fort MacDill Air Force Base, FL), Special Warfare Education Group (Fort Bragg, NC), and 10th Special Forces Group (Fort Carson, CO) have expressed enthusiastic support for the certificate, especially given its online availability and practical applicability to operators in the field.

It is possible that students from the target audience could complete this 12-credit certificate in one semester if their home units grant them a single semester of residence in Fort Collins.

However, given the practical realities of the Special Operations and Civil Affairs communities, and the fact that most of the courses in the certificate will be offered online (including GES 520—the single required course), we believe that most of the target audience will complete this 12-credit certificate online over the course of 2-4 semesters either at their home base or while deployed in the field.

Other target audiences include: Department of Defense, USAID, Peace Corps, and development professionals.

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

1

Admissions Criteria

Completion of bachelor's degree.

Exclusions

While this certificate is designed to meet the needs of Senior NCOs and mid-career officers in the Special Operations and Civil Affairs communities as well as other Department of Defense, USAID, Peace Corps, and development professionals, we do not think it desirable or practical to explicitly exclude CSU students who are enrolled in graduate degree programs.

Inclusions

Priority admission to the certificate will be given to Senior NCOs and mid-career officers in the Special Operations and Civil Affairs communities as well as other Department of Defense, USAID, Peace Corps, and development professionals.

EFFECTIVE SPRING 2017

Code	Title	Credits
Required:		
<u>GES 520</u>	Issues in Global Environmental Sustainability ¹	3
Select 9 credits from the following:		9
<u>AREC 540/ECON 540</u>	Environmental and Natural Resource Economics	
<u>NR 515</u>	Natural Resources Policy and Biodiversity	
<u>NR 535</u>	Action for Sustainable Behavior	
<u>NR 550</u>	Sustainable Military Lands Management	
<u>NR 551</u>	Cultural Resource Management on Military Lands	
<u>NR 552</u>	Ecology of Military Lands	
<u>NR 553</u>	DoD Sustainable Building and Infrastructure	
<u>NR 566</u>	Natural Resource Inventory and Data Analysis	
<u>NR 567</u>	Analysis of Environmental Impact	
<u>NR 568</u>	Economics of Forests, Restoration and Fire	
Program Total Credits		12

*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.

¹Or a SoGES endorsed graduate course chosen in consultation with certificate advisor if GES 520 has been completed.

PROGRAM CHANGE REQUEST

Date Submitted: 10/21/15 1:21 pm

VIEWING: **GSWF-CT : GRADUATE CERTIFICATE IN APPLIED GLOBAL STABILITY: WATER RESOURCES**

Effective Catalog 2016 - 2017

Program available to students Spring 2017

College Intra-University

Department/Unit 1036 - Global Environmntl Sustainabit

Academic Level Graduate

Program Type Certificate

Explain Other Program Type

Degree Type

Major

Program Code GSWF-CT

Program Title Graduate Certificate in Applied Global Stability: Water Resources

Program Description The certificate is designed to meet the global stability needs of senior NCOs and mid-career officers in the Special Operations and Civil Affairs communities as well as the global stability needs of other Department of Defense, USAID, Peace Corps, and development professionals. The certificate courses focus on Global Environmental Sustainability and Water Resources.

Program Catalog Copy

Part of state-wide agreement No

Offered as Main Campus Face-to-Face and Online

Offered by Main Campus

Justification for Request Since 2012, AVP Research Dr. Hank Gardner has been coordinating an informal relationship between CSU and 10th Special Forces Group (CO) whereby medics from 10th group have been coming to CSU for their medical re-certification training, which includes two weeks at the Veterinary Teaching Hospital, one week at Hartshorn Health Center, and one week with the Athletic training staff. To date, 25 medics have completed their medical re-certification training at CSU.

The certificate was created based on feedback from these medics as well as their commanding officers in 10th Special Forces Group who wanted to create a program by which senior NCOs and mid-career officers in the Special Operations and Civil Affairs communities who are not medics (as well as other Department of Defense, USAID, Peace Corps, and development professionals) could tap into CSU's world-class expertise in Global Environmental Sustainability and Water Resources.

Program Level Learning Objectives Upon completion of the Agriculture in a Global Stability Context graduate certificate, students will have a firm grounding in

- major issues in global environmental sustainability
- major issues in water resources in a global stability context

Purpose and Objectives of the Certificate	<p>The purpose and objectives of the certificate are to make it possible for senior NCOs and mid-career officers in the Special Operations and Civil Affairs communities as well as other Department of Defense, USAID, Peace Corps, and development professionals to tap into CSU's world-class expertise in Global Environmental Sustainability and Water Resources.</p> <p>In January 2016, the Provost's Office allocated funding to establish CSU's Office of Defense Engagement, which inter alia will fund the academic advising for this certificate as well as provide supplemental funding for the development of the online version of the single required course for the certificate: GES 520 Issues in Global Environmental Sustainability.</p> <p>Rationale for requiring GES 520 and 9 credits from a slate of courses: We believe that requiring students take GES 520 and to select 9 credits from a slate of courses in consultation with an advisor allows the student to tailor the certificate to his/her specific professional needs. We believe that restricting the certificate to GES 520 plus three specific water resources courses would unnecessarily limit the student's options.</p>						
Target Audiences and Documented Demand	<p>Senior NCOs and mid-career officers in the Special Operations and Civil Affairs communities who are eager to tap into CSU's world-class expertise in Global Environmental Sustainability and Water Resources.</p> <p>The educational advancement offices at Joint Special Operations University (Fort MacDill Air Force Base, FL), Special Warfare Education Group (Fort Bragg, NC), and 10th Special Forces Group (Fort Carson, CO) have expressed enthusiastic support for the certificate, especially given its online availability and practical applicability to operators in the field.</p> <p>It is possible that students from the target audience could complete this 12-credit certificate in one semester if their home units grant them a single semester of residence in Fort Collins.</p> <p>However, given the practical realities of the Special Operations and Civil Affairs communities, and the fact that most of the courses in the certificate will be offered online (including GES 520—the single required course), we believe that most of the target audience will complete this 12-credit certificate online over the course of 2-4 semesters either at their home base or while deployed in the field.</p> <p>Other target audiences include: Department of Defense, USAID, Peace Corps, and development professionals.</p>						
Courses are offered such that the certificate may be completed in how many terms?	1						
Admissions Criteria	Completion of bachelor's degree.						
Exclusions	While this certificate is designed to meet the needs of Senior NCOs and mid-career officers in the Special Operations and Civil Affairs communities as well as other Department of Defense, USAID, Peace Corps, and development professionals, we do not think it desirable or practical to explicitly exclude CSU students who are enrolled in graduate degree programs.						
Inclusions	Priority admission to the certificate will be given to Senior NCOs and mid-career officers in the Special Operations and Civil Affairs communities as well as other Department of Defense, USAID, Peace Corps, and development professionals.						
Location and Contact Information for Certificate							
Office Name	School of Global and Environmental Sustainability Building Name Johnson Hall Room 108 Phone 4914215						
Admission/Advising Contact	<table border="1"> <thead> <tr> <th data-bbox="345 1539 548 1581">Name</th> <th data-bbox="548 1539 922 1581">E-mail</th> <th data-bbox="922 1539 1084 1581">Phone</th> </tr> </thead> <tbody> <tr> <td data-bbox="345 1581 548 1612">James Lindsay</td> <td data-bbox="548 1581 922 1612">james.lindsay@colostate.edu</td> <td data-bbox="922 1581 1084 1612">491-6217</td> </tr> </tbody> </table>	Name	E-mail	Phone	James Lindsay	james.lindsay@colostate.edu	491-6217
Name	E-mail	Phone					
James Lindsay	james.lindsay@colostate.edu	491-6217					
Program Requirements							

EFFECTIVE SPRING 2017

Additional coursework may be required due to prerequisites.

Code	Course List Title	Credits
Required:		
<u>GES 520</u>	Issues in Global Environmental Sustainability ¹	3
Select 9 credits from the following:		
<u>AREC 542</u>	Applied Advanced Water Resource Economics	9
<u>CIVE 512</u>	Irrigation Systems Design	
<u>CIVE 516</u>	Water Control and Measurement	
<u>CIVE 519</u>	Irrigation Water Management	
<u>CIVE 520</u>	Physical Hydrology	
<u>CIVE 522</u>	Engineering Hydrology	
<u>CIVE 525</u>	Water Engineering: International Development	
<u>CIVE 532</u>	Wells and Pumps	
<u>CIVE 539</u>	Water and Wastewater Analysis	
<u>CIVE 540</u>	Advanced Biological Wastewater Processing	
<u>CIVE 544</u>	Water Resources Planning and Management	
<u>CIVE 549</u>	Drainage and Wetland Engineering	
<u>CIVE 553</u>	Slope Stability and Retaining Structures	
<u>CIVE 571</u>	Pipeline Engineering and Hydraulics	
<u>CIVE 575</u>	Sustainable Water and Waste Management	
<u>CIVE 578</u>	Infrastructure and Utility Management	
<u>WR 511</u>	Water Resource Development	
Program Total Credits		12

*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.

¹ Or a SoGES endorsed graduate course chosen in consultation with certificate advisor if GES 520 has been completed.

CIP Code 140805 - Water Resources Engineering.

Matters for Action

Undergraduate Certificates in Networking and Advanced Networking

Recommended Action

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve the undergraduate Certificate in Networking and the undergraduate Certificate in Advanced Networking

Explanation

Presented by Dr. Jon Bellum, Provost and Executive Vice President

The undergraduate Certificate in Networking is a nine credit hour, stand-alone certificate. This certificate will also grant college credit and will allow for direct transfer credit (i.e. stackable) into the existing BS in Information Technology program. The certificate provides students with an opportunity to gain industry ready preparedness and also allow them to later continue their studies to earn a full degree. The certificate program also aligns with three (3) industry IT certifications that students can take after completing each course.

The undergraduate Certificate in Advanced Networking is a nine credit hour, stand-alone certificate. Additionally it provides college bearing credit and will allow for direct transfer credit (i.e. stackable) into the existing BS in Information Technology programs. The certificate provides students with an opportunity to build upon knowledge developed in the Networking certificate and also gain a deeper understanding of networking. Both the Networking and Advanced Networking certificates provide direct transfer-in credit to the BS in Information Technology should the student wish to pursue a full degree.

CSU-Global Campus Undergraduate Certificates in Networking and Advanced Networking

Overview

This proposal presents two stand-alone undergraduate certificates in the areas of Networking and Advanced Networking. These certificates will be college credit bearing and will allow for direct transfer credit (i.e. stackable) into the existing B.S. in Information Technology. The certificates provide students with an opportunity to gain industry ready preparedness and also allow them to later continue their studies to earn a full degree.

Networking Industry Overview and Job Market

Employment of network and computer systems administrators is projected to grow 8 percent from 2014 to 2024, about as fast as the average for all occupations. Demand for information technology workers is high and should continue to grow as firms invest in newer, faster technology and mobile networks.

The Computer Science certificate program has been evaluated through CSU-Global's contracted market research company and through industry career growth projections. The median annual wage for computer programmers was \$79,530 in May 2015, though employment of computer programmers is projected to decline 8 percent from 2014 to 2024.

Network and Computer Systems Administrators:

Computer networks are critical parts of almost every organization. Network and computer systems administrators are responsible for the day-to-day operation of these networks.

Most employers require network and computer systems administrators to have a bachelor's degree in a field related to computer or information science. Others may require only a postsecondary certificate.

The median annual wage for network and computer systems administrators was \$77,810 in May 2015.

Computer Programmers

Computer programmers write and test code that allows computer applications and software programs to function properly. They turn the program designs created by software developers and engineers into instructions that a computer can follow.

Most computer programmers have a bachelor's degree; however, some employers hire workers with an associate's degree. Most programmers specialize in a few programming languages.

The median annual wage for computer programmers was \$79,530 in May 2015.

***Sources: Bureau of Labor Statistics Occupational Job Handbook published December 17, 2015**

<http://www.bls.gov/ooh/computer-and-information-technology/network-and-computer-systems-administrators.htm>

Proposed Undergraduate Certificate in Networking

Program Description

The undergraduate Certificate in Networking is a nine credit hour, stand-alone certificate. This certificate will also grant college credit and will allow for direct transfer credit (i.e. stackable) into the existing BS in Information Technology program. The certificate provides students with an opportunity to gain industry ready preparedness and also allow them to later continue their studies to earn a full degree. The certificate program also aligns with three (3) industry IT certifications that students can take after completing each course.

Proposed CIP Code: 11.0103

Learning Outcomes

1. Analyze and troubleshoot common computer networking issues.
2. Compare and contrast various network technologies and topologies.
3. Design secure wired and wireless networks.
4. Implement security measures and techniques for local and wide area networks.
5. Evaluate existing network installations and configurations for areas of improvement.

Course Code	Title	Aligned IT Certification
ITS310	Introduction to Computer-Based Systems	CompTIA A+
ITS315	Introduction to Networks	CompTIA Network+
ITS350	Information Systems and Security	CompTIA Security+

Proposed Undergraduate Certificate in Advanced Networking

*Prerequisite: Completion of the “Networking” certificate prior to enrollment

Program Description

The undergraduate Certificate in Advanced Networking is a nine credit hour, stand-alone certificate. Additionally it provides college bearing credit and will allow for direct transfer credit (i.e. stackable) into the existing BS in Information Technology programs. The certificate provides students with an opportunity to build upon knowledge developed in the Networking certificate and also gain a deeper understanding of networking. Both the Networking and Advanced Networking certificates provide direct transfer-in credit to the BS in Information Technology should the student wish to pursue a full degree.

Proposed CIP Code: 11.0103

Learning Outcomes

1. Design networks using Linux and Windows operating systems.
2. Configure and administer a Windows Server environment.
3. Troubleshoot network connectivity errors and issues.
4. Implement redundant and fault tolerant networks.
5. Administer network access control and security.

Course Code	Title	Aligned IT Certification
ITS405	Intermediate Networking	Microsoft Configuring Server 2012 Network Infrastructure Certification exam
ITS420	Advanced Network Systems	CompTIA Linux+
ITS430	Network Enterprise Solutions	Microsoft Windows Server 2012 Enterprise Administrator Certification exam

Coursework - Certificate in Networking

ITS310: Introduction to Computer-Based Systems (3 credit hours)

This course is an in-depth study of personal computer hardware, peripherals, and interfaces. It prepares students for the Essentials portion of the CompTIA A+ certification exam. Students are prepared to diagnose, troubleshoot, and maintain personal computer systems. It also provides a detailed overview of common peripheral devices and discusses how to connect them to personal computers. A simulated lab environment is incorporated into the course. Recommended Prior Course: None

ITS315: Introduction to Networks (3 credit hours)

This course provides an overview of computer networks including operating systems, networks, the internet and information system design, and the roles and responsibilities of technology professionals. During this course, students are prepared for CompTIA Network + (N10-006) Exam and Network Pro Certification. Students also learn about wireless network and network security, and develop the ability to diagnose and troubleshoot common networking problem and issues.

ITS350: Information Systems and Security (3 credit hours)

This course presents various topics in the area of information security and systems protection. It covers concepts in IT security, planning, cryptology, encryption and disaster recovery. The course focuses on providing security of systems at all levels including software, hardware, human and physical. The need for security education, training and education is also presented. This course also prepares students for CompTIA Security+ and Testout Security Pro certification exams.

Coursework - Certificate in Advanced Networking

ITS405: Intermediate Networking (3 credit hours)

This course focuses on the design and implementation of a network infrastructure using IP-based protocols. It prepares students for the Microsoft Configuring Server 2012 Network Infrastructure certification exam. Focus will be on the management of various Microsoft network services such as DNS, DHCP, Active Directory and other critical windows server infrastructure elements. Recommended Prior Course: ITS315

ITS420: Advanced Networking Systems (3 credit hours)

This course presents advanced network and systems concepts to the student utilizing Linux. Students gain an understanding of the basics of networking routing and switching. They also examine and practice the concepts and skills necessary to function as a system administrator in a Linux environment. It prepares student for Linux+ certification exam. Recommended Prior Course: ITS405

ITS430: Network Enterprise Solutions (3 credit hours)

This course addresses practical methods for analyzing business problems and designing large-scale software solutions using object-oriented solutions. This course prepares students for the Microsoft Windows Server 2012 Enterprise Administrator Certification exam. Recommended Prior Course: ITS405

Matters for Action

Undergraduate and Graduate Certificates in Human Resource Management

Recommended Action

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve the undergraduate Certificate in Human Resource Management and the Graduate Certificate in Human Resource Management.

Explanation

Presented by Dr. Jon Bellum, Provost and Executive Vice President

These Certificate programs are aligned with the Society for Human Resource Management's HR Curriculum Guidebook and Templates. Additionally, CSU-Global students receive significant discounts on SHRM training materials, being responsible for only \$50 of the cost of these materials that normally cost over \$800.

The undergraduate Certificate in Human Resource Management, a 15 credit hour stand-alone program, is designed to provide a background in human resource management, staff training and development, relevant laws and employment regulations, managing organizational conflict and negotiation among competing interests, and more. Students gain in-depth knowledge of HR and corporate structure to complement their bachelor's degree program coursework.

The Graduate Certificate in Human Resource Management, a 12 credit hour stand-alone program, provides the theory and application information necessary to integrate the human resource role with the strategic goals of an organization to effectively manage people in today's global and dynamic marketplace. The program emphasizes developing the skills to strategically manage, train, and develop human resources for enhanced organizational performance.

CSU-Global Campus Certificates in Human Resource Management

Overview

These stand-alone certificate programs are aligned with the Society for Human Resource Management's HR Curriculum Guidebook and Templates. Additionally, CSU-Global students receive significant discounts on SHRM training materials, being responsible for only \$50 of the cost of these materials that normally cost over \$800.

Employment Outlook

- Employment growth for all occupations is expected to grow 6.5% from 2014 to 2024; employment of human resource managers is projected to grow 9% during this period, about 30% faster employment in general (BLS, 2016).
- Average salary for human resource managers is \$104,440, and average salary for Training and Development managers is \$102,640 (BLS, 2016).
- Human resources managers are employed in nearly every industry. They work in offices, and most work full time during regular business hours. As new companies form and organizations expand their operations, they will need human resources managers to administer their programs, and to ensure firms adhere to changing and complex employment laws (BLS, 2016).

Undergraduate Certificate in Human Resource Management

Description

The undergraduate Certificate in Human Resource Management, a fifteen credit-hour stand-alone program, is designed to provide a background in human resource management, staff training and development, relevant laws and employment regulations, managing organizational conflict and negotiation among competing interests, and more. Students gain in-depth knowledge of HR and corporate structure to complement their bachelor's degree program coursework.

Proposed CIP Code: 52.1099

Learning Outcomes

1. Enhance organizational performance and create effective traditional and virtual teams through motivation, organizational culture, and change management.
2. Address the legal and ethical implications of human resources and administration in an organizational setting.
3. Resolve conflict by utilizing various management styles and best practices.

Coursework:

HRM400: Human Resource Development and Management

HRM450: Employment Law, Compensation, and Policy

HRM455: Training and Staff Development

HRM460: Organizational Development

MGT470: Conflict Management and Negotiation

Course Descriptions**HRM400 Human Resources Development and Management (3 credit hours)**

Introduction to the development and management of an organization's human resources, with emphasis on planning for the screening, selection, orientation and training of employees. Additional topics include performance appraisal, compensation, benefits, equal employment opportunity, incentives and rewards. Recommended Prior Course: None

HRM450 Employment Law, Compensation, and Policy (3 credit hours)

Introduces the major laws affecting employment in the United States including insurance, compensation, labor, health, and safety. The provisions of those laws as well as public policy supporting regulation and the future modifications are addressed. Recommended Prior Course: None

HRM455 Training and Staff Development (3 credit hours)

Explores the development, administration, and evaluation of organizational training and staff development programs. Motivation, organizational culture and change, employee development, and the role of management are analyzed. Recommended Prior Course: None

HRM460 Organizational Development (3 credit hours)

The study of organizational systems and strategies designed to drive organizational competitive advantage and enhance organizational performance. Specific focus is on systems thinking, becoming a learning organization, and continuous improvement. Recommended Prior Course: None

MGT470 Conflict Management and Negotiation (3 credit hours)

Identification and analysis of management strategies for dealing with both functional and dysfunctional conflict in the workplace. Included is a study of conflict management styles of avoidance, accommodation, collaboration, negotiation, mediation, and domination. Recommended Prior Course: None

Graduate Certificate in Human Resource Management

Description

The Graduate Certificate in Human Resource Management, a twelve credit-hour stand-alone program, provides the theory and application information necessary to integrate the human resource role with the strategic goals of an organization to effectively manage people in today's global and dynamic marketplace. The program emphasizes developing the skills to strategically manage, train, and develop human resources for enhanced organizational performance.

Proposed CIP Code: 52.1099

Learning Outcomes

1. Identify the strategic role of the human resource function in facilitating the accomplishment of an organizational mission, goals, and objectives through the creation of aligned organizational systems and practices.
2. Understand the principles and values associated with creating high performance and high trust work systems within a rapidly changing global environment.
3. Develop skills required to measure organizational performance and to create human resource systems essential for monitoring, improving, and rewarding performance consistent with an organizational culture.
4. Identify the global issues affecting human resource management and develop the skills to address complex issues associated with effectively managing people in a global context.

Coursework:

HRM500: Managing Human Resources
HRM516: Effective Labor Management
HRM520: Managing Performance for Results
HRM522: Human Resource Planning

Course Descriptions

HRM500 Managing Human Resources (3 credit hours)

Analyze the implications of the recruitment, staffing, evaluation and development of employees in the strategic management of a high performance workforce. Examine the economics of labor and the effects of legislative and legal decisions in the administration and management of employees.

HRM500 Managing Human Resources (3 credit hours)

Analyze the implications of the recruitment, staffing, evaluation and development of employees in the strategic management of a high performance workforce. Examine the economics of labor and the effects of legislative and legal decisions in the administration and management of employees.

HRM520 Managing Performance for Results (3 credit hours)

Understand the design and execution of successful management and processes. Examine utilization and outcomes of performance appraisals, compensation, and training effectiveness.

HRM522 Human Resource Planning (3 credit hours)

Examine the cross-cultural issues in managing organization behavior. From a global management perspective, explore bargaining behavior, recruitment, selection, training, and compensation issues.

Matters for Action

Graduate Certificate in Educational Leadership - Principal Licensure

Recommended Action

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve the Graduate Certificate in Educational Leadership - Principal Licensure

Explanation

Presented by Dr. Jon Bellum, Provost and Executive Vice President

The Graduate Certificate in Educational Leadership - Principal Licensure is a stand-alone certificate designed to provide students who already have a master's degree with the educational leadership skills necessary for being a Principal. The program is aligned with the Interstate Leader's Licensure Consortium's national standards and the Colorado Principal Licensure Standards. These defined standards provide outcomes that are fundamental for educational leaders to have in today's complex schools— vision, instructional leadership, management, community collaboration, integrity, and comprehension of educational context in our society. Students will apply these principles and objectives in practical academic settings both in the coursework and through an ongoing internship experience integrated into all the courses of this certificate.

The Educational Leadership - Principal Licensure Certificate is a twenty-four credit hour stand-alone certificate in the Principal Licensure focused on educational leadership and administration. Students in this certificate program are required to have earned a master's degree from a regionally accredited institution prior to admission.

CSU-Global Campus
Proposed Graduate Certificate in Educational Leadership – Principal Licensure

Overview

This proposal presents a stand-alone graduate Certificate in Educational Leadership - Principal Licensure. The certificate provides students with an opportunity to gain industry ready preparedness and also allows them to later continue their studies to earn a full degree in the M.S. in Teaching and Learning.

Program Description

The graduate Certificate in Educational Leadership - Principal Licensure is a twenty-four credit hour stand-alone certificate designed to provide students who already have a master's degree with the educational leadership skills necessary for being a Principal. The program is aligned with the Interstate Leader's Licensure Consortium's national standards and the Colorado Principal Licensure Standards. These defined standards provide outcomes that are fundamental for educational leaders to have in today's complex schools— vision, instructional leadership, management, community collaboration, integrity, and comprehension of educational context in our society. Students will apply these principles and objectives in practical academic settings both in the coursework and through an ongoing internship experience integrated into all the courses of this certificate.

Proposed CIP Code: 13.0404

Learning Outcomes

- Facilitate the development, articulation, implementation, and stewardship of a learning vision shared and supported by educational stakeholders
- Validate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth
- Manage the organization, operation, and resources of a school to create a safe, efficient, and effective learning environment
- Collaborate with stakeholders to develop systems and relationships to engage and leverage resources, from within and outside the school, to maximize the school's ability to successfully implement initiatives that better serve the diverse needs of students
- Create and utilize processes to empower leadership teams that support change and encourage improvements consistent with policies, laws, and agreements

24 Credit Hour Principal Licensure Certificate	
Coursework:	Credit Hours
EDL500: Strategic Leadership	3
EDL510: School Leadership Internship	3
EDL520: Instructional Leadership	3
EDL530: School Culture and Equity Leadership	3
EDL540: Human Resource Leadership	3
EDL550: Managerial Leadership	3
EDL560: External Development Leadership	3
OTL568: Action Research	3
Total Credit Hours	24

Coursework - Certificate in Educational Leadership – Principal Licensure

EDL500: Strategic Leadership (3 credits)

This course examines the goals and objectives for individuals and groups to shape school culture, climate, and values. Students learn to facilitate the development of a shared strategic vision and prioritize the student and staff needs of a school within community and district contexts.

Recommended Prior Course: None

EDL510: School Leadership Internship (3 credits)

This course serves as an applications-based opportunity for the student to become acquainted with their management and leadership proficiencies. Learners will explore their current level of knowledge, skills, and dispositions through clinical observation and evaluate how it is applied to various situations.

Prerequisite or co-requisite EDL500

EDL520: Instructional Leadership (3 credits)

This course examines instructional leadership in K-12 schools with special attention to issues of promoting the success of every student. Students focus on advocating, nurturing, and sustaining a school culture and instructional program conducive to learning and staff professional growth.

Prerequisite EDL500 and co-requisite EDL510

EDL530: School Culture and Equity Leadership (3 credits)

This course introduces the ethical, social, and technical dimensions of current educational leadership practice. Topics include creating an inclusive and welcoming school climate, promoting the overall development of every student, providing instruction that meets the needs of diverse student populations, and fostering a culture that encourages continual improvement. *Prerequisite EDL500 and co-requisite EDL510*

EDL540: Human Resource Leadership (3 credits)

This course focuses on personnel management and instructional supervision for creating effective learning environments with diversity and equity. Students learn how to be visionary change agents by creating collaborative learning communities, engaging in reflective and research-based practices, and increasing capacity for leadership development. *Prerequisite EDL500 and co-requisite EDL510*

EDL550: Managerial Leadership (3 credits)

This course explores the allocation of resources for maximizing student and staff learning support. Students learn the necessary functions for managing school operations conducive to learning and ensuring a safe environment in accordance with federal/state laws and school board policies.

Prerequisite EDL500 and co-requisite EDL510

EDL560: External Development Leadership (3 credits)

This course investigates external development as it relates to school leadership standards. Student learn to effectively design structures and processes that result in community engagement, support, and ownership with a focus on proactively creating opportunities for parents, community leaders, and business representatives to participate. This course will demonstrate the importance of community building and school stakeholders whose investments of resources and good will provide continuous support. *Prerequisite EDL500 and co-requisite EDL510*

OTL568: Action Research (3 credits)

An advanced examination of an educator-led research approach with an emphasis on instructional improvement and student learning. *Prerequisite EDL500 and co-requisite EDL510 if enrolled in Principal Licensure Certificate*

Matters for Action

Graduate Certificate in Educator Licensure

Recommended Action

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve the Graduate Certificate in Educator Licensure

Explanation

Presented by Dr. Jon Bellum, Provost and Executive Vice President

The Graduate Certificate in Educator Licensure program is designed to provide students with the skills necessary for being an effective teacher within the mathematics discipline or the science discipline. The program is aligned with the InTASC Model Core National Teaching Standards, the Performance-Based Standards for Colorado Teachers, the Colorado Educator Effectiveness Teacher Quality Standards, and the Colorado 8.0 Content Standards to provide outcomes that are fundamental in today's complex schools. Students apply these principles and objectives in practical academic settings through coursework and through an ongoing student teaching experience integrated into all the courses. This state-approved, online teacher licensure program consists of seven courses for a total of 24 credit hours. Students will select either the Math or Science track based on their previous education and successful completion of the state content test.

CSU-Global Campus
Graduate Certificate in Educator Licensure
Initial and Alternative Program Development Proposal for Math and Science

Program Description

The Graduate Certificate in Educator Licensure – Math or Science is aligned with the InTASC Model Core National Teaching Standards, the Performance-Based Standards for Colorado Teachers, the Colorado Educator Effectiveness Teacher Quality Standards, and the Colorado 8.0 Content Standards. These outcomes prepare teachers to accomplish the following in today's complex schools: hold high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences; make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology; integrate assessment, planning, and instructional strategies in coordinated and engaging ways, and; create and support safe, productive learning environments that result in learners achieving at the highest levels. Students will apply these principles and objectives in practical academic settings both in your coursework and through an ongoing student teaching experience integrated into all the courses in this concentration. This approach is designed to ensure your proficiency in being an effective teacher.

Learning Outcomes

1. Demonstrate mastery of and pedagogical expertise in the content they teach.
2. Establish a safe, inclusive and respectful learning environment for a diverse population of students.
3. Plan and deliver effective instruction and assessment
4. Reflect on their practice and take responsibility for student academic growth.
5. Demonstrate leadership in their schools.

Proposed CIP Code: 13.0404

Teacher Licensure Certificate	
Coursework: (Semesters offered)	Credit Hours
OTL501: Educator Effectiveness	3
OTL502: Learning theories and Models of Instruction	3
OTL516: Effective Mathematics Instruction or OTL518: Effective Science Instruction	3
OTL540k: Theory and Practice in Backward Design	3
OTL541k: Evaluation and Assessment	3
OTL565: Cultural and Linguistic Diversity in the Differentiated Classroom	3
OTL575: Student Teaching	6
Total Credit Hours	24

Identified Need

According to the Teacher Preparation Shortage Areas 2014-15 and knowing the capacity of CSU Global Campus (source: <http://www2.ed.gov/about/offices/list/ope/pol/tsa.pdf>), we are positioned well to recruit and prepare aspiring secondary math and science teachers from the following states, each of which has shortages of math and science teachers: Alabama, Alaska, California, Colorado, Florida (only Biology), Hawaii, Indiana, Maine, Maryland, Nebraska, New Jersey, South Carolina, South Dakota, Tennessee, Wisconsin, and Wyoming (only Science).

Ensuring Quality Candidates and Effective Graduates

Admissions Requirements

- Passing Score on Content Exams (PLACE or PRAXIS II) to ensure content knowledge and Bachelor's degree in math-related or science-related program of study.
- Vision statement defining view of "effective teachers".
- Evidence of interest in teaching, either through direct experience or expressed commitment.
- Reference letter indicating candidate has skill and disposition to be an effective teacher.
- Other requirements: fingerprints, bachelor's degree with minimum GPA of 3.0.

Coursework Integrated with Internship in Local Schools

- The licensure program will be fully grounded in clinical practices through the design of an ongoing internship that students begin in the first class and take as a co-requisite with every course in the licensure program.
- The teacher licensure program is a culmination of current industry experience and academic content, as directly aligned with the Colorado teacher licensure and "Colorado Educator Effectiveness Standards".
- The assignments in the Teacher Licensure Program will be performance-based and require that the candidates implement what they are learning in the coursework of a K-12 school setting under the guidance of a school mentor, who is a licensed science or mathematics teacher, CSU-Global faculty member, and Internship Coordinator.
- Teacher candidates will demonstrate the essential skills needed to be an effective teacher.
- The teacher candidates will be provided with varied and extensive opportunities to connect what they learn to real challenges in classrooms and schools.
 - Internship coordinator, school mentor (supervising teacher) and administrator will collaborate to ensure a school placement, which includes full measures of school life, e.g. participation in athletics, academic activities, science fairs, and math Olympics or like programs.

- o School mentor will provide forums for the teacher candidate to interact with content area peers in curriculum design projects, instructional improvement seminars and consensus moderation of student work.
- o Internship coordinator will provide direct mentorship to teacher candidates in matters related the unique work environment and culture found at their school site.
- o Internship coordinator will organize monthly collaborations with other second careerists to explore opportunities and challenges of overall education culture.

Evaluation of Teaching Skills and Professional Disposition

- The CSU-Global program prepares candidates to meet and, ultimately, exceed “The Colorado Educator Effectiveness Standards”. Candidates will be evaluated during their internship using the same effectiveness criteria and rubric as current teachers in Colorado.
- Candidates will be evaluated using the key priorities for Colorado licensed personnel. The key expectations for licensed personnel are: data should inform decisions; continuous improvement is a constant aim; and meaningful and credible feedback is frequently provided to improve performance.
- Candidates, upon completion of the licensure program, are expected to possess proficiency in assisting their students to achieve high levels of student academic growth in the knowledge and skills necessary for postsecondary and workforce readiness.
- There will bi-monthly progress reports of candidates in their attainment of teacher performance skills and professional leadership dispositions. Monthly candidate observations, using the “Educator Effectiveness” rubric, will be followed with on-going supervisor feedback.
- The Internship Coordinator, in collaboration with the school mentor, will be responsible for providing data on candidate progress in meeting teacher standards and exhibiting professional behaviors/dispositions. *(If the school mentor identifies unprofessional behaviors or misaligned dispositions in the candidate, the Internship Coordinator will be responsible to work collaboratively with the school mentor to provide counseling and support for the candidate. If the candidate does not make adequate progress in the development of requisite professional dispositions and behaviors the candidate may be counseled out of the teacher licensure program. In such a circumstance, the Internship Coordinator will work collaboratively with the student and CSU-Global advisor to determine future career and educational goals.)*
- The quality of this program will ultimately be measured through the success of its graduates in their roles as math and science classroom teachers, a requirement of the Department of Higher Education’s Statutory Performance Measures.

Certificate Design

The licensure certificate will consist of seven courses - four current OTL courses and three new courses (student teaching will be six credits) for a total of 24 credits. In order to meet the State requirement of 800 hours of classroom experience, students must student teach/intern in a school 17 hours a week for no more than 12 months, while concurrently enrolled in the first seven courses. In order for students to complete their coursework, they will register in OTL595-Student Teaching during the final term.

Course Descriptions

OTL501: Educator Effectiveness (3 credits)

This course examines the goals and objectives for integrating math and literacy into content area instruction, making instruction and content relevant to students, fostering safe and nurturing learning environments for students, engaging students in personalized learning, integrating technology into instruction to maximize student learning, advocating for partnerships to support students and families, and demonstrating high ethical standards and leadership capacity. *Recommended Prior Course: None*

OTL502: Learning Theories and Models of Instruction (3 credits)

This course addresses diverse learning styles and conceptual frameworks for engaging learners. Students will explore theoretical perspectives on learning, cognition, and cognitive development. By examining a range of principles, perspectives and tools, students will gain an understanding of learning and teaching in a variety of contexts. Students will use problem solving, application, and evaluation skills to analyze the theories and practices of educational organizations. *Recommended Prior Course: None*

OTL516: Effective Mathematics Instruction (3 credits)

The math educator will demonstrate their ability to articulate to students, and effectively instruct them in problem solving, reasoning and proof, communication, representation, connections, strategic competence, conceptual understanding, procedural fluency, and productive disposition.

Recommended Prior Course: None

OTL518: Effective Science Instruction (3 credits)

The science educator will demonstrate their ability to engage students in scientific investigation to build models and theories about the natural world; emphasize crosscutting concepts that have application across all domains of science, and; design instruction and assessment around the most important aspects of science that provide a key tool for understanding or investigating more complex ideas and solving problems. *Recommended Prior Course: None*

OTL540K: Theory and Practice in Backward Design (3 credits)

This course provides an introduction to instructional system design theories and models used in Pre-K-12 learning environments and nontraditional settings with a focus on backward design. Students who take OTL540K will not be able to apply this credit towards any program requiring OTL540.

Recommended Prior Course: None

OTL541K: Evaluation and Assessment (3 credits)

This course examines methods and techniques for evaluation and assessment of learning in Pre-K-12 settings with a focus on instructional improvement and student achievement. Students who take OTL541K will not be able to apply this credit towards any program requiring OTL541. *Recommended Prior Course: None*

OTL565: Cultural and Linguistic Diversity in the Differentiated Classroom (3 credits)

An examination of the theories and concepts that define cultural and linguistic diversity with an emphasis on the theory and methods for creating multiple pathways of learning to accommodate students with varying backgrounds of knowledge, readiness, language, interest, and learning styles.

Recommended Prior Course: None

OTL575: Student Teaching (6 credits)

This course serves as an applications-based opportunity to engage in school settings to become acquainted with knowledge, skills and dispositions about the application of the complex components of quality teaching. *Recommended Prior Course: None*

Matters for Action

Undergraduate and Graduate Certificates in Project Management

Recommended Action

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve the undergraduate Certificate in Project Management and the Graduate Certificate in Project Management.

Explanation

Presented by Dr. Jon Bellum, Provost and Executive Vice President

These certificates are aligned with the Project Management Institutions Body of Knowledge and prepares students for the Project Management Professional (PMP) certificate exam. Students enrolled in the program will be provided with low cost access to a PMP exam preparation program.

The undergraduate Certificate in Project Management, a 15 credit hour stand-alone program, provides students with the opportunity to analyze and apply theories and concepts associated with organizations where resources are limited and time is critical. Learners will focus on the management of contracts and asset procurement. Additionally, students will apply management of risk, project control, project monitoring, and earned value methods as well as assess the costs and benefits of total quality management.

The Graduate Certificate in Project Management, a 12 credit hour stand-alone program, provides students with the business and management skills to evaluate, synthesize, analyze, and apply the concepts required when leading unique projects within the context of large, global organizations. Project management best practices are acknowledged and applied throughout the program including the planning and execution of projects, the management of contracts and asset procurement, and the skills needed to lead complex projects and manage teams in a dynamic environment. Advanced topics include decision sciences, risk management, project control and monitoring, and financial metrics.

CSU-Global Campus Certificates in Project Management

Overview

These stand-alone certificates are aligned with the Project Management Institutions Body of Knowledge and prepares students for the Project Management Professional (PMP) certificate exam. Students enrolled in the program will be provided with low cost access to a PMP exam preparation program.

Project Management Industry Overview and Job Market

Project management job opportunities are found in many different industries at all types of organizations that need short-to-long term programs and projects directed. Slow economic growth, shifting global market priorities and a push for innovation will increase the need for project management, creating program management and portfolio management jobs, according to a survey from the Project Management Institute (PMI), including:

- Talent development for project and program managers is a top concern.
- Basic project management techniques are core competencies.
- Organizations want to use more agile approaches to project management.
- Benefits realization of projects is a key metric to align projects and programs with the organization's business strategy.

In 2013 (the most recent year of PMI's salary survey), the average salary in U.S. dollars for someone in the project management profession was \$108,000 per year in the United States. Of the 11,150 people from the United States who responded to PMI's salary survey, 80 percent had the Project Management Professional (PMP) credential, and their salary was over 20 percent higher than professionals without it.

Undergraduate Certificate in Project Management

Program Description

The undergraduate Certificate in Project Management, a 15 credit-hour stand-alone program, provides students with the opportunity to analyze and apply theories and concepts associated with organizations where resources are limited and time is critical. Learners will focus on the management of contracts and asset procurement. Additionally, students will apply management of risk, project control, project monitoring, and earned value methods as well as assess the costs and benefits of total quality management.

Proposed CIP Code: 52.0211

Learning Outcomes

1. Apply knowledge of project leadership theories/practical application in organizations.
2. Apply effective written communication and research skills.
3. Examination of management control, monitoring, and value methods.
4. Demonstrate critical thinking skills for effective analysis in decision making.
5. Assess costs, risks, and benefits of total quality management.

Coursework:

PJM310: Introduction to Project Management

PJM330: Effective Project Scheduling and Control

PJM380: Project Management Tools

PJM400: Project Procurement and Contract Management

PJM410: Assessing and Managing Risk

Course Descriptions

PJM310: Introduction to Project Management (3 credit hours)

This course provides students with an overview of the project management process. The course examines the policies, processes, metrics, tools and procedures associated with project management. Students will learn project management techniques, significant aspects of how projects are selected, different ways that projects can be managed and organized, and how to plan and control a project. Examining how to deal with conflict and negotiation in a project through the course assignments will help students develop skills in the project management process. Finally, students will learn how to terminate a project. Students will have the opportunity to evaluate project management software and complete a case study applying key concepts of the course.

PJM330: Effective Project Scheduling and Control (3 credit hours)

This course explores project scheduling and monitoring techniques used by successful Project Managers. Students assume the role of Project Manager in a 7-week, web-based simulation and apply the concepts conveyed in the course to an international software development project. Through this experience, competency is developed in the following areas: project planning, scope definition, cost estimation, cost control, schedule control, trade-off decision making, learning curve theory, quality management, controlling scope creep, and communication management.

PJM380: Project Management Tools (3 credit hours)

This course will introduce you to the use of project management tools and software to plan, design, and facilitate effective organizing, execution, monitoring, and controlling of projects. While you could use a variety of software packages or combination of software, if you decide to work in the project management field you'll find that every major firm has its own home grown solution. The focus in this class will be on Microsoft Project. Case studies are used throughout this course because the goal is to give you as much of a real-world feel as is possible. In addition to learning best practices in project management, you will have the option to use either Microsoft Project or a combination of other MS Office tools to complete numerous assignments, culminating in the final portfolio project. Upon completion of this course, you should be able to plan and manage a project using appropriate software applications.

PJM400: Project Procurement and Contract Management (3 credit hours)

This course examines the necessity of acquiring and managing resources on a project to ensure its success. A critical component is obtaining the appropriate goods and services from external and internal vendors, which is the responsibility of the project manager. We will learn the process of acquiring external resources through suppliers and the legal requirements associated with contracts. You will have an opportunity to study the best practices regarding contract management and purchasing within a project management environment.

PJM410: Assessing and Managing Risk (3 credit hours)

This course equips future project managers with the skills necessary to identify, analyze, assess, categorize, control, and mitigate project risk. Students learn how risk is being managed across industries, the factors that produce risk, and are presented with the tools necessary to reduce risk as much as possible.

Graduate Certificate in Project Management

Program Description

The Graduate Certificate in Project Management, a 12 credit-hour stand-alone program, provides students with the business and management skills to evaluate, synthesize, analyze, and apply the concepts required when leading unique projects within the context of large, global organizations. Project management best practices are acknowledged and applied throughout the program including the planning and execution of projects, the management of contracts and asset procurement, and the skills needed to lead complex projects and manage teams in a dynamic environment. Advanced topics include decision sciences, risk management, project control and monitoring, and financial metrics.

Proposed CIP Code: 52.0211

Learning Outcomes

1. Employ the knowledge and skills needed to identify and solve organizational problems using a systematic decision making approach.
2. Demonstrate advanced principles of project management, business analytical skills, and organizational development knowledge to execute and manage projects.
3. Articulate the importance of strategic planning, cost and risk management, financial metrics, change management, execution, and monitoring tools, and evaluation best practices in terms of successful project management.
4. Communicate and demonstrate the importance of ethics, quality, testing, metrics, reliability, and validity in relationship to project success.
5. Outline and explain the additional requirements and considerations that should be considered when managing international and multinational projects.

Coursework:

PJM500: Project Management

PJM530: Contracts, Procurement, and Risk Management

PJM535: Project Metrics, Monitoring, and Control

PJM560: Project Management Office (PMO)

Course Descriptions

PJM500: Project Management (3 credit hours)

This course introduces the tasks and challenges fundamental to project management. Topics include how to manage teams, schedules, risks, and resources in order to produce a desired outcome. Case studies are incorporated into the course, allowing students to apply knowledge and skills associated with selecting, managing, organizing, planning, negotiating, budgeting, scheduling, controlling, and terminating a project.

PJM530: Contracts, Procurement, and Risk Management (3 credit hours)

This course provides students with the best practices of contract management and purchasing. Topic areas include risk management planning, risk identification, risk analysis, responses to risk, risk monitoring, and risk control. In addition, the course covers the project manager's responsibilities in identifying and obtaining resources from vendors as well as the legal requirements and contracting processes involved. *Prerequisite: PJM500*

PJM535: Project Metrics, Monitoring, and Control (3 credit hours)

In this advanced graduate level course, students will learn financial and success metrics as well as the techniques associated with monitoring and controlling project. Projects are typically short in duration and the project manager must incorporate steps to monitor the progress of the project as well as develop an assessment plan to measure the effectiveness of the project. Students in this class will learn the scope, pricing, cost, trade-offs, learning curves, and quality management within a project environment. *Prerequisite: PJM500*

PJM560: Project Management Office (PMO) (3 credit hours)

This course emphasizes the Project Management Office (PMO). Students will learn the elements of a PMO which includes defining and maintaining standards, policies, processes, and methods for project management within the organization. Learners will also identify the responsibilities of the Project Management Professional (PMP) to include guidance, documentation, and metrics related to the practices involved in managing and implementing projects within the organization. A PMO may also get involved in project-related tasks and follow up on project activities through completion. The office may report on project activities, problems, and requirements to executive management as a strategic tool in keeping implementers and decision makers moving toward consistent, business- or mission-focused goals and objectives. Organizations around the globe are defining, borrowing, and collecting best practices in the process of project management and are increasingly assigning the PMO to exert overall influence and evolution of thought to continual organizational improvement. *Prerequisite: PJM535*

Matters for Action

Undergraduate Certificate in Computer Programming

Recommended Action

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve the undergraduate Certificate in Computer Programming.

Explanation

Presented by Dr. Jon Bellum, Provost and Executive Vice President

The undergraduate Certificate in Computer Programming, a stand-alone fifteen credit hour program, provides students with an opportunity to gain industry ready preparedness and also allow them to later continue their studies to earn a full degree in the B.S. in Information Technology.

The Programming Certificate is aimed at non-computer science majors who would like to broaden their programming capabilities. Courses cover an entire spectrum of basic programming and software development techniques for analysis, design, and implementation of software applications across various operating systems and platforms. Students interested in these courses should have a firm knowledge of basic computer skills and networking technologies including the ability to grasp and understand new computer/networking concepts that relate to information systems and networking.

CSU-Global Campus
Proposed Undergraduate Certificate in Computer Programming

Overview

This proposal presents a stand-alone undergraduate Certificate in Computer Programming. The certificate provides students with an opportunity to gain industry ready preparedness and also allows them to later continue their studies to earn a full degree in the B.S. in Information Technology.

Program Description

The undergraduate Certificate in Computer Programming, a fifteen credit-hour stand-alone program, is aimed at non-computer science majors who would like to broaden their programming capabilities. Courses cover an entire spectrum of basic programming and software development techniques for analysis, design, and implementation of software applications across various operating systems and platforms. Students interested in these courses should have a firm knowledge of basic computer skills and networking technologies including the ability to grasp and understand new computer/networking concepts that relate to information systems and networking.

Proposed CIP Code: 11.0701

Learning Outcomes

1. Select and apply appropriate software engineering topics and concepts to solve a given business problem.
2. Develop conceptual models to access and update stored information.
3. Design, implement, and analyze algorithms for solving problems using Java.
4. Write software programs that manage resources securely in different operating system environments.
5. Compare and contrast different platform-based development environments.
6. Analyze specific programming language requirements for multiple platforms.
Design and implement

Course Code	Title	Aligned IT Certification
CSC320	Programming I	Java 7 SE 7 Programmer I
CSC372	Programming II	
CSC400	Data Structures and Algorithms	Java 7 SE 7 Programmer II
CSC450	Programming III	
CSC475	Platform Based Development	N/A

The Computer Programming Certificate is aligned with the Java 7 SE 7 Programmer I and Java 7 SE 7 Programmer II certifications.

Coursework - Certificate in Computer Programming

CSC320: Programming I (3 credit hours)

This course provides an introduction to computer programming guiding students in techniques for using different object-oriented programming models to design and test software for solving business problems. Students will also develop and utilize algorithms and effectively use software engineering topics and concepts such as data types, loops, and other decision structures to solve business problems. Course contains immersive lab environments that provide students the opportunity to learn software development using appropriate software development tools. Labs also provide students rich formative feedback in relation to programming projects.

CSC375: Programming II (3 credit hours)

This course provides students with the skills needed to become a java object-oriented programmer. Students will learn to program applications using discrete structures and developing programs that access and update stored information from local databases and servers. Students will also learn the underlying features and use of programming language translation and static program analysis including run-time components such as memory management in different operating system environments. Prerequisite: CSC320

CSC400: Data Structures and Algorithms (3 credit hours)

This course provides an overview of data structures including arrays, lists, trees, graphs, hashes, and files. Students will apply techniques to analyze algorithms and to compare data structures. Prerequisite: CSC375

CSC450: Programming III (3 credit hours)

This course places a heavy emphasis on students' ability to develop secure and functional computer programs using either Java or C++ programming languages. Students will use programming knowledge to complete programming projects based on real world scenarios that reflect problems in most organizations. Additionally, students will check the security posture of the code by performing checks during development that will be documented and mitigated. Students will be covering topics and concepts such as ensuring security and functionality of computer programs. Prerequisite: CSC375

CSC475: Platform Based Development (3 credit hours)

In this course, students demonstrate a firm understanding of development concepts in multiple environments by designing simple web and mobile applications. Students will analyze specific programming requirements for multiple platforms including: web platforms, mobile platforms, industrial platforms, game platforms, and tactical platforms. Prerequisite: CSC450

MATTERS FOR ACTION:

2016-17 Academic Faculty and Administrative Professional Manual Revisions:
Preface

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Preface

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

The proposed revision for the 2016-2017 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:

The Manual is a codification of important policies, privileges and benefits, and helpful information that governs and serves the interests of both faculty and administrative professionals at CSU. As a shared resource, the Manual should fully reflect and further the principle of shared governance between these two groups. Sections of the Manual that affect the rights, privileges, and interests of administrative professionals should have the full support and approval of the representative body for these members. The Administrative Professional Council should be afforded the role and responsibility of approving new provisions and changes to those sections that impact APs.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2016-17

Unless a proposed change or addition to this Manual is necessitated by action of the Board or the Colorado General Assembly, it must be approved by the Faculty Council prior to submission to the Board in accordance with the procedure in Section C.2.2.e of this Manual. Proposed changes or additions to Manual sections that apply to administrative professionals ~~shall be submitted to the Chair of the Administrative Professional Council for the purpose of giving the Administrative Professional Council a chance for review and feedback~~ are subject to the approval of the Administrative Professional Council prior to action by Faculty Council

MATTERS FOR ACTION:

2016-17 Academic Faculty and Administrative Professional Manual Revisions:
Section F.3.16

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section F.3.16

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2016-2017 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:

These changes expand the current Parental Leave benefit and incorporate changes in policy negotiated with the federal government. None of the current Parental Leave benefits have been eliminated. The reference to Catastrophic Leave in the title is removed, since this is now in Section F.3.17.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
 REVISIONS AND ADDITIONS – 2016-17

F.3.16 Parental Leave and ~~Catastrophic Circumstances Leave~~ *(This leave effective May 23, 2013)(last revised August 7, 2015)*

Academic Faculty, Administrative Professionals, Post-Doctoral Fellows, Veterinary Interns and Clinical Psychology Interns with an appointment of at least half-time (50%) or greater ~~who satisfy the eligibility requirements for Short Term Disability (STD) are~~ eligible for Parental Leave *(see the ~~Academic Faculty and Administrative Professional Benefits and Privileges Handbook~~)*. An employee who is not in a ~~regular, paid~~ employment status ~~(for example, during a sabbatical or other such absence) or 9-month employees during summer session appointments are~~ is not eligible for this leave.

An employee becomes eligible for Parental Leave upon becoming a parent or legal guardian of a child. Parental Leave is not available during the period preceding the birth or placement for adoption, even if absences are due to the expected arrival. Foster care placement is not included; however, foster care as part of adoption is included. Employees may use other types of accrued leave (such as Sick Leave or Annual Leave), as applicable, for absences during such periods. Only one Parental Leave benefit per employee is available per birth or adoption. The number of children born or adopted (e.g., twins) does not increase the amount of the Parental Leave benefit. ~~(If both Parents are employees, each is entitled to use his or her Parental Leave benefit for the same event).~~

Parental Leave consists of 3 work weeks of paid time off, in addition to the employee's accrued Sick Leave and Annual Leave ~~(and any Short Term Disability (STD) benefits to which the birth mother is entitled)~~ to be used for the purpose of a new parent to care ~~earing~~ for and bonding with the child. Parental Leave may be taken anytime within the first year after delivery/placement or adoption ~~and it runs concurrently with (is considered part of) Family Medical Leave (FML) for the birth or placement for adoption event.~~ Once commenced, Parental Leave must be used in a continuous block (not split into intermittent days off).

Family Medical Leave (FML) provides job protection for an employee for up to 12 weeks of leave for qualifying events (see Faculty and Administrative Professional Manual Appendix 3 for details on FML). ~~It can be combined with use of Sick and/or Annual leave, as appropriate, to provide income replacement for the FML leave period (up to 12 weeks).~~ A combination of Sick Leave, Annual Leave, STD, and 3 weeks of Parental

Leave may provide income replacement during FML. If a birth mother does not have sufficient accrued Sick Leave and Annual Leave to cover the STD elimination (waiting) period, Special Leave will be granted with pay. For a non-birth parent, STD does not apply.

This policy is intended to ensure adequate time off for employees who become new parents, and to provide, with a newborn or newly adopted child, in most circumstances, while providing compensation for at least 9 weeks of the birth mother's 12-week FML period (typically 6 weeks of STD eligibility plus a combination of Sick Leave, Annual Leave, STD, and 3 weeks of Parental Leave), or 3 weeks for the non-birth parent. For adoptive parents, an employee who is the primary caregiver is also eligible for 12 weeks of VML and a minimum of 9 weeks of paid leave, typically a combination of Parental Leave, Sick Leave, and Annual Leave. If Sick Leave and Annual Leave are not sufficient to cover 6 weeks of leave, Special Leave will be granted with pay. As used herein, "primary caregiver" means the one parent who has primary responsibility for the care of a child immediately following the coming of the child into custody, care, and control of the parent for the first time. If the employee is eligible for STD, Parental Leave shall not commence until after STD benefits are exhausted. A non-birth parent or an adoptive parent who is not the primary caregiver is eligible for 3 weeks of Parental Leave and any accrued Sick Leave and Annual Leave.

Parental Leave is not intended to be used to fulfill the STD elimination period of 10 continuous working days of absence. Once taken, Parental Leave must be used in a contiguous block (not split into intermittent days off).

Prior notice of the intent to take Parental Leave is required at least 30 days in advance (unless such notice is impossible impractical, in which case, as soon far in advance as possible). Your The employee's supervisor is responsible for timely reporting of Parental Leave, within one month following the return to work date, in accordance with the Leave Reporting Policy in the Human Resources Manual, in order to receive funding from the fringe pool. Illustrative examples of Parental Leave are located in Section 2 of the Human Resources Manual at www.hrs.colostate.edu.

Note: The Parental Leave Policy may be reviewed at policies.colostate.edu.

MATTERS FOR ACTION:

2016-17 Academic Faculty and Administrative Professional Manual Revisions:
Section F.3.17 Catastrophic Circumstances Leave

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section F.3.17 Catastrophic Circumstances Leave

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2016-2017 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:

These changes expand the current Catastrophic Leave benefit. None of the current benefits have been eliminated. Clear definitions of terms have also been added, as well as some clarification of the policy.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2016-17

F.3.17 Catastrophic Circumstances Leave

Eligible Employee: Academic Faculty, Administrative Professionals, Post-Doctoral Fellows, Veterinary Interns and Clinical Psychology Interns with an appointment of at least half-time (50%) or greater who are benefits eligible. An employee is not an Eligible Employee during any period in which the employee is not in paid employment status.

Catastrophic Circumstances: An extraordinary, disastrous event or situation that was not reasonably foreseeable, or that resulted from serious illness, and that caused the employee to be unable to work for a period of at least 2 weeks.

Unit Head: The Department Head, Dean, Director, Vice President, or other administrator responsible for making determinations concerning an employee's leave.

~~The Catastrophic Circumstances Leave may be applicable in extraordinary circumstances where an employee has exhausted all available sick and annual leave and suffers an unforeseen event, such as a catastrophic natural disaster or casualty that displaces the employee from his or her home. As well, the Catastrophic Circumstances Leave may be applicable in the case of a serious illness of the employee or employee's immediate family member for which no other accrued leave is available, or similar event. When Catastrophic Circumstances are found to exist, and an Eligible Employee has exhausted all available paid leave, A department or unit head a Unit Head may authorize up to two work weeks of paid or unpaid time off in the Unit Head's discretion. In the rare case that an employee who is eligible for short term disability (STD) benefits STD does not have enough paid leave to cover the 10-day STD waiting elimination (waiting) period, such paid leave must be granted for the unpaid portion; all other cases are within the discretion of the department head Unit Head. See the Academic Faculty and Administrative Professional Privileges and Benefits Summary for details on short term disability coverage.~~

~~Any leave granted under this policy must be designated as FML, as applicable in accordance with federal regulations. This policy is not intended to change or conflict with section F.3.14, Special Leave.~~

1. Determination of Catastrophic Circumstances

The Catastrophic Circumstances in which leave may be granted under this policy are limited to those in which the Eligible Employee, or the employee's immediate family member (as defined in the Family Medical Leave (FML) policy, Academic Faculty and Administrative Professional Manual, Appendix 3) who lives with the employee or for whom the employee is responsible to provide care, is so severely affected by the catastrophe that the employee cannot reasonably return to work for at least two 2 weeks. Examples of eligible scenarios include:

- a. A natural disaster that substantially damages or destroys the employee's primary residence or displaces him or her from the home;
- b. A severe injury or illness, as certified by a healthcare provider, that results in the inability of the employee to work.

2. Exhaustion of Other Leave

Before a request for Catastrophic Circumstances Leave may be granted, the Eligible Employee's Unit Head must determine that the employee has exhausted or is ineligible for all other paid leave benefits, including, but not limited to, sick leave, annual leave, and short- and long-term disability.

3. Maximum Period of Leave

Leave granted under this policy cannot exceed two work weeks and must be taken contiguously, and runs concurrently with FML if applicable. Leave is not prorated beyond the two weeks for employees who are half-time, but not full-time. Leave may be granted only for so long as the Catastrophic Circumstances continue to exist.

4. Effect on Other Leave

- a. Leave without Pay (LWOP): An employee who is granted Catastrophic Circumstances Leave and remains unable to return to work after such leave is exhausted may be eligible for Leave with Pay, as provided in the Human Resources Manual, Section 2 and the Academic Faculty and Administrative Professional Manual, Section F.3.13.
- b. Family Medical Leave (FML): Leave granted under this policy must be designated as FML if the reason for the leave qualifies as FML and the employee is eligible under the FML policy. Catastrophic Circumstances Leave must run contiguously with FML, when applicable. Departments are responsible for reporting FML when it applies.

- c. Human Resources can assist unit administrators with Catastrophic Circumstances Leave due to an illness or injury that qualifies for the use of FML, and short or long-term disability.

MATTERS FOR ACTION:

2016-17 Academic Faculty and Administrative Professional Manual Revisions: Section C.2.3.3 Special Academic Units, Section C.2.8 Creation and Organization of Special Academic Units, and E.4.2 Selection of Faculty

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section C.2.3.3 Special Academic Units, Section C.2.8 Creation and Organization of Special Academic Units, and Section E.4.2 Selection of Faculty.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2016-2017 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:

During 2015, the Committee on Faculty Governance conducted a survey on Manual language related to Special Academic Units (SAUs) as requested by the Chair of Faculty Council. The results of the Survey have been widely distributed to all stakeholders. The survey revealed a number of issues with current practices regarding the establishment and operation of SAUs. Some of these issues are related to language about SAUs in the Manual. The suggested changes address these issues.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
 REVISIONS AND ADDITIONS – 2016-17

C.2.3.3 Special Academic Units (~~new section added May 3, 2011~~)

Special Academic Units, each organized under their respective Director(s), have general charge over their respective degree programs. A Special Academic Unit cannot serve as the academic unit in which a tenure track/tenured faculty member has his or her appointment. The faculty members in a Special Academic Unit must come from more than one (1) department. A Special Academic Unit may hire temporary, special and senior-teaching faculty.

C.2.8 Creation and Organization of Special Academic Units (~~new section added May 3, 2011~~)

C.2.8.1 Creation of a Special Academic Unit

Initial approval for the creation of a Special Academic Unit shall follow the procedures in Section C.2.2. The proposal for the creation of a Special Academic Unit shall include all of the following:

- a. It shall specify the name and the mission. The name shall not include the terms “department” or “college,” but, in some cases, it may be appropriate for the name to include the term “school.”
- b. It shall specify the proposed Director(s).
- c. It shall include a proposed code, as described in Section C.2.8.3.
- d. It shall specify a group of participating tenure track/tenured faculty members from more than one (1) department (see Section C.2.3.3).
- e. For each department participating in the Special Academic Unit, there shall be a written document signed by the proposed Director(s) of the Special Academic Unit, the department head, and the college dean detailing the expected commitments of the department to the Special Academic Unit.
- f. For each college participating in the Special Academic Unit, there shall be a written document signed by the proposed Director(s) of the Special Academic Unit and the college dean detailing the expected commitments of the college to the Special Academic Unit.

g. For each participating tenure track/tenured faculty member who is listed as helping to deliver the courses and/or programs of the Special Academic Unit, there shall be a written document signed by the proposed Director(s) of the Special Academic Unit, the faculty member, the head of the faculty member's home department, and the dean of faculty member's college detailing the expected commitments to the Special Academic Unit, the duration of these commitments, and how these expectations shall be factored into performance evaluations within the home department.

h. It shall identify the organizational units and faculty expertise which are critical to the success of the Special Academic Unit and identify their critical roles.

i. It shall present a budget for the Special Academic Unit that details sources and financial commitments and it shall demonstrate the existence of sufficient financial and other resources to carry out any activities associated with Special Academic Unit operations and programs housing and offering the courses and/or programs of study.

j. It shall present a plan for required Library resources.

C.2.8.2 Housing of Courses and Programs of Study

Proposals by Special Academic Units to house courses and/or programs of study shall follow the same curriculum procedures as for departments (as closely as possible), including approval by Faculty Council. Any deviations from these procedures to fit the distinctive characteristics of a Special Academic Unit must be approved by the University Curriculum Committee and Faculty Council. New degrees and majors require the approval of the Board and the Colorado Commission on Higher Education.

C.2.8.3 Code of a Special Academic Unit

A Special Academic Unit shall operate under a code that includes all of the following:

a. The code shall specify the departments and other organizational units that will participate in the operation of the Special Academic Unit.

b. The code shall specify the next higher level of administrative oversight.

1. If all of the participating tenure track/tenured faculty members are from the same college, then the dean of that college shall provide the administrative oversight, and the Director(s) shall report to this dean.

2. If the participating tenure track/tenured faculty members are from more than one (1) college, then the administrative oversight may consist of a single dean or an Administrative Oversight Committee that includes multiple deans (or their designees). Typically, the number of deans should be large enough that at least eighty (80) percent of the participating tenure track/tenured faculty members are in the colleges of these deans. The choice of which deans are included should be re-evaluated as the distribution of the participating tenure track/tenured faculty members among the colleges changes with time.

3. An Administrative Oversight Committee containing two (2) or more deans (or their designees) shall also include the Vice Provost for Undergraduate Affairs, if the Special Academic Unit houses undergraduate courses and/or programs of study, and the Dean of the Graduate School, if the Special Academic Unit houses graduate courses and/or programs of study.

4. The code shall specify whether the members of the Administrative Oversight Committee have equal or unequal voting rights (and the basis for the determination of voting rights).

5. If the Administrative Oversight Committee includes only the Vice Provost for Undergraduate Affairs, then the Director(s) shall report to that vice provost. If the Administrative Oversight Committee contains both the Vice Provost for Undergraduate Affairs and the Dean of the Graduate School, then the code shall specify to which the Director(s) reports.

6. The code shall specify the duties and responsibilities of the Director of the Special Academic Unit. The dean or vice provost to whom the Director(s) reports shall choose future Director(s). The code shall specify the process for the selection of ~~future~~ a Directors. The code shall specify the process for initiating a change of Director.

7. The dean or vice provost to whom the Director(s) reports shall have oversight of the budget account(s) for the Special Academic Unit.
 - c. The code shall specify the role of the participating departments and other organizational units in the selection of the Director(s).
 - d. The code shall specify how departments and other organizational units are added to and removed from the list of participants.
 - e. The code shall specify how faculty members are added to and removed from the list of participating faculty members.

f. The code shall specify that a minimum of one (1) faculty meeting shall be held each semester of the academic year, as well as how additional faculty meetings may be called and how far in advance written notice must be given by the Director(s) for faculty meetings.

g. The code shall specify the voting rights of the participating tenure track/tenured, temporary, special, and senior teaching faculty members with respect to decisions regarding the governance of the Special Academic Unit.

h. The code shall specify the timeline for conducting self-evaluations and accompanying reviews of the code at least one each five (5) years.

i. The code shall specify the procedures and responsibilities concerning temporary, special, and senior-teaching faculty hired by the Special Academic Unit including, but not limited to, performance evaluations, promotion criteria, reappointment procedures, salary exercises, and the administrative line of responsibility for temporary special, and senior-teaching faculty appointments.

~~i.~~ j. The code shall specify the procedures for amending the code. These procedures shall require approval by a two-thirds (2/3) majority of the faculty members eligible to vote for changes to the code.

~~j.~~ k. The Special Academic Unit shall have a procedures manual, and the code shall specify the process for amending this procedures manual.

~~k.~~ l. The code shall specify the process for the formation of an Academic Committee to oversee curricular matters, including the process for the selection of the members of ~~this the~~ the committee(s). The membership of ~~this the~~ the committee(s) shall provide appropriate representation of the departments and other organizational units participating in the Special Academic Unit.

~~l.~~ m. The code shall specify the procedures and processes by which curricular proposals from the Academic Committee reach the University Curriculum Committee.

1. If the administrative oversight is provided by only one (1) dean, then curricular proposals from the Academic Committee shall be sent for review to that college's curriculum committee and then to the University Curriculum Committee.

2. If the administrative oversight is provided by an Administrative Oversight Committee, then curricular proposals from the Academic Committee shall be sent for review to each of the college curriculum committees for the colleges having deans (or their designees) on the Administrative Oversight Committee. Any one of these college curriculum committees may forward the proposal, together with the

results of the reviews from all participating college curriculum committees, to the University Curriculum Committee.

3. If the number of college curriculum committees involved makes it advisable, the code may include the formation of a Liaison. Committee whose members serve as liaisons to their respective college curriculum committees with regard to curricular proposals coming from the Academic Committee.

~~m.~~ n. If the Special Academic Unit houses undergraduate programs of study, the code shall include a description of the appointment of academic advisors.

~~n.~~ o. If the Special Academic Unit houses graduate programs of study, the code shall include a description of the appointment of graduate advisory committees for graduate students.

~~o.~~ p. If the Special Academic Unit houses courses, the code shall specify the procedures by which students may appeal academic decisions of their instructors. These procedures shall comply with guidelines approved by Faculty Council (see Section I.7).

E.4.2 Selection of Faculty *(last revised June 22, 2006)*

a. Selection of tenure track and tenured faculty members is a responsibility of individual departments, but must be made within the spirit and intent of University policy. Specific hiring procedures employed within the department shall be included in the departmental code. Confidentiality during the hiring process must be maintained to the extent required by law. However, all members of the search committee, as well as other personnel involved in employment recommendations, shall have access to the complete information contained in all applicants' files. Recommendations at each level (department, department head, and dean) shall be reversed at higher levels only for compelling reasons that shall be stated in writing to each of the recommending bodies.

b. Selection of temporary, special, and senior-teaching faculty members is a responsibility of individual departments of Special Academic Units, but must be made within the spirit and intent of University policy including sections E.2.1.3, E.2.1.4, and E.2.1.5 of the Manual which describe these appointment types. Specific hiring procedures employed within the department/Special Academic Unit shall be included in the departmental/Special Academic Unit code. Confidentiality during the hiring process must be maintained to the extent required by law. However, all members of the search committee, as well as other personnel involved in employment recommendations, shall have access to the complete information contained in all applicants' files. Recommendations at each level (department/Special Academic Unit, department head/Special Academic Unit

director, and dean(s)) shall be reversed at higher levels only for compelling reasons that shall be stated in writing to each of the recommending bodies.

MATTERS FOR ACTION:

Program Review Schedule

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the 2016-2017 program review schedule.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

In accordance with University policy, as approved by the Board of Governors, every Department or instructional unit must undergo a program review at least once every six years. The following academic program review schedule for the academic year 2016-2017 is submitted for your approval:

College of Business

Accounting

Computer Information Systems

Finance and Real Estate

Management

Marketing

REPORT ITEM:

Colorado State University – Academic Calendar – Fall Semester 2016 through Summer 2022

EXPLANATION:

Presented by Rick Miranda, Provost/Executive Vice President.

The Colorado State University Academic Calendar, incorporating Sunday Commencements as requested by President Tony Frank, and pending approval by the Colorado State University Faculty Council, for Fall Semester 2016 through Summer Semester 2022 is as follows:

ADDITIONS - UNDERLINED

**ACADEMIC CALENDAR
FALL SEMESTER 2016 THROUGH SUMMER 2018**

Fall Semester 2016

Aug. 18-19	Thursday-Friday	Orientation
Aug. 22	Monday	Classes Begin
Aug. 27	Friday	End Restricted Drop*
Aug. 28	Sunday	End Regular Add**
Sept. 5	Monday	Holiday - University Offices Closed - No Classes
Sept. 7	Wednesday	Registration Closes – last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Oct. 17	Monday	End Course Withdrawal (“W”) Period
Nov. 19	Saturday	Fall Recess Begins, No Classes Next Week
Nov. 24-25	Thursday-Friday	Holiday – University Offices Closed - No Classes
Nov. 28	Monday	Classes Resume
Dec. 9	Friday	Last Day of Classes; University Withdrawal Deadline
Dec. 12-16	Monday-Friday	Final Examinations
<u>Dec. 16-18</u>	<u>Friday-Sunday</u>	<u>Commencement</u>
Dec. 20	Tuesday	Grades Due
Dec. 26-28	Monday-Wednesday	Holiday – University Offices Closed
(79 Days, Including Final Examinations)		

Spring Semester 2017

Jan. 2	Monday	Holiday – University Offices Closed
Jan. 13-14	Thursday-Friday	Orientation, Advising and Registration for New Students
Jan. 16	Monday	Holiday – University Offices Closed
Jan. 17	Tuesday	Classes Begin
Jan. 20	Friday	End Restricted Drop*
Jan. 22	Sunday	End Regular Add**
Feb. 1	Wednesday	Registration Closes –last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Mar. 11	Saturday	Spring Break Begins – No Classes Next Week
Mar. 20	Monday	End Course Withdrawal (“W”) Period
Mar. 20	Monday	Classes Resume

May 5	Friday	Last Day of Classes; University Withdrawal Deadline
May 8-12	Monday-Friday	Final Examinations
May 12-14	Friday-Sunday	Commencement
May 16	Tuesday	Grades Due

(79 Days, Including Final Examinations)

* End Restricted Drop - Refers to course sections which may not be dropped after the first week of the semester.

** End Regular Add - Refers to adding courses without instructor approval.

Summer Session 2017

May 15	Monday	1st 4 Week and 12 Week Term Begins
May 29	Monday	Holiday University Offices Closed - No Classes
Jun. 9	Friday	1 st 4 Week Term Ends
Jun. 12	Monday	2 nd 4 Week Term and 8 Week Terms Begin
Jun. 21	Wednesday	Census
Jul. 4	Tuesday	Holiday – University Offices Closed - No Classes
Jul. 7	Friday	2 nd 4 Week Term Ends
Jul. 10	Monday	3 rd 4 Week Term Begins
Aug. 4	Friday	8, 12 and 3 rd 4 Week Terms End
Aug. 8	Tuesday	Grades Due

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

Fall Semester 2017

Aug. 17-18	Thursday-Friday	Orientation
Aug. 21	Monday	Classes Begin
Aug. 25	Friday	End Restricted Drop*
Aug. 27	Sunday	End Regular Add**
Sept. 4	Monday	Holiday - University Offices Closed - No Classes
Sept. 6	Wednesday	Registration Closes –last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Oct. 16	Monday	End Course Withdrawal (“W”) Period
Nov. 18	Saturday	Fall Recess Begins, No Classes Next Week
Nov. 23-24	Thursday-Friday	Holiday – University Offices Closed
Nov. 27	Monday	Classes Resume

Dec. 8	Friday	Last Day of Classes; University Withdrawal Deadline
Dec. 11-15	Monday-Friday	Final Examinations
Dec. 15-17	Friday-Sunday	<u>Commencement</u>
Dec. 19	Tuesday	Grades Due
Dec. 25-27	Mon-Wed	Holiday – University Offices Closed

(79 Days, Including Final Examinations)

Spring Semester 2018

Jan. 1	Monday	Holiday – University Offices Closed
Jan. 12-13	Thursday-Friday	Orientation, Advising & Registration for New Students
Jan. 15	Monday	Holiday – University Offices Closed
Jan. 16	Tuesday	Classes Begin
Jan. 19	Friday	End Restricted Drop*
Jan. 21	Sunday	End Regular Add**
Jan. 31	Wednesday	Registration Closes – last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Mar. 10	Saturday	Spring Break Begins – No Classes Next Week
Mar. 19	Monday	End Course Withdrawal (“W”) Period
Mar. 19	Monday	Classes Resume
May 4	Friday	Last Day of Classes; University Withdrawal Deadline
May 7-11	Monday-Friday	Final Examinations
<u>May 11-13</u>	<u>Friday-Sunday</u>	<u>Commencement</u>
May 15	Tuesday	Grades Due

(79 Days, Including Final Examinations)

* End Restricted Drop - Refers to course sections which may not be dropped after the first week of the semester.

** End Regular Add - Refers to adding courses without instructor approval.

Summer Session 2018

May 14	Monday	1st 4 Week and 12 Week Term Begins
May 28	Monday	Holiday - University Offices Closed - No Classes
Jun. 8	Friday	1 st 4 Week Term Ends
Jun. 11	Monday	2 nd 4 Week Term and 8 Week Terms Begin
Jun. 20	Wednesday	Census
Jul. 4	Wednesday	Holiday – University Offices Closed - No Classes
Jul. 6	Friday	2 nd 4 Week Term Ends
Jul. 9	Monday	3 rd 4 Week Term Begins

Aug. 3	Friday	8, 12 and 3 rd 4 Week Terms End
Aug. 7	Tuesday	Grades Due

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

ACADEMIC CALENDAR FALL SEMESTER 2018 THROUGH SUMMER 2020

Fall Semester 2018

Aug. 16-17	Thursday-Friday	Orientation
Aug. 20	Monday	Classes Begin
Aug. 24	Friday	End Restricted Drop
Aug. 26	Sunday	End Regular Add
Sept. 3	Monday	Holiday - University Offices Closed - No Classes
Sept. 5	Wednesday	Registration Closes – last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Oct. 15	Monday	End Course Withdrawal (“W”) Period
Nov. 17	Saturday	Fall Recess Begins, No Classes Next Week
Nov. 22-23	Thursday-Friday	Holiday – University Offices Closed - No Classes
Nov. 26	Monday	Classes Resume
Dec. 7	Friday	Last Day of Classes; University Withdrawal Deadline
Dec. 10-14	Monday-Friday	Final Examinations
Dec. 14-16	Friday-Sunday	<u>Commencement</u>
Dec. 18	Tuesday	Grades Due
Dec. 24-26	Monday-Wednesday	Holiday – University Offices Closed

(79 Days, Including Final Examinations)

Spring Semester 2019

Jan. 1	Tuesday	Holiday – University Offices Closed
Jan. 17-18	Thursday-Friday	Orientation, Advising and Registration for New Students
Jan. 21	Monday	Holiday – University Offices Closed
Jan. 22	Tuesday	Classes Begin
Jan. 25	Friday	End Restricted Drop
Jan. 27	Sunday	End Regular Add
Feb. 6	Wednesday	Registration Closes –last day for dropping courses without record entry, changes in grade option, and

		tuition and fee adjustment
Mar. 16	Saturday	Spring Break Begins – No Classes Next Week
Mar. 25	Monday	End Course Withdrawal (“W”) Period
Mar. 25	Monday	Classes Resume
May 10	Friday	Last Day of Classes; University Withdrawal Deadline
May 13-17	Monday-Friday	Final Examinations
May 17-19	Friday-Sunday	<u>Commencement</u>
May 21	Tuesday	Grades Due
(79 Days, Including Final Examinations)		

Summer Session 2019

May 20	Monday	1st 4 Week and 12 Week Term Begins
May 27	Monday	Holiday University Offices Closed - No Classes
June 14	Friday	1 st 4 Week Term Ends
June 17	Monday	2 nd 4 Week Term and 8 Week Terms Begin
June 26	Wednesday	Census
July 4	Thursday	Holiday – University Offices Closed - No Classes
July 12	Friday	2 nd 4 Week Term Ends
July 15	Monday	3 rd 4 Week Term Begins
Aug. 9	Friday	8, 12 and 3 rd 4 Week Terms End
Aug. 13	Tuesday	Grades Due

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

Fall Semester 2019

Aug. 22-23	Thursday-Friday	Orientation
Aug. 26	Monday	Classes Begin
Aug. 30	Friday	End Restricted Drop
Sept. 1	Sunday	End Regular Add
Sept. 2	Monday	Holiday - University Offices Closed - No Classes
Sept. 11	Wednesday	Registration Closes –last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Oct. 21	Monday	End Course Withdrawal (“W”) Period
Nov. 23	Saturday	Fall Recess Begins, No Classes Next Week
Nov. 28-29	Thursday-Friday	Holiday – University Offices Closed

Dec. 2	Monday	Classes Resume
Dec. 13	Friday	Last Day of Classes; University Withdrawal Deadline
Dec. 16-20	Monday-Friday	Final Examinations
<u>Dec. 20-22</u>	<u>Friday-Sunday</u>	<u>Commencement</u>
Dec. 24	Tuesday	Grades Due
Dec. 25-27	Wed-Fri.	Holiday – University Offices Closed

(79 Days, Including Final Examinations)

Spring Semester 2020

Jan. 1	Wednesday	Holiday – University Offices Closed
Jan. 16-17	Thursday-Friday	Orientation, Advising & Registration for New Students
Jan. 20	Monday	Holiday – University Offices Closed
Jan. 21	Tuesday	Classes Begin
Jan. 24	Friday	End Restricted Drop
Jan. 26	Sunday	End Regular Add
Feb. 5	Wednesday	Registration Closes – last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Mar. 14	Saturday	Spring Break Begins – No Classes Next Week
Mar. 23	Monday	End Course Withdrawal (“W”) Period
Mar. 23	Monday	Classes Resume
May 8	Friday	Last Day of Classes; University Withdrawal Deadline
May 11-15	Monday-Friday	Final Examinations
<u>May 15-17</u>	<u>Friday-Sunday</u>	<u>Commencement</u>
May 19	Tuesday	Grades Due

(79 Days, Including Final Examinations)

Summer Session 2020

May 18	Monday	1st 4 Week and 12 Week Term Begins
May 25	Monday	Holiday - University Offices Closed - No Classes
June 12	Friday	1 st 4 Week Term Ends
June 15	Monday	2 nd 4Week Term and 8 Week Terms Begin
June 24	Wednesday	Census
July 3	Friday	Holiday – University Offices Closed - No Classes
July 10	Friday	2 nd 4 Week Term Ends
July 13	Monday	3 rd 4 Week Term Begins
Aug. 7	Friday	8, 12 and 3 rd 4 Week Terms End
Aug. 11	Tuesday	Grades Due

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

ACADEMIC CALENDAR FALL SEMESTER 2020 THROUGH SUMMER 2022

Fall Semester 2020

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

Spring Semester 2021

Jan. 1	Friday	Holiday – University Offices Closed
Jan. 14-15	Thursday-Friday	Orientation, Advising and Registration for New Students
Jan. 18	Monday	Holiday – University Offices Closed
Jan. 19	Tuesday	Classes Begin
Jan. 22	Friday	End Restricted Drop
Jan. 24	Sunday	End Regular Add
Feb. 3	Wednesday	Registration Closes –last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Feb. 11	Thursday	Founder’s Day – CSU’s 151 st birthday
Mar. 13	Saturday	Spring Break Begins – No Classes Next Week

Mar. 22	Monday	End Course Withdrawal (“W”) Period
Mar. 22	Monday	Classes Resume
May 7	Friday	Last Day of Classes; University Withdrawal Deadline
May 10-14	Monday-Friday	Final Examinations
<u>May 14-16</u>	<u>Friday-Sunday</u>	<u>Commencement</u>
May 18	Tuesday	Grades Due
(79 Days, Including Final Examinations)		

Summer Session 2021

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

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

Fall Semester 2021

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

Dec. 13-17	Monday-Friday	Final Examinations
<u>Dec. 17-19</u>	<u>Friday-Sunday</u>	<u>Commencement</u>
Dec. 21	Tuesday	Grades Due
Dec. 22-24	Wednesday-Friday	Holiday – University Offices Closed

(79 Days, Including Final Examinations)

Spring Semester 2022

Dec. 31	Friday	Holiday – University Offices Closed
Jan. 13-14	Thursday-Friday	Orientation, Advising & Registration for New Students
Jan. 17	Monday	Holiday – University Offices Closed
Jan. 18	Tuesday	Classes Begin
Jan. 21	Friday	End Restricted Drop
Jan. 23	Sunday	End Regular Add
Feb. 2	Wednesday	Registration Closes – last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Feb. 11	Friday	Founder’s Day – CSU’s 152 nd birthday
Mar. 12	Saturday	Spring Break Begins – No Classes Next Week
Mar. 21	Monday	End Course Withdrawal (“W”) Period
Mar. 21	Monday	Classes Resume
May 6	Friday	Last Day of Classes; University Withdrawal Deadline
May 9-13	Monday-Friday	Final Examinations
<u>May 13-15</u>	<u>Friday-Sunday</u>	<u>Commencement</u>
May 17	Tuesday	Grades Due

(79 Days, Including Final Examinations)

Summer Session 2022

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

SUMMER WITHDRAWAL PERIOD: Because Summer classes have different time periods, the last day a student can withdraw from a course with “W” entered on the record is 10 days into the

session for a four week course, 20 days into the session for an eight-week course, 30 days into the session for a 12-week course. If there are any questions, please consult the Registrar's office.

MATTERS FOR ACTION:Approval of Degree Candidates**RECOMMENDED ACTION:**

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirement for their respective degrees during the 2016-2017 Academic Year.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

The Faculty Council of Colorado State University recommends the conferral of degrees on those candidates who satisfy their requirements during the 2016-2017 Academic Year. The Registrar's Office will process the applications for graduation; only those individuals who complete all requirements will receive degrees.

CSU: Degrees Awarded Academic Year 2015-2016

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

Board Policy 314: Approval of Degree Candidates states that each institution shall submit to the Board an annual report of degrees granted in the prior year. The degrees awarded by college and degree type for the academic year 2015-2016 are shown in the following table.

College	Degree Category	Number Awarded
Agricultural Sciences	Bachelors	293
Agricultural Sciences	Masters	79
Agricultural Sciences	Doctorate	20
Business	Bachelors	658
Business	Masters	540
Engineering	Bachelors	393
Engineering	Masters	203
Engineering	Doctorate	49
Health and Human Sciences	Bachelors	1014
Health and Human Sciences	Masters	338
Health and Human Sciences	Doctorate	41
Intra-University	Masters	28
Intra-University	Doctorate	33
Liberal Arts	Bachelors	1340
Liberal Arts	Masters	191
Liberal Arts	Doctorate	7
Natural Sciences	Bachelors	710
Natural Sciences	Masters	146
Natural Sciences	Doctorate	63
Veterinary Medicine & Biomedical Science	Bachelors	153
Veterinary Medicine & Biomedical Science	Masters	152
Veterinary Medicine & Biomedical Science	Doctorate	20
Veterinary Medicine & Biomedical Science	D.V.M.	130
Warner College of Natural Resources	Bachelors	373
Warner College of Natural Resources	Masters	97
Warner College of Natural Resources	Doctorate	16

Summary of Degrees Awarded	Degree Category	Number Awarded
	Bachelors	4934
	Masters	1774
	Doctorate	249
	DVM	130
Total Degrees Awarded		7087

MATTERS FOR ACTION:

Approval of Degree Candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirement for their respective degrees during the 2016-2017 Academic Year.

EXPLANATION:

Presented by Dr. Jon Bellum, Provost and Executive Vice President of CSU-Global Campus

The Faculty of Colorado State University – Global Campus recommends the conferral of degrees on those candidates who satisfy their requirements during the 2016-2017 Academic Year. The Office of the Registrar will process the applications for graduations; only those individuals who have completed all requirements will receive their degree.

MATTERS FOR ACTION:Approval of Latin Honors**RECOMMENDED ACTION:**

MOVED, that the Board of Governors approve the granting of degrees with Latin honors at CSU-Global Campus to those who meet the authorized requirements.

EXPLANATION:

Presented by Dr. Jon Bellum, Provost and Executive Vice President of CSU-Global Campus

Process Overview

The Honors Task Force—comprised of students, faculty, deans, and administrative staff—met during spring 2016 to assess CSU-Global’s current policy in relation to the objectives outlined below. Its objectives were:

- To determine whether the current honors policy reaches the appropriate student population;
- To determine whether the current honors policy accurately recognizes the achievements of CSU-Global’s top students given the unique characteristics the nontraditional adult population and corresponding policies on transfer and alternative credit;
- And, to propose adjustments to the policy where necessary, or to clearly articulate the justification for the current policy if no changes were to be proposed.

Each member of the Task Force assumed the responsibility of researching one of the following related to the awarding of Latin honors: national standards and best practices, policies from comparable schools, and faculty and staff opinion. Upon extensively vetting the research collected, the Task Force called for and reviewed data sets from CSU-Global’s graduating cohorts from 2013 and forward. Ultimately, the recommendation to offer a Latin honors structure for undergraduate students was unanimously approved by this group before being approved the Governance Council.

Latin Honors Criteria

Undergraduate students will be eligible for Latin honors designation on their transcript, diploma, and at commencement, if they complete their program with a cumulative GPA falling in the following ranges.

- Summa Cum Laude: 4.000
- Magna Cum Laude: 3.990 – 3.950
- Cum Laude: 3.949 – 3.900

Graduate students will be eligible for “Distinguished Scholar” designation on their transcript, diploma, and at commencement, if they complete their program with a cumulative GPA of 3.97 or higher.

For undergraduate and graduate students, the cumulative GPA applies to coursework completed at CSU-Global Campus and does not include transfer work. Students who repeat courses for academic credit (including the receipt of D, F and WA grades) are not eligible for honors designation.

The new requirements will be applied retroactively to all previously conferred students.

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

MATTERS FOR ACTION:

Program Review Schedule

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve and forward to the Colorado Commission on Higher Education the following list of Colorado State University-Pueblo academic programs to be reviewed in academic year 2016-2017 in accordance with the approved Program Review Plan for the CSU System. The CSU-Pueblo program review calendar appears on the next page.

- Liberal Studies (BS)
- Education (MEd)
- History (MA)
- Social Science (BA/BS)
- Mathematics (BA/BS)
- Chemistry (BS)

EXPLANATION:

Presented by Rick Kreminski, Provost and Executive Vice President for Academic Affairs, CSU-Pueblo.

The list above is in accordance with established review schedule 2016-2017 through 2021-2022 on the next page. To date, none of the programs have submitted formal requests with justification to the CSU-Pueblo Curriculum and Academic Programs Board (CAP Board) to delay their University program review to coincide with their disciplinary accreditation review. Should any delay requests be submitted, the CAP Board will respond to them in September and make recommendation to the President. We request that the Board delegate authority to President Lesley Di Mare to approve any 2016-2017 program review delays.

 Approved

 Denied

 Board Secretary

 Date

Program Review Calendar

2016-2017	CEEPS: CHASS: CSM:	Liberal Studies (BS), Education (MEd) History (MA), Social Science (BA/BS) Mathematics (BA/BS), Chemistry (BS)
2017-2018	CEEPS: CHASS:	Automotive Industry Management (BS), Construction Management (BS), Exercise Science and Health Promotion (BS) English (BA), Political Science (BA/BS), Social Work (BSW)
2018-2019	CEEPS: CSM: CHASS:	Civil Engineering Technology (BSCET), Engineering (BSE), Industrial Engineering (BSIE), Industrial & Systems Engineering (MS), Engineering (MS) Biology (BS & MS), Physics (BS) Art (BA/BFA), History (BA/BS), Psychology (BA/BS), English (MA)
2019-2020	CHASS: HSB:	Music (BA), Foreign Languages (Spanish BA) Accounting (BSBA), Business Management (BSBA), Computer Information Systems (BS; includes joint BS-CIS/MBA), Economics (BSBA), Master of Business Administration (MBA, including joint BSBA/MBA)
2020-2021	CEEPS: CHASS:	Athletic Training (BS), Nursing (MSN) Mass Communications (BA/BS), Sociology (BA/BS)
2021-2022	CEEPS: CHASS: CSM:	Liberal Studies (BS), Education (MEd) History (MA), Social Science (BA/BS) Mathematics (BA/BS), Chemistry (BS & MS), Biochemistry (MS)

Abbreviations

CEEPS:	College of Education, Engineering and Professional Studies
CHASS:	College of Humanities and Social Sciences
CSM:	College of Science and Mathematics
HSB:	Hasan School of Business

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

MATTERS FOR CONSENT:

Approval of degree candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirements for their respective degrees at the end of each cohort within the academic calendar year 2016-2017.

EXPLANATION:

Presented by Rick Kreminski, Provost and Executive Vice President for Academic Affairs, CSU-Pueblo.

The Faculty Senate of Colorado State University-Pueblo recommends the conferral of degrees on those candidates who satisfy all their requirements at the end of each fall, spring and summer semester. Only those individuals who have completed all requirements will receive their degree.

CSU-Pueblo anticipates that approximately 800 undergraduate degrees and 100 graduate degrees should be awarded in the upcoming academic year (i.e. fall 2016, and spring and summer 2017). The table below provides detail on bachelor's and master's degrees awarded in summer 2015, fall 2015 and spring 2016; it also provides the related averages between spring 2010 and fall 2015.

	AY2015-2016 # Bachelor's awarded	AY2015-2016 # Master's awarded	Sp2010-Fa2015 Bachelor's avg	Sp2010-Fa2015 Master's avg
Summer	175	41	168	22
Fall	190	19	182	32
Spring	411	36	451	53

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

MATTERS FOR ACTION:

Report: Post-Tenure Review and Results of Faculty Activity

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

Colorado State University employs a comprehensive system for hiring and evaluating faculty performance. The following report describes the results of annual performance reviews, promotion and tenure, and periodic comprehensive reviews (post-tenure reviews). This report also summarizes the hiring process used to attract capable new faculty who are likely to succeed.

COLORADO STATE UNIVERSITY REPORT ON FACULTY ACTIVITY FOR 2015-2016

Colorado State University seeks to ensure that every regular, tenure-track faculty member and special appointment faculty member meets or exceeds the expectations for his/her appointment. This report summarizes the procedures the University uses to ensure faculty meet the University's performance standards, and provides a brief analysis of the outcomes of the various types of review. The process begins with the hiring of new faculty (Section I below) and continues with the annual performance reviews (Section II). Untenured faculty members undergo an annual review of progress toward tenure and are reappointed only if satisfactory performance is documented (Section III). At the midpoint of the probationary period, ordinarily during the third year of appointment, such untenured faculty members undergo a more comprehensive review. The critical decision concerning tenure and promotion normally occurs in the sixth year (Section IV). Tenured faculty members undergo periodic comprehensive review (Section V). The outcomes of these reviews for 2015-2016 indicate that the vast majority of Colorado State University faculty members are performing at or above the expectations for their assignments.

I. PROCESS FOR FACULTY HIRES

Hiring new faculty members is among the most important responsibilities of department faculty and college administrators. The processes used in soliciting applications and interviewing candidates vary across the University as to detail, but universally, the search processes are characterized by thoroughness and intensity. Searches generally share the following characteristics:

1. Positions are advertised in printed and electronic form in locations appropriate for the profession involved. Advertising must appear in locations ordinarily accessed by potential faculty members who would enhance the diversity of the unit. Members of search committees are expected to be proactive in solicitation of nominations and applications. Advertising typically specifies the expectations of the successful applicant in terms of teaching, advising, research, service, and outreach and engagement.
2. Applicants are asked to provide a letter of interest, a resume (curriculum vita), and typically three letters of recommendation. Application materials may include statements of teaching philosophy, a list of courses the applicant is qualified to teach, summaries of student evaluations, research plans, and publication lists.
3. Semifinalists are selected after a careful screening by a departmental committee and in strict adherence with clearly defined equal opportunity guidelines. Often, additional information is solicited from other experts in the field.
4. Finalists are selected after another careful screening. Interviews usually include meetings with those who are likely to have important roles in the professional life of the successful applicant. This certainly includes members of the faculty of the

department conducting the search, but often also includes faculty members from other departments where interactions and collaborations might occur. Students are often included in the interview process. The interview almost always includes one or more presentations by the applicant, and a meeting with the Dean.

II. ANNUAL PERFORMANCE REVIEWS

Performance reviews are conducted for all Colorado State University faculty members on an annual, calendar-year basis. Each faculty member prepares an annual activities report which details his/her activities in teaching, research and creative activity, and service/outreach/engagement. Typically, faculty members expend 40-55 percent of their effort in teaching, 30-45 percent in research and creative activity, and 5-20 percent in service/outreach. The department head/chair assesses the activities of the faculty member and assigns a performance rating for each of the three categories and an “overall” rating. The faculty member and the head/chair meet to discuss the evaluation which is then forwarded to the college dean’s office for review. The summary report of the evaluation is forwarded to the Provost/Executive Vice President for further review and reporting.

For the calendar year 2015, 1,172 tenured and tenure-track faculty were reviewed. The “overall” outcomes were:

Superior performance:	197
Exceeded performance expectations:	604
Met performance expectations:	369
Below performance expectations:	16
Unsatisfactory performance:	2

The overwhelming majority of the reviews were positive, indicating that the faculty are meeting or exceeding the University’s performance expectations. It is important to note that faculty members who receive “met performance expectations,” and sometimes those who receive “exceeded performance expectations,” ratings may be given suggestions for improvement in one or more of the three categories that are evaluated.

III. REAPPOINTMENT

Academic faculty on regular appointments who have not acquired tenure are appointed on a contractual basis not exceeding one year. Such faculty members undergo an annual review of progress toward tenure by the department Tenure and Promotion Committee. At the midpoint of the probationary period, ordinarily at the end of the third year of appointment, such faculty members undergo a more comprehensive review. Regular faculty members making satisfactory progress are reappointed.

IV. TENURE AND PROMOTION

The following table summarizes Colorado State University's promotion and tenure activity for 2015-2016.

College	Tenure	Promotion to Associate	Tenure & Promotion to Associate	Promotion to Full	Tenure & Promotion to Full	Denied	Total
Agricultural Sciences			4	2			6
Health and Human Sciences	2		1	5			8
Business			1	3			4
Engineering	1		4	1		1	7
Liberal Arts			5	6			11
Libraries			1				1
Natural Resources					1		1
Natural Sciences			3	2			5
Veterinary Medicine	1		5	5	1		12
TOTAL	4		24	24	2	1	55

Promotion of Special Appointment Faculty

	Promotion to Assistant Professor (Special)	Promotion to Associate Professor (Special)	Promotion to Professor (Special)	TOTAL
TOTAL		3		3

We note that in this past year, there was one denial of promotion and/or tenure. This does not mean that every case that was initially proposed was successful. Each year, there are cases that come forward that are withdrawn for a variety of reasons, most having to do with some level of administrative discouragement due to a perception that the case is not strong enough yet. The above statistics represent those cases that made it through the process leading to a formal recommendation by the Provost to the President.

V. COMPREHENSIVE REVIEW OF TENURED FACULTY

All tenured faculty at Colorado State University are subject to periodic comprehensive reviews of their performance. Phase I Comprehensive Performance Reviews of faculty are conducted by the department head/chair at intervals of five years following the acquisition of tenure, or if there are two unsatisfactory annual reviews within a five-year period. The department head's review identifies strengths and any deficiencies in the faculty member's performance. Department heads who believe that a faculty member's deficiencies can be corrected without implementing a Phase II Comprehensive Performance Review prepare, in consultation with the faculty member, a specific professional development plan to assist the faculty member in meeting the department's performance expectations. The review may also result in changes in the distribution of the faculty member's effort across teaching, research, outreach, and service.

If a faculty member's deficiencies are deemed to be more significant, a Phase II Comprehensive Performance Review is initiated. This review is conducted, according to procedures specified in the department's Code, by three of the faculty member's peers at the same or higher rank. The department head is not a committee member. A majority of the committee must decide if the faculty member's performance: a) is satisfactory, or b) has minor deficiencies, or c) has deficiencies that are substantial and chronic or recurrent and must be remedied, or c) is so unsatisfactory as to warrant possible sanctions up to and including tenure revocation. When deficiencies are noted that must be remedied, the department head and faculty member design a professional development plan indicating how the deficiencies are to be remedied and set timelines for accomplishing each element of the plan. Such development plans must be approved by the dean of the college. When sanctions are involved, the Provost/Executive Vice President makes a recommendation to the President regarding action. [*see: Colorado State University, Academic Faculty and Administrative Professional Manual, E.14.3, Periodic Comprehensive Reviews of Tenured Faculty*].

In the past year (2015) 59 of the 1587 faculty members scheduled for Comprehensive Review were delayed or canceled. Cancellations or delays of comprehensive reviews are due to promotions, resignations, retirements, sabbaticals, or medical reasons. Four professional development plans were implemented. The following table summarizes the results of the reviews by College and by outcome.

2015-2016 Comprehensive Review Summary

College	Number	Satisfactory	Delayed or Canceled	Professional Development Plans	Phase II
Agricultural Sciences	18	14	4		
Health and Human Sciences	17	15	2		
Business	11	8	3		
Engineering	12	5	7		
Liberal Arts	46	26	18	2	
Natural Resources	12	8	4		
Natural Sciences	37	23	12	2	
Vet. Med. and Biomedical Sciences	30	20	9		1
Libraries	4	4			
Total	187	123	59	4	1

Results from the last seven years of Comprehensive Reviews are recorded in the table below.

Seven Year Comprehensive Review Summary

Year	Number	Satisfactory	Delayed or Canceled	Professional Development Plans	Phase II
2009-2010	69	66	3	0	0
2010-2011	129	116	12	1	0
2011-2012	110	99	10	1	0
2012-2013	134	126	8	5	0
2013-2014	137	100	35	2	0
2014-2015	166	77	89	1	0
2015-2016	187	123	59	4	1

VI. Faculty Workload Analysis

As part of a review of faculty workload reports in FY13, the Academic and Student Affairs Committee settled on a set of six metrics to use to measure faculty workload; these are:

- The UG Student/Faculty Ratio as computed for the IPEDS data set
- The UG FTE/AAUP Instructional Faculty ratio
- The UG Degrees/AAUP Instructional Faculty ratio
- The Graduate FTE/AAUP Instructional Faculty ratio
- The Graduate Degrees/AAUP Instructional Faculty ratio
- NSF Federal Research Expenditures/AAUP Instructional Faculty

Institutional Research has been tracking these metrics for some time; we present below the past six years of data.

In general, our IPEDS Student/Faculty ratio tracks very closely to our peers – within one. We systematically have a higher UG FTE/Faculty ratio (although our peer group metric jumped significantly closer to ours in 2011). In every year, our UG Degrees/Faculty ratio is significantly higher as well, as are the corresponding ratios for the graduate student metrics.

Values	2011		2012		2013		2014		2015	
	CSU	Peers	CSU	Peers	CSU	Peers	CSU	Peers	CSU	Peers
IPEDS UG FTE/Faculty FTE	18	17	17	18	16	17	16	15	16	
Undergraduate FTE/AAUP Faculty	21.92	19.83	22.17	21.43	20.87	20.87	20.90	21.85	20.90	
Undergraduate Degrees/AAUP Faculty	4.51	4.26	4.71	4.36	4.28	4.28	4.67	4.39	4.67	
Graduate FTE/AAUP Faculty	4.66	4.23	4.73	4.16	4.49	4.67	4.56	4.33	4.56	
Graduate Degrees/AAUP Faculty	1.80	1.57	2.01	1.64	1.93	1.66	1.91	1.68	1.91	
NSF Federal Research Exp/AAUP Faculty	\$246	\$138	\$263	\$145	\$218	\$154	\$206	\$142	\$206	

Notes: Includes ALL instructional faculty reported to AAUP.

Operational Definitions:

UG FTE/AAUP Instructional Faculty: (Full-time Undergraduate Students + 1/3rd of Part-time Undergraduate Students) DIVIDED BY (AAUP Reported Instructional [Tenured and Tenure-Track] Faculty)

UG Degrees/AAUP Instructional Faculty: (Undergraduate Degrees Conferred) DIVIDED BY (AAUP Reported Instructional [Tenured and Tenure-Track] Faculty)

GR FTE/AAUP Instructional Faculty: (Full-time Graduate Students + 1/3rd of Part-time Graduate Students) DIVIDED BY (AAUP Reported Instructional [Tenured and Tenure-Track] Faculty)

GR Degrees/AAUP Instructional Faculty: (Graduate Degrees Conferred) DIVIDED BY (AAUP Reported Instructional [Tenured and Tenure-Track] Faculty)

NSF Federal Research Exp/AAUP Instructional Faculty (in thousands): (Annual NSF Federal Research Expenditures) DIVIDED BY (AAUP Reported Instructional [Tenured and Tenure-Track] Faculty). Data are a year in arrears.

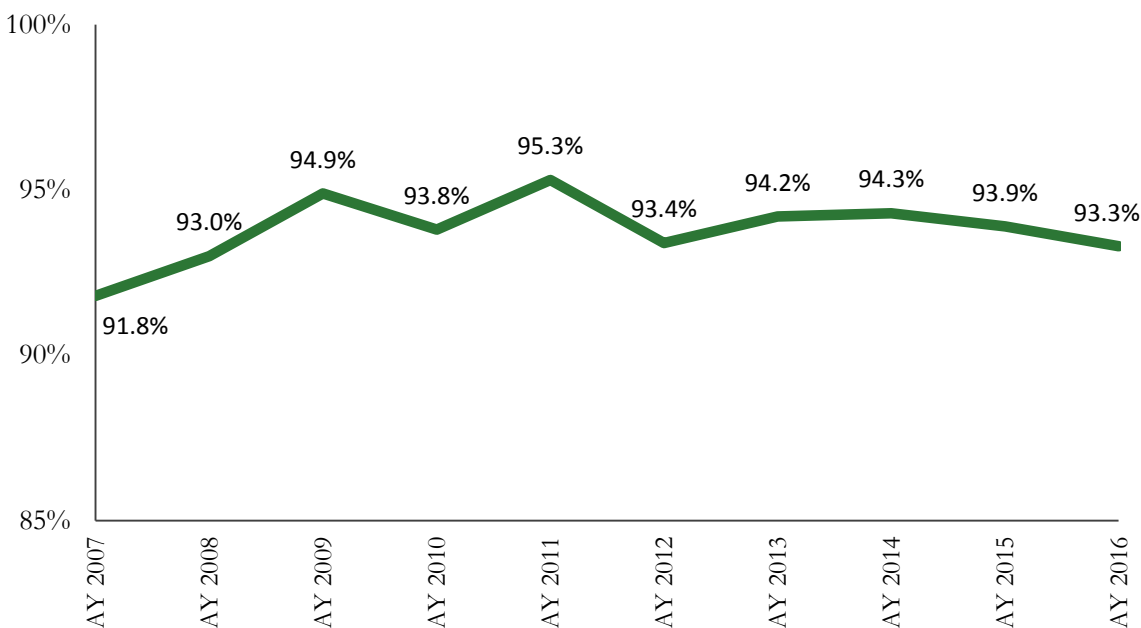
VII. Faculty Compensation Comparisons

Faculty Salaries at all ranks at Colorado State University continue to lag behind our peer institutions. We present here two tables, one indicating data on salaries only and one on full compensation. At the assistant professor rank, we are about 2.5 percent below our peer average on salaries and 7.7 percent below our peer average on full compensation; at the associate professor rank, we are 4.3 percent below on salaries and 8.6 percent below on full compensation; and at the full professor rank, we are 9.2 percent below on salaries and 10.8 percent below on full compensation.

Another view of these statistics is to note that at the assistant professor rank, seven of the 13 peers have average salaries higher than CSU's; at the associate professor rank, eight of the 13 peers have average salaries higher than CSU's; and at the full professor rank, ten of the 13 peers have average salaries higher than CSU's.

We have identified this issue as one of concern to our campus for many years and, unfortunately, for several years we had little ability to affect things, with very modest faculty salary raises and no raises for multiple years during the recession. The past three years, with a 3 percent salary raise, a 2.5 percent salary raise, and a 2 percent salary raise, we hoped to gain a little ground. The past two years we have invested in additional increases in retirement benefits which we hope will reduce the Total Compensation gaps. The statistics over the past ten years are given in the following graph.”

CSU Faculty Salaries as Percentage of Peers All Ranks Combined



2015-16 Faculty Salaries – BOG Peer Group

2015-16 Faculty Salaries - BOG Peer Group

Institution	Full Professor			Associate Professor			Assistant Professor			All Ranks Combined		
	Number	Total Dollars	Average Salary	Number	Total Dollars	Average Salary	Number	Total Dollars	Average Salary	Number	Total Dollars	Average Salary
Iowa State	527	66,770,900	126,700	421	38,900,400	92,400	393	32,226,000	82,000	1,341	137,897,300	102,832
Kansas State	276	32,706,000	118,500	285	24,168,000	84,800	287	19,803,000	69,000	848	76,677,000	90,421
Michigan State	820	119,228,000	145,400	623	60,555,600	97,200	607	46,496,200	76,600	2,050	226,279,800	110,380
North Carolina State	502	63,302,200	126,100	414	36,763,200	88,800	333	26,007,300	78,100	1,249	126,072,700	100,939
Oklahoma State	309	33,928,200	109,800	307	25,235,400	82,200	256	20,198,400	78,900	872	79,362,000	91,011
Oregon State	319	36,716,900	115,100	271	24,173,200	89,200	294	23,373,000	79,500	884	84,263,100	95,320
Purdue University	882	118,893,600	134,800	582	55,522,800	95,400	541	45,930,900	84,900	2,005	220,347,300	109,899
Texas A & M	891	123,314,400	138,400	584	56,122,400	96,100	306	26,591,400	86,900	1,781	206,028,200	115,681
Univ of California, Davis	789	119,454,600	151,400	277	29,085,000	105,000	236	21,074,800	89,300	1,302	169,614,400	130,272
Univ of Illinois, Urbana	829	122,692,000	148,000	535	53,232,500	99,500	492	44,919,600	91,300	1,856	220,844,100	118,989
Univ of Tennessee	500	68,150,000	136,300	371	34,762,700	93,700	333	26,373,600	79,200	1,204	129,286,300	107,381
Virginia Tech	584	77,496,800	132,700	532	49,422,800	92,900	396	32,947,200	83,200	1,512	159,866,800	105,732
Washington State	360	44,352,000	123,200	320	27,744,000	86,700	232	18,884,800	81,400	912	90,980,800	99,760
COLORADO STATE	450	55,305,000	122,900	356	31,826,400	89,400	222	17,693,400	79,700	1,028	104,824,800	101,970
TOTAL EXCLUDING CSU	7,588	1,027,005,600 [†]	135,346	5,522	515,688,000 [†]	93,388	4,706	384,826,200 [†]	81,774	17,816	1,927,519,800	108,190
Weighted Sum			60,905,709			33,246,093			18,153,722			112,305,525
CSU as Percentage of Peers			90.8%			95.7%			97.5%		CSU weighted avg, all	109,247
												93.3%

* Kansas State Assistant Professor Salary in AAUP publication exceeded that of Full-Professor; suspected data error. Did not replace last year's value.

2014-2015 Faculty Compensation – BOG Peer Group

2015-16 Faculty Compensation - BOG Peer Group

Institution	Full Professor			Associate Professor			Assistant Professor			All Ranks Combined		
	Number	Total Dollars	Average Comp	Number	Total Dollars	Average Comp	Number	Total Dollars	Average Comp	Number	Total Dollars	Average Comp
Iowa State	527	85,901,000	163,000	421	51,783,000	123,000	393	43,465,800	110,600	1,341	181,149,800	135,086
Kansas State*	276	40,378,800	146,300	285	30,409,500	106,700	287	25,428,200	88,600	848	96,216,500	113,463
Michigan State	820	152,438,000	185,900	623	81,613,000	131,000	607	61,974,700	102,100	2,050	296,025,700	144,403
North Carolina State	502	79,416,400	158,200	414	46,782,000	113,000	333	33,399,900	100,300	1,249	159,598,300	127,781
Oklahoma State	309	44,928,600	145,400	307	33,094,600	107,800	256	26,035,200	101,700	872	104,058,400	119,333
Oregon State	319	52,603,100	164,900	271	34,850,600	128,600	294	32,663,400	111,100	884	120,117,100	135,879
Purdue University	882	148,440,600	168,300	582	72,808,200	125,100	541	60,483,800	111,800	2,005	281,732,600	140,515
Texas A & M	891	146,391,300	164,300	584	67,860,800	116,200	306	32,252,400	105,400	1,781	246,504,500	138,408
Univ of California, Davis	789	161,666,100	204,900	277	40,469,700	146,100	236	29,783,200	126,200	1,302	231,919,000	178,125
Univ of Illinois, Urbana	829	157,344,200	189,800	535	71,690,000	134,000	492	61,204,800	124,400	1,856	290,239,000	156,379
Univ of Tennessee	500	85,650,000	171,300	371	45,113,600	121,600	333	34,465,500	103,500	1,204	165,229,100	137,233
Virginia Tech	584	99,455,200	170,300	532	65,329,600	122,800	396	43,956,000	111,000	1,512	208,740,800	138,056
Washington State	360	55,224,000	153,400	320	35,584,000	111,200	232	24,174,400	104,200	912	114,982,400	126,077
COLORADO STATE	450	69,300,000	154,000	356	39,907,600	112,100	222	22,177,800	99,900	1,028	131,385,400	127,807
TOTAL EXCLUDING CSU	7,588	1,309,837,300 [†]	172,620	5,522	677,388,600 [†]	122,671	4,706	509,287,300 [†]	108,221	17,816	2,496,513,200	140,128
Weighted Sum			77,678,807			43,670,833			24,025,028			145,374,668
CSU as Percentage of Peers			89.2%			91.4%			92.3%			141,415
												90.4%

* Kansas State Assistant Professor Total Compensation in AAUP publication exceeded that of Full-Professor; suspected data error. Did not replace last year's value.

VII. Faculty Demographics

Below we present basic faculty demographic data for the past six years; these statistics and many others can be found in the CSU Fact Book.

Our faculty numbers held relatively stable this past year, and the number of tenure track faculty remains virtually equal to the six-year high set last year. Our number of female faculty continues to rise, as does our number of minority faculty.

Tenure-Track Faculty by Rank, Gender, and Minority Status

Year	Full Professors	Associate Professors	Assistant Professors	Total Faculty	Men Faculty	Women Faculty	Minority Faculty
FY16	459	374	228	1,061	666	395	170
FY15	448	388	227	1,063	674	389	163
FY14	433	378	234	1,045	664	381	148
FY13	423	356	229	1,008	658	350	146
FY12	416	332	255	1,003	661	342	143
FY11	404	321	275	1,000	668	332	125
FY10	418	317	298	1,033	696	337	126

Note: Non-resident Alien faculty are not reported with minority faculty.

CSU: Promotion and Tenure Report

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

In May 1995, the State Board of Agriculture delegated authority and responsibility for tenure and promotion decisions to the President of Colorado State University.

Promotion and tenure are among the most important decisions a University makes. Typically, a new assistant professor is hired on a tenure-track appointment. The process begins with an extremely rigorous international search process at the time the candidate is hired. Over the span of the next six years, candidates will turn in detailed annual self-evaluations and receive an annual evaluation from their department chairs. After three years, they will have a comprehensive mid-point review overseen by their department's promotion and tenure committee. Candidates not meeting university, college and departmental standards along this six-year path and who do not correct their course, rarely remain at the university long enough to apply for promotion and tenure. When candidates apply for promotion and tenure, they submit an intricately detailed self-evaluation of their scholarship, teaching portfolio, and summary of service to the department, college, university, professional discipline, and our society. This evaluation is reviewed by five to seven qualified neutral external reviewers at comparable universities. These external evaluations combine with the self-evaluation and the five-year body of work to form the basis of review. The review occurs at five levels, starting with the departmental promotion and tenure committee, the department chair, the dean, the provost, and concluding with the president. Any "negative" external letter, split vote, divergence of opinion between previous reviewers, or hint that the candidate is borderline results in a review by the Council of Deans to help inform the Provost. Such cases are always individually reviewed with the President.

Decisions for promoting associate professors to the rank of professor, promotions for special appointment (non-tenure-track) faculty members, and post-tenure reviews follow similarly rigorous procedures.

COLORADO STATE UNIVERSITY
RECOMMENDATIONS FOR ADVANCEMENT IN RANK AND TENURE
(Tenure is awarded on a 9-month basis)
Effective July 1, 2016

<u>Faculty Member</u>	<u>Department</u>	<u>Action</u>
College of Agricultural Sciences		
Thomas Borch	Soil and Crop Sciences	Promote to Professor
Cynthia Brown	Bioagricultural Sciences and Pest Management	Promote to Professor
Jane Choi	Horticulture and Landscape Architecture	Grant tenure and promote to Associate Professor
Kelly Curl	Horticulture and Landscape Architecture	Grant tenure and promote to Associate Professor
Kellie Enns	Agricultural and Resource Economics	Grant tenure and promote to Associate Professor
Jolleen Hadrich	Agricultural and Resource Economics	Grant tenure and promote to Associate Professor
College of Business		
Chris Blocker	Marketing	Grant tenure and promote to Associate Professor
Dawn Detienne	Management	Promote to Professor
Michael Gross	Management	Promote to Professor
Lisa Kutcher	Accounting	Promote to Professor
College of Engineering		
Rebecca Atadero	Civil and Environmental Engineering	Grant tenure and promote to Associate Professor
Jean Peccoud	Chemical and Biological Engineering	Grant tenure

<u>Faculty Member</u>	<u>Department</u>	<u>Action</u>
Christie Peebles	Chemical and Biological Engineering	Grant tenure and promote to Associate Professor
Jeff Pierce	Atmospheric Science	Grant tenure and promote to Associate Professor
Russ Schumacher	Atmospheric Science	Grant tenure and promote to Associate Professor
John Volckens	Mechanical Engineering	Promote to Professor

College of Health and Human Sciences

Susan Baker	Food Science and Human Nutrition	Promote to Professor
Laura Bellows	Food Science and Human Nutrition	Grant tenure and promote to Associate Professor
Frank Dinunno	Health and Exercise Science	Promote to Professor
James Folkestad	School of Education	Promote to Professor
Karyn Hamilton	Health and Exercise Science	Promote to Professor
Susan Hepburn	Human Development and Family Studies	Grant tenure
Karen Hyllegard	Design and Merchandising	Promote to Professor
Arlene Schmid	Occupational Therapy	Grant tenure

College of Liberal Arts

Roe Bubar	Ethnic Studies	Promote to Professor
Martin Carcasson	Communication Studies	Promote to Professor
Terrance Iverson	Economics	Grant tenure and promote to Associate Professor

<u>Faculty Member</u>	<u>Department</u>	<u>Action</u>
Tobi Jacobi	English	Promote to Professor
Bonnie Jacobi	Music, Theatre and Dance	Grant tenure and promote to Associate Professor
Elizabeth Jones	History	Promote to Professor
Joon Kim	Ethnic Studies	Promote to Professor
Tara Opsal	Sociology	Grant tenure and promote to Associate Professor
Leif Sorensen	English	Grant tenure and promote to Associate Professor
Michelle Stanley	Music, Theatre, and Dance	Grant tenure and promote to Associate Professor
Mary Van Buren	Anthropology	Promote to Professor
College of Natural Sciences		
Norman Buchanan	Physics	Grant tenure and promote to Associate Professor
James Liu	Mathematics	Promote to Professor
Brian McNaughton	Chemistry	Grant tenure and promote to Associate Professor
Thomas Santangelo	Biochemistry and Molecular Biology	Grant tenure and promote to Associate Professor
Alan Van Orden	Chemistry	Promote to Professor
College of Veterinary Medicine and Biomedical Sciences		
Lucas Argueso	Environmental and Radiological Health Sciences	Grant tenure and promote to Associate Professor
Alexander Brandl	Environmental and Radiological Health Sciences	Grant tenure and promote to Associate Professor

<u>Faculty Member</u>	<u>Department</u>	<u>Action</u>
Elaine Carnevale	Biomedical Sciences	Promote to Professor
Torsten Eckstein	Microbiology, Immunology, and Pathology	Promote to Associate Professor (special appointment)
Brian Geiss	Microbiology, Immunology, and Pathology	Promote to Associate Professor (special appointment)
Takamitsu Kato	Environmental and Radiological Health Sciences	Grant tenure and promote to Associate Professor
Lori Kogan	Clinical Sciences	Promote to Professor
Marie Legare	Environmental and Radiological Health Sciences	Grant tenure
Jennifer Peel	Environmental and Radiological Health Sciences	Promote to Professor
Marlis Rezende	Clinical Sciences	Grant tenure and promote to Associate Professor
Elizabeth Ryan	Environmental and Radiological Health Sciences	Grant tenure and promote to Associate Professor
John Spencer	Microbiology, Immunology, and Pathology	Promote to Associate Professor (special appointment)
Sherry Stewart	Clinical Sciences	Promote to Professor
Douglas Thamm	Clinical Sciences	Promote to Professor
Carol Wilusz	Microbiology, Immunology, and Pathology	Grant tenure and promote to Professor

Warner College of Natural Resources

Sven Egenhoff	Geosciences	Promote to Professor
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University Libraries

Rachel Erb		Grant tenure and promote to Associate Professor
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P&T Statistics

- 57 total candidates
- 3 Associate Professor
- 24 Associate Professor with Tenure
- 24 Professor
- 1 Professor with Tenure
- 4 Tenure only
- 1 Denial

2015: 57 total candidates
2014: 51 total candidates
2013: 89 total candidates
2012: 80 total candidates
2011: 80 total candidates
2010: 52 total candidates
2009: 55 total candidates
2008: 67 total candidates
2007: 60 total candidates
2006: 65 total candidates
2005: 45 total candidates

MATTERS FOR ACTION:Approval of Faculty Activity Report**RECOMMENDED ACTION:**

MOVED, that the Board of Governors approve the Faculty Report presented by Colorado State University-Global Campus

EXPLANATION:

Presented by Dr. Jon Bellum, Provost & Executive Vice-President, CSU-Global Campus

Colorado State University-Global Campus has a well-defined process for recruiting, training, monitoring, and evaluating faculty. The following report describes the process and includes the results of the 2016 faculty evaluations and an overview of faculty characteristics.

Faculty Activity Report

Candidate and Credential Screening

- Minimum of 18 hours of graduate credit hours in area of specialty
- Only candidates with terminal degrees may teach graduate level courses; In June additional criteria specific for faculty teaching at the graduate level was approved
- Additional criteria for programs under specialized accreditation
- Manager of Faculty Recruitment and Dean of appropriate school work together to properly credential faculty

Recruitment and On-boarding

- 12-week Initial application and training process
 - Application screening and interview with faculty recruiter and Program Coordinator
 - FCC100 3-week Instructor Training Course
 - Mentored/supervised teaching of first online course

Team of Professionals and Peers:

- Facilitators: Onboard candidates, lead Faculty Certification Courses (FCC), assist in creating training materials
- Faculty Mentors: Cohort Mentors in each program who guide, assist, and align processes across programs
- Specialized Staff: Content experts in their areas
- Faculty Meetings: university-wide and individual program meetings at scheduled intervals throughout the year

Training and Development:

- Core training to support instruction across the institution, alignment of faculty processes and instructional expectations
- Succession training and opportunities to be involved as Career Coach, Committee Membership, Content Expert, Reviewer, Lead Faculty member, and Program Coordinator
- Specialized training i.e.,- adaptive technology & third party technology, assessment, publishing
- Program specific support training, just in time webinars i.e., - low enrollment courses, fair use, Connect, etc.

Performance:

- Monthly course checks by mentors to provide guidance and support based on a checklist of items that reflect our instructional expectations
- Monitored through the Faculty Management System (FMS) and Peer Mentors
- Investigation and resolution of student comments and complaints
- Specialized training and resource development for faculty that support and inform CSU-Global faculty expectations
- Ongoing assessments to measure knowledge of expectations and policy

Compensation

- Teaching Assignments undergraduate: For faculty with a terminal degree, compensation starts at \$350 for the first student and reaches a maximum of \$3,500 for 26 students. In June, 2016, CSU-Global adopted a new graduate compensation model that caps courses at 18 students and ranges from \$375 for the first student to \$3,044 for 18 students
- Content Development and Course Editing; Varies - up to \$3,400 for a new course
- Non-Instructional Service: Varies based on type and amount of work

Non-Instruction Opportunities

- Faculty training courses
- Peer Mentors
- Course Development
- Course Review and Editing
- Committee Leadership and Participation
- Data Analysis for Process Improvement
- Department Input for Content and Process Improvement (e.g. students services and resources, career center, surveys, etc.)
- Work that needs 360 input, strategy development, and faculty-related matters
- Professional development funding

- Annual Faculty Satisfaction Survey (includes strongly agree and agree)
 - 96% feel supported by their Program Coordinator
 - 95% feel supported by the CSU-Global Administration
 - 99% feel they receive regular updates about faculty information
 - 92% feel CSU-Global supports their professional development
 - 97% feel that overall, they are satisfied with CSU-Global

Faculty Overview

CSU-Global uses primarily adjunct faculty that are integrated into all areas of the campus including teaching, administration/leadership, programs and courses, organizational development, and student services

Faculty Counts as reported to IPEDS

	Fall 2015	Fall 2014	Fall 2013	Fall 2012
Total Faculty	446	429	395	273
Accounting	9%	8%	9%	9%
Applied Social Sciences	4%	4%	4%	5%
Communications	4%	4%	6%	4%
Criminal Justice	5%	6%	5%	5%
Emergency Management/Homeland Security	1%	2%	2%	1%
Finance	2%	2%	2%	2%
General Education	15%	14%	14%	19%
Healthcare Management	7%	6%	7%	5%
Human Resource Management	2%	2%	-	-
Human Services	1%	1%	1%	-
Information Systems Management	2%	2%	-	-
Information Technology	8%	8%	8%	7%
Management	15%	15%	16%	17%
Marketing	4%	4%	4%	4%
Organizational Leadership	13%	13%	13%	15%
Project Management	3%	4%	3%	-
Public Management	1%	1%	1%	2%
Teaching and Learning	4%	-	-	-

*Faculty counts above are those reported to IPEDS and are based upon November 1 of the given year
Management includes Management, International Management, and Operations Management faculty*

Faculty Work Load AY 2016			
Program	Credit Hours	Faculty Count	Credit Hours per Faculty
Accounting	24,585	45	546
Applied Social Sciences	10,395	21	495
Communications	6,438	17	379
Criminal Justice	7,066	21	336
Emergency Management	2,722	8	340

Finance	5,388	9	599
General Education	25,421	65	391
Healthcare Management	16,752	35	479
Human Resource Management	6,379	15	425
Human Services	3,009	7	430
Information Systems Management	6,015	10	602
Information Technology	15,690	38	413
International Management	759	2	380
Management	27,779	60	463
Marketing	8,685	18	483
Operations Management	2,895	8	362
Organizational Leadership	25,186	59	427
Project Management	7,836	17	461
Public Management	2,415	4	604
Teaching and Learning	5,801	23	252
Grand Total	211,216	482	438

Data above reflect all faculty who taught at any point during the academic year, and include new faculty hired after the IPEDS report date of November 1, 2015

Faculty Work Load AY 2015			
Program	Credit Hours	Faculty Count	Credit Hours per Faculty
Accounting	20,085	39	515
Applied Social Sciences	7,893	17	464
Communications	5,838	16	365
Criminal Justice	5,753	22	262
Emergency Management	3,078	8	385
Finance	3,999	8	500
General Education	23,743	62	383
Healthcare Management	14,136	32	442
Human Resource Management	3,805	9	423
Human Services	1,830	6	305
Information Systems Management	3,945	8	493
Information Technology	13,929	37	376
International Management	489	2	245
Management	24,171	63	384
Marketing	7,224	17	425

Operations Management	3,162	6	527
Organizational Leadership	21,166	60	353
Project Management	5,649	14	404
Public Management	2,172	6	362
Teaching and Learning	5,499	20	275
Grand Total	177,566	452	393

Data above reflect all faculty who taught at any point during the academic year, and include new faculty hired after the IPEDS report date of November 1, 2014

Faculty Work Load AY 2014			
Program	Credit Hours	Faculty Count	Credit Hours per Faculty
Accounting	13,680	32	428
Applied Social Sciences	6,981	18	388
Business Management	12,768	37	345
Communications	4,719	16	295
Criminal Justice	4,848	18	269
Emergency Management	1,221	4	305
Finance	2,922	9	325
General Studies	24,319	96	253
Healthcare Management	9,236	22	420
Human Resources	2,095	8	262
Information Technology	12,633	32	395
International Management	417	2	209
Management	11,596	32	362
Marketing	6,546	15	436
Operations	2,115	6	353

Organizational Leadership	16,087	45	357
Project Management	3,687	11	335
Public Management	2,163	5	443
Teaching and Learning	4,695	19	247
Total	142,728	427	334

Data above reflect all faculty who taught at any point during the academic year, and include new faculty hired after the IPEDS report date of November 1, 2013

Faculty Work Load AY 2013			
Program	Credit Hours	Faculty Count	Credit Hours per Faculty
Accounting	9,024	33	273
Applied Social Sciences	8,268	19	435
Communications	5,703	24	238
Criminal Justice	4,080	17	240
General Studies	16,999	67	254
Healthcare Management	4,845	24	202
Information Technology	8,754	28	313
Management	22,286	59	378
Organizational Leadership	16,087	45	357
Project Management	3,687	11	335
Public Management	2,163	5	433
Teaching and Learning	4,695	19	247
Total	105,804	353	300

Data above reflect all faculty who taught at any point during the academic year, and include new faculty hired after the IPEDS report date of November 1, 2012

Faculty Demographics			
Race/Ethnicity	Gender – Male	Gender— Female	Overall %
Latino/Hispanic	18	7	5.6%
Asian	14	4	4.0%
American Indian/Native Alaskan	3	1	0.9%
Black or African American	32	28	13.4%
Hawaiian/Other Pacific Islander	0	0	0.0%
Two or More Races	7	4	2.5%
White	164	145	69.3%
Unknown	11	8	4.3%
Total Adjunct Faculty	249	197	446

*Data above are those data reported to IPEDS and include faculty counts through November 1, 2015
Current percentage of Racial/Ethnic minorities (without including unknown category) is 26.4%*

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

MATTERS FOR ACTION:

Report on Annual Faculty Performance, Promotions and Post Tenure Review

RECOMMENDED ACTION:

No action required -- report only.

EXPLANATION:

Presented by Rick Kreminski, Provost and Executive Vice President for Academic Affairs, CSU-Pueblo.

INTRODUCTION

The CSUS Board of Governors formally approved Colorado State University-Pueblo's tenure/post-tenure review policy on December 3, 1997. The report summarizes major actions taken during the 2015-2016 academic year in relation to that policy.

REPORT ON FACULTY ACTIVITY FOR AY 2015-2016

Colorado State University-Pueblo has in place policies, procedures and practices to ensure that every tenure-track faculty member meets or exceeds the performance expectations for his/her position when hired and throughout his/her career at the University. This report summarizes the relevant procedures and recent review results.

The performance review process begins with the hiring of new faculty (Section I below) and continues with the annual performance reviews (Section II). Untenured faculty members undergo an annual review of progress toward tenure and are reappointed only if satisfactory performance is documented (Section III). The critical decision concerning tenure normally occurs in the sixth year (Section IV). Tenured faculty members undergo periodic comprehensive review (Section V). The outcomes of these reviews for 2015-2016 indicate that the vast majority of Colorado State University-Pueblo faculty are performing at or above the expectations for their assignments.

I. PROCESS FOR FACULTY HIRES

Hiring qualified new faculty members is among the most important responsibilities of department faculty and college administrators. The process used in soliciting applications and interviewing candidates is thorough, objective and conforms to central policies. Searches share the following characteristics:

1. All tenure-track faculty searches are conducted nationally. Positions are advertised in printed and electronic form in locations appropriate for the discipline involved. All positions are posted on the University's web site and, typically, in the discipline's major print and electronic resources for job searches. Members of search committees are expected to be proactive in soliciting nominations and applications, and, typically, contact is made with leading doctoral programs in the discipline, especially those with high rates of minority and Hispanic graduates. Advertising specifies the expectations of the successful applicant in terms of teaching, scholarship, and faculty duties unique to the position.
2. Applicants are asked to provide a letter of interest, résumé (curriculum vitae), evidence of excellent teaching performance and names of references and/or letters of recommendation.
3. A search and screen committee is named, with the majority of members representing the discipline in which the position exists. Faculty from other disciplines sometimes are named to the search and screen committee in order to promote diversity or to represent the teaching interests of related fields.
4. Candidates meeting minimum qualifications are determined after a careful review by the search and screen committee and in strict adherence with clearly defined University guidelines. The group of qualified candidates is further reviewed through more extensive examination of submitted materials, telephone interviews with references and/or telephone or online video interviews with the top candidates.
5. The resulting finalists are invited for an on-campus interview. Interviews usually include meetings with those who are likely to have important roles in the professional life of the successful applicant. This includes members of the faculty of the department conducting the search, but often also includes faculty members from other departments where interactions and collaborations might occur. Students are included in the interview process. The interview almost always includes two presentations by the applicant: a teaching demonstration and a presentation of scholarly work.

II. ANNUAL PERFORMANCE REVIEWS

Performance reviews are conducted for all Colorado State University-Pueblo faculty on an annual, calendar-year basis. Each faculty member prepares an annual activities report, which details his/her activities in teaching, scholarship/creative activity, and service/outreach in relation to the faculty member's annual performance goals and plan. The department chair assesses the activities of the faculty member in light of formal departmental and college performance standards and University performance criteria. The faculty member and the chair meet to discuss the evaluation, which is then forwarded to the college (or school) dean's office for review. The dean's and the chair's recommendations are forwarded to the provost for further review, and then all recommendations are submitted to the president for final approval.

For the calendar year 2015, 122 tenured and tenure-track faculty members were reviewed. (For CY2014, 124 tenured and tenure-track faculty members were reviewed; in CY2013, 146 were reviewed.) This number includes department chairs.

The outcomes are tabulated below:

	Tenure-track (untenured) faculty	Tenured faculty	Total
Exceptional	0	10	10 (8%)
Exceeds expectations	12	68	80 (66%)
Meets expectations	6	25	31 (25%)
Below expectations	1	0	1 (1%)
Unsatisfactory	0	0	0

(The comparable outcomes a year ago were 27% exceptional, 68% exceeds expectations, and 5% meets expectations.)

As part of the annual review process, all faculty receive feedback about the quality of their performance, and this feedback affects the identification of performance goals for the next year. Additionally, faculty members receiving “below expectations” evaluations overall or in any evaluation category prepare special development plans, in consultation with their chairperson (see below).

III. REAPPOINTMENT

Academic faculty on regular appointments who have not acquired tenure are appointed on a contractual basis not exceeding one year. Such faculty members undergo an annual review of progress toward tenure as part of the standard annual review process. Faculty members making satisfactory progress are reappointed. A midpoint performance review is also conducted in the midpoint of a tenure-track faculty member’s normal probationary period (i.e. typically in the third year of the six year probationary period).

IV. TENURE AND PROMOTION

The following table summarizes Colorado State University-Pueblo promotion and tenure outcomes for 2015-2016. There was one denial (of promotion); however, in consultation with their peers, chairs, and deans, faculty often do not submit dossiers if they do not believe that they have a strong case for tenure and/or promotion.

Academic Unit*	Tenure only	New Appointments with Tenure	Promotion to Associate only	Tenure & Promotion to Associate**	Promotion to Full	Tenure & Promotion to Full	Denied	Total Actions
CEEPS	1	0	0	0	1	0	0	2
CHASS	1	1	0	1	3	0	1	7
CSM	0	0	0	0	0	0	0	0
HSB	0	0	0	0	0	0	0	0
Library	0	0	0	0	0	0	0	0
COLUMN TOTAL	2	1	0	1	4	0	1	9

*-See key for acronyms at end of section V in this report

**-Tenure and promotion counted as two separate actions

V. COMPREHENSIVE REVIEW OF TENURED FACULTY

All tenured faculty at Colorado State University-Pueblo must complete a comprehensive, post-tenure review every five years. This review consists of the annual performance review for the current year plus a review of performance over the previous four years. If the comprehensive review results in a non-meritorious rating or if two successive annual reviews result in a non-meritorious rating, a cumulative performance review is scheduled for the following year. In the interim, the faculty member works closely with the department chair to analyze deficiencies and to develop a detailed professional development plan for improvement. This process of analysis and developing a plan is tied closely to the formally defined University criteria and college/school and department standards for performance. The cumulative review includes a self-assessment of performance, and assessments conducted by the department chair, the College Personnel and Review Committee, the dean, and the provost. Final review and action is done by the President.

In the past academic year (2015-2016), 10 comprehensive reviews were scheduled. The table below summarizes the results of the reviews by college/school and by outcome.

AY 2015-2016 Comprehensive Review Summary

College*	Number scheduled	Meets or exceeds expectations	Delayed or Canceled**
CEEPS	2	2	1
CHASS	2	2	0
CSM	2	2	0
HSB	4	4	0
Library	0	0	0
Totals	10	10	1

* See key for acronyms below.

** One associate professor was on sabbatical, and their post-tenure review was postponed.

Key:

Colleges

- CEEPS: College of Education, Engineering, and Professional Studies
- CHASS: College of Humanities and Social Sciences
- CSM: College of Science and Mathematics
- HSB: Hasan School of Business

VI. FACULTY WORKLOAD

The chart below is an update from material submitted for the August 2012, 2013 and 2014 Board of Governors meeting. Data are obtained from the Integrated Postsecondary Education Data System (IPEDS).

CSU-Pueblo FACULTY WORKLOAD

	2011*		2012*		2013*		2014*		2015*	
	CSU-Pueblo	Peer Median	CSU-Pueblo	Peer Median	CSU-Pueblo	Peer Median	CSU-Pueblo	Peer Median	CSU-Pueblo	Peer Median
IPEDS UG Student Faculty Ratio	18	17	16	16	15	17	16	17	16	16.5
UG FTE/IPEDS Instructional Faculty	28.70	26.26	29.19	27.77	29.86	26.55	33.82	24.80	30.81	23.41
UG Degrees/IPEDS Instructional Faculty	4.69	5.46	5.75	5.67	5.99	5.95	6.85	5.35	NA	NA
GR FTE/IPEDS Instructional Faculty	3.98	3.06	4.30	2.77	5.88	3.19	7.14	3.22	8.65	3.23
GR Degrees/IPEDS Instructional Faculty	0.55	1.37	0.68	1.30	0.85	1.12	0.81	1.30	NA	NA
Research Exp/IPEDS Instructional Faculty	1,945	2,900	1,521	2,684	1,251	3,076	11,072	2,624	NA	NA

"Peers" are from peer set approved December 2011; see section VII for details.

Source: All variables are directly from IPEDS.

*-Each year refers to students & faculty in fall of that year; degrees awarded and research expended are for the fiscal year that includes fall of that year.

Operational Definitions:

IPEDS UG Student Faculty Ratio: Self-reported to IPEDS; essentially it's (full-time undergraduate students + 1/3rd of part-time undergraduate students) DIVIDED BY (full-time faculty + 1/3rd part-time faculty).

UG FTE/IPEDS Instructional Faculty: Computed as (full-time undergraduate students + 1/3rd of part-time undergraduate students) DIVIDED BY (IPEDS reported instructional [tenured and tenure-track, FT+PT/3] faculty)

UG Degrees/IPEDS Instructional Faculty: Computed as (undergraduate degrees conferred) DIVIDED BY (IPEDS reported instructional [tenured and tenure-Track, FT+PT/3] faculty)

GR FTE/IPEDS Instructional Faculty: Computed as (full-time graduate students + 1/3rd of part-time graduate students) DIVIDED BY (IPEDS reported instructional [tenured and tenure-track, FT+PT/3] faculty)

GR Degrees/IPEDS Instructional Faculty: Computed as (graduate degrees conferred) DIVIDED BY (IPEDS reported instructional [tenured and tenure-track, FT+PT/3] faculty), using master's degrees only. (If doctoral degrees are included including professional doctorates such as JDs, the median ratios change slightly, e.g. it would be 1.32 in 2012, 1.17 in 2013, and 1.43 in 2014).

Research Exp/Instructional Faculty: Computed as (IPEDS reported annual research expenditures) DIVIDED BY (IPEDS reported instructional [tenured and tenure-track, FT+PT/3] faculty)

The second and fourth rows of the table indicate that, on average, CSU-Pueblo tenured and tenure-track faculty have more students than the median of the peer set. In addition, the ratio of undergraduate degrees awarded per (tenured and tenure-track) faculty member has been above the median of the peer set for the three most recent years with available data. The graduate degrees awarded per faculty member ratio is smaller, and remains below the peer set median; for graduate degrees, this is in part because many graduate students are non-degree-seeking teachers, taking classes for professional development.

VII. FACULTY COMPENSATION COMPARISONS

The most recent peer set was determined at the December 2011 Board of Governors meeting and is listed below. Faculty salaries relative to this peer set, as obtained IPEDS, are summarized in the table on the next page.

As the table shows, CSU-Pueblo faculty salaries are below the peer averages for each of the ranks of Professor, Associate Professor and Assistant Professor, for each of the past three academic years (in AY2015-2016, this is roughly \$9K, \$10K, and \$12K below the peer average, or about 10%, 14%, and 18% below the peer average). While the gap with peers closed somewhat in AY2012-2013 due to salary increases in FY2013, the gap has widened over the past three years. Looking in more detail for AY2015-2016, the average salary of Professors was lower than that of six of the ten peers; the average salary of Associate Professors was lower than that of nine of the ten peers; and the average salary of Assistant Professors was the lowest among all ten peers.

The peer set, approved by the CSU System Board in December 2011, is:

Augusta State University
 California State University-Stanislaus
 Emporia State University
 Midwestern State University
 Missouri Western State University
 The University of Tennessee-Martin
 The University of Texas at Tyler
 University of Colorado Colorado Springs
 University of Michigan-Flint
 University of South Carolina-Upstate
 Washburn University

As noted in the table, Augusta State University no longer exists, having merged with Georgia Health Sciences University and forming Georgia Regents University by fall 2013. The current university includes both a dental and a medical school.

Faculty Salaries - Board of Governors Peer Group

Institution	AY 2015-2016						AY 2014-2015						AY 2013-2014					
	Professor		Associate Professor		Assistant Professor		Professor		Associate Professor		Assistant Professor		Professor		Associate Professor		Assistant Professor	
	#*	average salary*	#*	average salary*	#*	average salary*	#*	average salary*	#*	average salary*	#*	average salary*	#	average salary	#	average salary	#	average salary
Augusta State University**	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
California State University-Stanislaus	119	93039	47	79016	65	69295	120	89910	55	72090	57	64370	123	88734	57	70413	43	64753
Colorado State University-Pueblo	43	81478	53	61766	39	53720	42	80667	51	60645	44	52699	44	84200	55	63203	53	53952
Emporia State University	66	70545	74	58698	69	59267	69	73300	77	59484	57	58603	77	71138	76	57285	48	53943
Midwestern State University	40	91618	69	76586	100	63821	41	86569	65	72966	97	61574	45	85598	62	68982	95	59264
Missouri Western State University	43	78073	58	62001	83	54603	52	76293	53	63823	73	53588	52	75903	50	62163	69	52681
The University of Tennessee-Martin	84	78630	67	66049	66	59603	74	76081	75	65350	76	58489	74	80928	70	66052	83	57431
The University of Texas at Tyler	54	98795	73	78947	105	69438	53	97889	73	74559	95	68183	49	92590	68	70754	79	65421
University of Colorado-Colorado Springs	79	105033	80	80735	80	75117	80	100210	76	78371	82	68793	73	99717	67	75608	77	68988
University of Michigan-Flint	39	115854	74	81650	96	75401	37	107370	73	81334	99	72329	36	104044	64	79108	96	69826
University of South Carolina-Upstate	27	72166	53	62479	39	57420	22	75556	55	63050	49	56580	21	77141	51	62897	59	54797
Washburn University	84	97223	58	72759	64	60858	79	97323	59	72151	61	56942	73	102576	71	70621	63	59064
Averages of peers***	63.5	90741	65.3	72218	76.7	65339	62.7	88552	66.1	70549	74.6	62821	62.3	88041	63.6	68455	71.2	61156

*-For 2013-2014 and 2014-2015, IPEDS salaries include faculty on 9,10,11, or 12-month contracts; all CSU-Pueblo faculty are on 9-month contract (and our peers average 93% of profs, 94% of assoc profs, and 95% of asst profs on 9-month contract).

**-Augusta State University no longer exists; it merged with Georgia Health Sciences University to form Georgia Regents University, a university with over 1000 doctoral students including a medical school and a dental school, by fall 2013. IPEDS provided no data for Augusta State for fall 2013.

***- salaries weighted by # of faculty

VIII. FACULTY DEMOGRAPHICS

Our Factbook, available online, has gender and ethnicity breakdown since fall 2003 for all full-time faculty. The gender and ethnicity is not disaggregated by rank in the Factbook. The nine most recent years of data are summarized in the table below.

Full-time faculty by rank, gender and ethnicity

Academic year	Professor	Associate Professor	Assistant Professor	Total tenured or tenure track	total full time faculty*	Men	Women	minority**
2015-2016	45	53	27	125	181	97	84	42
2014-2015	44	51	25	120	180	99	81	39
2013-2014	45	55	36	136	199	110	89	41
2012-2013	46	47	51	144	195	106	89	40
2011-2012	49	42	58	149	190	102	88	38
2010-2011	48	39	59	146	193	99	94	34
2009-2010	47	44	54	145	192	100	92	36
2008-2009	46	40	49	135	185	93	92	34
2007-2008	48	41	41	130	171	90	81	29

*-includes visiting faculty and lecturers

**-includes Hispanic, Black non-Hispanic, Asian or Pacific Islander (and excludes foreign)

The percentage of female and minority full-time faculty has increased over the past few years. More quantitatively, over the years between 2009-2010 and 2015-2016, the percentage of female faculty has fluctuated, yet always remained between 49% and 45% - and at 46.4%, is currently the highest since 2010-2011. The percentage of minority faculty over the same time period has increased from 18% to 23%; currently at 23.2%, it is the highest for any of the years reported in the table above.

In addition, the table below provides further depth to the data, with breakdown by rank for tenured or tenure-track faculty. As already seen above, the growth in tenured or tenure-track faculty has been smaller than the overall growth in full-time faculty.

Tenured or tenure-track faculty by rank, gender and ethnicity

Academic Year	Professor		Associate Professor		Assistant Professor		Total men	Total women	Total minority*	Total faculty
	Men	Women	Men	Women	Men	Women				
2015-2016	31	14	27	26	16	11	74	51	29	125
2014-2015	30	14	25	26	16	9	71	49	30	120
2013-2014	34	11	26	29	22	14	82	54	33	136
2012-2013	35	11	22	25	27	24	84	60	35	144
2011-2012	36	13	20	22	27	31	83	66	34	149
2010-2011	34	14	16	23	27	32	77	69	31	146

*-In all years except 2011-2012, includes Asian, Black or African American, Hispanic, multi ethnicity, and Native Hawaiian or other (and excludes nonresident alien)

-In 2011-2012, includes Asian, Black or African American, Hispanic, multi ethnicity, and Native Hawaiian or other

Section 9

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
ASG President Antonio Huerta
August 2015**

General Statement

This year ASG is focused on creating a better future for current and upcoming Thunderwolves by providing them with servant leadership, advocacy, empowerment, and dependability. Our main focuses will be on student retention, sustainability, and student involvement. Ultimately, decreasing tuition and fees is my never ending commitment. We are also working hand in hand with faculty, staff, and administration to ensure student success.

Campus and Student Initiatives and Projects

Dean's Advisory Councils

Last year we set up most Dean's Advisory Councils (DAC) for the different colleges on campus. Three of the four colleges have DAC's set up and we will get the last one set up this fall. We will make sure each one has a mission statement, bylaws, and a clear plan.

Student Emergency Fund

The Student Emergency Fund project is a fund for students to apply for when they experience hardships and emergencies and therefore need financial support. The fund will cover vehicle accidents, hospital bills, funerals, trips home for family emergencies and deaths, and other emergencies that could keep a student from being able to stay at CSU-Pueblo or that would inhibit their success as a student. The fund will be raised by corporate underwriters, donors, faculty, staff, parents and students. The funds will come primarily through donations from other students. The fund is about students helping their fellow students. Therefore not only will the fund be helping hurting students, it will also be creating community, promote kindness, and encourage generosity and philanthropy at CSU-Pueblo.

President's Council

President's Council is a meeting with all of the Student Organization Presidents on campus led by the ASG President with the intent to make sure they have support and help and in order to collaborate with other student leaders. This will help Student Organizations to be held accountable and will help us to not repeat events and projects on campus but to collaborate instead.

Dining Services

We want to continue making sure that our students have a variety of healthy food options on campus since this is a vital part of everyday life. We will continue to work with Chartwells to make sure they know what the students want.

External Initiatives and Projects

Campus Activity Board

This year, myself and several other leaders on campus are on a new Student Life and Engagement Board called the Campus Activities Board (CAB). As a board, we help plan all major campus activities for the upcoming year. One major activity in particular is Packfest, which is a new back to

school event where there will be games, music, and even feature our very first beer garden. I am hopeful that Packfest will be a great event and become a yearly tradition.

Student Discount Program

Last year's administration worked on growing the Student Discount Program to make sure students are aware of the discounts. We will continue to raise awareness by putting up posters, handing out flyers, and also ask the businesses to come and table at the student involvement fair. We will also be working with the Alumni Association to make the Alumni and Student Discount program interchangeable. We hope to accomplish several things with the program including helping students with their financial burden, getting students involved in the Pueblo community, supporting local businesses, encouraging Pueblo to support CSU-Pueblo more, and make the student experience complete by giving them things to do in Pueblo.

Pueblo Community Involvement

One thing that is lacking in the CSU-Pueblo college experience is the "college town experience" and involvement within their home for four years. We want to get the Pueblo community more engaged with CSU-Pueblo and the students more engaged with Pueblo. We are planning to do this through increasing the Student Discounts offered and raising awareness about the discounts, getting students involved in volunteer opportunities in Pueblo, buying tickets to CSU-Pueblo athletic events and raffling them off in the community, and hosting some ASG events off campus for students. We are also looking at other ideas to accomplish this goal.

Internal Initiatives and Projects

New ASG Positions

We added Legislative Aids and Cabinet Aids to our Associated Students' Government last year. These will be volunteer positions made up of mostly freshmen students to help the Senators and Executives with their work and help with projects. This will help to create knowledgeable students ready to run for a position in ASG the following year and will get freshmen involved with ASG which will bring us a new and needed perspective. It will also give the Senators help with their projects to make sure things get done.

ASG Open Forums

Last year we had a couple open forums for students to come to ASG with questions, concerns, and ideas. This year, we plan to have monthly forums that will help us to be transparent and to get information out there as well as build a relationship with our student body so we can represent them to the best of our ability.

Closing Statement

As the ASG President, I want to lead the CSU-Pueblo students to victory. This generation of students will help change the world for the better and I would like to help in any way I can. Students may not feel heard and think that they do not have a voice, but I am here to advocate for them and show that their voices can be and will be heard. From freshmen to graduate students, I will serve the students in any way I can.

This will be an exciting year full of new projects, amazing events, and great success for CSU-Pueblo, CSU-Fort Collins, and CSU-Global.

"For the strength of the pack is the wolf and strength of the wolf is the pack."

Colorado State University System
Board of Governors

CSU-Pueblo Faculty Representative Report
submitted by David Volk
July 22, 2016

Recent CSU-Pueblo Departmental Activities:

- Dr. Roberto Mejias, Director of the CCSER (Center for Cyber Security Education and Research) and Assistant Professor of Computer Information Systems (CIS) on behalf of CSU-Pueblo, traveled in June to the NASA Space Center to Huntsville, Alabama, to receive the NSA-CAE/CDE (National Security Council-Center for Academic Excellence/Cyber Defense Education) designation. The NSA-CAE designation has a rigorous review process and has only been awarded to 400 educational institutions out of approximately 5,000 schools in the U.S.
- The Department of Music, in conjunction with CSU-Pueblo Outdoor Pursuits, held the first annual Summer Music Adventure Camp, July 11-15, attended by over 30 middle school and high school string and piano students under the direction of Associate Professor Zahari Methkov, Artist in Residence Timothy Hsu, and adjunct instructor Norah Clydesdale.
- The CSU-Pueblo Forensics Team held the Rocky Mountain Cooperative, a debate camp for college students June 25-July 1. Students spent 12 hours per day learning different facets of parliamentary debate, practiced various skills, conducted practice debates, and competed in a camp tournament on the last day, where Max Groznik, CSU-Pueblo sophomore from Lake Oswego, OR, and his partner, Nate Graziano, a new transfer student from the University of Wyoming, took first place over two students from the University of Texas at Tyler. The camp was a great opportunity for students to learn from some of the best coaches in the country while preparing for next year's competitive season. This year, we had students from the University of Nevada-Reno, University of Texas at Tyler, San Diego State University, Diablo Valley College, University of Utah, and CSU-Pueblo. Coaches volunteered their time for the duration of the camp, and they were from Colorado College, Concordia University-Irvine, San Diego State University, Southern Illinois University, University of Texas at Tyler, University of Utah, and Missouri Western University.

Current topics on campus:

- Salary Equity Study: Faculty participated in the campus Salary Equity Study open forum, July 11. Faculty questions centered on the data collected, interpretation of data, the process ahead for determining equity adjustments, merit considerations, current equity recommendations of the Faculty Compensation Committee, and inclusion of lecturer and adjunct instructors in equity pay considerations.
- The CSU-Pueblo Council of Chairs will host *Faculty Talking to Faculty* during Fall Convocation. Participants will identify campus topics for roundtable discussions and develop actionable items to be forwarded to the Faculty Senate or appropriate committee/group for consideration in the 2016-2017 academic year.
- New degree proposals: CSU-Pueblo Faculty await final confirmation on new degree initiatives proposed to the Board of Governors Spring 2016.

COLORADO STATE UNIVERSITY – PUEBLO PRESIDENT’S REPORT

I. ACADEMIC EXCELLENCE

A. GH Phipps Selects Daniel Trujillo as Faculty Member Intern

This summer, GH Phipps Construction Companies has brought on board Daniel Trujillo, an assistant professor at CSU-Pueblo, one of four educators selected by a national program to place those who teach construction management into the heart of a construction company for six weeks. Daniel Trujillo is part of a growing construction management program at CSU-Pueblo that teaches across the construction management and civil engineering technology programs at the university. The two programs include about 140 students.

When Trujillo joined the university’s department four years ago, he began to introduce LEED to the curriculum, as well as Building Information Modeling. He established a LEED Lab at CSU-Pueblo, one of four in the country, so that students can work on certifying a project and have a deeper level of understanding of the process.

II. STUDENT ACCESS AND SUPPORT

A. CSU-Pueblo President and Provost Visit Taiwan

President Lesley Di Mare and Provost Rick Kreminski visited Taiwan in May to meet with officials from two universities: TungHai University and National Central University. Both institutions are interested in working with the University on faculty and student exchange programs, particularly in regard to our Homeland Security Certificate and our Cyber Security certificate. Government entities have expressed a desire to work with PuebloPlex and Pueblo Economic Development Corporation in an effort to bring industry to our community as well.

III. DIVERSITY

A. CSU-Pueblo Students Complete Smithsonian Institution Internships

CSU-Pueblo officially kicked off a partnership with the Smithsonian Institution in June by sending five students to Washington, D.C. for month-long internships. The five students selected for the internships (Jose Ortega, Megan Petersen, Dianne Archuleta, Terrin Hearst, and Cassidy Nemick) worked in a variety of museums and locations across the Smithsonian from June 1-July 1 as part of a collaboration that began with the

University's involvement with the Hispanic Association of Colleges and Universities (HACU). 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 internships included one placement at the National Museum of American History (NMAH), where 2016 graduate Jose Ortega, learned digital asset processing of digital images. Ortega compiled and uploaded slideshows of collections to the NMAH website, but had to repair metadata to insure that all files were in their proper locations in the archives before posting. His work included collections of musician Duke Ellington, vocalist Ella Fitzgerald, Earl S. Tupper of Tupperware fame, and Cover Girl, the NMAH's most complete collection slideshow at more than 900 images.

Senior Cassidy Nemick was mentored by the Archivist Specialist and the Registrar at the Archives of American Art, while recent graduate Terrin Hearst helped the Associate Director of Emergency Management (EM) develop Emergency Operations Procedures for the Smithsonian Museums. Diane Archuleta and Megan Petersen worked with the School & Tour Coordinator at the National Postal Museum (NPM).

Nemick, a senior studying history and Italian, said her Smithsonian experience aiding people with inquiries they might have about certain documents within artist's collections has given her the direction she needed to choose her career focus. Her internship at El Pueblo Museum gave her a taste of museum work and educational programs, while the Smithsonian assignment gave her hands-on archival experience.

Hearst, who graduated in May with a bachelor's degree in psychology and a minor in English, examined emergency operations procedures for weather, security, and technology in the newly established Emergency Management Office. She created an emergency procedures PowerPoint that will act as a template for a website within the Smithsonian's Intranet. Hearst said working with the Smithsonian has been a highlight in a long hard road she traveled as a non-traditional college student.

Petersen graduated in May and has been was hired by History Colorado as the education coordinator at the Trinidad History Museum.

Archuleta, a paralegal and current history major, is the youngest of 11 children and will be the first in her family to obtain a bachelor's degree. She is married with five children and nine grandchildren. She said the month-long experience was not just a chance to work at the world-renowned Smithsonian, but to see what a major metropolis does to captivate the public and provide FREE educational experiences. Archuleta and Petersen took part in three major NPM events -- Family National Parks Service (in honor of the

100th anniversary), Wine & Design, and a Family Day with Nickelodeon's SpongeBob Square Pants, for which the two interns helped to create 11 different interactive stations.

V. COMMUNITY OUTREACH

A. Teacher Education Program Hosts Recruitment Initiative in Rural Colorado

The Teacher Education Program (TEP) at CSU-Pueblo held a very successful teacher recruitment event on May 17 through May 19. In conjunction with the South Central Board of Cooperative Educational Services (SC BOCES), Battelle for Kids (BfK), and Generation Schools Network (GSN), CSU-Pueblo coordinated an immersion experience in Huerfano School District (RE-1) to orient possible future teachers to rural education. Approximately 25 people participated in the three-day orientation in Walsenburg, CO to expose participants to what it is really like to teach in a rural school.

The immersion experience included a session on the field of education, tours of the community and schools, meetings with school administrators, co-teaching students during the regular school day, community outreach activities, and a "next steps" planning session with the Associate Dean of Teacher Education. Participants received a \$500 stipend for their time, and had all expenses paid by the program. All open slots for participation were initially filled, with only one late cancellation that was too late to refill before the event. Feedback about the event from participants was very positive, with all participants indicating that they were very likely to pursue teaching. Further, the majority of participants said they were more likely to pursue teaching in rural setting. This initiative is funded through a grant from the Elementary and Secondary Education Act (ESEA), Improving Teacher Quality, Title II, Part A from the Colorado Department of Higher Education. Two additional immersion experiences are being planned for later in the year to be held at different locations within the South Central BOCES rural region.

B. Fountain Creek Research Approved

CSU-Pueblo will continue to study Fountain Creek watershed as the Pueblo County commissioners last month voted unanimously to help fund the project. The school will receive \$37,500 from the county to continue to conduct aquatic research along the creek to produce data to public entities for dissemination. The commissioners said they have determined that it is in the best interests of the county to approve the request under the Aid to Other Entities Program.

C. C-SPAN Cities Tour Visits Pueblo, University

In partnership with Comcast, the C-SPAN 2016 Cities Tour was in Pueblo July 10-16. C-SPAN's 2016 Cities Tour takes Book TV and American History TV (AHTV) programming on the road to selected cities to feature the history and literary life of these communities. They choose cities that are rich with history and have interesting local literary communities, but not often featured on the national scene. In addition to gathering programming, they like to conduct educational presentations to interested audiences about the C-SPAN Networks, free video resources available, and talk about the role of a C-SPAN Video Journalist to media-based curriculum. The crew was on the CSU-Pueblo campus for two events, an educators event sponsored by the Center for Teaching at Learning on July 12 and a student session in conjunction with the Maestro program on July 14.

D. CSU-Pueblo Search and Rescue Club Approved

CSU-Pueblo will be the second higher education institution in Colorado with an active Search and Rescue Team after signing an agreement with Pueblo County to participate in the Emergency Services Bureau at the Pueblo County Sheriff's Office. The Emergency Services Bureau responds to a variety of incidents each year from urban and wilderness missing person cases to weather-related or other naturally occurring events such as wildfires or floods that may endanger humans or animals.

VI. RESOURCE MANAGEMENT

A. CSU-Pueblo Foundation Nearing its \$25 Million Goal

The CSU-Pueblo Foundation continues to move toward its \$25 million On the Move campaign goal. To date, the campaign has raised \$19 million toward the ambitious goal. The CSU-Pueblo Foundation *On the Move* campaign announced in August of 2013 a three-year \$25 million campaign to benefit student scholarships and programs, assist with funding for the Occhiato University Center, provide support to athletic scholarships, and construct the Art and Lorraine Gonzales Stadium.

In 2016, the Foundation raised \$8.5 million, marking the largest amount of private funds raised in one-year in the history of CSU-Pueblo. This amount exceeds the previous record (set in 2015) by almost 50 percent.

While the *On the Move* campaign is not yet complete, many accomplishments are worthy of note.

Record number of scholarships awarded

Every year since the launch of the *On the Move* campaign, the CSU-Pueblo Foundation has increased the funding awarded to CSU-Pueblo student scholarships. In 2013, the Foundation awarded \$1.18 million in scholarships. In 2014, the Foundation increased scholarship awards to \$1.53 million, and then again in 2015 to \$1.68 million. The CSU-Pueblo Foundation has continued this trend for fiscal year 2016, awarding a record-breaking \$2.5 million to deserving CSU-Pueblo students in scholarships alone.

Increased alumni and stakeholder partnerships

The *On the Move* campaign has had many successes; a prime accomplishment is the level of support that the CSU-Pueblo Foundation has received from donors. In total, the *On the Move* campaign has received 12,965 individual gifts from 3,447 individuals, businesses, or foundations. While this campaign has seen many new donors to the University, the Foundation boasts an 84 percent donor retention rate of individuals who have given five consecutive years or more.

Re-defining CSU-Pueblo fundraising

Since the start of the *On the Move* campaign, the CSU-Pueblo Foundation has updated the way the University receives donations. As the times have changed, the ways to fundraise have increased and accessibility for donors to access their favorite charity has grown as well. During the three-year campaign, The CSU-Pueblo Foundation has made many pivotal changes and updates to its website, online giving, and social media presence. In addition to these routine changes, the Foundation has harnessed cellphone technology within its fundraising events and online donation appeals. This technology allows the donor to give a gift through their cellphone, eliminating the need to put pen to paper.

The Foundation also has increased its outreach to its alumni and community partners. A concentrated annual giving effort has taken place in the last year, guaranteeing multiple forms of communication to alumni and many avenues to donate back to the University. In addition to direct mail, email, and social media marketing, the CSU-Pueblo Foundation plans to add crowd funding to its fundraising repertoire. Arguably, the most popular crowd funding website is GoFundMe.com; CSU-Pueblo Foundation hopes to utilize this technology to allow smaller student-based initiatives the ability to fundraise and meet their organizational and operating goals.

Board initiative and final campaign push

The CSU-Pueblo Foundation Board of Trustees is committed to reaching the \$25 million goal by August 31, 2016. The CSU-Pueblo Foundation staff and trustees have created a plan to obtain the remaining funds. Through a grassroots campaign, the trustees will be directly soliciting individuals to give to the *On the Move* campaign. A *Text Ten* fundraising effort also will take place during the final weeks of the campaign,

encouraging the Pueblo community and alumni across the country to text PACK to 80888 and donate \$10 per text.

B. Friends of Football Donates Nearly \$3 Million for New Weight Room and ThunderBowl Upgrades

After nearly 10 years since their first contribution to CSU-Pueblo to reinstate the football, wrestling, and women's track and field programs, the Friends of Football (FOF) have come together to provide improvements for all 22 Pack Athletics programs.

Currently under construction at the Neta and Eddie DeRose ThunderBowl are a 10,000-square-foot weight room, expansion of the athletic training room in the ThunderBowl Fieldhouse, locker additions in the Pack football locker room, upgrades to the women's track and field locker room and new turf for the ThunderBowl field.

The majority of the project is privately funded with the cost around \$3,300,000. More than 83 donors, both individuals and businesses, have committed monetary or in-kind donations.

The new weight room will more than double the space of the old area and will be utilized by all 600-plus student-athletes and coaches. The expansion will feature brand new equipment, which includes a large indoor turf area for speed and agility training. The roof of the new weight room will feature an observation deck to provide opportunities for special events and pre-game hospitality.

The space where the old weight room was located will be utilized for expansion of the athletic training room and Pack football locker room. The athletic training room will be expanded to 2,700 square feet and will feature a 12-seat cold plunge, an underwater rehab treadmill and nine new taping and treatment tables.

The Pack locker room will add 45 lockers to house all of the football student-athletes and the new turf installation was completed in June, featuring a monofilament synthetic turf system.

The target date for the updated training room remodel and locker room expansion is expected to be complete before the Pack football athletes report for fall camp, Aug. 10. The new weight room is expected to be completed before the ThunderWolves' home opener against West Texas A&M University, Sept. 10.

C. Walker Family Donates to Rodeo Club

Gary and Georgia Walker have donated \$10,000 to the recently renewed rodeo club team. The gift will assist the team with travel, entry fees, and other operational needs of

the team. The Walkers, along with their children, Cassie, John, and Remington, are graduates of CSU-Pueblo and are interested in growing the team to help increase enrollment at the University as well as promote the sport of rodeo. The CSU-Pueblo Rodeo Club team, a member of the National Intercollegiate Rodeo Association, was reinstated in 2014 after being discontinued in the early 1990s. Prior to being disbanded, the rodeo club team was regarded as one of the best in the region.

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
August 4, 2015
Student Report

Faculty and Student Expectations

CSU Global allows class work and learning flexibility and in this era of instant gratification, students expect a quality educational program, a consistent and standardized course program format, and timely feedback. CSU Global sets clear faculty expectations and the student body welcomes those standards. With the average age of the Global student being 35, we are very busy working adults juggling family life, work responsibilities, and now as a student, course work. CSU Global's continual review of faculty standards and related metrics, are one facet that is contributing to Global's growth and success.

From the student perspective, the following faculty standards are key to a quality course experience:

- Initial course welcome and instructor background. For students, each instructor's real world experience contributes to real life application and real time translation of coursework into daily work life.
- Clearly defined assignment timelines and due dates outlined in the course syllabus and reinforced by each instructor. This allows for students to easily integrate coursework with the business of daily life.
- Discussion Board post responses that acknowledge and challenge the student to take the new knowledge into the real world through application of past or current experience.
- Timely feedback on assignments (≤ 72 hours) with substantive and positive feedback. This reinforces students are on the right track and challenges the student to stretch beyond their current comfort zone.
- Continued presence in the online environment. A busy discussion board is a clear sign of class and instructor engagement.

Respectfully,

Andrea D. Buchmeier
Student Representative
Colorado State University Global Campus

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

MATTERS FOR ACTION:

Report Item. No action necessary.

EXPLANATION:

Presented by Stephanie Quinn, Ph.D., Faculty Representative from CSU-Global

Report to the Board of Governors that provides an overview of CSU-Global's Faculty Mentor Program.

Faculty Mentor Program Overview

- Six month pilot program
 - Piloted January - June 2016
 - Fully Implemented July 2016
- Goal:
 - Improve/increase student satisfaction and retention as well as faculty success
 - Improve communication with faculty
- Need based:
 - Faculty and student numbers continue to increase
 - Faculty: 451 - increasing to over 500 in the next year
 - Aligned with student growth
 - We want faculty who are committed to our students and the institution
 - We can look across 460 faculty members and have an additional piece of information to help us work with those instructors who are not meeting expectations and who typically incur more student complaints
- Faculty Mentor Program Structure:
 - Pay: similar model used for the faculty compensation as well as the time requirement
 - Time per faculty member observed = base rate
 - Monthly review of 4-50 faculty members' daily and weekly course responsibilities
 - Complete rubric based on faculty course expectations

- Majority and part time mentors

This overview focused on CSU-Global's commitment to support student and faculty success through a recent program initiative: the Faculty Mentor Program. This program is now used to document faculty instructional practices in order to improve student success and satisfaction as well as increase student retention.

CSU-Global Faculty Representative Board Report



Fiscal Year 2016 Wrap-up Report

CSU System Strategic Goal: Student Success

CSU-Global Transformation Plan Goal: Utilize Evidence-based Practices

- In FY16, CSU-Global created 94 new courses while updating 310 existing courses. Additionally, the university faculty & staff aligned and assessed 175 program learning outcomes of which 89.5% were achieved at an 85% or higher level by CSU-Global students.
- The university has secured its reaccreditation from the Higher Learning Commission with no items for HLC follow up.
- CSU-Global has earned its initial accreditation for its business programs from ACBSP, who has also recognized the university for its 'Best in Class' practices for its: public information on performance and student achievement; approach to attract and retain students; well-designed student academic support network of student support services and tools; recruiting, vetting, orientation, and training of new faculty; faculty development and evaluation processes; and systematic learning outcomes assessment.
- The university activated 61 new faculty members and retained 92% of its existing instructors.
- The university held 5,814 eight-week courses for students; and its Library experienced 413,855 views and 195,679 research guide views alongside over 3200 Librarian requests for assistance.

CSU System Goal: Service

CSU-Global Transformation Plan Goal: Develop Innovative Stakeholder Engagement

- In FY16, CSU-Global had 1,476,868 Website Visits, of which 59% were new visitors; and it received approximately 75,000 new student leads.
- From its work in social media and PR, the university earned 1,452,828 Social Media Impressions and 1,941,981 Press Release Impressions.
- Its external outreach staff secured 625 community college articulations; established presence on 20 new military bases; and worked with 507 affiliate businesses and organizations to extend CSU-Global opportunities for degrees, certificates of completion, and lifelong learning.

- In its service to prospective and new students, CSU-Global enrolled 7756 new students, held 468,641 calls during over 14,000 hours of talk time, conducted over 870,000 enrollment activities related to new student enrollment.
- To ensure student readiness for CSU-Global courses, the university's Tuition Planning staff completed the tuition-planning processes for 98% of all students prior to the Add/Drop date; counseled all new students on Federal Financial loan responsibilities, and helped 389 students accept a tuition plan for reduced loan amounts, while the financial aid staff completed 4005 packages for new students, and 9,916 packages for current students.
- To provide service to its mission regarding degree bachelor's degree completion, CSU-Global's transcript articulation staff conducted 14,374 student transcript evaluations of which 84% were completed with faculty support within 24 hours with the balance being completed within 4 business days.

CSU System Strategic Goal: Student Success

CSU-Global Transformation Plan Goal: Develop Innovative Stakeholder Engagement

- In FY16, CSU-Global enhanced Student Advising program prompted the completion of over 216,000 student contacts for an 82.8% YTD Trimester-to-Trimester retention. Additionally, the university's work with students who incurred academic challenges facilitated the return to 'good academic standing' for 39% of that population.
- 78% of all transfer evaluation requests (2,165) were completed and sent back to students within 24 hours; and importantly 1,442 Bachelor's degrees awarded, 582 Master's degrees awarded, and 76 Certificates-of-completion were awarded.
- Work with all CSU-Global students during the year to help them pay for their respective educational programs allowed for 93% of the active population to be in good financial standing.

CSU System Goal: Fiscal Health

CSU-Global Transformation Plan Goal: Develop Innovative Stakeholder Engagement

- In FY16, the university added 56 new staff and 44 new faculty. Additionally, over 270 staff members were provided training through internal & external trainings, and 411 existing faculty members took at least one CSU-Global Faculty training course.
- To ensure its academic, operational, and financial success, the university generated and reviewed over 325 data-based reports; resolved or completed 5140 technology support tickets; completed 48 IT projects related to its network infrastructure, reporting, and software needs; and created over 200 spreadsheets and financial reports to support interdepartmental needs.

CSU System Goal: Service**CSU-Global Transformation Plan Goal: Create knowledge-sharing for Global Good**

- In FY16, CSU-Global leadership presented at industry conferences: American Association of State Colleges and Universities, UPCEA Annual Conference and the Online Leadership Roundtable, American Council on Education, and CHEA
- CSU-Global was an active participant in the Lumina Foundation's Convening on Degree Completion, Congressman Polis' task force on Competency-based Credit, and the U.S. Department of Education's Reimagining Higher Education Convening.

Section 11

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

Daniela Pineda Soracá – Student Representative-Fort Collins Campus

Cabinet Summer Progress

Marketing

- Ordered environmentally conscious & health focused marketing materials
 - Re-usable Tupperware meal containers, “gold” zinc sunscreen sticks, reusable coffee cups
 - Partnering with Homecoming Campus Leaders for a cohesive and enhanced “Green” Social Media Driven Homecoming Marketing campaign

University Relations-Collegiate Readership Program, Tailgating Operations, Fee Area Showcases

- Finalizing USA Today contract option with Bob Schur
- Looking at educational engagement with the New York Times
 - Good opportunity to showcase how successful non-partisan campus campaign run
 - Method to evaluate their reach on our campus for future contract use
- Working with Tailgating Committee to discuss future student logistics, and functions for Game Day operations
- Working with Student Fee Areas to launch an informative video series to discuss student fee expenditures throughout the year

Governmental Affairs

- Working with potential third party voter engagement groups to enhance voter participation in November
- In the process of final revisions for contractual non-partisan agreements with these organizations
- Exploring the opportunities of having candidate speaker series with respective student organizations on campus
- This project is in its earliest stages-many logistics and legal processes to consider

Communication with Other Universities

- ASCSU has been in communication with University of Colorado-Boulder, CSU Pueblo, and the University of New Mexico
 - UNM President and Chief of Staff visited our campus on July, 17th, 2016 for a tour of our recreational facilities and student union for future infrastructure expansions
- Next steps include: Reaching out to the following universities,

- University of Minnesota
- University of Northern Colorado
- Front Range Community College
- University of Louisville
- University of Wyoming
- University of Nevada, Reno

Academics and Faculty Relations

- Attending Ram Tour Faculty Retreat on August 11th and 12th, with the ASCSU Director of Academics to discuss improved collaboration when it comes to discussing course surveys and other academic matters
- Collaborating with the Health Network, Financial Aid Services and other campus partners in expanding the TRANSIT Financial Literacy Program to the entire student body

Environmental

- Endorsing the improvement plan proposed by the City of Fort Collins in regards to the West Elizabeth corridor plan at the August 16th City Council Meeting
- Patterning with Student Environmental groups to coordinate sustainability efforts for this academic year

Traditions and Programming

- **Working closely with Alumni Relations and Respective Stakeholders to coordinate student programming**
 - ASCSU will be honoring the Farewell to Hughes Athletics Marketing Campaign by hosting “Decades” themed events
 - Working with Athletics to explore a CSU Homecoming Shirt project
 - Working with Joe Parker, Athletic director and his team to enhance student engagement this year
 - Finalizing plans for Grill the Buffs Pep Rally- September 1st @ the Sutherland Garden, LSC

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

August 4-5, 2016, Pueblo, CO.

Below I provide a summary of the May 3, 2016 Faculty Council meeting (full meeting minutes are posted on the CSU Faculty Council web site). I also include a summary of the last Faculty Council Executive Committee meeting as this committee sometimes acts for Faculty Council just before summer.

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

- 1) Announcements
 - a. Graduate Student Council Advising Awards
 - i. 100+ nominations were received and the award winners were Drs. Asa Ben-Hur (Computer Sciences), Jason LaBelle (Anthropology), and Courtney Schultz (Forest and Rangeland Science).
 - b. The initial Harry Rosenberg Faculty Council Service Award was awarded to Dr. Carole Makela (School of Education) for her dedicated service to Faculty Council.
- 2) Elections to Faculty Council standing committees (Intercollegiate Athletics, Scholarship, Research and Graduate Education, Teaching and Learning, Libraries, Strategic and Financial Planning) occurred.
- 3) Reports
 - a. Provost Miranda
 - i. The FY17 budget was finalized and sent to the Board of Governors for their May meeting agenda.
 - ii. Half of revenue generated from enrollment growth will be distributed to colleges based on numbers of credit hours and majors.
 - iii. Miranda attended a conference of National Association of System Heads (NASH) that focused on student success practices (math pathways reform, learning analytics, and high impact practices).
 - b. Chair Stromberger
 - i. Faculty Council Executive Committee charged Committee on Teaching and Learning to proceed with the course survey redesign and consider formalizing recommendations in the recent Evaluating Teaching Effectiveness Report through policies and Manual revisions.
 - ii. Status and reflection on some Faculty Council initiatives
 1. Shared governance in strategic and financial planning
 - a. BARC process was initiated this year to engage faculty, staff, and students in incremental budget review.
 - b. Need to consider mechanisms for shared governance in base budget reallocation decisions.
 2. Non-tenure Track Faculty (NTTF) issues
 - a. Faculty Council adopted revisions to the Manual this year, allowing NTTF to vote for department reps to Faculty Council.
 - b. Initiatives for next year include transformation of NTTF appointment titles, compensation, and job security.
 3. Service recognition
 - a. This will be a priority initiative for next year.
 4. Communications
 - a. New website has been up for almost one year, including a searchable pdf of the Manual.
 - b. Monthly highlights letter instituted to help communicate FC items back to departments.
 - c. Annual reports of Faculty Council and standing committees will be collated and published in a document. An electronic copy will be

distributed to faculty to upload on Digital Measures (annual reporting activity). Hard copies will be distributed to department chairs and deans

5. Expected summer discussions
 - a. Parking plans for FY18 – development of alternative plans for faculty discussion in the fall.
 - b. Strategies to recruit and retain diverse faculty.
 - c. Re-Envision CSU.
- 4) Actions
 - a. A new PhD degree in Communications was approved, to be effective Fall 2017, pending final approval by the Board of Governors.
 - b. Revision to the Graduate and Professional Bulletin – Application: US Citizens or Permanent Residents – was approved.
 - i. Transcripts for collegiate work completed during high school, and transcripts from study abroad institutions, are no longer required.
 - c. Revision to the Graduate and Professional Bulletin – Evaluation of Graduate Students – was approved.
 - i. Graduate students, and not department chairs, are responsible to find a new advisor when an advisor resigns.
 - d. Revisions to the Manual, Sections C.2.3.3, C.2.8, and E.4.2, were approved.
 - i. Adds additional requirements to Special Academic Unit (SAU) codes. Allows SAUs to hire non-tenure track faculty.
 - e. Revision to the Manual, Preface, were approved.
 - i. Revisions to the Manual that affect Administrative Professionals must be approved by AP Council before going to Faculty Council
 - f. Revision to the Manual, Section F.3.16, were approved.
 - i. Reflects new parental leave benefits
 - g. Revision to the Manual, Section F.3.17, were approved.
 - i. Reflects new benefits to catastrophic circumstances leave
 - h. Revision to the Manual, Section E.9, was referred back to Committee on Responsibilities and Standing of Academic Faculty(CoRSAF) for revision.
 - i. Positive behavior to be removed as a consideration for annual merit increase.
 - ii. Language to be reorganized so that content on productivity and merit salary increases are separated.

Summary of the May 10, 2015 Faculty Council Executive Committee Meeting. At the last Executive Committee meeting of the year Executive Committee sometimes acts for Faculty Council on time sensitive items.

- 1) Actions taken by the Faculty Council Executive Committee on behalf of Faculty Council
 - a. Approved University Curriculum Committee minutes for April 22, April 29, and May 6, 2016 so that the Catalog could be updated before the July 1 publication date.
- 2) Discussion Items
 - a. Evaluation of the President

COLORADO STATE UNIVERSITY PRESIDENT'S REPORT

Board of Governors of the Colorado State University System

August 5, 2016

I. TEACHING AND LEARNING: ASSURE EXCELLENCE IN ACADEMIC PROGRAMS

A. Colorado State shatters previous fundraising records as part of \$1 billion campaign

Colorado State University once again broke previous fundraising records in FY16, raising \$197.8 million and setting new records for academic and athletics fundraising. Colorado State is now bringing in four times as much in private support as 10 years ago and annually nearly doubles the amount of public support received from the state. In addition to the record dollar totals, CSU continues to buck national trends with significant increases in both alumni participation and total donors. Nearly 39,000 alumni, friends, and other supports donated – an increase of about 4,000 donors over the previous year – while alumni giving rose to 10.7 percent from 10.4 percent. CSU already has raised more than \$625 million of its \$1 billion campaign goal.

B. Colorado State University Spring Commencement recognized more than 4,000 graduates

Colorado State University conferred degrees on more than 4,000 graduates at the spring 2016 commencement ceremonies May 13-15. College ceremonies and Army and Air Force ROTC commissioning recognized 3,192 undergraduate and 1,119 graduate students, including 73 doctoral students, 130 Doctor of Veterinary Medicine students and 14 new officers in the U.S. Air Force and 11 in the Army at Colorado State University. Forty-six students were candidates for distinction as summa cum laude, 133 as magna cum laude, and 204 as cum laude.

C. Aspen Institute lauds CSU success initiatives for community college transfers

Colorado State University students have remarkable success even when they start at another campus, according to The Aspen Institute. At CSU, the graduation rate for students who transfer from two-year colleges is 69 percent, slightly exceeding the university's six-year graduation rate of 68 percent for students who enter as first-time, full-time freshmen. Nationally, 80 percent of students who begin in a community college aim to earn a bachelor's degree; only about 14 percent achieve that goal within six years. CSU's success rate is why CSU is featured as one of the universities nationwide that have addressed "the broken transfer system" in "The Transfer Playbook: Essential Practices for Two- and Four-Year Colleges," released in May by the Aspen Institute's College Excellence Program and the Community College Research Center at Columbia University. Each year, CSU enrolls about 1,500 transfer students, from both two- and four-year institutions, about a third the number of first-time students. The number of transfer

students has increased 16 percent over the last three years, and transfer students have accounted for more than half of each graduating class since 1995.

D. CSU environmental science and engineering ranks among world's best

Colorado State University's environmental science and engineering research programs have been ranked No. 7 worldwide by the Academic Ranking of World Universities. The program is based in a strong foundation of natural sciences, math, biology, and engineering fundamentals. Indicators used in the rankings include: measures of research productivity, average global research impact, extent of international collaboration, extent of academic-corporate collaboration, researchers with global academic influence, and academic awards.

E. Online arts leadership master's among top leadership programs

Colorado State University'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, which is 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. CSU's online Master of Arts Leadership and Administration teaches those with an interest in arts, culture, and nonprofit work the skills needed to take on and succeed in leadership positions.

F. Department of Design and Merchandising program ranked in top 5

CSU's Merchandising program in the Department of Design and Merchandising is considered among the top 5 percent nationally, according to the latest rankings by Fashion-Schools.org. In addition to earning the top ranking for the Southwest region and Colorado, the program is fifth among the top fashion merchandising programs at public schools and colleges in the U.S. in national rankings for 2016. CSU's Fashion Design program rated second in the Southwest, eighth among public schools and colleges, and 17th nationally.

G. Temple Grandin honored at 2016 James Beard Awards

Temple Grandin, Colorado State University professor of animal science, was among a handful of luminaries honored at the 2016 James Beard Foundation Awards ceremony in Chicago May 2. Grandin, world renowned as a leader in the field of humane animal handling, is being inducted into the James Beard Foundation's Who's Who of Food and Beverage in America, a group of the most accomplished food and beverage professionals in the country. Grandin is an internationally recognized leader in animal handling innovations, and her expertise has been tapped by major corporations as well as the U.S. Department of Agriculture.

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

A. 'Empowerment Course' offers opportunities for young adults with intellectual disabilities

Colorado State University's Center for Community Partnerships (CCP) will launch its "Empowerment Course" in the fall of 2016 to give young adults with intellectual disabilities a new chance to experience college life, become better self-advocates, and prepare for a career path. The course was made possible through a \$2.2 million grant from the U.S. Department of Education last fall to continue and expand its Opportunity for Postsecondary Success Program in a new initiative called CHOICES (Creating Higher-Education Opportunities for Individualized Career and Employment Success). The course is geared for young adults with disabilities who are between 17 and 26 years old and who may not meet CSU admissions requirements but want to pursue additional learning and independence. The course focuses on four key areas: self-advocacy, employment, postsecondary education, and independent living. At the end of the course, the students will have earned 12 continuing education units, a certificate of accomplishment, and ongoing support from partnering agencies such as the Colorado Division of Vocational Rehabilitation and Foothills Gateway Inc.

B. CSU student-athletes earn academic recognition

A total of 102 Colorado State student-athletes earned recognition from the Mountain West Conference for their work in the classroom during Spring 2016. The Spring 2016 Academic All-Mountain West honorees, who were announced Wednesday by the conference, cover all 11 winter/spring sports CSU sponsors. Combined with the Rams' 48 fall honorees, CSU established a new record for an academic year (150 in 2015-16). To be eligible, a student-athlete must have completed at least one academic term at CSU while maintaining a cumulative grade-point average of 3.0 or better, and be a starter or significant contributor on his/her team.

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

A. CSU methane research provides key data for new EPA greenhouse gas inventory

Colorado State University methane research has been directly incorporated into a major annual Environmental Protection Agency report that keeps a finger on the pulse of U.S. greenhouse gas emissions. The 2016 EPA Greenhouse Gas Inventory released this spring ranks the natural gas industry as the No. 1 emitter of methane, a greenhouse gas that's less prevalent but more potent than carbon dioxide. This ranking is based on methane emissions over the period of 1990-2014. The report cites studies led by CSU faculty members Anthony Marchese and Daniel Zimmerle, researchers at CSU's Energy Institute, as pivotal to the most accurate accounting to date of methane emissions from various sectors of the natural gas industry. The team gathered the data in

2012-14 in collaboration with industry operators and the Environmental Defense Fund, which facilitated and helped fund 16 studies – three at CSU – to capture data around methane emissions from a variety of sources. CSU is currently involved in several other major studies on emissions of methane and other hydrocarbons from oil and gas operations, the results of which will be published later this year.

B. CSU-led team highlights ways to address global food system challenges

A new study, “Realizing Resilient Food Systems,” published in the journal *Bioscience* May 4 and led by Meagan Schipanski, assistant professor of soil and crop sciences at Colorado State University, presents a set of strategies to address complex challenges of producing food for a growing global population while reducing environmental impacts and increasing resilience in the face of climate change. Schipanski led a collaborative team of researchers from the U.S. and Canada to produce the study, which was supported by funding from the U.S. Department of Agriculture and CSU’s School of Global Environmental Sustainability. Food systems include consideration of how food is produced, how it is distributed, what is consumed, and who influences these different activities.

C. CSU biochemists watch gene expression in real time

In an unprecedented feat, Colorado State University biochemists made a live-cell movie of RNA translation – the fundamental cellular process by which a ribosome decodes a protein. Sixty years after Francis Crick first described it, CSU scientists have illuminated, in a single living cell, this final step of gene expression. Their tools: some clever protein engineering and a custom-built microscope that can show single-RNA translation with nanoscale precision. The breakthrough was led by Tim Stasevich, assistant professor in the College of Natural Sciences’ Department of Biochemistry and Molecular Biology, and published in the journal *Science* May 5. The paper’s first author is research associate Tatsuya Morisaki, who built the microscope and performed the experiments.

D. Garfield County air-quality study results presented to public

Data from an extensive multi-year Colorado State University study of air emissions from natural gas operations in Garfield County have been presented publicly by a CSU research team. Study leader Jeffrey Collett, professor and head of CSU’s Department of Atmospheric Science, presented the study results during a session of the Garfield County Board of Commissioners June 14. The study, “Characterizing Air Emissions from Natural Gas Drilling and Well Completion Operations in Garfield County, Colorado,” was commissioned in 2012 by Garfield County. It aimed to characterize the extent of air emissions from natural gas extraction activities.

E. Modeling the correct doses for disease-fighting drugs

Brad Reisfeld, associate professor in the Department of Chemical and Biological Engineering and a faculty member in the School of Biomedical Engineering, has described a new computational model for optimizing dosing for the drug rifapentine in an article published in June in the American Society for Microbiology’s *Antimicrobial Agents and Chemotherapy*. An antimycobacterial agent,

rifapentine is commonly used to treat pulmonary tuberculosis, a disease that attacks the lungs and kills more than 1 million people every year, mostly in developing nations. Graduate student Todd Zurlinden, and Garrett Eppers ('16), are co-authors on the paper.

IV. RESEARCH AND DISCOVERY: IMPROVE DISCOVERY CAPABILITIES

A. \$3.5M methane emissions test site to be built at CSU

Colorado State University will be home to a national testing facility for evaluating new technologies for sensing methane, a potent greenhouse gas. The Department of Energy's Advanced Research Projects Agency – Energy (ARPA-E) in June awarded a CSU team about \$3.5 million over three years to create and operate the facility, which will simulate a broad range of natural gas production systems for testing technologies in real-world industry conditions. The site will allow research teams from all over the U.S. to test new technologies for enhanced methane sensing. Joining with their Colorado School of Mines partners, the CSU team will design, construct and operate the new facility on CSU property near Fort Collins. The facility will consist of multiple sub-facilities that simulate different operations throughout the natural gas industry supply chain: dry gas production, wet gas production, midstream compression, metering and regulating stations, and underground pipelines. Home base for all operations will be the CSU Powerhouse Energy Campus, a premier large-engine test facility, which has maintained an active relationship with the natural gas industry for more than two decades.

B. Boettcher Foundation awards biomedical grants to two CSU researchers

Two CSU researchers who study tiny organisms and their roles in two of humanity's biggest health concerns – viruses and cancer – received in June awards that will fund three years of research for their laboratories. Rushika Perera, assistant professor of virology in the College of Veterinary Medicine and Biomedical Sciences, and Tim Stasevich, assistant professor of biochemistry and molecular biology in the College of Natural Sciences, each received \$225,000 Webb-Waring Biomedical Research Awards through the Denver-based Boettcher Foundation. The 2016 class of Boettcher Investigators are early-career researchers who are getting established in their fields. The foundation will support their work as they become competitive for major awards from federal and private sources.

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

A. Psychology's Evelinn Borraro appointed to State Board of Health

Evelinn Borraro, professor of psychology in Colorado State's College of Natural Sciences, has been appointed by Colorado Gov. John Hickenlooper to a three-year term on the State Board of Health. Borraro is director of training of the Counseling Psychology doctoral program in CSU's Department of Psychology and is also a professor in Community and Behavioral Health at the Colorado School of Public Health.

B. CSU offers new online master's for fish and wildlife conservationists

Starting in Fall 2016, Colorado State University will offer an online master's degree in Fish, Wildlife, and Conservation Biology through the Warner College of Natural Resources. The program will focus on ecology and management of wild animals, for their benefit and the benefit of humans. As a non-thesis master's degree, this program offers applicable training for professionals in careers at natural resources agencies, firms, and non-government organizations.

C. Evaluating state clean energy policies with SPOT: The State Policy Opportunity Tracker

The Center for the New Energy Economy at Colorado State University and The Nature Conservancy in May released the State Policy Opportunity Tracker (SPOT) for Clean Energy at www.spotforcleanenergy.org. The SPOT for Clean Energy is a publicly available database that allows users to quickly review the status of 38 clean energy policies across all 50 states. It includes policies in the areas of renewable energy, energy efficiency, financing, infrastructure and transportation. The SPOT for Clean Energy benchmarks clean energy policies, enabling the user to analyze both the status quo for a state and where there may be opportunities for future growth on clean energy.

D. Extension offers fact sheet on how to harvest rainwater under new Colorado rules

Colorado's longtime ban on residential rain barrels came to an end through the passing of Colorado House Bill 1005, which allows a maximum of two rain barrels with a combined capacity of 110 gallons at each household. The measure is to take effect Aug. 10. Colorado State University Extension has created a fact sheet to provide guidance to citizens on rainwater harvesting: <http://col.st/m17iB>.

E. Navajo student helps launch CSU veterinary program in his home community

Colorado State University veterinary students in June began essential animal-care instruction for high-schoolers in the Navajo Nation, equipping teenagers with basic veterinary skills in a region dependent on livestock production – while also encouraging the teens to pursue college education. In another part of the newly launched project, starting in August, the CSU Doctor of Veterinary Medicine Program will provide weeklong surgical clinics for pets, horses, and livestock in the Monument Valley region of the Navajo Nation. The area in northern Arizona depends on agriculture and is in dire need of veterinary services. The two-pronged project is largely prompted by Navajo veterinary student Patrick Succo, 26, who grew up in Ts'ah bii Kin, or “House in the Sagebrush.”

VII. RESOURCES AND SUPPORT: EXPAND FUNDRAISING

A. \$13 million gift to create student scholarships and advance construction of facilities

Colorado State University on April 28 announced that Colorado State alumnus Michael Smith made a series of donations to the university that will fund new scholarships focused on business, natural resources and chemistry, complete funding for a new natural resources building in the Warner College of Natural Resources, and contribute to the funding of the new on-campus stadium. In total, the \$13 million gift will include:

- A \$5 million gift to create 50 full-tuition scholarships in the College of Business, in honor of the College's 50th anniversary – 13 endowed Michael Smith Elite Business Scholars awards and 37 Michael Smith 50th Anniversary Scholarship awards.
- A \$3.7 million gift to complete funding to build the Michael Smith Natural Resources Building in the Warner College of Natural Resources.
- A \$3.5 million gift to the new multipurpose on-campus stadium project; the Michael & Iris Smith Alumni Center within the stadium will be home to the University's 205,000 living alumni.
- A \$400,000 gift to create 10 full-tuition Michael Smith Scholarships in the Department of Geosciences in the Warner College of Natural Resources.
- Another \$400,000 gift to create 10 full-tuition Michael Smith Scholarships in the Department of Chemistry in the College of Natural Sciences.

B. CSU, UHealth strengthen partnerships to benefit CSU and the Fort Collins community

Colorado State University and UHealth announced May 2 a landmark partnership focused on academics and health care. The partnership includes the following elements:

- UHealth will work with the CSU Health Network to build and help staff the new CSU Health and Medical Center. UHealth physicians will work in the new Center -- as will CSU Health Network health care providers, including CSU physicians -- to continue providing the very best medical care while significantly increasing convenience for CSU employees, students and the community in one location.
- UHealth will continue to serve as the preferred in-network health care provider, increasing the quality and value of health care for CSU and supporting employee wellness. Currently, the majority of CSU employees already use UHealth physicians and facilities.
- The partnership will provide events for the Fort Collins community to promote health and wellness.
- CSU and UHealth are extending their longstanding relationship with Rams Athletics to care for CSU's student-athletes. Under this agreement, UHealth extends its role as the exclusive health care partner of CSU Athletics.

Additionally, the University of Colorado School of Medicine will explore the possibility of expanding medical education opportunities with Colorado State University.

C. More than 2,000 commemorative stadium bricks sold

Colorado State has sold more than 2,000 commemorative bricks to support the on-campus stadium campaign. The bricks will be displayed in the plaza on the stadium's north side when it opens in fall of 2017. CSU hopes to sell 3,500 of the bricks by the time the campaign ends in January 2017.

D. Major Gift Report

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

	June 2016		FY 2016		FY 2015	
	Amount	Count	Amount	Count	Amount	Count
Contributions	\$9,039,036	3,852	\$157,651,074	38,831	\$98,173,271	34,458
Irrevocable Planned Gifts	-	-	\$1,502,019	7	\$54,644	1
Revocable Gifts and Conditional Pledges	\$50,000	2	\$37,600,420	108	\$58,514,407	79
Payments to Commitments Prior to Period	(\$562,661)	787	(\$32,492,943)	1,079	(\$15,030,838)	1,212
Total Philanthropic Support	\$8,526,375	3,274	\$164,260,569	38,524	\$141,711,484	34,048
Private Research	\$4,465,070	35	\$33,562,082	208	\$30,603,982	184
Net Private Support	\$12,991,445	3,308	\$197,822,651	38,696	\$172,315,466	34,199

\$13,000,000 pledge designated as \$3,700,000 to support the *WCNR Building*, Warner College of Natural Resources; \$3,500,000 to support the *Alumni Center Project*, Alumni Relations; \$3,000,000 to support the *Michael Smith Elite Business Scholars Endowment*, College of Business; \$2,000,000 to support the *Michael Smith 50th Anniversary Scholars in College of Business*, College of Business; \$400,000 to support the *Michael Smith Scholars in Chemistry*, College of Natural Sciences; and \$400,000 to support the *Michael Smith Scholars in Geosciences*, Warner College of Natural Resources

\$2,000,000 gift designated as \$1,800,000 to support the *CSURF Gifts of Land - CAS*, College of Agricultural Sciences, and \$200,000 to support the *CSURF Gifts of Land - WCNR*, Warner College of Natural Resources

\$1,500,000 revocable commitment to support the *Niki Pierce Memorial Scholarship Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$1,200,000 gift to support the *Quantifying Multiplexed RNA*, College of Natural Sciences

\$1,000,000 gift to support the *Fostering Success Leadership Endowment*, Student Affairs

\$1,000,000 revocable commitment to support the *Eugene A. and Alice J. McHale Scholarship Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$1,000,000 pledge designated as \$900,000 to support the *Gary and Kay Smith Global Food Innovation Center*, College of Agricultural Sciences, and \$100,000 to support the *Animal Sciences Building Maintenance and Operations Endowment*, College of Agricultural Sciences

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

\$790,470 gift designated as \$711,423 to support the *CSURF Gifts of Land - CAS*, College of Agricultural Sciences, and \$79,047 to support the *CSURF Gifts of Land - WCNR*, Warner College of Natural Resources

\$500,000 revocable commitment to support the *CSU Alumni Association Legacy Scholarship Endowment*, Alumni Relations

\$500,000 gift to support the *Patterson Family and Beavers Charitable Trust Heavy Construction Initiative Endowment*, College of Health and Human Sciences

\$500,000 revocable commitment to support the *Environmental and Radiological Health Sciences Scholarship Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$350,000 pledge to support the *Petco Foundation and Blue Buffalo Foundation Cancer Treatment*, College of Veterinary Medicine & Biomedical Sciences

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

\$223,092 gift to support the *Sean "Ranch" Lough Memorial Scholarship Endowment*, Enrollment & Access

\$220,000 gift to support the *Center for New Energy Economy-Program*, Research & Interdisciplinary Programs

\$218,911 pledge to support the *Football Premium Seating*, Athletics

\$202,000 pledge designated as \$135,000 to support the *National Western Stock Show Scholarship*, College of Agricultural Sciences; \$33,000 to support the *National Western Stock Show Graduate Scholarship in Animal Sciences*, College of Agricultural Sciences; \$30,000 to support the *National Western Scholarship in the Professional Veterinary Medical Program*, College of Veterinary Medicine & Biomedical Sciences; and \$4,000 to support the *National Western Stock Show/Jim Henry Scholarship*, College of Agricultural Sciences

\$180,000 gift to support the *Center for New Energy Economy-Program*, Research &

Interdisciplinary Programs

\$165,820 pledge to support the *Football Premium Seating*, Athletics

\$160,000 gift to support the *Agricultural Sciences - Research*, College of Agricultural Sciences

\$150,000 gift to support the *Alumni Center Project*, Alumni Relations

\$150,000 pledge to support the *Jerry L. Deffenbacher Scholarship in Psychology Endowment*, College of Natural Sciences

\$150,000 gift to support the *One Cure*, College of Veterinary Medicine & Biomedical Sciences

\$130,000 pledge to support the *Partnership for Air Quality, Climate and Health*, College of Natural Sciences

\$124,355 pledge to support the *Football Premium Seating*, Athletics

\$105,267 pledge to support the *Football Premium Seating*, Athletics

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\$105,267 pledge to support the *Football Premium Seating*, Athletics

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

\$100,000 gift to support the *Hydrocarbon Research - Department of Civil Engineering*, College of Engineering

\$100,000 gift to support the *Leslie Cavarra Buttorff Scholarship in Statistics*, College of Natural Sciences

\$100,000 pledge designated as \$75,000 to support the *Elliott's Long Paw Scholars*, College of Veterinary Medicine & Biomedical Sciences, and \$25,000 to support the *One Cure*, College of Veterinary Medicine & Biomedical Sciences

\$100,000 gift to support the *Energy Institute*, Research & Interdisciplinary Programs

VIII. RESOURCES AND SUPPORT: NURTURING HUMAN CAPITAL

A. Kelly Long named Vice Provost for Undergraduate Affairs

Kelly Long, former associate dean for undergraduate studies in the College of Liberal Arts, has been named Vice Provost for Undergraduate Affairs for Colorado State University effective July 1. Long, associate professor of history, taught at Poudre High School for 18 years before coming to CSU as a faculty member in 1998. She has served the College of Liberal Arts as associate dean since January 2014.

B. Grant helps faculty, staff try biking to campus

Faculty and staff 50 years old and older can get personalized cycling training through CSU's Parking and Transportation Services, thanks to a Kaiser Permanente grant. The program helps faculty and staff become more comfortable riding a bike to work, and orientation starts this summer. The program, Back on the Bike, is designed to get more people in active transportation and physical activity. It helps CSU employees who want to bike to work assess their health, tune up their bike, get safety gear, and learn tricks to travel in traffic and overcome other safety or comfort obstacles through personalized travel training. To qualify, faculty and staff must be at least 50 years old, live within a Fort Collins zip code, and want to commute by bicycle.

C. New low cost parking permit option available in July

New parking permit rates that went into effect for 2016-17 were accompanied by a lower cost parking option in response to requests by CSU employee groups and students. Parking and Transportation Services is offering a reduced rate for commuters who want to park in the Research Boulevard parking lot, west of the Veterinary Teaching Hospital, and either walk or take the Around the Horn shuttle to campus. The reduced-rate permit for Research Boulevard will be \$250, a price that is \$315 less than a regular "A" permit and \$270 less than a regular commuter student permit.

IX. RESOURCES AND SUPPORT: INCREASING AWARENESS

A. CSU named Innovation & Economic Prosperity University by APLU

In recognition of its strong commitment to economic engagement, Colorado State University has been designated as an Innovation & Economic Prosperity University by the Association of Public and Land-grant Universities (APLU). The designation recognizes public research universities working effectively with public- and private-sector partners in their states and regions to support economic development through a variety of activities, including innovation and entrepreneurship, technology transfer, talent and workforce development, and community development. Colorado State received the designation after an independent panel reviewed the school's application, which included an extensive internal review and analysis of its economic engagement activities that were conducted with outside stakeholder input.

B. Community outreach tours bring CSU to Colorado communities

Colorado State University President Tony Frank led community outreach visits to Salida, Frisco, Steamboat Springs, and Grand Junction in June to connect the University with alumni, CSU families, community leaders, and interested residents. Frank was joined by CSU officials including Kristi Bohlender, executive director of the CSU Alumni Association, and Tom Milligan, vice president for external relations. They met with county commissioners, Rotary clubs, and Colorado State University Extension staff, as well as hosting several public events for alumni and the community. Visits to Greeley, Fort Morgan, Yuma, Sterling, La Junta, and Colorado Springs are scheduled for August and a visit to Durango is scheduled for September.

C. CSU External Relations wins top awards

The prestigious University and College Designers Association – an international organization -- has named Colorado State's Creative Services team the top creative team of the year. This news follows on the heels of the University's social media team winning a Webby award (an international award honoring excellence on the internet) and becoming the top-ranked university social media team in the country – and the selection of the entire External Relations Division as the top PR/marketing/communications shop in the state. These units report to Vice President for External Relations Tom Milligan.

D. CSU teams earn NCAA academic honors

CSU's Men's Cross Country Team and Women's Soccer Team received the NCAA Public Recognition Award in July. The honor is bestowed on teams with an NCAA Division I Academic Progress Rate in the Top 10 percent of all squads in their respective sports. Brian Bedard is the cross country coach and Bill Hempen is the soccer coach, and both were also honored for leading their teams to outstanding levels of academic success.

CSU's Multi-Purpose Stadium Report – August 2016

Construction Budget and Schedule

Budget		
Fixed Limit of Construction Construction Management General Contractor Guaranteed Maximum Price (CMGC GMP)	\$172,701,598	
Other Hard Costs (miscellaneous construction, furniture, fixtures, equipment, technology, testing, inspections, utilities)	22,846,515	
Design and Professional Services	17,678,344	
Owner Contingency	7,112,688	
Total Stadium Budget	\$220,339,145	
Contingency Status*	Original	Remaining
• Project Owner Contingency	\$8,462,045	\$7,112,688
• CMGC Bidding Contingency (in CMGC GMP)	\$1,118,380	\$1,908,322
• CMGC Construction Contingency (in CMGC GMP)	\$5,591,902	\$3,231,073
*Cost evaluation of issued 100% Construction Documents underway. Cost will not exceed remaining budgets.		
Project is currently within budget		

Schedule	
Substantial Completion Date	June 2017
<ul style="list-style-type: none"> • Concourse Level concrete deck currently in progress with a scheduled completion on August 8. • Structural Steel currently in progress and is scheduled to be substantially complete on August 2. • Whitcomb Sanitary replacement and waterline relocation in progress with a scheduled completion of August. • Precast Stadia in progress with a scheduled completion of October 2016. • Interior wall installation in progress. Include all CMU walls and priority drywall walls. • Extensive Mechanical, Plumbing, Fire Protection and Electrical rough-in installed. Work is ongoing and will continue through project completion. • Permanent Power on schedule for September, 2016 • Building dry-in scheduled for November, 2016 • Seating benches and metal railing installation will start in September, 2016 	
Project is currently on schedule	

CSU Multi-Purpose Stadium on Main Campus

One Year to Go: Milestones

- August 2016:** Structural Steel Topping off (*August 2, 2016*); Concrete Deck Completion at West Tower; Loge Boxes (*August 2016 - December 2016*)
- October 2016:** Precast Completion; Removal of West Access Road
- November 2016:** West Tower Dry in; Scoreboard & Video Board Display Installation (*November 2016 – March 2017*)
- December 2016:** Academic & Alumni Dry in; Level 500- Club Level; Level 600- Suite Level; Level 700- Indoor Club; Field Installation (*December 2016 - May 2017*); Install Signage & Graphics (*December 2016 - February 2017*)
- January 2017:** Site work (*January 2017 - May 2017*), Kitchen Equipment Installation (*January 2017 - April 2017*)
- February 2017:** Enclosure Completion; Functional MEP Systems Testing (*February 2017 - May 2017*); **Punchlist Kick-off-** (*February 2017*)
- March 2017:** Install Athletic & Training Equipment (*March 2017 – April 2017*)
- April 2017:** **Big Flush** (*April 4, 2017*); Fire Alarm & Life Safety Testing
- May 2017:** Punch list certification for Substantial Completion;
- June 2017:** Opening of Meridian Ave; **Date of Substantial Completion: Stadium (June 9, 2017)**; Furniture and Equipment Installation (*June - July 2017*) Administrative Closeout and Punch List completion for Stadium Final Acceptance (*June 12, 2017- August 3, 2017*); Move-in: All departments (*June – August, 2017*)
- July 2017:** Date of Substantial Completion: Alumni Center, CASA, Classrooms
- August 2017:** Final Acceptance Stadium (August 10, 2017)
- September 2017:** Soft Opening Event (*Pending September 2, 2017*)
First Home Football Game (September 9, 2017)

Stadium Advisory Group (SAG)

Colorado State University and the City of Fort Collins formed a Stadium Advisory Group (SAG), per the terms of the IGA. The jointly appointed members are:

- Danielle Clark, Executive Director of Communications, PSD
- Gary Buffington, Larimer County Natural Resources Department Director
- Bob Herrfeldt, Director, The Ranch Events Complex
- Steve Taylor, Owner, Hot Corner Concepts
- Per Hogestad, City of FOCO Landmark Preservation Comm. Member and Ret. CSU Architect
- Colin Gerety, Owner, Momo Lolo Coffee House
- Mitch Majeski, Pastor, Summitview Community Church
- Ben Manvel, Former City Councilmember and Retired CSU Professor
- Carol Reed, Sheely Neighborhood Resident

SAG has now completed eight monthly meetings: two in 2015 (October, November) and six in 2016 (January, February, March, May, June, July). In the May, June and July 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 a proposed underpass at the Shields St. and Elizabeth St. intersection.

The May SAG meeting began with Athletic Director Joe Parker noting that the stadium project remained on time and on budget. Plans for a hard hat tour had to be canceled due to inclement weather. Among topics of discussion were game day parking, mitigating impact to neighborhoods and the proposed underpass at Shields and Elizabeth. The June meeting focused on discussion of the proposed underpass at Shields and Elizabeth, jointly presented by CSU Facilities Management and the City of Fort Collins. The July SAG meeting began with Gary Ozzello, CSU Director of Community Outreach and Engagement, leading a discussion on how other universities with on-campus stadiums have managed game day operations and how they compare to CSU in student population, city population, parking access and transportation management. The discussion was followed by a question and answer session video conference with Nicholas Joos, the Executive Associate Athletic Director at Baylor University.

The next SAG meeting is tentatively scheduled for Monday, August 29.

Game Day Experience Committee

The university formed a Game Day Experience (GDE) committee operating under Vice President Blanche Hughes. The jointly appointed co-chairs are: Blanche Hughes, Vice President for Student Affairs Tom Milligan, Vice President for External Relations Joe Parker, Athletic Director. Approximately 20 other committee members represent a broad cross-section of university stakeholders including ASCSU, University Advancement, Parking and Transportation Services, the Faculty, AP and State Classified Employee councils, Athletics, CSU PD, Facilities, CSU Health Network and Housing and Dining.

The Game Day Experience Committee continues to meet regularly 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 was presented in multiple open forum meetings with community and campus constituents soliciting feedback and suggestions. This feedback is in the process of being incorporated this summer into more detailed executable plans (e.g., specific parking numbers per lot, final traffic patterns, tailgating policies, location of bike carrels, etc.) that will then be presented at additional public forums during Fall 2016. The broad framework was presented to the Executive Stadium Committee on June 21.

IGA (Intergovernmental Agreement) with City of Fort Collins

Facilities Management and Athletics, working in cooperation with various City groups, completed a stadium operational framework plan in the spring. 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 was presented to both on-campus and off-campus audiences during the months of April and May.

The Colorado State University Athletics Department is in the process of refining the stadium operational framework plan, with the goal of having a “draft plan” in place in September. The draft plan will describe in detail all aspects of stadium operations related to parking, tailgating, vehicular flow, emergency response, as well as transit, bike, and pedestrian movements.

CSU, in conjunction with the City of Fort Collins, has initiated a neighborhood working group. This group is discussing areas of interface between the City and CSU during a stadium event. Areas of focus thus far have been: public parking restrictions for game days in the neighborhoods surrounding campus; game day specific communication between the City, CSU, and surrounding neighborhoods; and the mechanism for outreach to the business community.

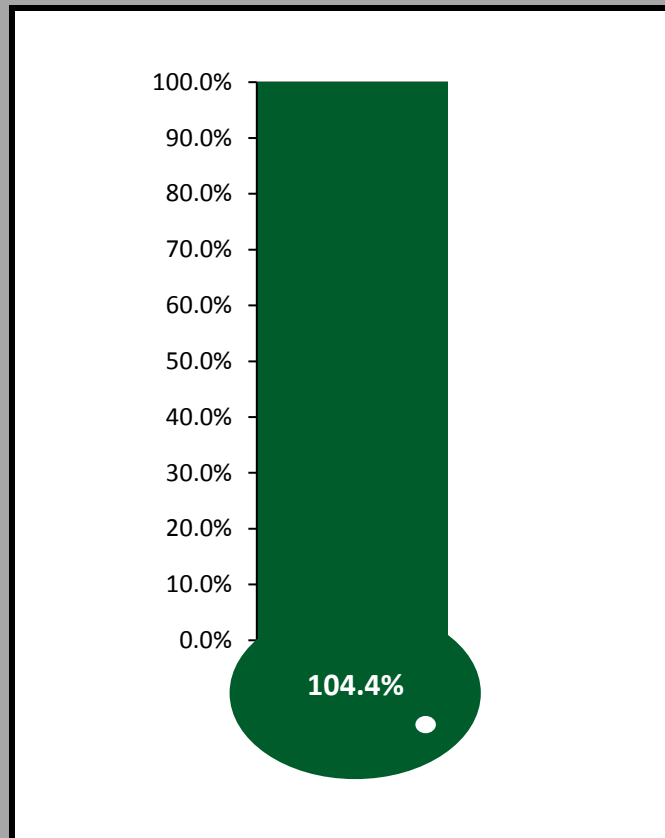
The infrastructure and related improvements are progressing well and are on track. There are twenty-six projects identified in the IGA: nine are completed, fourteen are active with full funding, and another three are active with partial funding for design.

A feasibility study has been completed on the Elizabeth and Shields Street Overpass/Underpass concepts. The feasibility study was presented to adjacent businesses and the general community through a series of neighborhood meetings. These meetings were well attended and generated considerable comment. A Design Build Team has been selected for the underpass project through an RFQ-RFP procurement process.

Hughes Stadium

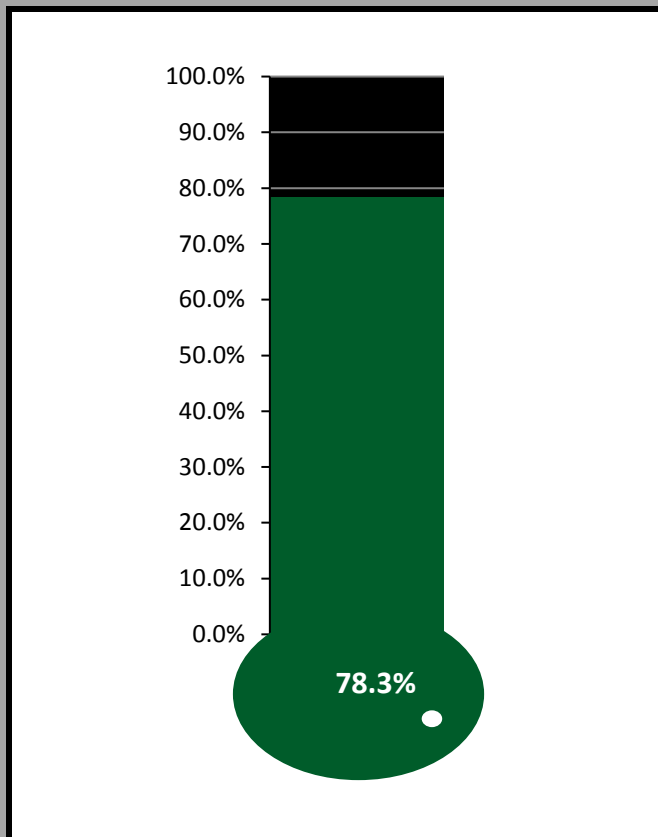
The University has engaged Icon Venue Group to assist in managing an open and comprehensive process to assess and choose options with regard to the disposition of the Hughes Stadium Property, including gathering input from stakeholders such as surrounding neighborhoods, the city, and the county, and organizing expert panels to advise on the various possibilities. This work will continue through 2016 and will inform one or more RFPs that will be released by early 2017. The university anticipates choosing a partner and proposal by summer of 2017.

Stadium: Naming Rights + Sponsorships toward Pro Forma



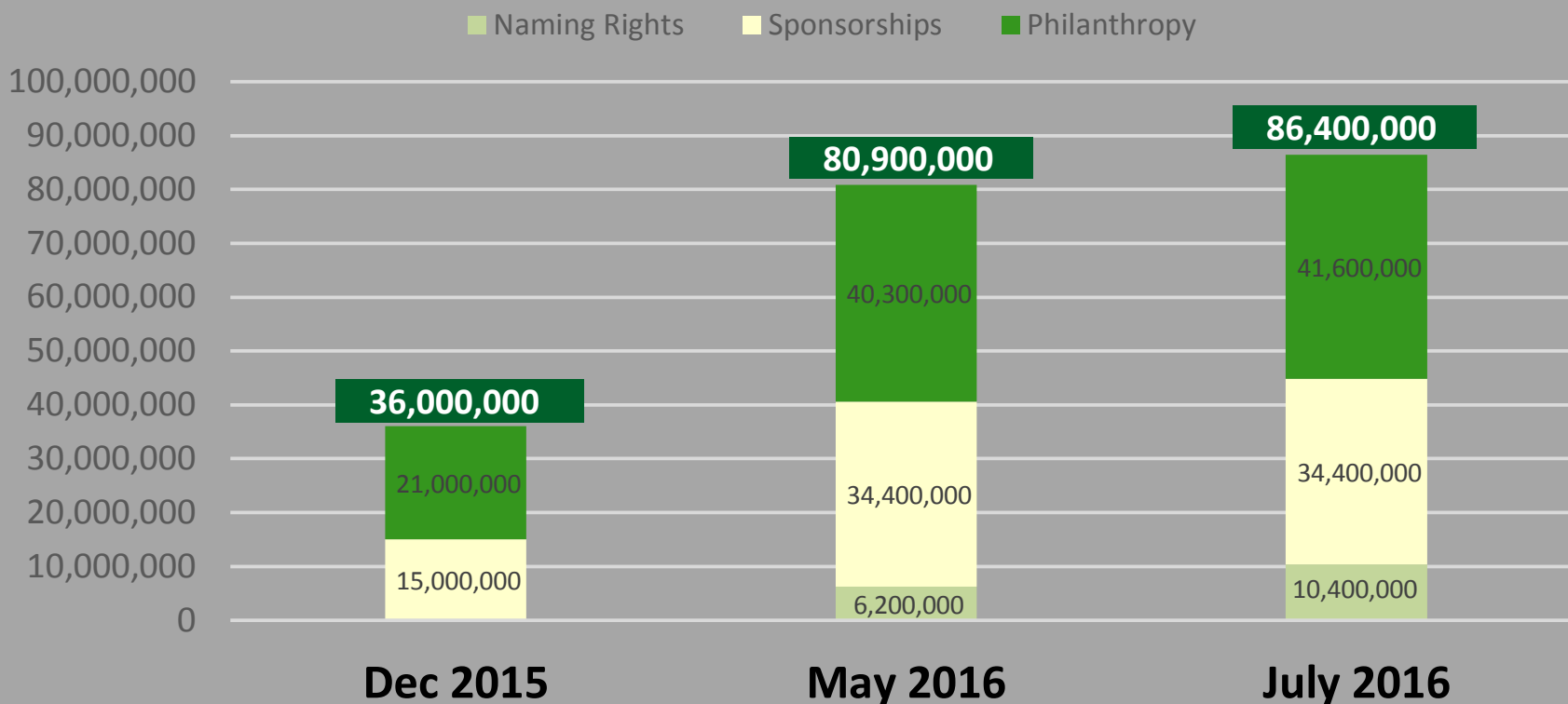
	FY18 \$	Pro Forma	% Met
Naming Rights	1,060,167	500,000	212.0%
Sponsorships	2,700,000	3,100,000	87.1%
	3,760,167	3,600,000	104.4%

Stadium: Naming Rights + Sponsorships toward CSL High



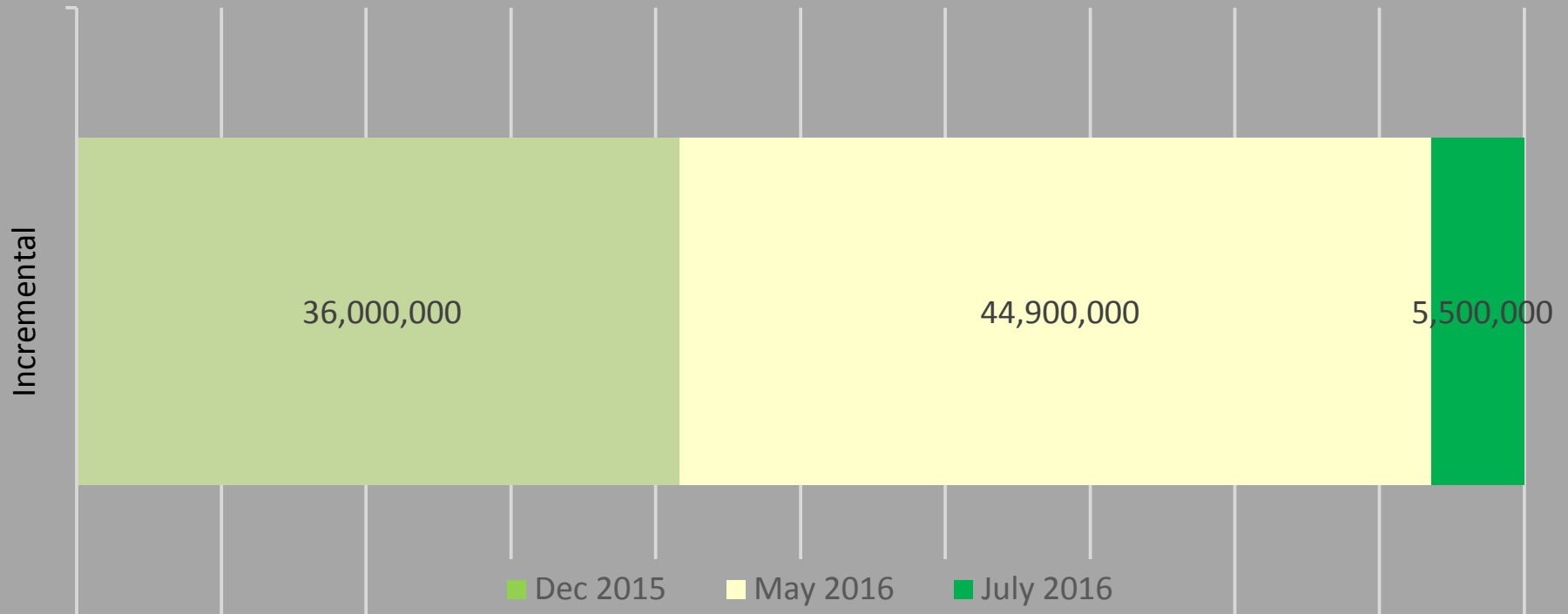
	FY18 \$	CSL High	% Met
Naming Rights	1,060,167	750,000	141.4%
Sponsorships	2,700,000	4,050,000	66.7%
	3,760,167	4,800,000	78.3%

Stadium Total: Naming Rights + Sponsorships + Philanthropy



*Note: Donations for naming rights for fiscal years 2018-2027 are included in "Naming Rights" total.
 Donations for naming rights receivable for fiscal years 2028+ are included in "Philanthropy" total.
 The Philanthropy total represents the philanthropic reserve coverage to service the stadium bonds, if needed.

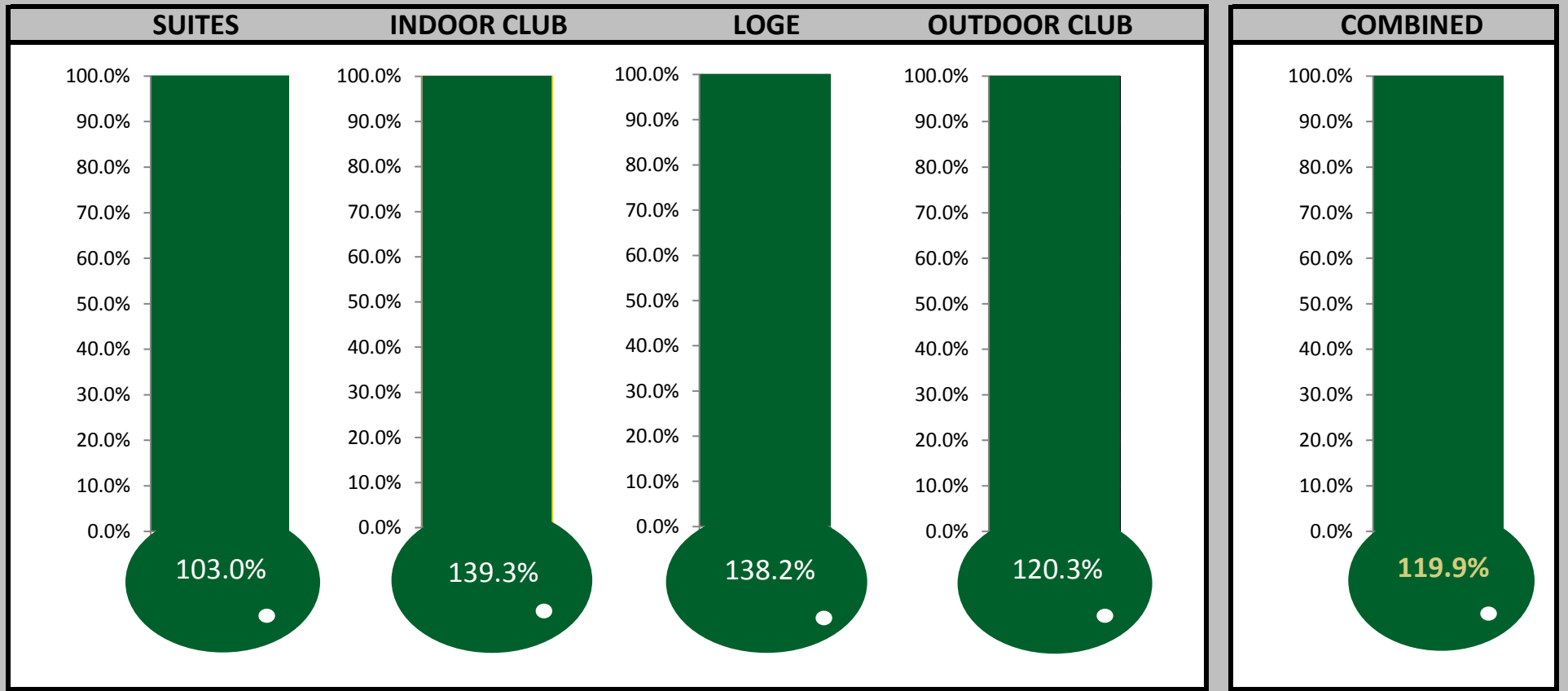
Stadium Total: Naming Rights + Sponsorships + Philanthropy \$86,400,000



*Note: Donations for naming rights for fiscal years 2018-2027 are included in "Naming Rights" total.
Donations for naming rights receivable for fiscal years 2028+ are included in "Philanthropy" total.

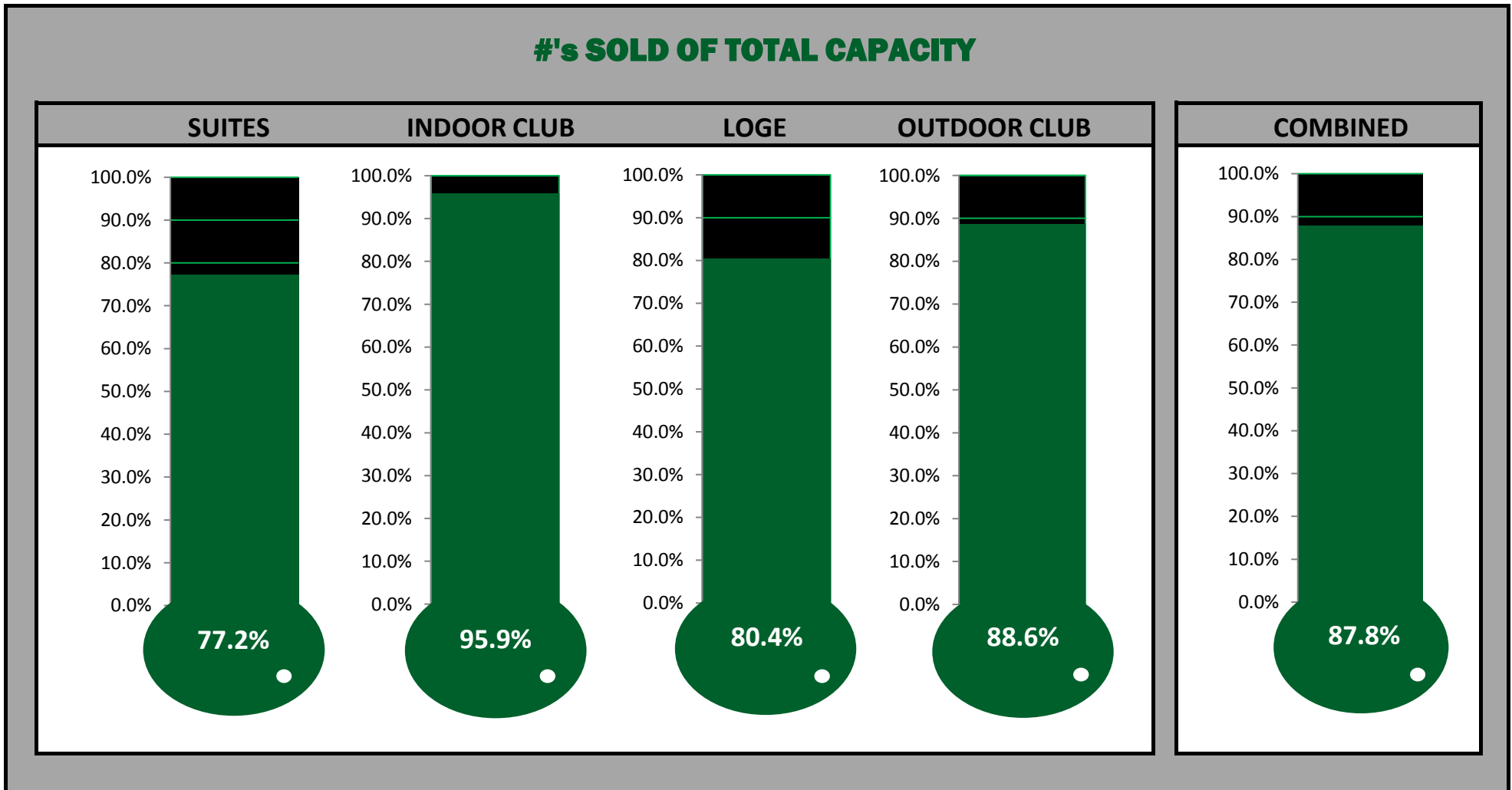
STADIUM PREMIUM SEATING

\$'s SOLD TOWARD PRO FORMA CASE



STADIUM PREMIUM SEATING

#'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
Anderson, Ashley A	Journalism and Media Communication	1/29/16	2/15/16
Andrews, Lisa M	CEMML	6/1/16	9/30/16
Antonelli, Lara	Health Network Medical	7/1/16	7/29/16
Antonelli, Lara	Health Network Medical	5/16/16	5/31/16
Antonelli, Lara	Health Network Medical	6/1/16	6/30/16
Apodaca Martinez, Karina	Cooperative Institute for Research in the Atmosphere	6/1/16	11/30/16
Berndt, David	Health Network Medical	7/5/16	7/26/16
Bessen, Richard A	Microbiology, Immunology and Pathology	5/11/16	5/14/16
Bohol, Dawn K	CEMML	3/28/16	3/31/16
Bontadelli, Johnna	Health Network Medical	7/18/16	7/20/16
Bontadelli, Johnna	Health Network Medical	6/1/16	6/30/16
Bowden, Helen F	University Counseling Center	3/18/16	3/18/16
Dallas, Tiffany H	Admissions	5/1/16	6/27/16
Dallas, Tiffany H	Admissions	6/1/16	6/27/16
Emerson, Susan E	Environmental and Radiological Health Sciences	5/9/16	5/12/16
Emerson, Susan E	Environmental and Radiological Health Sciences	6/2/16	8/30/16
Feldpausch, Nora	Health Network Medical	7/19/16	7/29/16
Fromuth, Katie Lenore	Food Science and Human Nutrition	6/16/16	8/7/16
Gerlitzki, Elizabeth Anne	Health Network Medical	7/4/16	7/29/16
Gerlitzki, Elizabeth Anne	Health Network Medical	5/16/16	5/31/16
Gerlitzki, Elizabeth Anne	Health Network Medical	6/1/16	6/31/16
Godwin, Daniel Stewart	CEMML	5/31/16	6/1/16
Hagdorn, Kate	Health Network Medical	7/7/16	7/8/16
Held, Marie L	CEMML	5/2/16	Unknown

NAME	DEPARTMENT	FROM	TO
Hoening, Mark	Health Network Medical	7/1/16	7/29/16
Hoening, Mark	Health Network Medical	4/1/16	4/29/16
Hoening, Mark	Health Network Medical	5/2/16	5/31/16
Hoening, Mark	Health Network Medical	6/1/16	6/30/16
Huitt, Dawnell Renae	Health Network Medical	7/1/16	7/4/16
Huitt, Dawnell Renae	Health Network Medical	4/8/16	5/31/16
Huitt, Dawnell Renae	Health Network Medical	6/1/16	6/30/16
Hunter, Jessica	Natural Resource Ecology Laboratory	3/23/16	3/23/16
Hunter, Jessica	Natural Resource Ecology Laboratory	5/2/16	Unknown
Jeep Ernst, Robyn Kathleen	Center for Advising and Student Achievement	6/3/16	7/2/16
Johnson, Merrill L	INTO	6/16/16	8/15/16
Jones, Javance E	CEMML	6/10/16	Unknown
Jorgensen, Sarah Elizabeth	Health Network Medical	7/1/16	7/29/16
Jorgensen, Sarah Elizabeth	Health Network Medical	6/1/16	6/29/16
Jorgensen, Sarah Elizabeth	Health Network Medical	5/16/16	5/31/16
Jorgensen, Sarah Elizabeth	Health Network Medical	5/16/16	5/31/16
Kijowski, Emily Faye	CEMML	6/27/16	9/1/16
Knudson, Susan E	Microbiology, Immunology and Pathology	7/1/16	12/31/16
Lynn, Stacy Joy	Natural Resource Ecology Laboratory	3/1/16	6/5/16
Lynn, Stacy Joy	Natural Resource Ecology Laboratory	5/16/16	6/4/16
Macey, Renee	Continuing Education- Administration	4/27/16	5/16/16
Mack, Virginia C	Health Network Medical	7/1/16	7/29/16
Mack, Virginia C	Health Network Medical	5/16/16	5/31/16
Mack, Virginia C	Health Network Medical	5/16/16	5/31/16
Mack, Virginia C	Health Network Medical	6/1/16	6/30/16
Markle, Brittney Michelle	CEMML	5/1/16	7/31/16
Matthews, Jon Stephen	Health Network Medical	7/6/16	7/27/16
Matthews, Jon Stephen	Health Network Medical	4/6/16	4/27/16
Matthews, Jon Stephen	Health Network Medical	5/4/16	5/25/16
Matthews, Jon Stephen	Health Network Medical	6/1/16	6/30/16
Mattor, Katherine M	Human Dimensions of Natural Resources	4/4/16	4/10/16
McGrew, Ashley Kaye	Microbiology, Immunology and Pathology	5/18/16	6/19/16
Mellon, April	Health Network Medical	7/1/16	7/29/16
Mellon, April	Health Network Medical	4/8/16	4/29/16
Mellon, April	Health Network Medical	3/11/16	3/25/16
Mellon, April	Health Network Medical	5/2/16	5/31/16
Mellon, April	Health Network Medical	6/1/16	6/30/16
Miller, Amy Jo	University Advancement Communications	5/28/16	6/26/16
Miller, Amy Jo	University Advancement Communications	4/14/16	5/6/16
Morse, Emily	Health Network Medical	7/1/16	7/29/16
Morse, Emily	Health Network Medical	6/1/16	6/30/16
Morse, Emily	Health Network Medical	5/6/16	5/27/16
Morse, Emily	Health Network Medical	6/1/16	6/30/16

NAME	DEPARTMENT	FROM	TO
Orswell, Forrest M	Student Legal Services	3/14/16	3/16/16
Orswell, Forrest M	Student Legal Services	4/7/16	5/27/16
Palmer, Jennifer S	Biomedical Sciences	5/1/16	6/30/16
Paul, Garrett Douglas	CEMML	3/30/16	5/6/16
Rosenberg, Corey C	Microbiology, Immunology and Pathology	7/1/16	12/31/16
Steiner, Jeffrey J	Soil and Crop Sciences	4/18/16	4/30/16
Vesty, Jill C	Health Network Medical	7/1/16	7/29/16
Vesty, Jill C	Health Network Medical	5/16/16	5/31/16
Vesty, Jill C	Health Network Medical	6/1/16	6/30/16
Wang, Xiaohan	International Programs	3/14/16	5/15/16
Whitesell, Julie C	Health Network Medical	6/1/16	6/30/16
Whitesell, Julie C	Health Network Medical	5/16/16	5/31/16
Whitesell, Julie C	Health Network Medical	6/1/16	6/30/16
Whitesell, Julie C	Health Network Medical	7/1/16	7/29/16
Wolf, Evan C	Forest & Rangeland Stewardship	4/1/16	9/30/16
Wolfelt, Susan J	Health Network Medical	7/7/16	7/28/16
Wolfelt, Susan J	Health Network Medical	5/16/16	5/31/16
Wolfelt, Susan J	Health Network Medical	6/1/16	6/30/16
Woods, Kathryn Scott	Women & Gender Advocacy Center	5/2/16	5/31/16
Yuma, Paula J	School of Social Work	4/22/16	5/18/16

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

August 6, 2016

CSU-System Wide

- Continued meetings around best practices and collaboration between Fort Collins and Pueblo campuses related to IT.
- As part of continued focus on policy alignment, hosted System-wide meetings with representation from each campus.
- Continued to make progress on academic system-wide integration opportunities in relation to admissions and transfers through efforts of Cheryl Lovell.

Campus Updates

- System staff has been working with CSU-Pueblo on the Housing RFP and with CSU-Global Campus on BYC.
- JBS Global Food Innovation Center in Honor of Gary & Kay Smith approved by the Board of Governors on June 16, 2016 is moving forward.

CSU System Government Affairs - Federal:

- Executive Vice Chancellor Parsons has been asked by Senator Bennet to join the Colorado Cuba Council he has created.

CSU System Government Affairs – State:

- Chancellor and staff are meeting with key members of the legislature and local delegations over the summer to continue to build on past efforts.
- Chancellor met with lobbyists at state and federal level to discuss ongoing efforts.

Statewide Partnerships:

- Chancellor Frank is conducting his annual summer tours around Colorado to meet with community leaders, county commissioners, and alumni groups.
- Chancellor Frank attended meetings of the Denver Chamber and Western Stock Show Association boards in Denver.
- EVC Parsons represented the CSU System at the Biennial of the Americas in Brazil along with CSU College of Business Dean Beth Walker and VP for Research Alan Rudolph.
- CSU System staff have established a comprehensive partnership with Denver Museum of Nature and Science through a sponsorship by External Relations, Advancement and CSU-Online which includes opportunities for System experts from each campus to participate in Museum events; System membership and sponsorship of special exhibits including the Extreme Mammals exhibit.

National higher education engagement:

- Chancellor Frank attended:
 - APLU Council of Presidents summer meeting in Alexandria, Va., in June.
 - Business Higher Education Forum in Virginia in June.
 - APLU International Committee in New Jersey in July.
- Chancellor Frank spoke about APLU international initiatives on a panel at Presidents/Provosts Summit of NAFSA: Association of International Educators in Denver.

Section 13

Extension Report

CSU Extension Update



Colorado State University
EXTENSION

CSU Extension's campus is the state of Colorado

✓ **2016 CSU Extension *Annual Report***

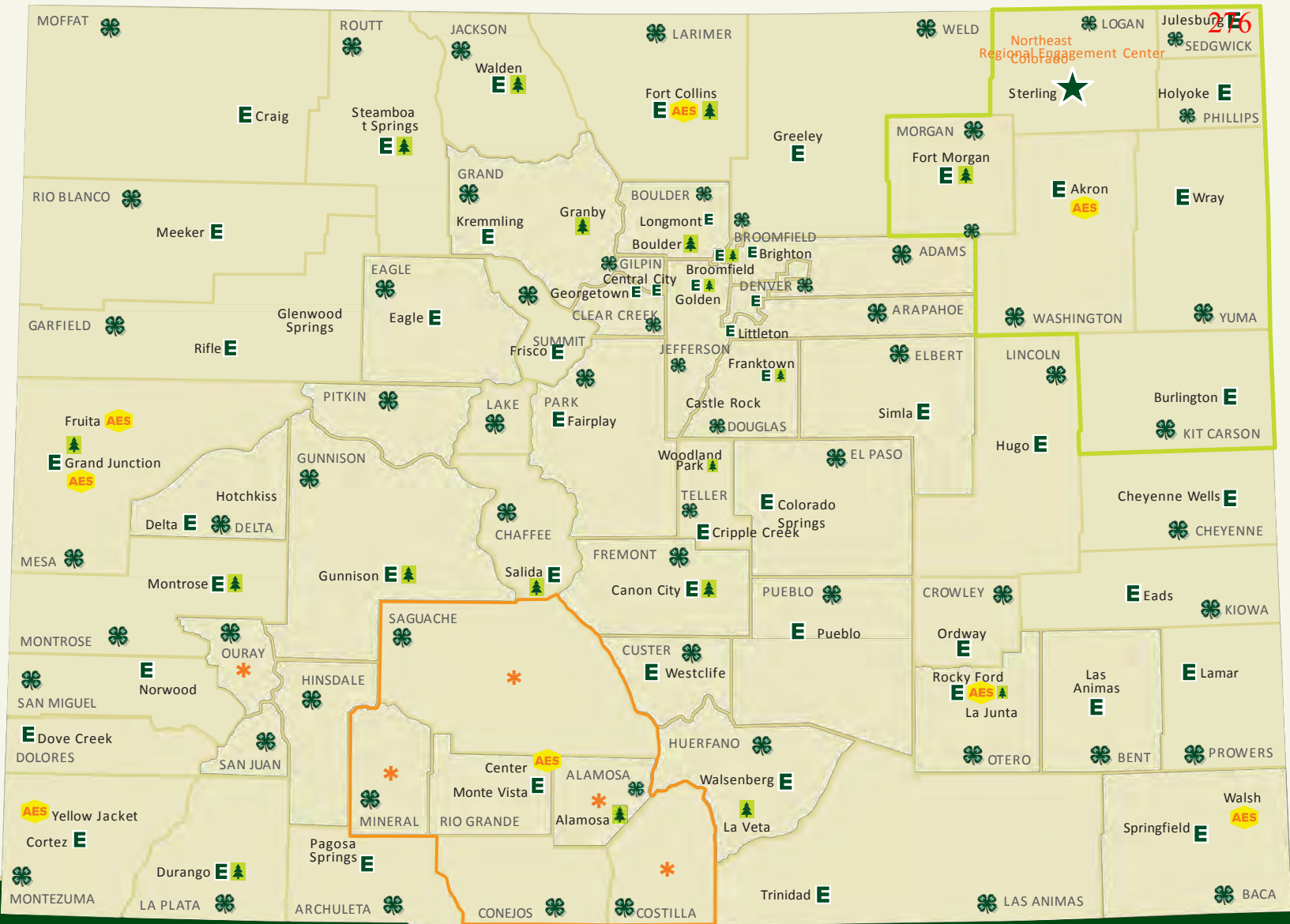
✓ *Established in 1912*

✓ Serves all 64 counties in Colorado

➤ Offices in 58 counties

✓ CSU Outreach also includes the Agricultural Experiment Station System and Colorado State Forest Service





Colorado State University

- = Extension Office location
- = Agricultural Experiment Station location
- = Colorado State Forest Service location
- = service provided by area counties
- = counties served by the NE Colorado Regional Engagement Center
- = counties served by the San Luis Valley Area
- = county 4-H location

CSU's unique innovations in reframing its Engagement Land Grant Mission: The Vision (Provost/President Frank)

2006 Extension was incorporated into the new Office of Outreach and Strategic Partnerships – which today is the Office of Engagement

- ✓ University-wide consolidation of the university's engagement divisions at the Provost and then President Office level.
- ✓ Informed by the Kellogg Commission on 21st Public and Land Grant Universities, Provost Frank and President Penley intentionally initiated the enhancement of CSU's Engagement and Outreach missions.

CSU's unique innovation in reframing its Land Grant Mission

- ✓ This vision was organizationally innovative nationally, returning our Engagement mission to equal status with teaching/learning and research/discovery.



- ✓ Triggered the blending CSU's engagement divisions.

Recent reorganization of Extension: Local and Regional Relevancy

2010 – Flipping Extension – returning to our roots but with 21st Century tools in serving Colorado's counties, communities and urban neighborhoods.

- ✓ Simplifying demand-driven programing.
 - Consolidating program areas into 10 *Programing Reporting Units* (PRUs)



Recent reorganization of Extension: Local and Regional Relevancy

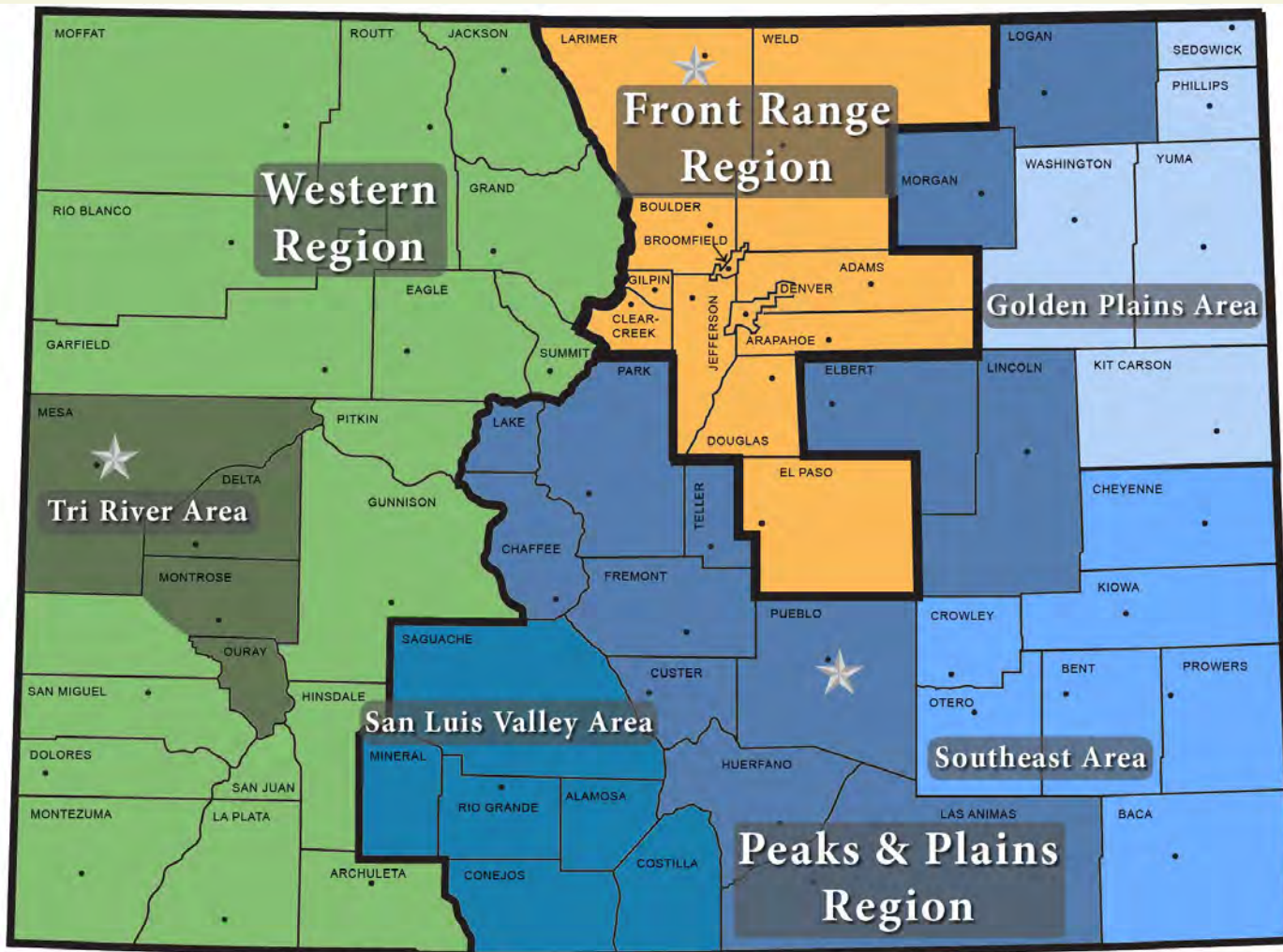
- ✓ Reorganizing Extension's three region's geographic boundaries to be consistent with emerging program demands.
 - Front Range Region – Urban Extension
 - Peaks and Plains – Eastern Plains, San Luis Valley, Central Mountains
 - Western Region – west of the Continental Divide.



2010 – Flipping Extension (continued)

- ✓ Eliminating Extension's Top-Down command and control organization model and adopting the campus College organizational model
 - On campus State Extension Office more resembles a Dean's office with no direct control over statewide agents – focusing on support for the regions
 - Regions gain greater program autonomy similar to a College's academic departments.
 - Regions independently assess demand for Extension programs which conform to local and area demands.





★ Regional Offices
• County Offices



Map updated 03/14/2013

2010 – Flipping Extension (continued)

- ✓ Hiring of agents regionally driven – starting April, 2010
 - All search committees include a county commissioner
 - All search committees include key local stakeholders
 - Regional Directors and State HR Office jointly monitor search processes
 - Search committee crafts position descriptions to conform to local needs.
 - Candidates no longer must come to campus to be vetted by the Director of CSU Extension.

2010 – Flipping Extension (continued)

✓ Planning and Reporting Units

- Agents from the three regions reduced a loose group of 28 programs to 10 strategic program areas.
- Agents and campus faculty choose the PRUs they will work with – more than one is often chosen.
- County Agents and Area Specialists working with campus faculty develop programs based on local needs.
- Representatives from all 10 PRUs meet several times a year to coordinate cross-PRU collaboration.

2010 – Flipping Extension: PRUs (continued)

- ✓ Statewide program prioritization starts with county and regional staff and then is coordinated with faculty across the campus.
- ✓ Outreach provision of information increasingly drawn from the Land Grant System's *eXtension* platform, reducing the need for agents to call on campus faculty.



2010 – Flipping Extension (continued)

- ✓ Returning to our roots:
 - CSU Extension is nationally unique in devolving program development and management to the regions and counties – the college model.
 - While moving away from the “Expert Model” we intensify access to expertise from all campus talent and nationally through **eXtension**.
 - CSU Extension’s programs are increasingly coordinated with the other Divisions of the Office of Engagement.

Simplification of CSU Extension Programing into 10 Program Reporting Units (PRUs) – See 2015 Extension Annual Report

- 4-H youth development
- Community development
- Cropping systems
- Energy
- Environmental horticulture
- Family and financial stability
- Food systems
- Livestock and range
- Natural resources
- Nutrition, food safety and Health



- ✓ Evidence of County Commissioner satisfaction
 - Annual Commission Survey from President's Office

**2015 County Commissioner
Satisfaction Survey:
CSU Extension Services in Colorado**
Survey Results Summary Report
March 2016



Colorado State University
EXTENSION

CSU Extension blending programs with the other Office of Engagement Divisions

- ✓ CSU Online – Certified Gardener Program is online in a ‘Badging’ format.
- ✓ CSU Extension’s water programs are integrated with and managed by the Colorado Water Institute
- ✓ Community Development PRU is integrated with the Office of Community and Economic Development – Northeast Engagement Center and CSU System Hubs initiative
- ✓ Creating ‘University-Based ‘ Extension programs in China, Ethiopia and Kenya



CSU Extension 104 years of Engagement and Outreach to Colorado

Thank You



2015 ANNUAL REPORT

State of Possibilities



Colorado State University
EXTENSION

Colorado is our campus: Extension's reach is statewide.

Recalling Extension's past dedication to local and regional partnerships, CSU Extension initiated demand driven organizational changes in 2010. CSU Extension County and Area Agents live in, raise their families in and volunteer in their communities. Today, as was the case a century ago, CSU Extension is the community and regional face of our Land Grant University mission. Six years ago, we rededicated our commitment to co-creating science-informed programs, facilitating community initiated economic development, and serving the future through our 4-H and Youth Development programs. We reorganized our three regions to meet the needs of our West Slope, central mountains and plains and our great Front Range metropolitan corridor. We serve rural and urban Coloradoans alike. Each of these regions have community-relevant programming that reflects local needs and engagement with our County Commissioners. Our 'flipping of Extension' has grown from our new planning and reporting units (PRUs) that incorporate interdisciplinary and interrelated program efforts to bring about statewide engagement resulting from community-identified needs. This organizational enhancement allows us to connect the dots between Extension

agents and campus and field-based subject matter specialists. The PRUs have been organized, by the members, into 10 categories:

- 4-H youth development
- Community development
- Cropping systems
- Energy
- Environmental horticulture
- Family and financial stability
- Food systems
- Livestock and range
- Natural resources
- Nutrition, food safety and health

You'll find a wealth of information on various projects in which our staff have been involved, in this report. Also, read below to learn about the Western Perspective and Agenda. Colorado State University Extension and the Agricultural Experiment Station have been actively involved in the work being done throughout the West. We've learned about our common goals as well as where our programs in Colorado are unique.

Lou Swanson
Vice President for Engagement
and Director of Extension

The Western Perspective

The Western U.S. faces unprecedented challenges maintaining sustainable urban communities and agricultural and natural resource economies. The Western Perspective and Western Agenda serves to inform policy responses and actions and demonstrates how land-grant universities, Agricultural Experiment Stations, and Extension support all Western Region communities sustained by agricultural and natural resources economies.

UNIQUE CHALLENGES AND CHARACTERISTICS

Every state in the western region has densely populated urban areas juxtaposed with large expanses of sparsely populated rural areas. This creates pressure on natural resource and agriculture industries while increasing population brings new demands on local and regional economies – largely dependent on watersheds, ecosystems,

infrastructure, and federal lands. The public owns 47 percent of the land in the west. The majority of western region agriculture depends on public lands for livestock and forestry production and strong partnerships with federal organizations to sustain the health of ecosystems agriculture and communities. Fire, water, climate change, population growth, and invasive pests and diseases are the primary threats to agriculture and communities in the western region.

SYNERGY BETWEEN UNITS

Land-grant universities, Extension, and Agricultural Experiment Stations have a federal and state obligation to conduct research and outreach, and lead educational programs that address the greatest agricultural and natural challenges of their home state and region. The collaborative nature between these entities in the western region ensure the programs, people, and places

are able to sustain and thrive with respect to their individual state needs and united regional challenges. This collaboration is unique and powerful; no other institutions have the scope, resources, or capacity to anticipate and respond to the current and future challenges facing the western region. The interaction between each entity produces timely information and research from experts at each institution. The depth and breadth of these programs reaches everyone, from the most vulnerable to the most prosperous.

AGENDA PRIORITIES

- Sustainable Production Systems: Food Production, Food Safety, Food Security, Forestry, and Horticulture
- Natural Resources: Water, Wildlife, Wildfire, Invasive Species, Ecosystem Services, and Economic Opportunities
- Energy
- Community and Economic Development
- Youth Development: Agriculture, Nutrition, and Natural Resources Science Literacy
- Nutrition and Health: Innovation in Foods for Health

SPONSORED BY

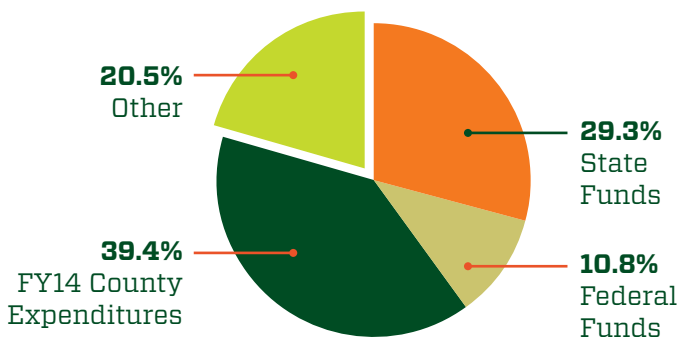
The Report and Summary are now available at www.waaesd.org/the-western-agenda

University of California
Colorado State University
University of Guam
University of Hawaii
University of Idaho

College of Micronesia
Montana State University
University of Nevada, Reno
New Mexico State University
Northern Marianas College

Oregon State University
Utah State University
Washington State University
University of Wyoming

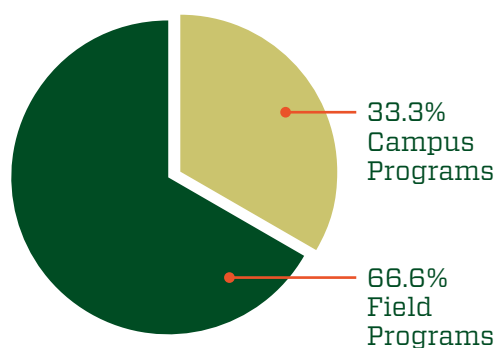
Total Extension Expenditures



FISCAL YEAR 2015

Source	Amount	Percent of Total
State Funds	\$8,404,502	29.3%
Federal Funds	\$3,084,685	10.8%
FY14 County Expenditures	\$11,295,486	39.4%
Other	\$5,863,252	20.5%
Total	\$28,647,925	100.0%

Appropriated Budget



Source	Amount	Percent of Total
Campus Programs	\$2,820,045	33.6%
Field Programs	\$5,584,457	66.4%
Total	\$8,404,502	100.0%

STATEWIDE

New look for a new era

Extension’s new look for education and promotion videos match the needs of a new digital audience. Shorter, with a high-action format, the new videos attract and maintain viewers’ attention while staying true to Extension’s brand. For our Extension staff, it means fewer video development projects and higher engagement.

Current and upcoming projects include:

- “Let’s Talk Extension!,” which directs viewers to relevant fact sheets and online resources
- “Forest Management for Colorado Ranchers,” in partnership with the Colorado State Forest Service
- Niche gardening and harvesting topics, like “Discover Winter Squash”
- Colorado Certified Gardener Program update
- New promotional videos, including “Baseball Science on a Stick” and “Weather and Science Day”

For more information, contact Joanne.Littlefield@colostate.edu. See all the videos at tinyurl.com/CSUExtensionvideos

CSU EXTENSION

For more than 100 years, CSU has been working with Colorado citizens to make better decisions by helping sort through information that can improve profitability and sustainability of their agricultural businesses, enhance healthy choices, and augment community and personal well-being, and add value to community-led initiatives. CSU Extension provides national research-based information on topics of health, food safety and nutrition, agricultural crops and livestock management, weeds, gardens, 4-H youth development, energy, community development and many others. We also facilitate discussions on community development and critical issues identified by our counties. Extension offices serve rural and metropolitan citizens throughout Colorado.

F.A. Anderson Award

Marisa Bunning, associate professor in the Department of Food Science and Human Nutrition and Extension specialist, was given one of Colorado State University Extension's highest awards last week. She received the F.A. Anderson Award, which recognizes outstanding performance by an Extension professional throughout his or her career.

Bunning was honored during an awards banquet as part of Forum, an on-campus, weeklong professional development opportunity for all Colorado Extension agents from throughout the state. Forum is an opportunity for Extension agents and on-campus specialists to meet and discuss upcoming issues and develop strategies for tackling them. CSU Extension, part of the Office of Engagement, serves all Colorado counties and provides reliable, research-based information, research capabilities and resources to all Coloradans.

Virtually all of Bunning's research funding – all linked to food safety Extension efforts – has involved multiple departments and colleges at CSU and community shareholders.

COLLABORATIVE APPROACH

Bunning has championed the use of social media, webinars, websites and online content to further develop strong collaborations and an extensive communication network with Extension agents, community partners and their local audiences.



"Dr. Bunning's research and outreach directly impact nutritional decisions and behavior of Colorado's citizens and beyond," said Lou Swanson, director of Extension and vice president of the Office of Engagement. "CSU Extension continues to greatly benefit from her scholarly engagement."

Bunning's commitment to collaboration includes the development of educational materials targeted to produce growers in 2012. This program helped producers understand the fundamentals of developing a farm safety plan, and was an important step in improving on-farm food safety in Colorado, especially following the Listeria outbreak associated with Colorado-grown melons.

Bunning worked closely with other CSU researchers and producers in response to that outbreak, collaborating with College of Agricultural Sciences faculty to develop a Melon Task Force. They implemented a strategic plan to improve all practices related to the production, distribution and consumption of melons. From September to December 2011, Bunning and collaborators secured more than \$37,000 in funding; hosted a seminar with more than 130 participants, including food safety experts from federal and state agencies; and responded to media requests by numerous state and national television, newspaper and radio programs.

'HIGHLY REGARDED'

"Marisa's career as an Extension specialist should be used as a template for how to work and make a difference through collaboration," said Michael Pagliassotti, head of the Department of Food Science and Human Nutrition. "She is highly regarded for her expertise in food safety, her passion for serving the public, her ability to mentor students, and as someone who fosters an inclusive environment."

Bunning is the project director for the CSU Farm-to-Table Food Safety website and co-director of the Colorado Farm-to-Market website. These two complementary websites were developed by CSU Extension with funding from the Colorado Department of Agriculture and contain information on food safety for consumers, producers, small-scale processors, educators and direct marketers. She has also been active in providing educational efforts to support cottage food producers in Colorado.

Most recently, Bunning became a co-director of the CSU Center for Food Safety and the Prevention of Foodborne Disease, a collaboration that includes the Colorado School of Public Health and Colorado Department of Public Health and Environment.

The Department of Food Science and Human Nutrition is in CSU's College of Health and Human Sciences.

Team awards

The Extension Team Award recognizes a team of county, area, regional, state and/or interdisciplinary program employees. There are two groups being recognized for their efforts: the PetAid Disaster Team and the Farm Bill Training group in Agricultural Business Management (ABM).

The PetAidTeam of 13 Extension agents was singled out for collaboration with numerous county partners: county animal response teams, emergency managers, law enforcement, wildlife officers, kennels, animal control, brand inspectors, animal rescue organizations, fairgrounds, animal-related businesses, health departments, veterinarians, fire departments, companion animal associations, and Red Cross chapters.

Team members include:

- Ragan Adams, Veterinary Extension Specialist, Dept. of Clinical Sciences, College of Veterinary Medicine and Biomedical Sciences (CVMBS)
- Franklyn Garry, Professor, Veterinary Extension Specialist, Dept. of Clinical Sciences, CVMBS
- Victoria Buchan, Professor, School of Social Work, College of Health and Human Sciences (CHHS)
- Louise Quijano, Associate Professor, School of Social Work, CHHS
- Debrah Schnackenberg, PetAid Colorado, Disaster Services
- Sharon Bokan, Boulder County Extension



- Karen Crumbaker, Larimer County Extension
- Bruce Fickenscher, Southeast Area Extension
- Todd Hagenbuch, Routt County Extension
- Travis Hoesli, Grand County Extension
- Larry Hooker, Weld County Extension

The Farm Bill Training group in Agricultural Business Management at Colorado State University received a 2015 Extension Team Award. The 2014 Farm Bill is the first to utilize online tools to help producers navigate its provisions. Unlike previous farm bills that were a “one-size-fits-all” program, this one required producers to complete seven steps to sign up. The USDA allocated \$6 million to educate producers about the 2014 Farm Bill. Two online decision tools were created.

In Colorado, the ABM team knew that many agricultural producers they served had been using personal computers for years to keep financial records and were very comfortable using the online decision tools, but others had no computer skills at all.

The ABM team sought community partners including Northeastern Junior College, where students received a “train the trainer” in-service. They subsequently applied the information in teaching agriculture producers how to work through the farm bill decision process. Many producers returned for a second workshop or went to NJC and specifically requested that the college student that had assisted them in the workshop be their guide through the rest of the process. This project created results at two levels; it served the immediate need of producers in the farm bill selection process and greatly enhanced the professional development of NJC students.

- Norm Dalsted, Professor and Extension Farm/Ranch Management Economist, Agricultural Business Management, Colorado State University
- Dennis Kaan, Area Director, Agriculture and Business Management, Golden Plains Area Extension
- Jesse Russell
- Jeff Tranel, Peaks and Plains Regional Extension Specialist – Agricultural Business Management Economist
- Brent Young, Golden Plains Area Regional Extension Specialist – Agriculture Business Management



Alton Scofield Award

Two long-time Extension employees were recognized with the Alton Scofield Award.



Wendy Rice, from La Plata County, has worked diligently to extend research-based knowledge to all stakeholders in her county and region, including Native Americans, the working poor and low-income residents, in response to local issues. Wendy brought Cooking Matters to La Plata County and thus greatly extended the reach of Extension resources to diverse clientele. Cooking Matters helps low-income families shop for and cook healthy meals on a budget, Wendy tailored the lessons to show respect for the cultural background of all participants.

In addition, she was instrumental in the formation of the Healthy Living La Plata County Coalition that continues to impact diverse audiences. The radon grant secured by Wendy allowed housing and health improvements for residents of four counties.

Wendy is committed to fostering an environment that respects and values all persons. Her dedication to working with the Native American and Hispanic communities and persons of all socio-economic status has truly benefited her community, county and region.

Anyone who has eaten Olathe sweet corn, snacked on a Palisade peach, or sipped a glass of local wine has benefited from **Bob Hammon's** expertise. He is a staunch supporter of growers and is always working to increase yields, save production costs, and help growers be successful. Bob's work identifying and recommending control advice on agricultural pests has been the most significant and on-going impact for not only the Tri River Area, but also the state of Colorado.

Bob has demonstrated outstanding performance as the Area Entomologist and Agronomist for Colorado State University Extension, Tri River Area. He started his CSU career in 1988, at the Agriculture Experiment Station in Fruita. His career has encompassed not only disseminating research-based information to the public but also conducting research projects that primarily focus on improving agriculture in various aspects, building an extensive collection of regional insects and publishing numerous articles and fact sheets. His down-to-earth character and genuine concern for others has served him well as an Extension agent.

Two of his biggest accomplishments are the grasshopper control programs he organized and his work in the sweet corn industry.

In 2003-2004 a grasshopper infestation caused considerable crop and economic loss for many of the forage growers in the Collbran/Plateau Valley. A resident sought



Bob's advice and together they formed an Advisory Committee that came up with a comprehensive and complicated treatment plan to control the grasshoppers. A successful program was implemented in 2005.

It was Bob's dedication to local agriculture that pulled together both growers and residents, who often have strong and differing opinions on crop management, to voluntarily participate in the program. The program included surveying and mapping of affected areas, developing a treatment plan, publicizing the program and coordinating with an aerial spray service to perform the work. A little more than 18,000 acres were treated and thousands of dollars saved.

While he works with onion, wheat, alfalfa, tomato, stone fruit, berry, grape and bean growers, his most notable work is with the sweet corn industry in the Uncompahgre Valley. Approximately 2,650 acres are planted in sweet corn annually, generating a significant economic contribution to the local economy. For the past 15 years, Bob has listened to grower concerns and supported the industry through research, pest monitoring and economic support. This has earned him great respect and admiration from the local farmers and growers, who value his advice.



On an early morning in August, nearly three dozen faculty members and administrators loaded onto a large CSU bus and headed west. Why? To see what the University's impact around Colorado actually looks like.

COMMUNITY AND ECONOMIC DEVELOPMENT

Ram Tour

The Rams in the Rockies Tour is a two-day traveling seminar designed for recently hired and newly tenured faculty, new administrators and new student leaders. Invitations are issued through CSU's Office of the Provost.

Jim Pokrandt, community relations director of the Colorado River District, talked with members of the Rams in the Rockies Tour along the banks of the Colorado River in Glenwood Springs.

"Colorado State's land-grant mission demands that we bring the assets of the University to every corner of our state, and we strive to be a model for the nation in our interactions with stakeholders in virtually every county," said Provost Rick Miranda. "Our Ram Tour is a wonderful opportunity to reach out and learn more about our engagement activities by visiting with partners and colleagues who are working so effectively to represent CSU. This year our new faculty were especially impressed with our university's involvement in water issues that are so fundamental to our environment, economy and food systems. Colorado is our campus – and we couldn't have a more beautiful one!"

THIRD ANNUAL TOUR

Miranda and Vice President for Engagement Lou Swanson led the third annual CSU faculty Ram Tour to Colorado's Western Slope on Aug. 13-14. CSU Extension, Colorado State Forest Service and the Colorado River District were among the hosts and presenters for the

faculty group as they visited Georgetown and Glenwood Springs before reaching Palisade. Along the way, faculty learned about water, forest health and agricultural innovation from community leaders and CSU partners.

"As a new resident of the state, I was happy to confirm firsthand that the rumors are true: Colorado is a beautiful place," said Henry Adams, assistant professor in the Department of Mathematics. "I enjoyed learning about some of the issues and challenges (such as water rights) facing our Colorado communities, and I was impressed to learn how engaged CSU is in helping these communities develop solutions."

Each year, the tour travels through a Colorado region to meet CSU community partners, talk with current CSU students and alumni, and learn from regional leaders. The tour deepens participants' understanding of CSU's existing community partnerships and provides opportunities to network within and across faculty cohorts. The tour is supported by the Vice President for the Office of Engagement and CSU Online.

"I thought that the Ram Tour was valuable in two respects," said Jacob Roberts, professor and chair of the Department of Physics. "First, it was good to meet CSU personnel and affiliates who work away from campus to gain a personal insight into some parts of the broader missions of CSU as a land-grant institution; it caused me to think about particular connections within our department. Secondly, it was an excellent opportunity to meet colleagues

from across the campus and establish both personal and professional connections."

MAKING CONNECTIONS

"My favorite part of the Ram Tour was meeting my fellow passengers on the bus," said Adams. "The Ram Tour is an opportunity to form connections with faculty and administrators from all across CSU – connections which might otherwise take years to develop."

"We are all 'too busy' to go on events like this ... or so we think," said Brad Udall, senior water and climate research scientist for the Colorado Water Institute. "I had a great time, made some invaluable connections, and learned things about CSU I would have never gotten from anywhere else. If you get the opportunity, do this tour!"

STOPS INCLUDED:

- Agriburbia, Golden (agriburbia.com)
- Glenwood Community Center, Glenwood Springs (glenwoodrec.com)
- Two Rivers Park, Glenwood Springs (glenwoodrec.com/Two%20Rivers)
- Colorado River District (coloradoriverdistrict.org)
- Colorado State Forest Service (csfs.colostate.edu)
- Colorado State University Extension (extension.colostate.edu)
- Grande River Vineyards, Palisade (granderivervineyards.com)
- Georgetown Loop Railroad, Georgetown (georgetownlooprr.com)

Widen the Circle Wednesday

Throughout 2015, the Extension Diversity Catalyst Team (DCT) invited all Extension employees statewide to consider the ways that they interact with community members every day. What did they do to reach more participants, advisors, supporters, stakeholders and customers? Extension then shared their ideas, stories, and community dialogue each Wednesday through an email blast called 'Widen the Circle Wednesday.'

Widening the circle takes place every day, and takes its name from the Widen the Circle – Move Beyond Tolerance training video. Staff viewed the video at various venues, so they could begin to share the same language and concepts around inclusion. Widening the circle allows everyone to consider how small things that are done to include others can lead to a bigger impact on the entire community.

Below are just some examples of how Extension field staff were Widening the Circle in 2015.

THROUGHOUT EXTENSION

- When providing food/snacks for Extension meetings/programs try to make sure that there are healthy choices/selections, including gluten free items, veggies, etc., so everyone has a chance to be included in the sharing and engagement that happens around food and drink.
- A leader of the Hmong community serves on a local county Extension Advisory Committee.
- We paired up with another community agency that was able to provide requested services to developmentally challenged participants, so they could attend and engage in our programs.
- The Family Leadership Training Institute facilitation team now includes representatives from various backgrounds: Hispanic, African-American, male, female, and alternative lifestyles.
- Visually impaired listeners statewide have access to a half-hour weekly radio program that provides nutrition/health, human development, and financial information, as well as other programming via Internet/phone/audio connections.

- A committee for community healthy food now represents all community members, including the Ute Mountain community.
- The Youth Foundation hosted a free family resource fair that provided an opportunity for agencies to host activities, arts and crafts and developmental screenings for both English- and Spanish-speaking families. This event reached 49 participants. Not only were we able to reach members of our community, we were also able to network with other agencies.

HORTICULTURE

- A person experiencing homelessness enrolled and participated in the Colorado Master Gardener program thanks to scholarships.
- Each spring and summer, a group of Denver Master Gardeners provide on-site landscape training for a small group of participants in the Jefferson County Recovery Court Program at the Colorado Governor's Residence on Capitol Hill in Denver. Each week, Master Gardeners lead a one-hour hands-on workshop about basic horticulture practices to allow the participants to complete their required community service by performing landscape maintenance services on the grounds of the mansion. The participants in the Recovery Court Program are non-violent offenders who have had issues with substance abuse, and are working toward bettering their lives. Several participants have gone on to pursue landscaping jobs in the community. The Master Gardeners involved with the program have said that it is inspiring to see these young adults persevere to turn their lives around.

FOOD SAFETY & NUTRITION

- We provide cooking, budgeting and nutrition classes in Spanish with and through a partner organization.
- Providing food safety class for restaurant workers with translator and handouts helps many in tourist communities. The food safety, as well as confidence of the workers, is enhanced and the domino effect is that

information is shared with those that did not participate.

- *Family Matters* is a monthly CSU Extension newsletter that briefly introduces and discusses healthy eating habits and ways to empower people wanting to improve their body composition, to reduce obesity, ward off disease, and improve self-awareness. *Family Matters* is a peer reviewed, one-page newsletter, written in English and Spanish, with photos that include different types of people and meals. It is intended to engage all types of individuals and families. *Family Matters* is available on the Extension website for all counties to use and distribute, either in hard copy or electronically.
- Through community assessment, and forming partnerships with local agencies that serve refugee/immigrant populations, we're striving to engage community members, parents and students to develop community-based, culturally relevant programs about nutrition and physical activity. Nutrition interns and ENFEP nutrition educators have been working with the Student Council and a third-grade class at Place Bridge Academy, a magnet school for elementary-aged refugee students that serves many English Language Learner students. To gain cultural competencies and better serve the populations represented at Place Bridge, nutrition interns received relevant cultural information, attended events in the community, and visited students' homes with 4-H staff, getting to know family members over a cup of tea or meal.
- Our team of nutrition interns has been working hard to share their skills in culturally-relevant ways with a nonprofit organization, Project Worthmore, that serves people from refugee backgrounds transitioning to life in Denver. One of the projects involves a community distribution of vegetables from Sprout City Farms. Since some of the vegetables are unfamiliar to people from diverse backgrounds, the nutrition interns have devised simple recipe cards and prepared the recipes at weekly demonstrations during the

PRINCIPLES OF COMMUNITY



Colorado State University
EXTENSION

The Principles of Community support the Colorado State University mission and vision of access, research, teaching, service and engagement. A collaborative and vibrant community is a foundation for learning, critical inquiry, and discovery. Therefore, each member of the CSU community has a responsibility to uphold these principles when engaging with one another and acting on behalf of the University.

Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions.

Respect: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

extension.colostate.edu

distribution. Feedback from community members was used to develop recipes based on cultural preferences and the simplicity of the cards allows English Language Learners to easily understand the recipe.

- We are trying to reach more Family Consumer Science and agriculture-focused families, through groups including TANF recipients, business professionals, public service entities, agricultural producers, and more.

4-H YOUTH DEVELOPMENT

- 4-H Sprouts is a blend of 4-H skills and hands-on activities for Head Start students and families that uses family interactions to boost student engagement for up to 30 youth in one county per year.
- We make accommodations for people who have disabilities so they can participate in our programs, such as acquiring an American Sign Language interpreter and a special assistant for participants on the Citizenship Washington Focus trip.
- We expanded our traditional 4-H programming beyond rural communities to include youth on Buckley Air

Force Base in embryology, sewing, woodworking and gardening projects.

- The 4-H program brings home-schooled and in-school families together in the traditional 4-H Club program. This way, both groups can learn from the different family and education perspectives, and the youth can interact with each other in a common social setting.
- The “Our Lands, Your Hands” program serves 1,200 youth from the Longmont area with hands-on, ag-related experiences. One 4-H club based in STEM activities is geared toward the Latino community.
- We developed a volunteer-led animal lease program for urban youth, who otherwise would have no means for learning about or caring for large livestock.
- We are implementing STEM day camps to introduce technology to students who would not otherwise have access.
- 4-H Youth from Denver, Gilpin, Broomfield, and Clear Creek, Larimer and Arapahoe Counties participate in the Mountain 2 Metro Adventure, an enrichment overnight summer camp where youth from different walks of life have the opportunity to learn about one

another, the places they live and the similarities they share.

- The 4-H Youth Development program widened our circle by developing the “4-H Giving Back Garden,” a collaboration with Fort Lewis College - Old Fort Incubator Plot Farm program, Southwest Conservation Corps and the USDA Commodity Food Distribution. The garden had an amazing harvest season. The whole project was entered into the Come Alive Outside Challenge, sponsored by JP Horizons and John Deere, which encourages youth and communities to engage in more activities outside.
- *We enlisted the assistance of an AmeriCorps member to develop a 4-H Science Out-of-School program to reach underserved youth audiences with STEM. So far, we’ve had a robotics class and taught 130 youth about insects over spring break.

BEYOND EXTENSION

The Widen the Circle campaign has elicited sharing from outside of Extension. As part of the CSU Diversity Symposium, Youth Development Agents Ken Grimes and Robert Franklin delivered the Widen the Circle: Moving Beyond Tolerance training to a group comprised of students, administrators, faculty and CSU alumni, and received some amazing feedback:

- While two-thirds of the participants believe all people connected with CSU and the Fort Collins community should participate in the Widen the Circle Campaign, 33 percent felt it more important that CSU students see/connect to the training.
- Eighty-six percent of participants believe that after the training, they will take back to their job/community an understanding of heritage, and work toward valuing the heritage of others.

While we were very pleased to deliver the Widening the Circle training, opportunities for great inclusion still abound. We look forward to continue Widening the Circle in 2016.

Read more at: extension.colostate.edu/staff-resources/diversity-resources/diversity-widen-the-circle.

Arapahoe County office moves to serve

Extension offices throughout Colorado are housed in a variety of settings. Some are tucked into the courthouse complex, some are situated on the fairgrounds, some among larger county departments.

Recently, Extension in Arapahoe County made the move from an old building in the heart of Littleton that had served

Extension clientele for more than 40 years, to a modern complex in Centennial. The new office is part of Lima Plaza, where offices such as Arapahoe County Public Works, Open Spaces, Motor Vehicle and AD Works! workforce development offices are located.

The move did not take place without some careful consideration about the needs of current and potential clientele. “We’ve offered to continue to occupy a small footprint over at the Arapahoe Plaza office in Littleton,” says county director Tim Aston. “However our master gardener volunteers have easily transitioned to this new place, they like their new space, and the clients are also coming along for the ride, so we’ll most likely not use the Littleton space after all.”



It was low safety and energy rankings for the former county building, due to leakage from snow and rain, which ultimately led to the move. Front Range regional director JoAnn Powell notes that the move also has created opportunities to reach new clientele. “With expanding after-school programming, we’re able to reach into urban and suburban audiences,” says Powell. “Being in Centennial is helpful, because Centennial and Aurora are pretty close and there is a big current and potential client base in Aurora.”

ALTERNATIVE LOCATIONS

The county manager’s office has been pondering alternate locations for Extension for a few years, including the fairgrounds in Aurora. But it was their attention to the needs of Extension clientele and employees that helped county officials reach the decision to finish out the vacant space at Lima Plaza

The connections with and proximity to Open Spaces is an added bonus. The offices share a common entry, which helps communication and enhances their many collaborative projects. Building community happens in many ways, and the new office is allowing Arapahoe County Extension to engage a wider community. “We had the employees of Open Spaces over for a chili cook-off contest last fall, which helped us to forge new relationships with them,” says Aston. “Especially as we get closer to fair, having those relationships and ease of access to the management team over there is huge.”

In addition to upgraded office space, there is a full demonstration kitchen for nutrition classes, food preservation and canning workshops, and cottage food certification. “4-H dog clubs and some small animal clubs find this space to be easier to access, and it’s also just a nicer facility to hold meetings.”

“We still think that Extension is an unknown to a lot of people in the county,” says Aston. “Our office is launching a ‘Lunch and Learn’

series, where every month we’re going to host other county employees in our multi-purpose space, to learn about what Extension does and also benefit from some of our expertise.” They’ll provide gardening; lawn, tree and shrub care; cooking; and nutrition classes, and develop some 4-H programming to expose parents and people working at Lima Plaza to the educational opportunities available through Extension.

And then the ripple starts, as those employees help spread the word about Extension to their clientele, families and neighbors.



Connecting the energy dots



RURAL ENERGY CENTER

The mountains and wide open spaces of Colorado present not only spectacular scenery but also some real challenges to communities in and around those spaces in need of access to efficient, 21st-century energy resources.

The Rural Energy Center, part of the Colorado State University Office of Engagement, is here to help, providing energy-related services to individuals, businesses, and communities in all parts of the state. With the expertise of REC, towns can make their own choices that could result in saving money while producing environmental benefits.

REC is headed up by Cary Weiner, CSU Extension energy specialist, and assistant director Mike Kostrzewa, senior research associate in the Department of Mechanical Engineering.

“The Rural Energy Center represents CSU’s capacity to help rural Colorado make informed energy decisions,” said Weiner.

Originally established in 2011 as the Center for Agricultural Energy, REC now offers services in Colorado’s mountain towns and small communities where economies are not necessarily agriculturally based.

One way the REC helps to make informed decisions is by providing community-wide energy assessments.

These can range from suggestions on improving lighting in a grocery store, to a local government deciding if town buildings could be more energy efficient, or helping a local school district add solar collectors to a building.

These assessments help Colorado’s rural communities tap into resources to add new energy programs or fund efficiency or conservation efforts. In essence, REC is trying to connect the dots and bridge the gaps in rural communities where there same resources that the state’s larger cities rely on may not be available.

Weiner starts by examining the various sectors in each community – agriculture, commercial, residential and public – to determine what could be done. Then he makes suggestions for matching-up each community with existing resources and potential funding opportunities. If the community chooses to move forward, REC provides technical assistance.

SOLUTIONS FOR BUENA VISTA

So far, Weiner has worked with four communities, including Buena Vista, to evaluate their energy needs and identify key issues and potential solutions. They identi-

fied several “high priority opportunities” available for the Upper Arkansas Valley town – elevation just under 8,000 feet, population just under 3,000.

“Cary and his group came in and not only proposed ways to improve the lighting efficiency in our six town buildings, but also gave us a road map on which buildings would be the most cost-effective to upgrade,” said Brandy Reitter, town administrator in Buena Vista. “We didn’t know the needs or how to prioritize these upgrades until the audit was done, but now we are implementing a phased-in approach starting with our community center.”

Reitter said that the REC also assisted Buena Vista with a request for proposals to upgrade lighting, providing the town with the documents to go with RFP, and the specifications for the installation. She added that REC worked with their local electric utility – Sangre de Cristo Electric Association – for rebates on the town’s energy bill, and assisted with developing a grant for two electric vehicle charging stations.

“This is so much more than just needing new lights in our town hall,” she said. “Cary and his team are providing the technical assistance and education to implement change.”

The towns of Pagosa Springs and Wellington are also conducting energy assessments, and funding is available for three more communities to participate in 2016. Weiner hopes for additional funding to extend the program to other communities.

Beyond community energy assessments, the Center also provides agriculture producers with irrigation pumping assessments for center pivot irrigators as well as solar and wind assessments for the pivots. The latter program – known as SWAP – just received a \$50,000 grant from the U.S. Department of Agriculture to continue research on renewable energy investment for Colorado producers. The SWAP program, which provides producers with estimated renewable system sizes, costs, and savings, has been so successful that there is now a waiting list

“We’re living the land-grant mission by making these connections,” Weiner said.



Extension on the front line: Water resources for agriculture following Gold King Mine discharge

In early August 2015, while workers were excavating about the old entrance to the Gold King Mine, pressurized water began leaking above the mine tunnel, spilling about 3 million gallons of water stored behind the collapsed material into Cement Creek, a tributary of the Animas River. It took a number of hours to reach the North Animas River valley, just north of Durango, where a fair amount of agriculture and residential sections are located. As calls began to come in to the Extension office regarding water usage and dispersion, land use, crops planted, number of animals, and ditch access and use, agriculture and natural resources Extension agent Darrin Parmenter was on the front lines, working with concerned growers and residents.

“I have a fair amount of contacts throughout the community and throughout the farming community,” Parmenter said. “Initially, the Board of County Commissioners, San Juan Basin Health, and the community at large looked to me for guidance on plant and water-based issues, such as plant uptake, plant tolerance of heavy metals, water and plant testing, animal danger, and irrigation system issues.”

Parmenter wrote an FAQ sheet related to water usage in gardening and farming. That request came from San Juan Basin Health, who asked on behalf of the U.S. Environmental Protection Agency (EPA). The EPA also looked to Parmenter for help with facilitation and meeting management. The LaPlata County Extension office soon became the center of activity as EPA staff came into town to assess the damage.

Because irrigated agriculture depends on adequate supplies of usable, quality water, Parmenter also reached out to his colleagues at Colorado State University, from engineering and the Water Institute, for more in-depth answers to the questions he was receiving. CSU Extension specialists Perry Cabot and Troy Bauder prepared information about irrigated agriculture concerns and resources.

There are many components that are expected to be found in a mine drainage, but it was not known whether there were



Darrin Parmenter, LaPlata County Extension Director.



other constituents of concern in the sediments or drainage waters. Caution was recommended until local, state and federal authorities gave the official word that the water was safe for irrigation and livestock watering. Irrigators were advised to evaluate the ongoing reports of water quality release from the EPA. For additional reassurance, it was recommended that diverted water and local sediments be evaluated at an EPA Certified Laboratory. Another resource created to help evaluate drinking, livestock and irrigation water quality test results is available online at <https://erams.com/wqtool/>. The tool was developed by water experts at Colorado State University with input from colleagues at land-grant universities in the western U.S.

Guidelines for evaluating the quality of water for irrigation purposes have been assembled by various national and global water resource authorities, such as the United Nations Food and Agriculture Organization (FAO).

Various local entities addressed questions regarding background levels of Animas River water quality.

Animas River Stakeholders Group (ARSNG). The ARSNG began in 1994 as an alternative process to determining appropriate water quality standards for the Upper Animas River Basin.

Animas-La Plata Water Conservancy District (ALPWCD). The general purpose of the ALPWCD includes acquisition and appropriation of Animas and La Plata river water for domestic, irrigation, power, manufacturing and other beneficial uses within the District territory.

Animas-La Plata Operations, Maintenance, and Replacement (ALP OM&R) Association. The ALP OM&R was established in 2009 by an intergovernmental agreement by and among the Colorado Water Resources and Power Development Authority, the San Juan Water Commission, the La Plata Water Conservancy District, the Southern Ute Indian Tribe, the Navajo Nation and the Ute Mountain Ute Tribe. Each of the Association members is entitled to receive and use water from the Animas-La Plata Project.

Economic and environmental potential of high plains cover crops

Sparse or erratic rainfall leaves farmers looking for anything they can do to increase yield while decreasing things that cost money – such as irrigation. High Plains crop producers have a keen interest in both crop rotation and management strategies that influence their economic viability and the future of their agricultural enterprises.

Colorado State University crop and soil scientist Meagan Schipanski is interested in how diversifying crop rotations and using cover crops can maintain yields, keep soils productive, reduce environmental impacts and address retention of both soil carbon and water. She recently secured funding for a collaborative grant for sites in north-eastern Colorado, Kansas and Nebraska. Extension personnel on the Golden Plains will be assisting in local areas by providing a solid producer base for onsite research.

“One of the costs to tillage is we release both carbon and water into the atmosphere and that’s unproductive and part of the greenhouse gas complex,” says Ron Meyer, Extension agronomist in the Golden Plains area of eastern Colorado. His collaboration with Schipanski will guide conversations with cooperators who have an interest in hosting this research on their farms of between 20 and 40 acres. Crop scientists at Colby, Kansas, and several sites in Nebraska are also recruiting volunteer cooperators to expand on-farm testing to sites throughout the region.

“Meagan’s interest in cropping systems, cover crops, no-till

and integrating livestock into this whole system is just a natural fit for High Plains agriculture,” says Meyer, who, for the past five years has conducted research comparing nearly 30 different plant species for cover potential and forage production with various production techniques.

INCLUDING LIVESTOCK IN THE MIX

The new research project will incorporate Meyer’s original cooperators, but including livestock into the mix means more land is needed.

“On-farm research is an essential component of this study,” Schipanski says. “We would like to utilize a wide spectrum of farmers from across the region to help validate our recommendations for new crop rotation practices.”

Beginning in February the team will bring cooperators together with researchers to discuss timeline and strategies.

“Anytime you get 10 or more farms and farmers together, the dynamics change,” Meyer notes. “Some farms may have no livestock, some farms may be heavily livestock-orientated. We have to have a way to coordinate that so the research and the information coming out of this project make sense.”

Where the research protocol identifies a need for livestock on the site at a certain period of time, for example, the cooperators will agree to bring the livestock in for a set number of days and then take them

off. The research team will weigh them in and weigh them out with a focus on a data-rich project.

CROPPING RESEARCH LONG-STANDING

Colorado State University research in the Golden Plains Area cropping systems has been in place since the early 1990s, with projects conducted by CSU soil and crop scientist Gary Peterson. His findings moved the farming community to two dryland crops in three years. Farmers now plant wheat, then into that wheat stubble the next year, they plant a spring-seeded crop such as corn, milo, millet or sunflowers, followed by a fallow season. Reduced tillage strategies were a part of this transformation.

“Dr. Peterson had to get through a couple of years of research and get results before farmers began to take notice,” Meyer notes. “One of the early results was, hey, guess what, dryland corn yields almost 70 bushels an acre some years. Farmers began to ask, ‘Can you make some money with this practice?’ And the answer was, ‘Yes, you can make some money,’” Meyer said. “Employing reduced-till strategies is better for the environment and increases yields, so it was a win-win situation for everybody.”

Meyer says adoption of these new techniques took a while. “It was probably a whole seven or eight or 10 years before producers really started to adopt the conversions and it was the innovators that did those conversions first.”

As neighbors and the community saw the new method working, the whole countryside began to adopt the new practice. “We’ll see what the research results show us with this new project. Maybe there will be another change for production agriculture out here,” Meyer says.



Positive results from Denver soil health awareness campaign

Soil in neighborhoods surrounding the National Western Stock Show complex has been found to be more than sufficient for growing a variety of landscape and garden plants.

The soil test kits were distributed to the community during Earth Day events.

“Data indicated that although there was some minor variability between soil test results, most of the nutrients were found in sufficient concentrations and the soils do not need additional amending,” says Dan Goldhamer, Denver Extension horticulture agent. “The one exception to this was nitrogen, which was expected due to nitrogen’s high mobility in any ecosystem.”

Denver County CSU Extension staff and several partner agencies distributed 153 free soil test kits to homeowners in four neighborhoods throughout Denver prior to and on Earth Day 2015. Forty-six kits were returned and analyzed at no cost by the Soil, Water and Plant Testing Laboratory on the Colorado State University campus.

“These observed high concentrations of nutrients could be due to multiple factors including, but not limited to, over-fertilization (especially with compost and/or manure) and high native concentrations of these elements,” according to project director Eugene Kelly, professor of Soil and



Crop Science at CSU. “Effective soil fertility management is an essential aspect of preserving and improving soil health.”

Education and training was provided during the run of the soil awareness campaign.

Follow-up education and training with written information was provided where necessary. Finally, door-to-door canvassing to pick up the kits, delivering the samples to campus for testing, and final analysis and interpretation of the data took place.

Next spring another soil health awareness campaign will add new neighborhoods throughout metro Denver to the soil test kit distribution plan. Educational programs are planned as part of the campaign.

Partner agencies included The Growhaus, Revision, Groundwork Denver, the National Western Center Citizens Advisory Committee and CSU Extension. The campaign was targeted to the neighborhoods of Globeville/Elyria/Swansea surrounding the National Western Center complex, and Westwood off of Morrison Road in west Denver. The CSU Soil, Water and Plant Testing Laboratory, under the direction of Kelly, provided the soil test kits to the Denver Extension office to distribute for this event.



Colorado fruits and vegetables a \$300 million industry

Members of Extension's Food Systems Planning and Reporting Unit work to inform dynamic initiatives and build capacity in communities. They engage networks and key partners to address emerging food system practices and issues. To accomplish our goals, there are four core areas of work: stewardship; business development; food security, quality, and public health; and investment in community food assets.

Colorado fruit and vegetable production is almost a 300 million dollar industry at the farm gate, with more than 60,000 acres in production. A wide variety of fruits and vegetables are grown under some of the best climatic conditions in the country, including warm days, cool nights, and plentiful high-altitude sunshine. Along with nutritious and flavorful products, the fruit and vegetable industry supplies the citizens of Colorado with many other attributes (such as agritourism opportunities and open spaces) that contribute to the quality of life in the state.



GROWING FRESH AND FLAVORFUL PRODUCE

The complexities of growing fresh and flavorful produce led to a collaborative project and the creation of the Colorado Fruit and Vegetable Growers Association (CFVGA). Growers facing common and sometimes complex issues are able to learn from each other, and their combined forces provide a robust platform for exploring myriad topics, from evolving consumer preferences and food safety concerns to labor and water issues.

SUCCESSFUL CONFERENCES IN DENVER

For the second year, a conference for those interested in these topics was held in Denver, in conjunction with the Governor's Forum on Colorado Agriculture.

"As a local food distributor, I am very excited about the annual CFVGA conference," said board member Aaron W. Perry. "This is a



great opportunity for growers, prospective growers, and a variety of market partners to get together and to strengthen Colorado's fruit and vegetable production and access."

The mission of CFVGA, according to President Robert Sakata of Adams County, "is to help improve the business sustainability and profitability of commercial fruit and vegetable growers in Colorado of all sizes, organic and conventional, direct marketing (farmers market, CSA, produce stand, etc.) and wholesale marketing."

ONE VOICE

Many other groups promote marketing and improved growing practices in the state, but according to CSU Extension agent Adrian Card, "Our niche is providing one voice for all produce growers in Colorado." In addition to his expertise with growers in Boulder County, Card is also a founding team member of the Colorado Building Farmers Program. The board is supported by Colorado State University Extension staff and a grant from the Colorado Department of Agriculture.



Cottage Foods

In 2012, the Colorado Legislature enacted Senate Bill 12-048 allowing individuals to produce, sell and store certain types of “cottage food” products in an unlicensed home kitchen. (A copy of the bill can be found at www.colorado.gov/pacific/sites/default/files/DEHS_CtgFds_Final_unofficial.pdf.)

Cottage food products include such items as spices, teas, dehydrated produce, nuts, seeds, honey, candies, jams, jellies and certain baked goods.

The Colorado Cottage Foods Act required producers to be certified in safe food handling and processing. Colorado State University Extension was one of the designated third-party certifying entities, and for the past two years has been offering safe food handling courses. Topics covered have included safe food sources, personal hygiene, sanitation of equipment, food temperature control, and more.

In 2015, there were 29 trainings held, with a total of 484 participants, ranging from age 10 (accompanied by an adult), up to seniors; those with disabilities (1 blind, 1 mute), and non-English speakers, for which training materials (slides, handouts, test and certificate) have been translated and piloted with 14 Spanish-speaking participants. Participant demographics are evenly split between city and rural locations, and are comprised of consumers, small-scale growers (i.e., community-supported agriculture) bee keepers, farmers’ market managers and vendors, and more, all with varied interest in cottage foods. Additional attendees have included Colorado Dept. of Agriculture, County/State Health Department staff, and an FDA Regional Specialist.

The Cottage Food page on the CSU Extension Farm to Table website (farmtotable.colostate.edu/) received just under 8,000 views in 2014-2015. During that same period, the cottage food product informational sheets were accessed 3,636 times for almost 6,000 minutes of read time.



Don't garden alone

Let PlantTalk Colorado be your guide

Despite the wild swings in weather, spring has arrived to Colorado. The calendar has turned to growing, and the garden center advertisements are not far behind. Whether you've been gardening for years, or are looking to take your first ventures, your first (and often) stop should be the step-by-step guidance offered through PlantTalk Colorado. This online resource (planttalk.org) will give you the confidence to have the "best garden ever."

Tips from the PlantTalk team are constantly being reviewed and updated; new information is added monthly. The experts on the team include horticulturalists from Colorado State University Extension, the Denver Botanic Gardens and GreenCo right at their fingertips. The reliable and timely information (more than 600 topics) includes everything from lawn landscape care to insect and plant disease problems. There is a wide range of articles and YouTube videos available – many available in Spanish. Learn how to grow your own tomatoes, plant, fertilize and prune fruit trees, and care for ornamental plants around your home or business.

ON PINTEREST

With nearly 20 years of experience adapting to the informational channels gardeners use, PlantTalk Colorado has taken outreach a step further by connecting with new and seasoned gardeners through Pinterest.

With 2,500 followers, PlantTalk Colorado pins offer topics for upcoming garden tasks, with inspiring photographs for future projects.

"In the 1990s, information was provided through a telephone answering system," says Jim Klett, CSU Extension horticulturalist. "We moved to the Internet early in the 2000s, and today outreach continues through the website and various social media channels." Klett has been the driving force behind PlantTalk, but it's the collaborative efforts of all the partners that keep the project fresh. Partners include:

DENVER BOTANIC GARDENS

Denver Botanic Gardens strives to entertain and delight while spreading the collective wisdom of the gardens through outreach, collaboration, and education. In addition, their conservation programs play a role in saving species and protecting natural habitats for future generations.

GREEN INDUSTRIES COLORADO

Green industries Colorado is an alliance of seven trade associations representing all facets of the horticulture and landscape industries. GreenCo members are committed to water conservation and industry-wide best management practices as a way of doing business. They provide expert advice on how to select and properly care for plants and landscapes.

ASK AN EXPERT

Don't see the information you're looking for on the PlantTalk Colorado website? The "Ask an Expert" tab allows gardeners to instantly connect with Extension staff and volunteers for timely advice on horticulture topics.



Native Plant Masters

Rounding the corner to a decade of education

Saving water, money and time is what CSU Extension's Native Plant Master Program is all about. The educational and volunteer-driven effort, which began in 1997, has led to the adoption of sustainable landscaping and natural resource conservation practices in a dozen counties across the state.

Impacts are impressive

- \$1,842,437 – statewide economic impact due to reduced landscaping inputs and increased land productivity;
- 1,448,483 acres impacted by sustainable landscaping or alien invasive weed control completed by program participants;
- 98,421 educational contacts made by volunteers;
- 7,136 participants in the program; and
- 2,844 volunteers who contributed 7,793 hours.

The economic impact stems from participants' cost savings from implementing sustainable landscaping practices and invasive weed management on their owned or managed properties. Sustainable landscaping reduces such inputs as water use, pruning, and pest control. Weed control measures improve land productivity including crop output, grazing, land-



scapes, wildlife and tourism. The program has found a cost-effective way to increase the sustainability of Colorado's managed and natural landscapes while reducing invasive weeds.

RAISING AWARENESS

CSU Extension created the Native Plant Master Program to raise awareness about native plants, sustainable landscapes and threats to native ecosystems from invasive weeds. The first training was held in Jefferson County in 1997, and today 12

Extension offices across Colorado offer hands-on educational experiences taught by trained volunteers, CSU faculty and Extension agents. Each training session is divided into three courses: plant identification; ecological relationships between native plants, invasive weeds, wildlife, birds and insects; and landscape and other uses for Colorado native plants.

Courses are taught on trails in local open space parks and on other public lands. Participants who complete any three courses are awarded a Colorado Flora Certificate. To earn certification as a Native Plant Master, volunteers must be accepted through an application process, complete three courses and make 60 contacts using information learned from the program.

PARTICIPANTS LOVE THE CHALLENGE

Here's what they had to say:

"I have used my identification skills to educate my crew mates about what plants to collect for restoration projects, what plants to leave alone, and what plants to remove during invasive plant control efforts."

"It is the best educational experience I have had through my local Extension office. It is outside, hands-on, taught by passionate, intelligent people, and has real world applications."

For more information, visit the Native Plant Master Program website or contact Barbara Fahey at Colorado State University Extension, Jefferson County, bfahey@jeffco.us or (303) 271-6620.



CSU Extension and AmeriCorps extend STEM opportunities

Thanks to a new partnership between AmeriCorps and Colorado State University Extension, youth in communities across Colorado will have the opportunity to do experiments, reflect upon results, and apply what they have learned in 4-H Science, Technology, Engineering and Math (STEM) projects. The new program focuses on out-of-school time education that encourages youth to develop 21st century workforce skills and consider STEM academic and career choices.

4-H STEM AMERICORPS PROGRAM

“Colorado is home to one of the most skilled workforces in the country, yet Coloradans are not filling available STEM positions,” explains JoAnn Powell, project director and CSU Extension Front Range regional director. “We want youth to get excited about and hands-on with STEM.”

The program places 25 AmeriCorps members in 17 locations across Colorado to deliver STEM education and activities in communities with higher percentages of at-risk youth. The AmeriCorps members will work under the guidance of local Extension youth development experts to form community relationships, deliver STEM educational programming, build the capacity of STEM volunteers and engage the community in the effort. Counties, community partners, Serve Colorado and CSU Extension have each pledged resources to the 4-H STEM AmeriCorps program that targets improved educational and behavioral outcomes for economically disadvantaged youth and supports their success in post-secondary educational institutions and career readiness.

OPPORTUNITIES FUELED BY STEM EXPOSURE

The \$210,338 AmeriCorps grant, administered through Serve Colorado/the Governor’s Commission on Community Service, will provide people the power to bring these programs to after-school and summer programs, day camps, overnight camps and community partner events in Arapahoe, Boulder, Broomfield, Denver, Garfield, Jefferson, Larimer, Logan, Mesa, Montrose, Morgan, Otero, Prowers, San Miguel, and Weld counties, at Shriever Air Force Base in El Paso County and in the San Luis Valley Area.

“The community partners and program delivery sites were all selected based on their interest in the project and individual community needs,” says Powell. “We expect that program participation will result in increased high school completion as well as youth seeking additional education and potential workforce opportunities

fueled by this exposure to STEM. Colorado is projected to have above-national demand for STEM jobs; improving STEM education is crucial to filling these workforce demands.”

NATIONAL CENTER FOR DROPOUT PREVENTION

This program will focus on several strategies identified by the National Center for Dropout Prevention to reduce the dropout rate, including active learning, afterschool learning, safe learning environments and school-community collaboration and, at some sites, family engagement, career and technology education, educational technology and service learning. The content will also focus on contextual and cultural relevance – demonstrating relevance to the youths’ everyday lives.

According to Barbara Johnson, principal for the SOAR Academy in Sheridan School District 2 in Englewood, the 4-H STEM initiative is a good fit for her district because local students are often challenged by significant risk factors, including poverty and homelessness.

HIGHLY ENGAGING, HANDS-ON EXPERIENCE

“High mobility and low attendance rates lead to students struggling with academic achievement,” Johnson says. “This program will provide students with a highly engaging, hands-on experience with science and math.”

She notes this is a great addition to the Extended Day program that currently provides students academic supports to make up missing work due to absenteeism and to keep up in classes where their skill levels are low.

“In order to keep the upward mobility of our graduation rate and support STEM education, we need to work as a community to reach all students,” says Teri LeFebre, K-12 Science Specialist with the Mesa County Valley School District 51 in Grand Junction. “This new program will allow for direct delivery of STEM education to youth enrolled in our out-of-school program and will positively impact high school graduation rates.”



AmeriCorps is a national service program that engages Americans of all ages in service to their community. CSU Extension serves all 64 Colorado counties, providing information, education and engagement in regard to local, state and national issues affecting individuals, youth, families, agricultural enterprises and communities of Colorado.



For information on CSU Extension’s AmeriCorps member opportunities, visit www.4hstemk12.colostate.edu/ameriCorps



“We are already seeing positive results for both youth and the AmeriCorps members in the counties where members are serving,” says AmeriCorps Program Manager Melinda Macpherson.

One volunteer with our program says, “The most awesome thing that happened today was that girls took a leadership role in the class.” And Jacob, a youth participant in Otero County, reports “I learned a lot of stuff ... my favorite is tornadoes. I learned how to make one and where to take shelter in case of one.”

AmeriCorps members are also gaining valuable experience that will serve them in their careers and lives after service. Ellie, an AmeriCorps member who is currently serving in Jefferson County, thinks “AmeriCorps is an opportunity and a reason to push yourself and do something totally different – there isn’t a job like this out there.” As the program develops, it will continue to provide opportunities for youth across Colorado and to increase the professional skills of the AmeriCorps members who serve with the program.



STEM kits

THE POWER OF SCIENCE: KITS DEVELOPED BY COLORADO 4-H

That extra nudge to integrate science into educational guidelines, elementary classrooms or after-school projects has been created. Colorado State University Extension STEM specialist Barbara Shaw created fun and interactive lesson plans called, “ST[EM]Power Kits” to help educate students and provide them with fun hands-on learning experiences.

ST[EM]Power kits can be used at an elementary school level (from kindergarten to second grade) or in different educational programs such as 4-H. Each kit includes materials and lesson plans for students and teachers to use to help facilitate learning. By providing materials it allows students to follow along with the teacher as he or she goes through the lesson plans, giving them the opportunity to do their own science experiments.

Navajo Nation elementary teacher Karyn Shipman was an early tester and adopter of the kits. She has been using and loves using them in her classroom at Mesa Elementary.

“What I love about it is how it integrates everything,” Shipman notes. “There’s reading in there, there’s math in there ... with these I can teach my science class and I’m still teaching math.”

There are a variety of specific lessons developed to help educators present fun and engaging science activities and experiments to their students. Use the online order form for more details such as what kits are available and their prices.

Growing true leaders

The Colorado State University Board of Governors is regularly updated on various aspects of the University, but rarely does it have the chance to hear firsthand from participants in CSU's premier youth-development program, 4-H. So it was a great opportunity in May when the Board met with the state's 4-H student leader.

Colorado State 4-H President Nicholas Ortner, a graduating senior from Holyoke High School in northeastern Colorado, provided a glimpse into 4-H, the state's largest out-of-school educational program for boys and girls. 4-H is more than 100 years old in Colorado and has always been a part of CSU Extension, which is a division of the Office of Engagement.

Ortner said that in 2013-14, Colorado 4-H reached about 20 percent of 8- to 18-year-olds – or more than 101,000 young people – through club or after-school activities. Those youth who participate in 4-H work on developing life skills such as communication, decision-making, leadership, interpersonal relationships, citizenship and community and global awareness.

Nicholas Ortner was deeply influenced by his cousin, Steven, who grew up nearby and was heavily involved in 4-H. Steven Ortner, who is 10 years old-

er than Nicholas, instilled the values and morals that helped shape his younger cousin's life.

"We were in the same 4-H club, and these were the traits that I looked up to in him and wanted to imitate," Nicholas Ortner said. "I always wanted to be involved in all the activities Steven was involved in."

Steven Ortner is now serving his country as a sergeant in the U.S. Air Force stationed in Alaska.

MAKING THE BEST BETTER

Nicholas Ortner, meanwhile, wears the 4-H emblem with pride.

"This is a youth organization that is the best it can be by helping its members develop leadership skills," he said. "I try to follow the 4-H motto – to make the best better – every day."

During his decade in 4-H, Ortner learned the tools to be an effective public speaker, and he developed another interest during his early 4-H days – a knack for livestock judging. He used the public speaking skills he learned to defend his judge decisions and explain why he scored one animal higher than another.

"Now it is a life skill that I can't live without," he said.



4-H HALL OF FAMERS

Ortner used that skill as he made his presentation to the CSU Board of Governors. Several members of the Board of Governors are former 4-H'ers themselves, including Past Board Chair Dorothy Horrell, who also is a member of the Colorado 4-H Hall of Fame.

Another 4-H Hall of Fame member is CSU President and Chancellor Tony Frank, who said the impact of the program is profound – for students and society.

"4-H was a fabric of my life growing up on a farm in Illinois," said Frank. "4-H adds to a community, and 4-H'ers are shown to have increased academic performance, enter the STEM disciplines at a higher rate than other students, and demonstrate improved leadership skills."

NEXT FOR ORTNER

Nicholas Ortner's next steps include enrolling at Northeastern Junior College in Sterling and becoming a member of the school's Livestock Judging Team. He intends to transfer to a four-year institution afterward, then return to the family farm outside of Holyoke, and continue his work with 4-H.

Cousin Steven would be proud.



4-H GROWS HERE



EXTENSION | WE'RE HERE FOR YOU. | [EXTENSION.COLOSTATE.EDU](https://extension.colostate.edu)

Extension provides practical education you can trust, to help people, businesses and communities solve problems, develop skills and build a better future.

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Arapahoe.....	(303) 730-1920	Douglas.....	(720) 733-6930	La Plata.....	(970) 382-6463	Pueblo.....	(719) 583-6566
Archuleta	(970) 264-5931	Eagle	(970) 328-8630	Larimer.....	(970) 498-6000	Rio Blanco	(970) 878-9490
Baca	(719) 523-6971	El Paso	(719) 520-7690	Las Animas	(719) 846-6881	Routt.....	(970) 879-0825
Bent.....	(719) 456-0764	Elbert	(303) 621-3162	Lincoln	(719) 743-2542	San Luis Area Office:.....	(719) 852-7381
Boulder	(303) 678-6238	Fremont	(719) 276-7390	Logan	(970) 522-3200	Alamosa, Conejos, Costilla, Mineral,	
Broomfield.....	(720) 887-2286	Garfield	(970) 625-3969	Mesa.....	(970) 244-1834	Rio Grande, and Saguache	
Chaffee.....	(719) 539-6447	Gilpin.....	(303) 582-9106	Moffat	(970) 824-9180	San Miguel	(970) 327-4393
Cheyenne.....	(719) 767-5716	Grand	(970) 724-3436	Montezuma	(970) 565-3123	Sedgwick.....	(970) 474-3479
Clear Creek	(303) 679-2424	Gunnison.....	(970) 641-1260	Montrose-Ouray.....	(970) 249-3935	Summit	(970) 668-3595
Crowley	(719) 267-5243	Huerfano.....	(719) 738-2170	Morgan.....	(970) 542-3540	Teller.....	(719) 686-7961
Custer.....	(719) 783-2514	Jackson.....	(970) 723-4298	Otero	(719) 254-7608	Washington	(970) 345-2287
Delta.....	(970) 874-2195	Jefferson	(303) 271-6620	Park	(719) 836-4296	Weld.....	(970) 304-6535
Denver.....	(720) 913-5270	Kiowa	(719) 438-5321	Phillips.....	(970) 854-3616	Yuma.....	(970) 332-4151

Colorado Water

313

March/April 2016 | CSU Water Center

CLIMATE SMART AGRICULTURE



Energy Education and Outreach



pathways to engagement



1,800

participants in workshops, classes, and other group educational events

80,000

hits to our energy webpages



3,500

contacts made through newsletters and other indirect educational methods



200

individual consultations



Over 95% of participants evaluated in our energy programs have an increased understanding of energy options and energy issues.



Colorado State University
EXTENSION



powered by

COLORADO MASTER GARDENER PROGRAM

Volunteer support is invaluable to horticulture Extension programs.

www.cmg.colostate.edu

34 Colorado counties participated in the Colorado Master Gardener volunteer program. Endorsed projects vary from county to county across the state.

Activities included public educational classes, telephone, email and walk-in assistance, field visits, youth and community garden education, blog-writing, television, radio and pod casts, farmer's markets and educational booths.

WHO WE ARE

1,372

volunteers

54,213

hours donated

\$1,391,189

value of time

Where we spent our time in 2015



Balance with nature

youth gardening, community greening, produce donations



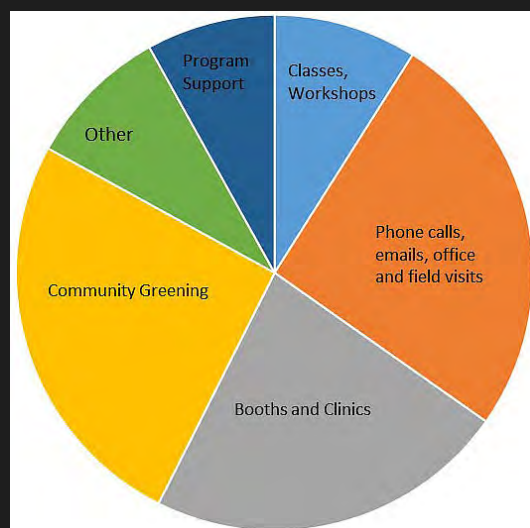
Balance with tradition

Educational booths, program support and public informational articles



Appropriate Technology

online, booths and clinics



2015 County Commissioner Satisfaction Survey: CSU Extension Services in Colorado

Survey Results Summary Report

March 2016



Colorado State University
EXTENSION

Introduction: 2015 County Commissioner Survey

The eighth annual County Commissioner Satisfaction Survey was conducted from September 21 to October 30, 2015. The design and methodology were approved by the CSU Research Integrity and Compliance Review Office in 2012. A five-point scale was used for evaluation. The variables studied included: (1) the quality of programs and services provided by local Extension offices; (2) the expertise and knowledge of Extension personnel; (3) the responsiveness and service level of county Extension personnel; (4) the perceived value to citizens of Extension programs and services; and (5) respondent insights and comments regarding CSU Extension.

Methodology

While the survey was designed by CSU Extension and the Office of the Vice President of Engagement, the survey was conducted by an independent contractor for the Office of Engagement. The confidential survey protocol allowed survey administrators to see which counties did and did not respond. Participants received a letter directly from the President containing the link to take the survey online. A hard copy of the survey and a pre-paid return envelope were also enclosed, offering the choice to complete a paper survey. The letter stressed the importance of the input, the confidential nature of the survey and the voluntary nature of the survey. Roughly two weeks after the initial letter, a second reminder letter and second hard copy survey were sent from the Chief of Staff, Office of the President, only to those counties that did not respond. A final email reminder was sent only to counties that had not yet responded. All results were received, compiled, and analyzed by the independent contractor.

Surveys are sent annually to all Colorado county commissioners/council members in counties where CSU has Extension offices or provides Extension services. The survey cover letter and email, however, recommend that only commissioners who have contact with and/or knowledge of CSU Extension complete the survey. As many counties appoint one commissioner or council member to serve as the Extension liaison, this means that not every commissioner is expected to complete the CSU Extension survey.

Per-county responses (N = 53) are calculated using the mean of all commissioner responses for that county. As begun in 2010, data is reported here as per-county response. Where relevant, commissioner responses (N = 80) are also reported in this document. Each graphic indicates the type of data calculation used.

A total of 215 surveys were sent to all commissioners/council members in counties where CSU has Extension offices or provides Extension services. Commissioners were encouraged to complete the survey if they worked with Extension, or to forward the survey to the appropriate commissioner contact if they did not work personally with Extension. The total number of returned surveys was 80, for an overall response rate of 37%.

The per-county response rate was 85%, with 53 of the 62 counties surveyed by CSU extension responding. Response rates by region were also strong: Front Range region (Front Range urban corridor), 75%; Eastern Peaks and Plains region (Southeast, Northeast Golden Plains, and the San Luis Valley), 90%; Western region (all Western Slope counties), 85%. Counties that did not

respond to the survey were: Adams, Clear Creek, Costilla, Jefferson, Las Animas, Mesa, Otero, Rio Blanco and San Miguel.

Nine additional surveys were received after the postmarked deadline. These surveys were excluded from the following analysis.

Summary of 2015 Survey Results

Overall, commissioners responded very favorably to questions about Extension program value and quality, and agent expertise and responsiveness. Comparisons between commissioner level and county level data reveal no statistically significant differences, indicating a trend toward consistent scoring with no extreme highs or lows. Scores tend to cluster tightly at the positive end of the scale. Comments indicate that lower scores are likely tied to desires for additional services and/or better agent coverage.

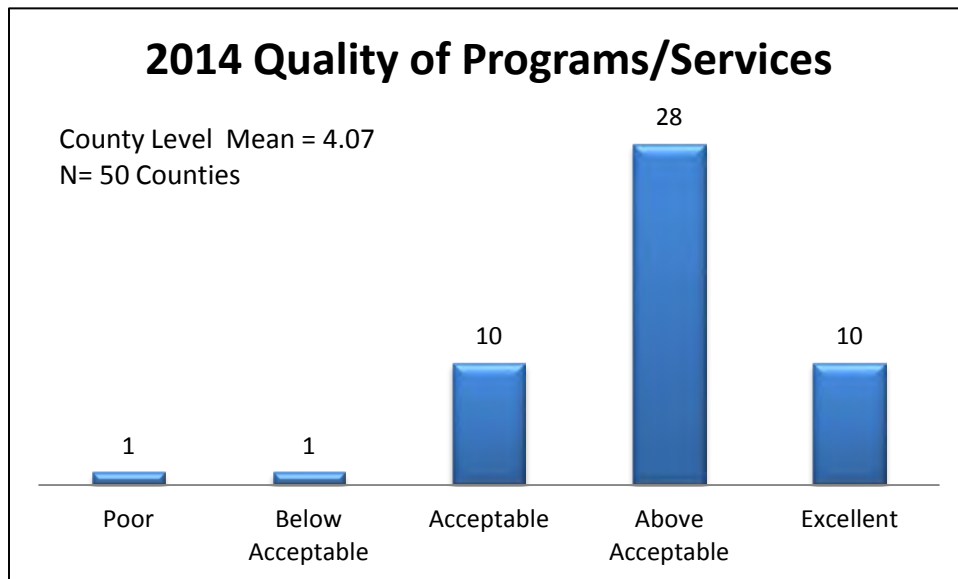
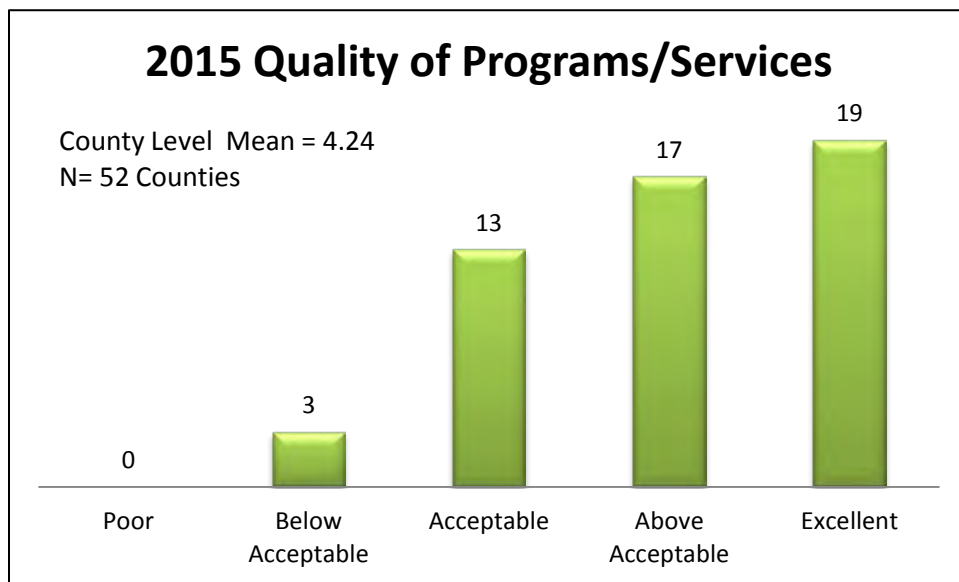
Survey Results: 2014–2015 Key Indicator Comparison of County Responses

As begun in 2010, data is analyzed primarily at the county level. This standardizes any potential systematic bias caused by some counties having a larger number of commissioners respond versus a county in which the Board of Commissioners assigns only one member to respond to the survey. This methodology levels the playing field and allows for a survey of *county attitudes and satisfaction*, rather than *county commissioner* attitudes and satisfaction.

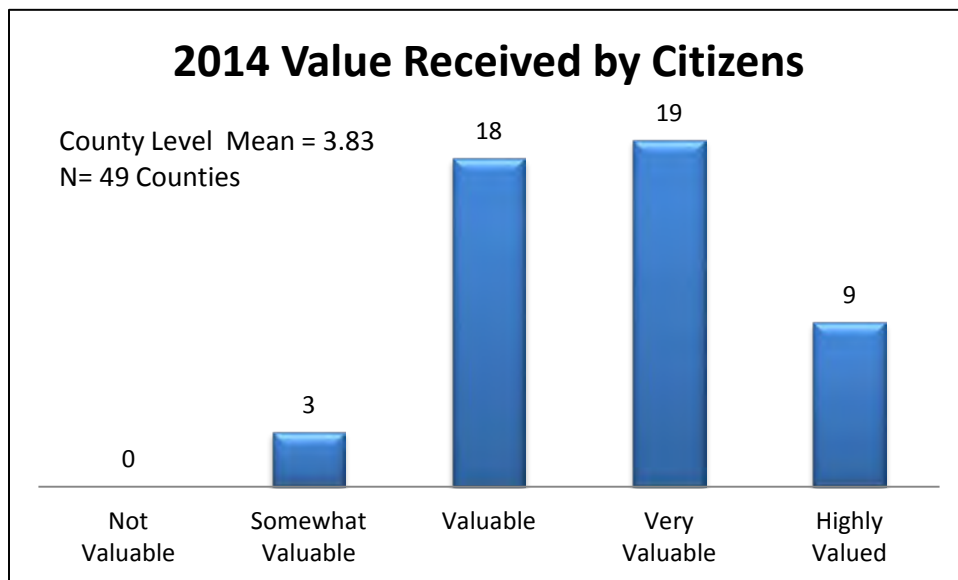
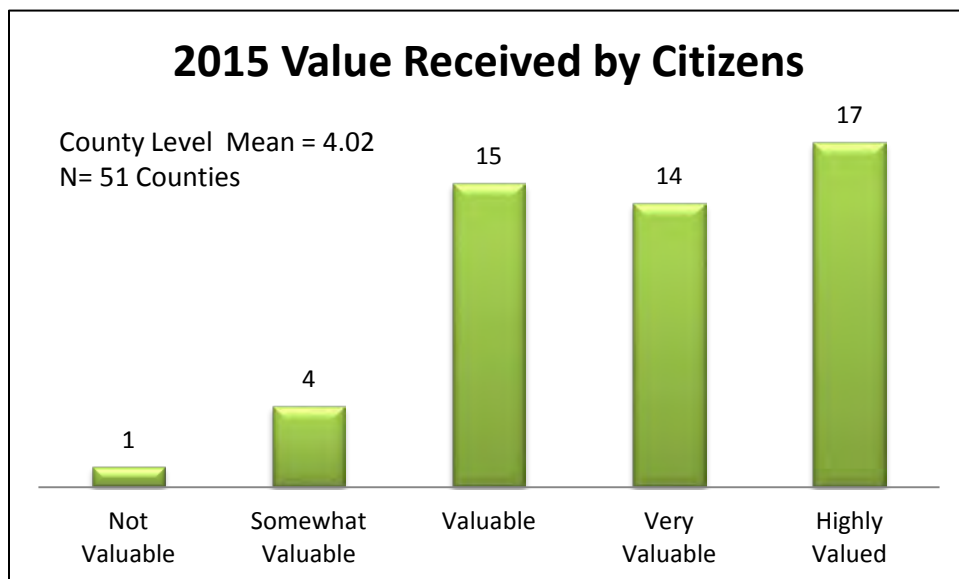
Overall, *counties* responded favorably to questions about program quality, value, responsiveness, and overall satisfaction. We compared 2015 data on four key indicators to 2014 data and found that all four key indicators for quality, responsiveness, value, and overall satisfaction trend slightly higher in 2015. These trends can be seen in both the averaged scores and in the graphs of individual responses below. All four scores have trended consistently high since 2012; in 2015, all four median scores are above 4.0 on a 5-point scale.

The four key indicators are graphed below for both 2015 and 2014 county responses. This includes the “overall satisfaction” question used to indicate mean satisfaction with CSU Extension.

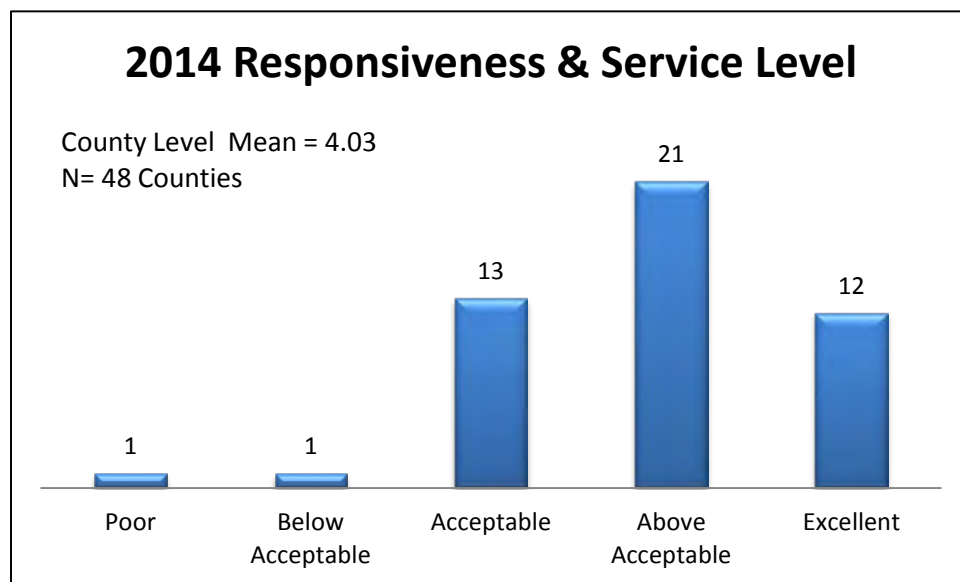
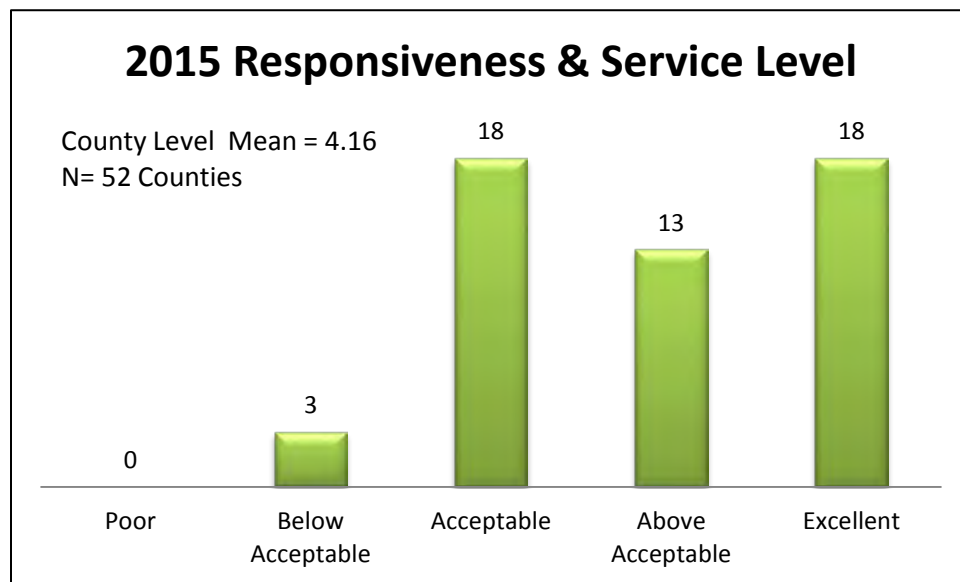
Rate the quality of the programs and services provided from your local Extension office.



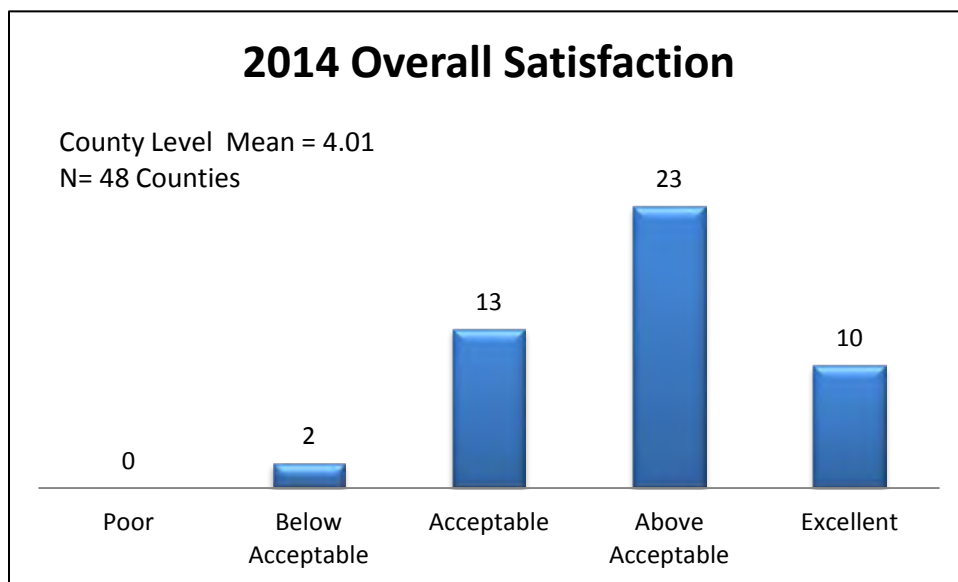
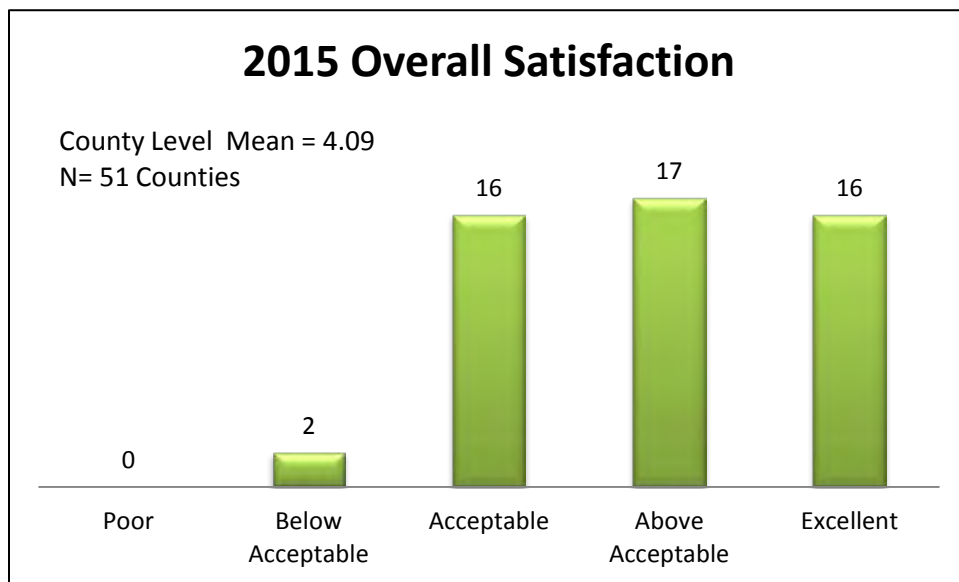
How would you rate the value received by the citizens of your county from programs and services delivered by Extension?



Rate the responsiveness and service level of your county Extension personnel in meeting the needs of your county citizens.



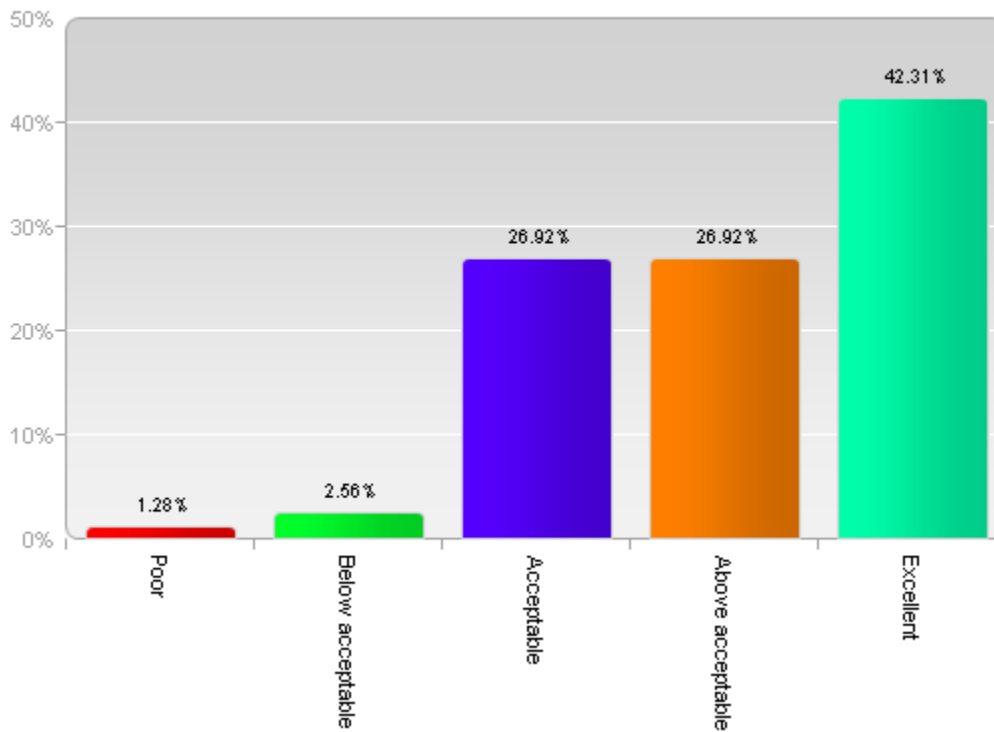
Rate your overall satisfaction with the service the citizens receive from your local county/area Extension office.



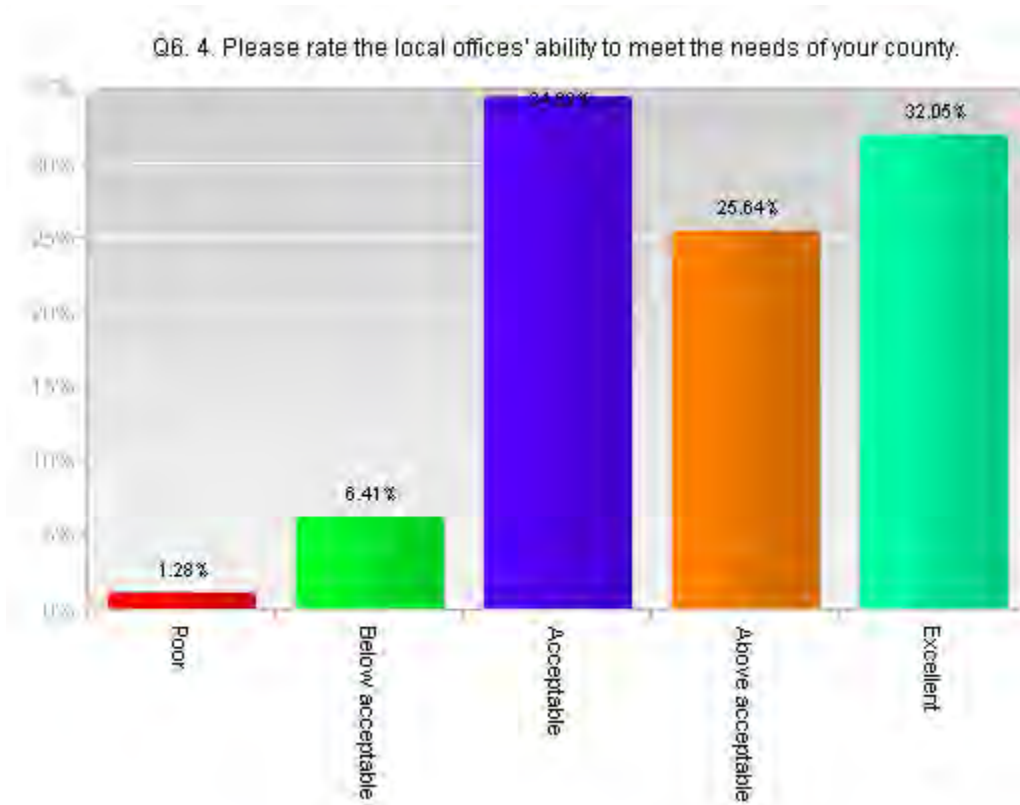
Survey Results: Commissioner Level Data on Program Value and Agent Ability

As indicated below, commissioner responses were positive about CSU Extension services, program quality, and responsiveness of local agents. The quality of CSU programs and expertise of local agents and county offices received particularly positive ratings.

Q4. 3. Rate the quality of the programs and services provided from your local Extension office.

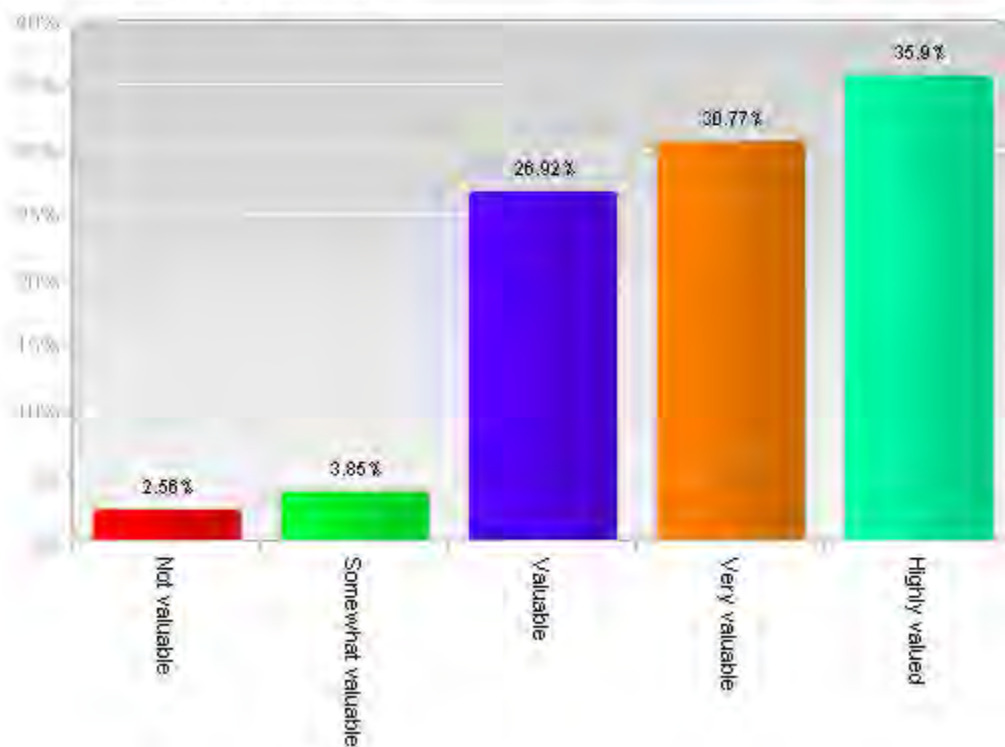


Commissioners rated the services provided from local Extension office favorably, with 96.15% rated as acceptable, above acceptable or excellent. As one commissioner commented: "We have a responsive, responsible and energetic program..."



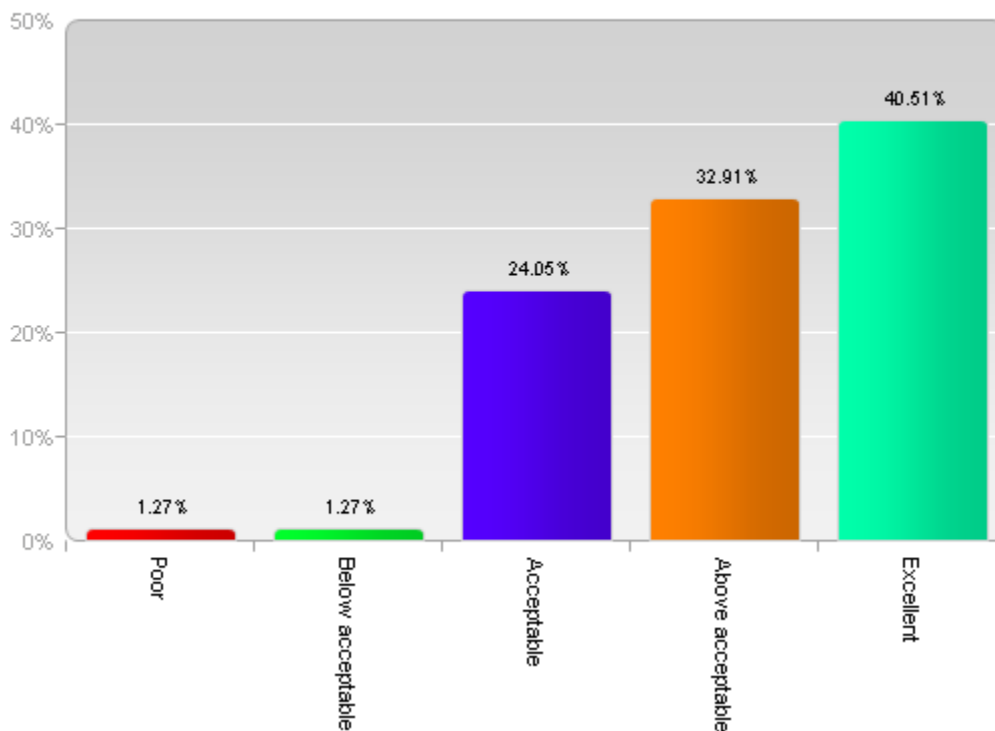
*Commissioners were satisfied with the **local offices' ability to meet the needs of each county**, with 92.31% rated acceptable, above acceptable or excellent.*

Q8. 5. How would you rate the value received by the citizens of your county from programs and services delivered by Extension?



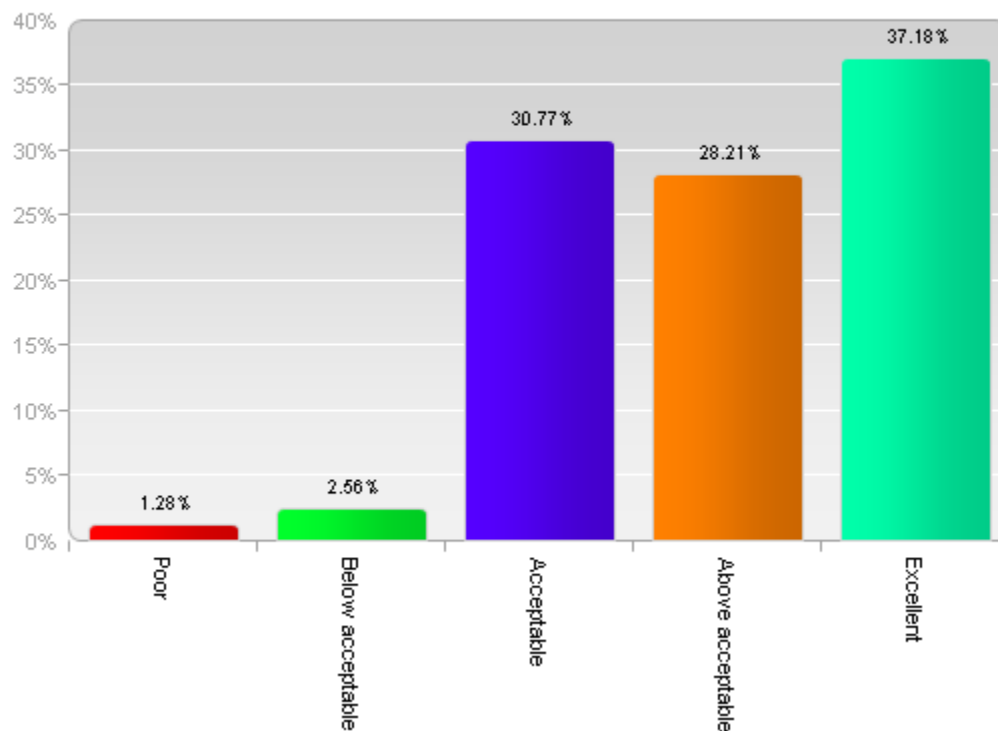
*The **value received** by the citizens from programs and services delivered by Extension was valuable, very valuable or highly valuable according to 93.59% of respondents.*

Q10. 6. Rate the expertise and knowledge of your county Extension personnel in meeting the needs of your county citizens.



*Commissioners rated the **expertise and knowledge of Extension personnel** positively, with 97.47% rated as acceptable, above acceptable or excellent. One commissioner comments: "Excellent and beyond."*

Q12. 7. Rate the responsiveness and service level of your county Extension personnel in meeting the needs of your county citizens.



The responsiveness and service level of Extension personnel in meeting the needs of citizens was found to be 96.16% acceptable, above acceptable or excellent.

Regional Results Comparison: Commissioner Level Data

The table below reports commissioner responses divided into the three CSU Extension regions as percentages. As these percentages indicate, the three regions vary in their response trends. The Western region (all Western Slope counties) trends higher overall, while the Front Range region (Front Range urban corridor) and the Eastern Peaks and Plains region (Southeast, Northeast Golden Plains, and the San Luis Valley) trend lower on all issues. Overall, regions are most satisfied with program quality, responsiveness, and agent knowledge; scores trend lowest with regard to program capacity.

2015 Regional Results Comparison									
	Excellent/Above Acceptable			Acceptable			Below Acceptable/Poor		
	Front Range	West	East	Front Range	West	East	Front Range	West	East
Program Quality	73%	88%	54%	27%	4%	43%	0%	8%	3%
Capacity	53%	81%	43%	40%	8%	51%	7%	12%	5%
Value	67%	85%	53%	33%	11%	36%	0%	4%	11%
Knowledge	79%	82%	65%	21%	11%	35%	0%	7%	0%
Responsiveness	57%	79%	58%	43%	14%	39%	0%	7%	3%
Satisfaction	57%	84%	57%	43%	12%	40%	0%	4%	3%

Survey Comments: Kudos and Concerns

Each question on the survey allowed unlimited space for comments. Comments on local agents and offices were generally very positive. Many comments reported leveraging Extension resources to partner with county efforts in Open Space/recreation, fire mitigation, and human services. Comments also, however, raised concerns about lack of awareness and/or an interest in having Extension address specific community interests and needs.

Praise for Extension Agents and Services

- We believe the longevity of experience and familiarity of issues and people that our CSU Extension Staff has within the community is a most valued asset. That level of experience and dedication translates into a level of service that our community/county has come to know and trust.
- Extension has regained the trust of the commissioners after the budget cuts of 2007/08 and the long period of uncertainty regarding a director for EPC.
- They are doing an excellent job already, and should continue to reach out to the community. If they stay in touch, they can meet the needs.

- Citizens let us know the value of Extension. They cite programs from Master Gardener, to 4-H, to help in disaster preparation.

Concerns: Appropriate Programming and Resources

- Demand outstrips resources, regrettably. Tough choices are made.
- They just compete with so many other sources of information, so sometimes they are perceived as obsolete.
- Would like to see more home economic programs.
- Work more closely with industry partners.

Recommendations from Respondents

- Create an annual report about types of requests, trends, and request outcomes for [] county.
- Be more visible. Partner with industry. At times, Extension seems to be a bit behind, especially with Agronomy.
- Continue the collaborative work.
- Continue to develop noxious weed program.
- Be visible in communities and proactive in promoting services and their value.

Conclusion

The 2015 survey data indicate that commissioners feel very positively about their agents and are highly satisfied with CSU Extension overall. As in 2014, current county revenues continue to be based on property values that lowered during the recession, and on severance taxes on the Western Slope. The continued and increasing county financial commitment to Extension is a strong sign of support. Counties particularly affected by water issues continue to appreciate the support received from the Colorado Water Institute and the three regular water specialists in CSU Extension.

The Office of Engagement is working with CSU Extension to explore how best to meet some of the requests and recommendations from respondents, such as those that advocate for additional community services or partnering with local resources.

This report will be made publicly available on the CSU website, through the CSU Extension and VP Engagement web pages. A link to the report is also mailed to all survey participants, with thanks for their interest and participation. The survey results are shared with CSU Extension program leaders and regional directors, to be used in planning and recommendations for 2017.

Section 14

Annual Athletics Reports



**CSU-Pueblo
Department of Athletics
Report to the Board of Governors**

August 2016

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

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- IV. New Athletics Facilities
- V. “Pack Quick Facts”

THE **PACK** WAY

- DO THINGS THE RIGHT WAY
- RETAIN AND GRADUATE OUR STUDENT ATHLETES
- DOMINATE THE ROCKY MOUNTAIN ATHLETIC CONFERENCE
- GAIN NATIONAL PROMINENCE IN DIVISION II
- ENSURE STUDENT ATHLETES LEAVE UNIVERSITY EQUIPPED FOR SUCCESS

“DEVELOPING CHAMPIONS THROUGH ATHLETICS”

Academic Performance

- 3.0 GPA for all student-athletes (2015-16)
- 76.8% retention rate (F14 to F15)
- 104 student-athletes earned Academic All-RMAC recognition, including 18 first team award winners
- Sam Glawe (M Soc) CoSIDA Academic All-American
- Mikala Morris (VB) CoSIDA Academic All-District
- Derrick Williams of the Cross Country/Track & Field team named NCAA Elite 90 Award recipient
- 17 members of the football team named Academic All-RMAC, including four first team recipients

Graduation Rates

(2008-09 Cohort)

Rate	CSU- Pueblo Student Athletes	All CSU- Pueblo Students	NCAA DII Student Athletes	All NCAA DII Students	RMAC Student Athletes Avg.	Rank in RMAC
Federal Graduation Rate	46%	29%	55%	49%	50%	10 th
NCAA Academic Success Rate	60%**	N/A*	71%	N/A*	66.5%	10 th

*The NCAA Graduation Academic Success Rate (ASR) is not calculated for non-athletes.

**04-05 ASR 77%, 05-06 ASR 70%

NCAA ACADEMIC SUCCESS RATE ³³⁶

Cohort	06	07	08
Baseball	73	72	68
M Basketball	57	48	38
Football	46	43	46
M Golf	69	90	80
M Soccer	70	70	69
M Tennis	80	67	79
Wrestling	33	46	33
W Basketball	88	93	80
W Golf	44	38	50
Softball	76	58	67
W Soccer	76	82	82
W Tennis	67	30	67
Track/CC	79	76	79
Volleyball	79	91	89
AVERAGE	65	62	60

of the

Team GPAs

	Spring 2015	Fall 2015	Spring 2016
Men's Soccer	2.97	2.99	3.10
Women's Soccer	3.27	3.28	3.40
Volleyball	2.88	3.24	3.41
Football	2.87	2.74	2.85
W. Tennis	3.63	3.54	3.58
M. Tennis	3.04	3.06	3.16
W. Golf	3.31	3.20	3.31
M. Golf	3.30	2.67	3.26
Softball	3.12	3.36	3.36
Baseball	2.76	3.06	2.87
W. Cross Country	3.57	3.74	3.63
W. Track & Field	3.38	3.33	3.18
M. Basketball	2.29	2.69	2.66
W. Basketball	3.26	3.25	3.34
Wrestling	2.79	2.94	2.82

Team GPAs

	Spring 2015	Fall 2015	Spring 2016
M. Track & Field	2.96	3.14	3.20
Swimming & Diving	2.92	2.85	2.90
W. Lacrosse	2.97	3.21	3.01
M. Lacrosse	2.61	2.62	2.40
M. Cross Country	2.90	3.54	3.47
Average	3.04	3.12	2.99

2015-16 Athletics Recap

- Fall

- Football

- Winter

- Women's Basketball
- Wrestling

- Spring

- Track & Field



BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

2015-16 Recap Cont.

- Cameron McDondle (FB) Harlon Hill Award Finalist, RMAC Offensive Player of the Year
- Derrick Williams (T&F) Earns NCAA's Elite 90 Award, 1st Team Outdoor All-American
- Andrea Tuck (T&F) USTFCCCA 2nd Team All-American
- Jacobi Jones, Jacob Mitchell & Terrance Williams (WR) Names All-Americans
- Oni Lattin (VB) Named RMAC Defensive Player of the Year for the 2nd Consecutive Season
- 97 Pack Student-Athlete Recognized as All-Conference, 41 1st Team Honors

2015-16 Recap Cont.

- Morgan Fox (FB) RMAC Defensive Player of the Year, 1st Team All-American, Gene Upshaw Award Runner-Up
- Dee Arrieta (WBB) Named RMAC Tournament MVP
- Molly Rohrer (WBB) RMAC Freshman of the Year
- Jordan Godman (BB) CCA South Central Region Player of the Year, RMAC Player of the Year, 2nd Team All-American
- Bailey Hughes (T&F) Earns 2016 Threlkeld Prize for Excellence, the Highest Senior Honor at CSU-Pueblo
- CSU-Pueblo Finished 3rd in the RMAC Cup
- Won Steel & Silver Trophy for 2nd Consecutive Year

2015-16 Athletic Performance ²⁴²

<u>Sport</u>	<u>Overall</u>	<u>RMAC</u>	<u>Post Season/ Notes</u>
Football	12-2	9-0	Won 5 th consecutive RMAC Championship Advanced to NCAA DIVISION II Quarterfinals (Elite 8)
W. Soccer	8-7-3	4-5-2	Jessica Westhoff and Amanda Jorgensen athletes named All-Region.
M. Soccer	11-9	5-5	Advanced to RMAC Tournament Semifinals with most wins since 1999 Matt Marchena Named First-Team All-RMAC and All-Region
Volleyball	11-16	9-9	Qualified for RMAC Tournament for 2 nd consecutive season. Oni Lattin led the nation with 1.54 blocks/set Set a school record with 16 consecutive home set wins
W. Cross Country	N/A	N/A	Placed 8 th out of 16 teams RMAC Championships Bailey Hughes and Miriam Roberts qualified for NCAA Championship
M. Cross Country	N/A	N/A	Derrick Williams and Marcelo Laguera named All-Americans. Won RMAC's Brechler Award for Best Team GPA
M. Basketball	16-13	12-10	Qualified for RMAC tournament. Defeated No.1 Tarleton State 87-84, Nov. 27, 2015
W. Basketball	26-6	18-4	Won conference record 5 th RMAC Tournament Title Set a program record with 26 wins. Lauren Heyn set a school record with a 55.6% FG pct.
Wrestling	2-11	1-5	Had Three student-athletes earn All-American honors Finished 12 th in the nation, highest national finish since returning in 2008.
Swimming and Diving	3-6	1-3	Earned first win in program history Dec. 5, 2015, beating ASU 132-126 April McDonough became first RMAC Swimmer of the Week in school history.
Softball	22-31	17-19	Won 11 games in a row to qualify for 11 th consecutive RMAC Tournament Finished second in the RMAC Tournament
Baseball	28-19	19-12	Won Second Consecutive RMAC Plains Division Title. Advanced to RMAC Tournament Finals Dominick Bregar set CSU-Pueblo's career fielding percentage record.

2015-16 Athletic Performance ²⁴

<u>Sport</u>	<u>Overall</u>	<u>RMAC</u>	<u>Post Season</u>
M. Tennis	7-20	1-3	Qualified for RMAC Tournament, lost in RMAC Semi Final
W. Tennis	5-21	1-3	Qualified for RMAC Tournament, lost in RMAC Semi Final.
M. Golf	N/A	N/A	Jacob Allenback named First Team All-RMAC Pack finished 3 rd at the RMAC Championships.
W. Golf	N/A	N/A	Set team round record with a 291 total score. Four student-athletes earned All-RMAC honors.
W. Track & Field	N/A	N/A	The Pack placed 4 th at the RMAC Indoor and Outdoor Track & Field Championships Alyssa Evans wins the RMAC Championship in the 400 both indoors and outdoors. Women's DMR named Second Team All-America.
M. Track and Field	N/A	N/A	Finished 5 th outdoors and 6 th indoors. Dueth Vassell won 400m indoor RMAC Title. Won 4x100 and 4x400 relays at the RMAC Outdoor Championships. Derrick Williams won the RMAC 3,000m steeplechase.
W. Lacrosse	8-8	3-4	Reached .500 overall in just their second season. Taylor Christensen earned 3 RMAC Defensive Player of the Week Awards. Allison Wurscher set a school record with 7 goals and 10 points vs. ASU
M. Lacrosse	3-11	0-8	Earned first win in program history March 21. Three Student-Athletes Named First Team All-Academic Tyler Millican Earned First Team All-RMAC honors

New Facilities 2015-16



Art & Lorraine Gonzales Soccer/Lacrosse Stadium

New ThunderBowl Turf



New Strength & Conditioning Facility



PACK QUICK FACTS

- Membership Affiliation: NCAA II, Rocky Mountain Athletic Conference (RMAC)
 - Over 300 members in DII
 - RMAC membership consists of 15 schools located in Colorado, Nebraska, South Dakota, New Mexico and Utah
- 22 sports programs; 11 male, 11 female
- 574 student athletes
- Support Staff (Adm/Ath Trainers/Strength): 12 FT, 6 PT
- Coaching Staff (FT/PT/Vol.): 28 FT, 16 PT, 13 Vol.

NCAA DII Philosophy

- Life in Balance
- Partial Scholarship Model
- University Academic Profile
- University Enrollment Growth
- Front Porch for Universities



Colorado State University Department of Athletics Report to the Board of Governors

August 2016

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

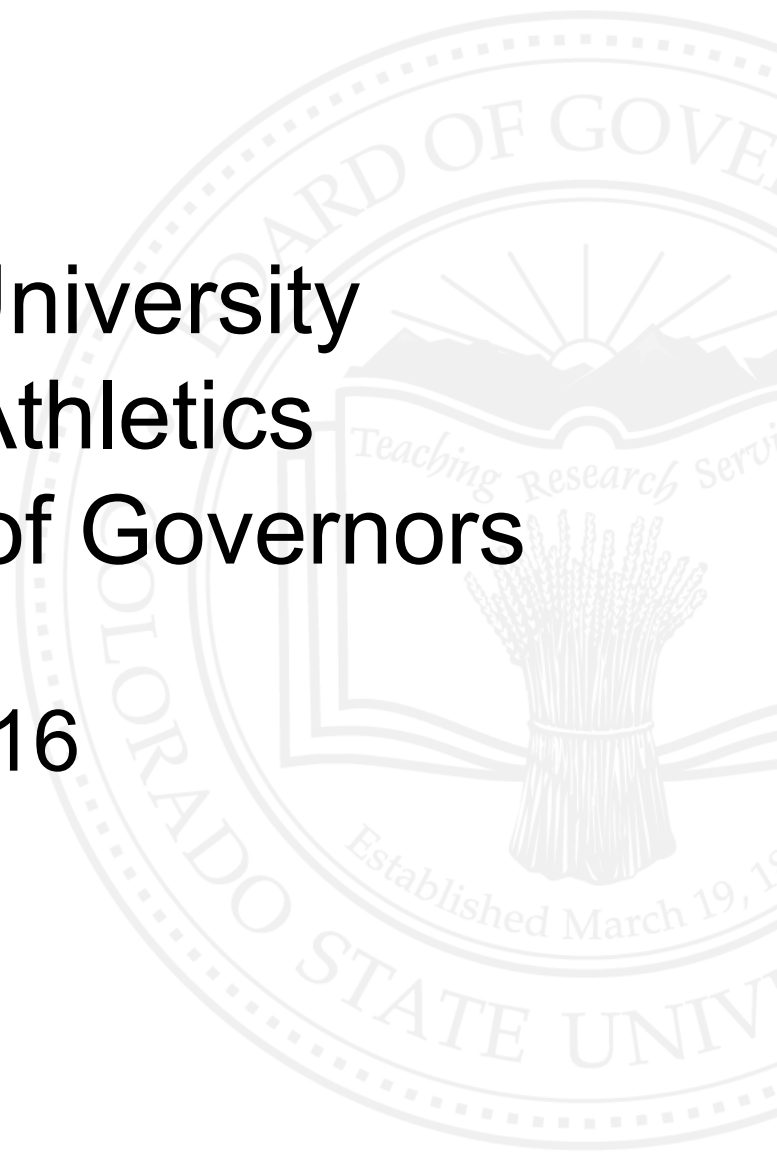


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Academic Performance

2015 Graduation Rates

Rate	CSU Student-Athletes	All CSU Students	NCAA Div. I Student-Athletes	All NCAA Div. I Students	MW Student-Athletes (avg.)	All MW Students (avg.)	Rank in MW
Federal Graduation Rate	65%	64%	66%	64%	62%	55%	3rd (Nevada & Utah State tied for 1st)
NCAA Graduation Success Rate (GSR)*	84%	N/A*	83%	N/A*	79%	N/A*	3rd (behind Air Force Academy & Utah State)

*The NCAA Graduation Success Rate (GSR) cannot be calculated for non-athletes because it takes NCAA eligibility rules into account.

Information based on most current public data. The 2015 report is based on the 2008-09 cohort year. Scores are a four class average.

Academic Performance

2015 Graduation Rates

- Comparison of Colorado State University student-athletes to peer institutions:

FEDERAL GRADUATION RATE		NCAA GRADUATION SUCCESS RATE (GSR)	
UC-Davis	79%	Virginia Tech	88%
Illinois	75%	UC-Davis	88%
Purdue	72%	Illinois	87%
Michigan State	70%	Michigan State	87%
Virginia Tech	69%	Colorado	86%
Texas A&M	68%	Colorado State	84%
North Carolina State	67%	Purdue	84%
Colorado State	65%	North Carolina State	83%
Colorado	65%	Oregon State	82%
Kansas State	63%	Kansas State	81%
Iowa State	62%	Tennessee	80%
Tennessee	62%	Iowa State	80%
Washington State	62%	Texas A&M	78%
Oklahoma State	60%	Washington State	77%
Oregon State	60%	Oklahoma State	71%

Academic Performance

Academic Progress Rate (APR)

SPORT	Single-Year Rates			Multiyear Rates (4 cohort years)		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Men's Basketball	981	1000	961	971	970	975
Men's Cross Country	1000	1000	1000	1000	1000	1000
Football	940	961	997	943	944	954
Men's Golf	1000	969	1000	964	977	985
Men's Track & Field	980	990	991	978	987	986
Women's Basketball	1000	1000	969	959	981	991
Women's Cross Country	1000	1000	966	994	994	989
Women's Golf	938	1000	967	983	983	976
Women's Soccer	N/A	1000	1000	N/A	1000	1000
Softball	987	1000	1000	969	987	997
Women's Swimming	964	1000	1000	981	982	983
Women's Tennis	1000	917	969	1000	992	977
Women's Track & Field	944	992	997	961	976	980
Women's Volleyball	1000	984	1000	989	983	995

Notes:

1. APR measures semester-by-semester retention and eligibility rates for current scholarship student-athletes and is designed to predict future graduation rates.
2. A perfect APR score is 1000. The NCAA imposes penalties when the multiyear rate (4 cohort years) is below 930.
3. APR scores have not yet been calculated for 2015-16.
4. Women's Soccer was not a Division I NCAA sport at CSU until 2013-14.

Academic Performance Team GPAs

SPORT	Fall 2014	Spring 2015	Fall 2015	Spring 2015
Men's Basketball	2.48	2.60	2.45	2.13
Football	2.45	2.78	2.61	2.55
Men's Golf	3.22	3.28	3.34	3.41
Men's XC & Track	3.17	3.13	3.15	3.16
All Male Student-Athletes	2.95	2.91	2.80	2.77
Women's Basketball	3.22	3.34	3.35	3.42
Women's Golf	2.98	3.29	3.29	3.34
Women's Soccer	3.07	3.13	3.03	3.24
Softball	3.08	3.06	3.31	3.08
Women's Swimming	3.41	3.38	3.31	3.18
Women's Tennis	3.21	3.24	3.31	3.46
Women's XC & Track	3.24	3.21	3.38	3.29
Women's Volleyball	2.98	3.08	3.08	3.17
All Female Student-Athletes	3.17	3.23	3.26	3.25
All CSU Student-Athletes	3.09	3.06	3.03	3.01
All CSU Students	2.97	3.02	2.99	3.02

Academic Performance 2015-16 Accomplishments

- Fall 2015 marked the third-highest student-athlete term GPA on record (3.027) and fourth-highest student-athlete cumulative GPA on record (3.014).*
- Spring 2016 marked the fifth-highest student-athlete term GPA on record (3.01) and second-highest student-athlete cumulative GPA on record (3.047).*

*Records include 19 semesters worth of data, beginning with Spring 2007.

Academic Performance

2015-16 Accomplishments

- A record number of Rams (150) earned Academic All-MW recognition for achieving a grade-point average of 3.0 or better and having competed in at least 50 percent of a team's varsity contests during the year.
- A record number of Rams (81) earned MW Scholar-Athlete awards for achieving a grade-point average of 3.5 or better while utilizing a season of competition (1 or more contests).

Academic All-MW

2014-15: 142 student-athletes

2013-14: 148 student-athletes

2012-13: 123 student-athletes

2011-12: 104 student-athletes

MW Scholar Athlete

2014-15: 70 student-athletes

2013-14: 74 student-athletes

2012-13: 72 student-athletes

2011-12: 63 student-athletes

Athletic Performance

2015-16

SPORT	CONFERENCE RECORD	OVERALL RECORD	CONFERENCE FINISH	COMMENTS/POST SEASON
Men's Basketball	8-10	18-16	T-6th	Did not qualify for NCAA Championship; declined invitations to College Basketball Invitational and Vegas 16 tournaments
Men's Cross Country	N/A	N/A	2nd	Tied for 5th in NCAA Mountain Region Cross Country Championship; Jerrell Mock won individual Mountain West championship; 2 individual NCAA participants
Football	5-3	7-6	T-2nd (Mountain Division)	Earned third-consecutive bowl berth; lost to Nevada in the inaugural Arizona Bowl (15th bowl game in program history)
Men's Golf	N/A	N/A	T-4th	Won two tournaments; did not qualify for NCAA Championship
Men's Indoor Track	N/A	N/A	3rd	3 Individual qualifiers for NCAA Championship
Men's Outdoor Track	N/A	N/A	3rd	1 Individual qualifier for NCAA Championship
Women's Basketball	18-0	31-2	1st	Won third-consecutive MW regular-season championship; MW Tournament championship; Competed in NCAA tournament; Ryan Williams named MW Coach of the Year
Women's Cross Country	N/A	N/A	4th	Finished 8th in NCAA Mountain Region Cross Country Championship; 1 individual NCAA Championship participant
Women's Golf	N/A	N/A	6th	Did not qualify for NCAA Championship
Women's Soccer	0-10-1	3-15-2	12th	Did not qualify for NCAA Championship
Softball	8-12	22-24	6th	Did not qualify for NCAA Championship
Women's Swimming & Diving	N/A	N/A	8th	Did not qualify for NCAA Championship
Women's Tennis	0-6	5-15	11th	Did not qualify for NCAA Championship
Women's Indoor Track	N/A	N/A	1st	No individual qualifiers for NCAA Championship; Mountain West Team Championship; Brian Bedard named MW & USTFCCCA Mountain Region Coach of the Year
Women's Outdoor Track	N/A	N/A	1st	1 individual qualifier for NCAA Championship; Mountain West Team Championship; Brian Bedard named MW Coach of the Year
Women's Volleyball	18-0	26-4	1st	Won seventh consecutive MW Championship; qualified for the NCAA Tournament for the 21st consecutive year

Athletic Performance

2015-16 Accomplishments

- Colorado State's combined record in its four revenue-generating sports (Football, Women's Volleyball and Men's & Women's Basketball) in 2015-16 was 82-28 (.745), contributing to a combined record of **173-49 over the last two years**, which ranks **No. 1 in the nation for combined winning percentage (.779)** among the programs over 2014-15 & 2015-16.
- CSU's Women's Volleyball and Women's Basketball teams each finished with perfect 18-0 records in Mountain West contests in 2015-16. CSU joins Dayton (2012-13), Stanford (1995-96) and Northern Illinois (1993-94) as the only schools to accomplish dual perfect conference seasons in the same year. It also marked the first time any two CSU programs went undefeated in league play in the same year.
- CSU claimed four Mountain West Championships:
 - Women's Volleyball
 - Women's Basketball (regular season and tournament)
 - Women's Indoor Track & Field
 - Women's Outdoor Track & Field
- Three CSU programs competed in NCAA Championships or a Bowl Game:
 - Women's Volleyball – NCAA Tournament
 - Football – Arizona Bowl
 - Women's Basketball – NCAA Tournament

Athletic Performance

2015-16 Accomplishments

- Three CSU student-athletes earned recognition as the best in their sport at the conference level:
 - Adrianna Culbert – MW Women’s Volleyball Player of the Year
 - Ellen Nystrom – MW Women’s Basketball Player of the Year
 - Mostafa Hassan – MW Men’s Track & Field Co-Student-Athlete of the Year
- Two Colorado State coaches earned MW Coach of the Year honors for three sport programs:
 - Ryun Williams – Women’s Basketball
 - Brian Bedard – Women’s Indoor & Outdoor Track & Field
- Over the past three NFL Drafts, Colorado State has had six players selected, two each year. It is the first time the Rams have had multiple picks in three consecutive NFL Drafts since 1999-2001:
 - 2014 – Weston Richburg and Crockett Gillmore
 - 2015 – Ty Sambrailo and Garrett Grayson
 - 2016 – Rashard Higgins and Cory James

2015-16 Financial Report

Colorado State University
 Department of Athletics
 FY 17 Budget Proposal and Supporting Projections-Unaudited

Expenditures	Budget FY 16	Actuals FY 16	Variance Actual vs Budget	Projected FY 17
1 Financial Aid	\$ 8,687,582	\$ 8,794,924	\$ 107,343	\$ 9,066,847
2 Salaries and Benefits	\$ 15,197,412	\$ 14,632,686	\$ (564,726)	\$ 15,250,246
3 Debt Service	\$ 377,856	\$ 382,587	\$ 4,731	\$ 377,856
4 Operations	\$ 10,737,741	\$ 10,982,189	\$ 244,448	\$ 11,004,467
5 Bowl Game (established midyear per MW formula after bowl selection)	\$ 691,400	\$ 693,191	\$ 1,791	
6 Camps	\$ 1,200,000	\$ 926,448	\$ (273,552)	\$ 1,200,000
7 Trade Outs	\$ 800,000	\$ 754,920	\$ (45,080)	\$ 800,000
8 Total Expenditures	\$ 37,691,990	\$ 37,166,945	\$ (525,045)	\$ 37,699,416
9				
10 Revenues				
11 University Base Support	\$ 11,044,003	\$ 11,044,003	\$ -	\$ 11,501,660
12 University 1x Support (\$769,000 of amount funded by McElwain buyout funds)	\$ 4,028,447	\$ 2,969,342	\$ (1,059,105)	\$ 3,604,570
13 Student Fees	\$ 5,562,938	\$ 5,759,743	\$ 196,805	\$ 5,742,581
14 Camps	\$ 1,200,000	\$ 926,448	\$ (273,552)	\$ 1,200,000
15 Trade Outs	\$ 800,000	\$ 754,920	\$ (45,080)	\$ 800,000
16 Bowl Revenue (MW distribution based on bowl site)	\$ 691,400	\$ 770,048	\$ 78,648	
17 Self Generated Revenue	\$ 13,429,045	\$ 14,006,284	\$ 577,239	\$ 14,100,605
18 Total Revenue	\$ 36,755,833	\$ 36,230,788	\$ (525,045)	\$ 36,949,416
19		\$ -	\$ -	
20 Reserve - Beginning Balance	\$ 936,157	\$ 936,157	\$ -	\$ -
21 Alabama Game Guarantee	\$ -	\$ -	\$ -	\$ 750,000
22 Net (=Total Expenditures-Total Revenue-Reserve/Game Guarantees)	\$ 0	\$ 0	\$ 0	\$ 0
23				
24 Net Total University Contribution Less Financial Aid and Less McElwain Buyout \$	\$ 5,615,868	\$ 4,449,420	\$ (1,166,448)	\$ 5,270,383
25 Net Total University Contribution Less Financial Aid and Less McElwain Buyout \$ as % of Budget	15.28%	12.28%		14.26%

Section 15

Consent Agenda

Colorado State University System

- Minutes of the June 16-17, 2016 Retreat, Board and Committee Meetings

Colorado State University

- Faculty Manual Change – Preface
- Faculty Manual Change – Section F.3.16
- Faculty Manual Change – Section F.3.17
- Faculty Manual Change – Sections C.2.3.3, C.2.8, and E.4.2
- PhD in Communication
- Graduate Certificates
- Program Review Schedule 2016-2017
- Degree Candidates – Academic Year 2016-2017

Colorado State University-Pueblo

- Program Review Schedule 2016-2017
- Degree Candidates – Academic Year 2016-2017

Colorado State University Global Campus

- Degree Candidates – Academic Year 2016-2017
- Latin Honors
- Undergraduate and Graduate Certificates

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
RETREAT AND MEETING
Colorado State University Mountain Campus
June 16, 2016**

CALL TO ORDER

Chair Mosher called the meeting to order at 8:30 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; Joseph Zimlich; Andrea Buchmeier, Student Representative, CSU-Global Campus; Paul Doherty, Faculty Representative, CSU; Antonio Huerta, Student Representative, CSU-Pueblo; Daniela Pineda Soraca, Student Representative, CSU; David Volk, Faculty 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: Gavin Clingham, Woodberry Associates; Jason Johnson, Deputy General Counsel, CSU; Tom Milligan, Vice President for External Relations, CSU; Bill Shuster, College of Business, CSU; Lindsay Videnieks, Woodberry Associates

BOARD RETREAT

Chair Mosher convened the retreat and introductions were shared. General Counsel Nosler administered the oath of office for the new faculty and student representatives.

Review of Fiscal Year 2016: Dr. Frank provided historical context on Board strategic planning and an overview of the strategic mapping process that was initiated at the previous June retreat. Updates were provided at each meeting during the past year and included presentations of the three campus strategic plans that were interfaced with the core capacities. Mr. Shuster explained the process was about incremental change with the opportunity to leverage the three different campuses without losing campus economy to create a strong foundation. The next step is to recalibrate the strategic map.

Ms. Parsons explained how the updates on the strategic map were paired with discussions focused on higher education challenges identified at the retreat. The Board was asked if the updates on the strategic map at each meeting were beneficial and what would be the best methodology to continue discussions on policy issues to keep the Board informed. Ms. Parsons reviewed the schedule from the past year and suggested topics for discussion be identified on an ongoing basis rather than with a defined schedule. Following discussion, there was a general consensus that the articles sent in advance and the updates at each meeting were useful, and flexibility on discussion topics was viewed positively.

Ms. Parsons provided a strategic map update on the identified challenges, capabilities with key performance indicators (KPIs), and metrics. She reviewed activities that have occurred and are being planned in the three categories of engagement and community building, academic coordination, and process alignment.

Conversation followed on changing behavior and building relationships; advantages of a system with diverse universities; identifying strategies that improve efficiencies, enhance quality and value, and provide better access; and focusing on the bigger policy issues versus “getting into the weeds.” Other topics included measuring student success on institutional and system levels; developing a dashboard; and connecting strategies with metrics to measure outcomes. Based on the feedback, Ms. Parsons will draft a work plan for the coming fiscal year.

Focus on Financials: Chair Mosher commented on the stress testing article that was provided to the Board. Dr. Frank explained how the composite financial index (CFI) was originally developed to assess financial health and has become an important issue both nationally and locally. Ms. Johnson explained how the financial health presentation was developed with KPIs and noted the document is a work in progress. She asked the Board if there should be an annual dashboard; if so, what data would assist the Board to better understand the CSU System as well as each institution, and the frequency and timing of the dashboard discussions.

Ms. Johnson reviewed a draft of a proposed CSU System dashboard presentation comprised of KPIs that included data from each of the institutions; sources of Colorado higher education funding with comparisons to other Colorado universities and peers; and financial aid statistics. Tuition data provided included enrollment, retention and graduation rates, degrees awarded, price competition, and student debt for the CSU System campuses.

Dr. Frank commented on the pressure on federal research and development (R&D) funding with CSU holding steady during the declining R&D market and how the university’s research reputation contributes to the value proposition for students. When asked about the ratio of undergraduate non-resident to resident enrollment, Dr. Frank responded that, by state statute, the mix is set at 55% resident/45% non-resident and noted CSU accepts every qualified Colorado student that applies.

Ms. Johnson reviewed the support structure KPIs that include employees, administrative costs, and facilities. The KPIs for financial ratios were provided for the CSU System and the individual institutions. The bond credit ratings are for the CSU System, not the individual institutions, with the CSU System maintaining ratings of Aa3 with Moody’s and A+ with Standard & Poor’s. The Higher Learning Commission (HLC) uses the CFI to evaluate financial viability of an institution whereas the ratios represented by the CFI are only one component of credit rating agencies’ reviews. The CFI data submitted to the HLC for CSU and CSU-Pueblo includes the financial assets for their respective foundations. Ms. Johnson noted the impact of the GASB 68 liability that has been discussed with the HLC and the rating agencies.

There was positive feedback on the data that could be utilized for assessment of financial viability for governance purposes and as a marketing/public relations tool. Suggestions were made for additional data and summary statements with the updated dashboard to be presented annually at the February meeting. The retreat recessed for a break at 11:00 a.m. and reconvened at 11:14 a.m.

Public Policy Issues Impacting Higher Education: Dr. Frank commented on how legislative relations at both the state and federal level are a mixture of pragmatic operations and more strategic assessment to understand impacts on higher education. He then introduced Mr. Clingham and Ms. Videnieks of Woodberry Associates, the federal lobbyists for the CSU System.

Mr. Clingham described their partnership with the CSU System and their role to be facilitators with legislators and to monitor federal policy and budget issues impacting higher education. He provided an overview of trends for the past eight years related to higher education policy that were focused in the key areas of access, accountability, quality and affordability. Dr. Frank commented on the federal scoreboard and online tools that have been activated.

Mr. Clingham explained the primary ways the federal government supports higher education through financial aid and the federal research portfolio. He commented on sequestration that has occurred to control the federal budget with decreases in discretionary spending and the pressure on federal research funding.

In response to a question, Mr. Clingham remarked on efforts by the current administration to enact changes for online institutions with for-profit online universities receiving over 90% of their funding through federal financial aid. He noted CSU-Global Campus has differentiated itself as a leader in non-profit online higher education. When asked about potential Zika virus research, Mr. Clingham commented on how CSU has excellent research capacity and vaccine manufacturing processes. Dr. Frank commented on the uniqueness of the vaccine manufacturing facility and the level of expertise at CSU. He noted the need to make investments in the research infrastructure with aging facilities on the CSU campus. The retreat then recessed for lunch at 12:01 p.m. and reconvened at 12:53 p.m.

Ms. Videnieks provided an overview of the presidential candidate platforms and reform proposals relative to higher education. Mr. Clingham outlined major higher education policy issues that, in addition to financial aid and affordability, include campus sexual assault, campus security, campus activism, mental health issues on campuses, affirmative action and admission policies, and social media/social platforms.

Strategic Work Plan and Budget/Financial Planning for Coming Year: Chair Mosher commented on how the budget planning process began in August last year. Dr. Frank explained the intent to engage the Board early in the process with continuing updates throughout the year; the assumptions identified early in the process are important for the campus budget planning processes; and there is flexibility to adjust certain parameters, including tuition and salaries, without diminishing quality and access. Early assumptions include flat state funding, and legislative issues that may impact state funding in the coming year include the hospital provider fee.

The intent is to again begin the budget planning process in August with refinements for the October meeting. By the December meeting, the Governor's budget will have been presented which provides another opportunity to recalibrate before completing the campus budget planning processes. Suggestions from the Board include an emphasis on the budget planning process to ensure transparency with involvement of the faculty and student representatives, and assistance to help the Board understand how the internal reallocation process is occurring. Dr. Frank explained the challenges with tracking internal reallocations which occur at a local level, such as decisions by a Department Chair or Dean.

Ms. Parsons reviewed a draft of the revised strategic map with the CSU System mission, three overlying strategies that were formerly called capabilities, three work areas, outcomes, and connection with the institutional strategic plans. Following discussion on terminology and suggestions for inclusion, Ms. Parsons was charged with revising the draft strategic map for resubmittal to the Board.

Chair Mosher asked Governor Zimlich who is in his eighth and final year of service on the Board to share his perspective on past Board retreats and strategic planning. Governor Zimlich commented on the progress made with the CSU System beginning to truly function as a system, and the positive changes

that have occurred in the Board's culture that has led to an effective board with improved interpersonal dynamics, mutual respect, and greater involvement of the student and faculty representatives.

Chair Mosher indicated the retreat portion of the meeting was concluded and reviewed the amended business meeting agenda. The meeting recessed for a break at 2:35 p.m. and reconvened at 2:53 p.m.

BOARD MEETING

Chair Mosher called the business meeting to order and asked Dr. Frank to begin the discussion on the reserves policy.

RESERVES POLICY

Dr. Frank recounted the discussion at the May meeting on institutional reserves with small unrestricted reserves at each campus to be utilized at the discretion of the presidents and any remaining reserves to be allocated to the Board reserves without impacting the financial stability of each institution and accessible only through Board action. The discussion at this meeting would be focused on reserves calculations with a recommended floor and cap, and to examine how the Board reserves might be expended.

Ms. Johnson described how the primary reserve ratio was calculated from the audited financial statements with inclusion of the foundations and reviewed the layout of the reserves table with breakouts by each institution, the Board, and the consolidated CSU System. She outlined the proposed primary uses of the reserves to cover sudden revenue shortfalls, unanticipated expenditures, unexpected opportunities, and one-time investments.

Ms. Johnson explained how the operating reserve is factored into the bond ratings and CFI processes. Dr. Frank noted the rating agencies consider multiple factors in addition to the reserves calculation. Ms. Johnson clarified that funds for auxiliary activities, such as housing and dining, are segregated to ensure the operations are self-sustaining and are not included in the calculation of Board reserves, and the reserves schedule is based on the E&G budget.

Ms. Johnson reviewed the reserves schedule calculations with adjustments for compensated absences and GASB 68, less non-E&G/restricted fund balances, prior commitments and the 10% unrestricted campus specific reserves. The 250-day cash on hand (DCOH) calculation for CSU-Global Campus as discussed at the May meeting was included. CSU-Global Campus has continued to grow its reserve ratio from 63% to 100%. Ms. Johnson explained the floor calculations and the amount of Board reserves that could potentially be available for deployment. The recommendation is to maintain the floor reserves level for each institution at 40% or above, taking the related foundation activities into consideration.

Dr. Frank pointed out the recommendation was not for deployment of funds at this time and recounted the reserves policy that was adopted at the May meeting. He indicated the Board was being asked to consider the model for calculating the reserves that could be utilized when the consolidated financial statements are completed.

Following discussion, the recommendation was a comprehensive reserves policy be developed with incorporation of the principles outlined in the narrative. Chair Mosher noted the work that has been completed to create a CSU System reserve with explanations on how the reserves are calculated and the intent to strategically deploy resources. Dr. Frank added that the policy will support the budgeting process to assure financial stability with prudent decisions and addresses the HLC issue of sufficient independent financial reserves for the individual institutions to protect the students. He referenced the financial sustainability plan for CSU-Pueblo that was presented at the May meeting.

BOARD CHAIR'S AGENDA

Approval of FY 2016-17 and FY 2017-18 Board Meeting Calendars: Chair Mosher explained the changes that were incorporated into the calendars and noted the separate schedule of events. **Motion/Action:** Governor Johnson moved to approve the meeting calendars; Governor Gustafson seconded; and the motion carried unanimously.

Approval of Consent Agenda: Chair Mosher indicated the consent agenda consists of the minutes from the May meeting. **Motion/Action:** Governor Johnson moved to approve; Vice Chair Munn seconded; and the motion passed unanimously.

Approval of Amended August 2015 Minutes: Deputy General Counsel Johnson recommended a minor correction to the August 2015 minutes for the CSU Department of Athletics report to adjust the amount of net institutional support to \$5.7 million as reflected in the FY 2016 athletics budget proposal. **Motion/Action:** Governor Flores moved to approve; Governor Gustafson seconded; and the motion carried unanimously.

Appointment to CSU System Foundation Board: General Counsel Nosler explained the Board appoints three members with various terms to the foundation board. The Board previously appointed Pat McConathy, a former Board member, to serve on the foundation board and his term expires in June 2016. The Board was asked to renew Mr. McConathy's appointment. **Motion/Action:** Governor Tuor made the motion; the motion was seconded and passed unanimously.

EXECUTIVE SESSION

Chair Mosher indicated the next agenda item was the executive session for the Real Estate/Facilities Committee to consider a naming opportunity and to receive the litigation report. **Motion/Action:** Governor Robbe Rhodes moved to convene in executive session; Governor Johnson seconded; and the motion carried unanimously. General Counsel Nosler read the meeting into executive session for the purposes of consideration of gift and naming opportunities, and to receive the litigation report and legal advice, all confidential pursuant to statute as set forth in the meeting notice. The meeting convened in executive session at 3:54 p.m. and then reconvened in open session at 4:35 p.m.

REAL ESTATE/FACILITIES COMMITTEE

Chair Mosher asked for a motion to approve the naming opportunity relating to the Global Food Innovation Center within the College of Agricultural Science. **Motion/Action:** Governor Johnson moved to approve; Governor Tuor seconded; and the motion carried unanimously.

Dr. Frank recounted there were three naming opportunities approved at the May meeting. He read into the record that the two namings relating to the Hybrid Cardiac Interventional Suite within the College of Veterinary Medicine & Biomedical Sciences and the Institute for Biologic Translational Therapies within the College of Veterinary Medicine & Biomedical Sciences were in recognition of Dr. Wayne McIlwraith. The third naming opportunity was for the Trio House to be named the Paul Thayer Trio House in recognition of his work with first generation students.

EVALUATION COMMITTEE

Chair Mosher indicated the regular business meeting was concluded for the day and the voting members would convene as the Evaluation Committee. **Motion/Action:** Governor Tuor moved to convene in

executive session; Governor Zimlich seconded; and the motion carried unanimously. General Counsel Nosler read the meeting into executive session for the purpose of discussing and evaluating public officials and professional staff employees of the Board, confidential pursuant to statute as set forth in the meeting notice. Upon the conclusion of the Evaluation Committee meeting, the Board adjourned for the day.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
BOARD MEETING
Colorado State University Mountain Campus
June 17, 2016**

CALL TO ORDER

Governor Tuor as Acting Chair called the meeting to order at 9:30 a.m.

ROLL

Governors present: Nancy Tuor, Treasurer; Mark Gustafson; Jane Robbe Rhodes; Joseph Zimlich; Andrea Buchmeier, Student Representative, CSU-Global Campus; Paul Doherty, Faculty Representative, CSU; Antonio Huerta, Student Representative, CSU-Pueblo; Daniela Pineda Soraca, Student Representative, CSU; David Volk, Faculty Representative, CSU-Pueblo.

Administrators present: Tony Frank, Chancellor, CSU System, and President, CSU; Amy Parsons, Executive Vice Chancellor, CSU System; 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: Jason Johnson, Deputy General Counsel, CSU; Tom Milligan, Vice President for External Relations, CSU

PUBLIC COMMENT

Acting Chair Tuor convened the meeting and indicated no one had signed-in to address the Board. With no further business to come before the Board, the meeting was adjourned at 9:31 a.m.

MATTERS FOR ACTION:

2016-17 Academic Faculty and Administrative Professional Manual Revisions:
Preface

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Preface

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

The proposed revision for the 2016-2017 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:

The Manual is a codification of important policies, privileges and benefits, and helpful information that governs and serves the interests of both faculty and administrative professionals at CSU. As a shared resource, the Manual should fully reflect and further the principle of shared governance between these two groups. Sections of the Manual that affect the rights, privileges, and interests of administrative professionals should have the full support and approval of the representative body for these members. The Administrative Professional Council should be afforded the role and responsibility of approving new provisions and changes to those sections that impact APs.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2016-17

Unless a proposed change or addition to this Manual is necessitated by action of the Board or the Colorado General Assembly, it must be approved by the Faculty Council prior to submission to the Board in accordance with the procedure in Section C.2.2.e of this Manual. Proposed changes or additions to Manual sections that apply to administrative professionals ~~shall be submitted to the Chair of the Administrative Professional Council for the purpose of giving the Administrative Professional Council a chance for review and feedback~~ are subject to the approval of the Administrative Professional Council prior to action by Faculty Council

MATTERS FOR ACTION:

2016-17 Academic Faculty and Administrative Professional Manual Revisions:
Section F.3.16

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section F.3.16

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2016-2017 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:

These changes expand the current Parental Leave benefit and incorporate changes in policy negotiated with the federal government. None of the current Parental Leave benefits have been eliminated. The reference to Catastrophic Leave in the title is removed, since this is now in Section F.3.17.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
 REVISIONS AND ADDITIONS – 2016-17

F.3.16 Parental Leave and ~~Catastrophic Circumstances Leave~~ *(This leave effective May 23, 2013)(last revised August 7, 2015)*

Academic Faculty, Administrative Professionals, Post-Doctoral Fellows, Veterinary Interns and Clinical Psychology Interns with an appointment of at least half-time (50%) or greater ~~who satisfy the eligibility requirements for Short Term Disability (STD) are~~ eligible for Parental Leave *(see the ~~Academic Faculty and Administrative Professional Benefits and Privileges Handbook~~)*. An employee who is not in a ~~regular, paid~~ employment status ~~(for example, during a sabbatical or other such absence) or 9-month employees during summer session appointments are~~ is not eligible for this leave.

An employee becomes eligible for Parental Leave upon becoming a parent or legal guardian of a child. Parental Leave is not available during the period preceding the birth or placement for adoption, even if absences are due to the expected arrival. Foster care placement is not included; however, foster care as part of adoption is included. Employees may use other types of accrued leave (such as Sick Leave or Annual Leave), as applicable, for absences during such periods. Only one Parental Leave benefit per employee is available per birth or adoption. The number of children born or adopted (e.g., twins) does not increase the amount of the Parental Leave benefit. ~~(If both Parents are employees, each is entitled to use his or her Parental Leave benefit for the same event).~~

Parental Leave consists of 3 work weeks of paid time off, in addition to the employee's accrued Sick Leave and Annual Leave ~~(and any Short Term Disability (STD) benefits to which the birth mother is entitled)~~ to be used for the purpose of a new parent to care ~~earing~~ for and bonding with the child. Parental Leave may be taken anytime within the first year after delivery/placement or adoption ~~and it runs concurrently with (is considered part of) Family Medical Leave (FML) for the birth or placement for adoption event.~~ Once commenced, Parental Leave must be used in a continuous block (not split into intermittent days off).

Family Medical Leave (FML) provides job protection for an employee for up to 12 weeks of leave for qualifying events (see Faculty and Administrative Professional Manual Appendix 3 for details on FML). ~~It can be combined with use of Sick and/or Annual leave, as appropriate, to provide income replacement for the FML leave period (up to 12 weeks).~~ A combination of Sick Leave, Annual Leave, STD, and 3 weeks of Parental

Leave may provide income replacement during FML. If a birth mother does not have sufficient accrued Sick Leave and Annual Leave to cover the STD elimination (waiting) period, Special Leave will be granted with pay. For a non-birth parent, STD does not apply.

This policy is intended to ensure adequate time off for employees who become new parents, and to provide, with a newborn or newly adopted child, in most circumstances, while providing compensation for at least 9 weeks of the birth mother's 12-week FML period (typically 6 weeks of STD eligibility plus a combination of Sick Leave, Annual Leave, STD, and 3 weeks of Parental Leave), or 3 weeks for the non-birth parent. For adoptive parents, an employee who is the primary caregiver is also eligible for 12 weeks of VML and a minimum of 9 weeks of paid leave, typically a combination of Parental Leave, Sick Leave, and Annual Leave. If Sick Leave and Annual Leave are not sufficient to cover 6 weeks of leave, Special Leave will be granted with pay. As used herein, "primary caregiver" means the one parent who has primary responsibility for the care of a child immediately following the coming of the child into custody, care, and control of the parent for the first time. If the employee is eligible for STD, Parental Leave shall not commence until after STD benefits are exhausted. A non-birth parent or an adoptive parent who is not the primary caregiver is eligible for 3 weeks of Parental Leave and any accrued Sick Leave and Annual Leave.

Parental Leave is not intended to be used to fulfill the STD elimination period of 10 continuous working days of absence. Once taken, Parental Leave must be used in a contiguous block (not split into intermittent days off).

Prior notice of the intent to take Parental Leave is required at least 30 days in advance (unless such notice is impossible impractical, in which case, as soon far in advance as possible). Your The employee's supervisor is responsible for timely reporting of Parental Leave, within one month following the return to work date, in accordance with the Leave Reporting Policy in the Human Resources Manual, in order to receive funding from the fringe pool. Illustrative examples of Parental Leave are located in Section 2 of the Human Resources Manual at www.hrs.colostate.edu.

Note: The Parental Leave Policy may be reviewed at policies.colostate.edu.

MATTERS FOR ACTION:

2016-17 Academic Faculty and Administrative Professional Manual Revisions:
Section F.3.17 Catastrophic Circumstances Leave

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section F.3.17 Catastrophic Circumstances Leave

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2016-2017 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:

These changes expand the current Catastrophic Leave benefit. None of the current benefits have been eliminated. Clear definitions of terms have also been added, as well as some clarification of the policy.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2016-17

F.3.17 Catastrophic Circumstances Leave

Eligible Employee: Academic Faculty, Administrative Professionals, Post-Doctoral Fellows, Veterinary Interns and Clinical Psychology Interns with an appointment of at least half-time (50%) or greater who are benefits eligible. An employee is not an Eligible Employee during any period in which the employee is not in paid employment status.

Catastrophic Circumstances: An extraordinary, disastrous event or situation that was not reasonably foreseeable, or that resulted from serious illness, and that caused the employee to be unable to work for a period of at least 2 weeks.

Unit Head: The Department Head, Dean, Director, Vice President, or other administrator responsible for making determinations concerning an employee's leave.

~~The Catastrophic Circumstances Leave may be applicable in extraordinary circumstances where an employee has exhausted all available sick and annual leave and suffers an unforeseen event, such as a catastrophic natural disaster or casualty that displaces the employee from his or her home. As well, the Catastrophic Circumstances Leave may be applicable in the case of a serious illness of the employee or employee's immediate family member for which no other accrued leave is available, or similar event. When Catastrophic Circumstances are found to exist, and an Eligible Employee has exhausted all available paid leave, A department or unit head a Unit Head may authorize up to two work weeks of paid or unpaid time off in the Unit Head's discretion. In the rare case that an employee who is eligible for short term disability (STD) benefits STD does not have enough paid leave to cover the 10-day STD waiting elimination (waiting) period, such paid leave must be granted for the unpaid portion; all other cases are within the discretion of the department head Unit Head. See the Academic Faculty and Administrative Professional Privileges and Benefits Summary for details on short term disability coverage.~~

~~Any leave granted under this policy must be designated as FML, as applicable in accordance with federal regulations. This policy is not intended to change or conflict with section F.3.14, Special Leave.~~

1. Determination of Catastrophic Circumstances

The Catastrophic Circumstances in which leave may be granted under this policy are limited to those in which the Eligible Employee, or the employee's immediate family member (as defined in the Family Medical Leave (FML) policy, Academic Faculty and Administrative Professional Manual, Appendix 3) who lives with the employee or for whom the employee is responsible to provide care, is so severely affected by the catastrophe that the employee cannot reasonably return to work for at least two 2 weeks. Examples of eligible scenarios include:

- a. A natural disaster that substantially damages or destroys the employee's primary residence or displaces him or her from the home;
- b. A severe injury or illness, as certified by a healthcare provider, that results in the inability of the employee to work.

2. Exhaustion of Other Leave

Before a request for Catastrophic Circumstances Leave may be granted, the Eligible Employee's Unit Head must determine that the employee has exhausted or is ineligible for all other paid leave benefits, including, but not limited to, sick leave, annual leave, and short- and long-term disability.

3. Maximum Period of Leave

Leave granted under this policy cannot exceed two work weeks and must be taken contiguously, and runs concurrently with FML if applicable. Leave is not prorated beyond the two weeks for employees who are half-time, but not full-time. Leave may be granted only for so long as the Catastrophic Circumstances continue to exist.

4. Effect on Other Leave

- a. Leave without Pay (LWOP): An employee who is granted Catastrophic Circumstances Leave and remains unable to return to work after such leave is exhausted may be eligible for Leave with Pay, as provided in the Human Resources Manual, Section 2 and the Academic Faculty and Administrative Professional Manual, Section F.3.13.
- b. Family Medical Leave (FML): Leave granted under this policy must be designated as FML if the reason for the leave qualifies as FML and the employee is eligible under the FML policy. Catastrophic Circumstances Leave must run contiguously with FML, when applicable. Departments are responsible for reporting FML when it applies.

- c. Human Resources can assist unit administrators with Catastrophic Circumstances Leave due to an illness or injury that qualifies for the use of FML, and short or long-term disability.

MATTERS FOR ACTION:

2016-17 Academic Faculty and Administrative Professional Manual Revisions: Section C.2.3.3 Special Academic Units, Section C.2.8 Creation and Organization of Special Academic Units, and E.4.2 Selection of Faculty

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section C.2.3.3 Special Academic Units, Section C.2.8 Creation and Organization of Special Academic Units, and Section E.4.2 Selection of Faculty.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2016-2017 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:

During 2015, the Committee on Faculty Governance conducted a survey on Manual language related to Special Academic Units (SAUs) as requested by the Chair of Faculty Council. The results of the Survey have been widely distributed to all stakeholders. The survey revealed a number of issues with current practices regarding the establishment and operation of SAUs. Some of these issues are related to language about SAUs in the Manual. The suggested changes address these issues.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
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C.2.3.3 Special Academic Units (~~new section added May 3, 2011~~)

Special Academic Units, each organized under their respective Director(s), have general charge over their respective degree programs. A Special Academic Unit cannot serve as the academic unit in which a tenure track/tenured faculty member has his or her appointment. The faculty members in a Special Academic Unit must come from more than one (1) department. A Special Academic Unit may hire temporary, special and senior-teaching faculty.

C.2.8 Creation and Organization of Special Academic Units (~~new section added May 3, 2011~~)

C.2.8.1 Creation of a Special Academic Unit

Initial approval for the creation of a Special Academic Unit shall follow the procedures in Section C.2.2. The proposal for the creation of a Special Academic Unit shall include all of the following:

- a. It shall specify the name and the mission. The name shall not include the terms “department” or “college,” but, in some cases, it may be appropriate for the name to include the term “school.”
- b. It shall specify the proposed Director(s).
- c. It shall include a proposed code, as described in Section C.2.8.3.
- d. It shall specify a group of participating tenure track/tenured faculty members from more than one (1) department (see Section C.2.3.3).
- e. For each department participating in the Special Academic Unit, there shall be a written document signed by the proposed Director(s) of the Special Academic Unit, the department head, and the college dean detailing the expected commitments of the department to the Special Academic Unit.
- f. For each college participating in the Special Academic Unit, there shall be a written document signed by the proposed Director(s) of the Special Academic Unit and the college dean detailing the expected commitments of the college to the Special Academic Unit.

g. For each participating tenure track/tenured faculty member who is listed as helping to deliver the courses and/or programs of the Special Academic Unit, there shall be a written document signed by the proposed Director(s) of the Special Academic Unit, the faculty member, the head of the faculty member's home department, and the dean of faculty member's college detailing the expected commitments to the Special Academic Unit, the duration of these commitments, and how these expectations shall be factored into performance evaluations within the home department.

h. It shall identify the organizational units and faculty expertise which are critical to the success of the Special Academic Unit and identify their critical roles.

i. It shall present a budget for the Special Academic Unit that details sources and financial commitments and it shall demonstrate the existence of sufficient financial and other resources to carry out any activities associated with Special Academic Unit operations and programs housing and offering the courses and/or programs of study.

j. It shall present a plan for required Library resources.

C.2.8.2 Housing of Courses and Programs of Study

Proposals by Special Academic Units to house courses and/or programs of study shall follow the same curriculum procedures as for departments (as closely as possible), including approval by Faculty Council. Any deviations from these procedures to fit the distinctive characteristics of a Special Academic Unit must be approved by the University Curriculum Committee and Faculty Council. New degrees and majors require the approval of the Board and the Colorado Commission on Higher Education.

C.2.8.3 Code of a Special Academic Unit

A Special Academic Unit shall operate under a code that includes all of the following:

a. The code shall specify the departments and other organizational units that will participate in the operation of the Special Academic Unit.

b. The code shall specify the next higher level of administrative oversight.

1. If all of the participating tenure track/tenured faculty members are from the same college, then the dean of that college shall provide the administrative oversight, and the Director(s) shall report to this dean.

2. If the participating tenure track/tenured faculty members are from more than one (1) college, then the administrative oversight may consist of a single dean or an Administrative Oversight Committee that includes multiple deans (or their designees). Typically, the number of deans should be large enough that at least eighty (80) percent of the participating tenure track/tenured faculty members are in the colleges of these deans. The choice of which deans are included should be re-evaluated as the distribution of the participating tenure track/tenured faculty members among the colleges changes with time.

3. An Administrative Oversight Committee containing two (2) or more deans (or their designees) shall also include the Vice Provost for Undergraduate Affairs, if the Special Academic Unit houses undergraduate courses and/or programs of study, and the Dean of the Graduate School, if the Special Academic Unit houses graduate courses and/or programs of study.

4. The code shall specify whether the members of the Administrative Oversight Committee have equal or unequal voting rights (and the basis for the determination of voting rights).

5. If the Administrative Oversight Committee includes only the Vice Provost for Undergraduate Affairs, then the Director(s) shall report to that vice provost. If the Administrative Oversight Committee contains both the Vice Provost for Undergraduate Affairs and the Dean of the Graduate School, then the code shall specify to which the Director(s) reports.

6. The code shall specify the duties and responsibilities of the Director of the Special Academic Unit. The dean or vice provost to whom the Director(s) reports shall choose future Director(s). The code shall specify the process for the selection of ~~future~~ a Directors. The code shall specify the process for initiating a change of Director.

7. The dean or vice provost to whom the Director(s) reports shall have oversight of the budget account(s) for the Special Academic Unit.

c. The code shall specify the role of the participating departments and other organizational units in the selection of the Director(s).

d. The code shall specify how departments and other organizational units are added to and removed from the list of participants.

e. The code shall specify how faculty members are added to and removed from the list of participating faculty members.

f. The code shall specify that a minimum of one (1) faculty meeting shall be held each semester of the academic year, as well as how additional faculty meetings may be called and how far in advance written notice must be given by the Director(s) for faculty meetings.

g. The code shall specify the voting rights of the participating tenure track/tenured, temporary, special, and senior teaching faculty members with respect to decisions regarding the governance of the Special Academic Unit.

h. The code shall specify the timeline for conducting self-evaluations and accompanying reviews of the code at least one each five (5) years.

i. The code shall specify the procedures and responsibilities concerning temporary, special, and senior-teaching faculty hired by the Special Academic Unit including, but not limited to, performance evaluations, promotion criteria, reappointment procedures, salary exercises, and the administrative line of responsibility for temporary special, and senior-teaching faculty appointments.

i- j. The code shall specify the procedures for amending the code. These procedures shall require approval by a two-thirds (2/3) majority of the faculty members eligible to vote for changes to the code.

j- k. The Special Academic Unit shall have a procedures manual, and the code shall specify the process for amending this procedures manual.

k. l. The code shall specify the process for the formation of an Academic Committee to oversee curricular matters, including the process for the selection of the members of ~~this~~ the committee(s). The membership of ~~this~~ the committee(s) shall provide appropriate representation of the departments and other organizational units participating in the Special Academic Unit.

l- m. The code shall specify the procedures and processes by which curricular proposals from the Academic Committee reach the University Curriculum Committee.

1. If the administrative oversight is provided by only one (1) dean, then curricular proposals from the Academic Committee shall be sent for review to that college's curriculum committee and then to the University Curriculum Committee.

2. If the administrative oversight is provided by an Administrative Oversight Committee, then curricular proposals from the Academic Committee shall be sent for review to each of the college curriculum committees for the colleges having deans (or their designees) on the Administrative Oversight Committee. Any one of these college curriculum committees may forward the proposal, together with the

results of the reviews from all participating college curriculum committees, to the University Curriculum Committee.

3. If the number of college curriculum committees involved makes it advisable, the code may include the formation of a Liaison. Committee whose members serve as liaisons to their respective college curriculum committees with regard to curricular proposals coming from the Academic Committee.

~~m.~~ n. If the Special Academic Unit houses undergraduate programs of study, the code shall include a description of the appointment of academic advisors.

~~n.~~ o. If the Special Academic Unit houses graduate programs of study, the code shall include a description of the appointment of graduate advisory committees for graduate students.

~~o.~~ p. If the Special Academic Unit houses courses, the code shall specify the procedures by which students may appeal academic decisions of their instructors. These procedures shall comply with guidelines approved by Faculty Council (see Section I.7).

E.4.2 Selection of Faculty *(last revised June 22, 2006)*

a. Selection of tenure track and tenured faculty members is a responsibility of individual departments, but must be made within the spirit and intent of University policy. Specific hiring procedures employed within the department shall be included in the departmental code. Confidentiality during the hiring process must be maintained to the extent required by law. However, all members of the search committee, as well as other personnel involved in employment recommendations, shall have access to the complete information contained in all applicants' files. Recommendations at each level (department, department head, and dean) shall be reversed at higher levels only for compelling reasons that shall be stated in writing to each of the recommending bodies.

b. Selection of temporary, special, and senior-teaching faculty members is a responsibility of individual departments of Special Academic Units, but must be made within the spirit and intent of University policy including sections E.2.1.3, E.2.1.4, and E.2.1.5 of the Manual which describe these appointment types. Specific hiring procedures employed within the department/Special Academic Unit shall be included in the departmental/Special Academic Unit code. Confidentiality during the hiring process must be maintained to the extent required by law. However, all members of the search committee, as well as other personnel involved in employment recommendations, shall have access to the complete information contained in all applicants' files. Recommendations at each level (department/Special Academic Unit, department head/Special Academic Unit

director, and dean(s)) shall be reversed at higher levels only for compelling reasons that shall be stated in writing to each of the recommending bodies.

MATTERS FOR ACTION:New Degree Program: Ph.D. in Communication**RECOMMENDED ACTION:**

MOVED, that the Board of Governors approve the request from the College of Liberal Arts, to establish a new Ph.D. in Communication in the Department of Communication Studies. If approved, this degree will be effective Fall Semester 2017.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The Ph.D. in Communication trains scholars, teachers, and professionals to engage social, political, and professional challenges using advanced expertise in the field of communication.

The program is shaped by the three areas of expertise present in the department. These three areas examine communication and engagement from three perspectives: 1) interpersonal and organizational communication, 2) media and visual culture, and 3) rhetoric and civic engagement.

Departments of Communication Studies throughout the U.S. continue to grow in enrollment and faculty. Part of this growth can be attributed to the ways in which the discipline responds to the challenges of the 21st century. The last decade has seen the Department of Communication Studies at Colorado State University grow into a community of scholars dedicated to the development of individuals and citizens who are professionally, culturally, and critically engaged. The 16 active scholars and teachers in the department work in diverse areas within the discipline of communication and focus on the ways in which relational, organizational, mediated, and rhetorical communicative practices create and sustain interpersonal, professional, and civic cultures. The Ph.D. builds on the nationally recognized M.A. program and will provide innovative Ph.D. training for students desiring careers both within and outside of academia.

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**

Nonprofit Administration – 9 credits

Military and Veteran Culture – 9 credits

College of Liberal Arts

French Linguistics and Literary Studies – 12 credits

Gender, Power, and Difference – 12 credits

Spanish Linguistics and Literary Studies – 12 credits

Intra-University

Applied Global Sustainability: Agriculture – 12 credits

Applied Global Sustainability: Natural Resources – 12 credits

Applied Global Sustainability: Water Resources – 12 credits

MATTERS FOR ACTION:

Program Review Schedule

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the 2016-2017 program review schedule.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

In accordance with University policy, as approved by the Board of Governors, every Department or instructional unit must undergo a program review at least once every six years. The following academic program review schedule for the academic year 2016-2017 is submitted for your approval:

College of Business

Accounting

Computer Information Systems

Finance and Real Estate

Management

Marketing

MATTERS FOR ACTION:

Approval of Degree Candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirement for their respective degrees during the 2016-2017 Academic Year.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

The Faculty Council of Colorado State University recommends the conferral of degrees on those candidates who satisfy their requirements during the 2016-2017 Academic Year. The Registrar's Office will process the applications for graduation; only those individuals who complete all requirements will receive degrees.

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

MATTERS FOR ACTION:

Program Review Schedule

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve and forward to the Colorado Commission on Higher Education the following list of Colorado State University-Pueblo academic programs to be reviewed in academic year 2016-2017 in accordance with the approved Program Review Plan for the CSU System. The CSU-Pueblo program review calendar appears on the next page.

- Liberal Studies (BS)
- Education (MEd)
- History (MA)
- Social Science (BA/BS)
- Mathematics (BA/BS)
- Chemistry (BS)

EXPLANATION:

Presented by Rick Kreminski, Provost and Executive Vice President for Academic Affairs, CSU-Pueblo.

The list above is in accordance with established review schedule 2016-2017 through 2021-2022 on the next page. To date, none of the programs have submitted formal requests with justification to the CSU-Pueblo Curriculum and Academic Programs Board (CAP Board) to delay their University program review to coincide with their disciplinary accreditation review. Should any delay requests be submitted, the CAP Board will respond to them in September and make recommendation to the President. We request that the Board delegate authority to President Lesley Di Mare to approve any 2016-2017 program review delays.

 Approved

 Denied

 Board Secretary

 Date

Program Review Calendar

2016-2017	CEEPS: CHASS: CSM:	Liberal Studies (BS), Education (MEd) History (MA), Social Science (BA/BS) Mathematics (BA/BS), Chemistry (BS)
2017-2018	CEEPS: CHASS:	Automotive Industry Management (BS), Construction Management (BS), Exercise Science and Health Promotion (BS) English (BA), Political Science (BA/BS), Social Work (BSW)
2018-2019	CEEPS: CSM: CHASS:	Civil Engineering Technology (BSCET), Engineering (BSE), Industrial Engineering (BSIE), Industrial & Systems Engineering (MS), Engineering (MS) Biology (BS & MS), Physics (BS) Art (BA/BFA), History (BA/BS), Psychology (BA/BS), English (MA)
2019-2020	CHASS: HSB:	Music (BA), Foreign Languages (Spanish BA) Accounting (BSBA), Business Management (BSBA), Computer Information Systems (BS; includes joint BS-CIS/MBA), Economics (BSBA), Master of Business Administration (MBA, including joint BSBA/MBA)
2020-2021	CEEPS: CHASS:	Athletic Training (BS), Nursing (MSN) Mass Communications (BA/BS), Sociology (BA/BS)
2021-2022	CEEPS: CHASS: CSM:	Liberal Studies (BS), Education (MEd) History (MA), Social Science (BA/BS) Mathematics (BA/BS), Chemistry (BS & MS), Biochemistry (MS)

Abbreviations

CEEPS:	College of Education, Engineering and Professional Studies
CHASS:	College of Humanities and Social Sciences
CSM:	College of Science and Mathematics
HSB:	Hasan School of Business

MATTERS FOR ACTION:

Approval of Degree Candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirement for their respective degrees during the 2016-2017 Academic Year.

EXPLANATION:

Presented by Dr. Jon Bellum, Provost and Executive Vice President of CSU-Global Campus

The Faculty of Colorado State University – Global Campus recommends the conferral of degrees on those candidates who satisfy their requirements during the 2016-2017 Academic Year. The Office of the Registrar will process the applications for graduations; only those individuals who have completed all requirements will receive their degree.

MATTERS FOR ACTION:Approval of Latin Honors**RECOMMENDED ACTION:**

MOVED, that the Board of Governors approve the granting of degrees with Latin honors at CSU-Global Campus to those who meet the authorized requirements.

EXPLANATION:

Presented by Dr. Jon Bellum, Provost and Executive Vice President of CSU-Global Campus

Process Overview

The Honors Task Force—comprised of students, faculty, deans, and administrative staff—met during spring 2016 to assess CSU-Global’s current policy in relation to the objectives outlined below. Its objectives were:

- To determine whether the current honors policy reaches the appropriate student population;
- To determine whether the current honors policy accurately recognizes the achievements of CSU-Global’s top students given the unique characteristics the nontraditional adult population and corresponding policies on transfer and alternative credit;
- And, to propose adjustments to the policy where necessary, or to clearly articulate the justification for the current policy if no changes were to be proposed.

Each member of the Task Force assumed the responsibility of researching one of the following related to the awarding of Latin honors: national standards and best practices, policies from comparable schools, and faculty and staff opinion. Upon extensively vetting the research collected, the Task Force called for and reviewed data sets from CSU-Global’s graduating cohorts from 2013 and forward. Ultimately, the recommendation to offer a Latin honors structure for undergraduate students was unanimously approved by this group before being approved the Governance Council.

Latin Honors Criteria

Undergraduate students will be eligible for Latin honors designation on their transcript, diploma, and at commencement, if they complete their program with a cumulative GPA falling in the following ranges.

- Summa Cum Laude: 4.000
- Magna Cum Laude: 3.990 – 3.950
- Cum Laude: 3.949 – 3.900

Graduate students will be eligible for “Distinguished Scholar” designation on their transcript, diploma, and at commencement, if they complete their program with a cumulative GPA of 3.97 or higher.

For undergraduate and graduate students, the cumulative GPA applies to coursework completed at CSU-Global Campus and does not include transfer work. Students who repeat courses for academic credit (including the receipt of D, F and WA grades) are not eligible for honors designation.

The new requirements will be applied retroactively to all previously conferred students.

Matters for Action

Undergraduate and Graduate Certificates in Human Resource Management

Recommended Action

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve the undergraduate Certificate in Human Resource Management and the Graduate Certificate in Human Resource Management.

Explanation

Presented by Dr. Jon Bellum, Provost and Executive Vice President

These Certificate programs are aligned with the Society for Human Resource Management's HR Curriculum Guidebook and Templates. Additionally, CSU-Global students receive significant discounts on SHRM training materials, being responsible for only \$50 of the cost of these materials that normally cost over \$800.

The undergraduate Certificate in Human Resource Management, a 15 credit hour stand-alone program, is designed to provide a background in human resource management, staff training and development, relevant laws and employment regulations, managing organizational conflict and negotiation among competing interests, and more. Students gain in-depth knowledge of HR and corporate structure to complement their bachelor's degree program coursework.

The Graduate Certificate in Human Resource Management, a 12 credit hour stand-alone program, provides the theory and application information necessary to integrate the human resource role with the strategic goals of an organization to effectively manage people in today's global and dynamic marketplace. The program emphasizes developing the skills to strategically manage, train, and develop human resources for enhanced organizational performance.

Matters for Action

Graduate Certificate in Educational Leadership - Principal Licensure

Recommended Action

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve the Graduate Certificate in Educational Leadership - Principal Licensure

Explanation

Presented by Dr. Jon Bellum, Provost and Executive Vice President

The Graduate Certificate in Educational Leadership - Principal Licensure is a stand-alone certificate designed to provide students who already have a master's degree with the educational leadership skills necessary for being a Principal. The program is aligned with the Interstate Leader's Licensure Consortium's national standards and the Colorado Principal Licensure Standards. These defined standards provide outcomes that are fundamental for educational leaders to have in today's complex schools— vision, instructional leadership, management, community collaboration, integrity, and comprehension of educational context in our society. Students will apply these principles and objectives in practical academic settings both in the coursework and through an ongoing internship experience integrated into all the courses of this certificate.

The Educational Leadership - Principal Licensure Certificate is a twenty-four credit hour stand-alone certificate in the Principal Licensure focused on educational leadership and administration. Students in this certificate program are required to have earned a master's degree from a regionally accredited institution prior to admission.

Matters for Action

Graduate Certificate in Educator Licensure

Recommended Action

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve the Graduate Certificate in Educator Licensure

Explanation

Presented by Dr. Jon Bellum, Provost and Executive Vice President

The Graduate Certificate in Educator Licensure program is designed to provide students with the skills necessary for being an effective teacher within the mathematics discipline or the science discipline. The program is aligned with the InTASC Model Core National Teaching Standards, the Performance-Based Standards for Colorado Teachers, the Colorado Educator Effectiveness Teacher Quality Standards, and the Colorado 8.0 Content Standards to provide outcomes that are fundamental in today's complex schools. Students apply these principles and objectives in practical academic settings through coursework and through an ongoing student teaching experience integrated into all the courses. This state-approved, online teacher licensure program consists of seven courses for a total of 24 credit hours. Students will select either the Math or Science track based on their previous education and successful completion of the state content test.

Matters for Action

Undergraduate and Graduate Certificates in Project Management

Recommended Action

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve the undergraduate Certificate in Project Management and the Graduate Certificate in Project Management.

Explanation

Presented by Dr. Jon Bellum, Provost and Executive Vice President

These certificates are aligned with the Project Management Institutions Body of Knowledge and prepares students for the Project Management Professional (PMP) certificate exam. Students enrolled in the program will be provided with low cost access to a PMP exam preparation program.

The undergraduate Certificate in Project Management, a 15 credit hour stand-alone program, provides students with the opportunity to analyze and apply theories and concepts associated with organizations where resources are limited and time is critical. Learners will focus on the management of contracts and asset procurement. Additionally, students will apply management of risk, project control, project monitoring, and earned value methods as well as assess the costs and benefits of total quality management.

The Graduate Certificate in Project Management, a 12 credit hour stand-alone program, provides students with the business and management skills to evaluate, synthesize, analyze, and apply the concepts required when leading unique projects within the context of large, global organizations. Project management best practices are acknowledged and applied throughout the program including the planning and execution of projects, the management of contracts and asset procurement, and the skills needed to lead complex projects and manage teams in a dynamic environment. Advanced topics include decision sciences, risk management, project control and monitoring, and financial metrics.

Matters for Action

Undergraduate Certificate in Computer Programming

Recommended Action

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve the undergraduate Certificate in Computer Programming.

Explanation

Presented by Dr. Jon Bellum, Provost and Executive Vice President

The undergraduate Certificate in Computer Programming, a stand-alone fifteen credit hour program, provides students with an opportunity to gain industry ready preparedness and also allow them to later continue their studies to earn a full degree in the B.S. in Information Technology.

The Programming Certificate is aimed at non-computer science majors who would like to broaden their programming capabilities. Courses cover an entire spectrum of basic programming and software development techniques for analysis, design, and implementation of software applications across various operating systems and platforms. Students interested in these courses should have a firm knowledge of basic computer skills and networking technologies including the ability to grasp and understand new computer/networking concepts that relate to information systems and networking.

Matters for Action

Undergraduate Certificates in Networking and Advanced Networking

Recommended Action

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve the undergraduate Certificate in Networking and the undergraduate Certificate in Advanced Networking

Explanation

Presented by Dr. Jon Bellum, Provost and Executive Vice President

The undergraduate Certificate in Networking is a nine credit hour, stand-alone certificate. This certificate will also grant college credit and will allow for direct transfer credit (i.e. stackable) into the existing BS in Information Technology program. The certificate provides students with an opportunity to gain industry ready preparedness and also allow them to later continue their studies to earn a full degree. The certificate program also aligns with three (3) industry IT certifications that students can take after completing each course.

The undergraduate Certificate in Advanced Networking is a nine credit hour, stand-alone certificate. Additionally it provides college bearing credit and will allow for direct transfer credit (i.e. stackable) into the existing BS in Information Technology programs. The certificate provides students with an opportunity to build upon knowledge developed in the Networking certificate and also gain a deeper understanding of networking. Both the Networking and Advanced Networking certificates provide direct transfer-in credit to the BS in Information Technology should the student wish to pursue a full degree.

Section 16

Meeting Evaluation






This section intentionally left blank

APPENDICES



- Appendix I: Construction Reports
- Appendix II: Correspondence
- Appendix III: Higher Ed Readings



APPENDIX I



Construction Status Reports



COLORADO STATE UNIVERSITY - PUEBLO					
CONSTRUCTION PROJECT STATUS REPORT					
Project	Total Budget & Funding Source	Construction Start	Scheduled Completion	STATUS as of 07/22/2016	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	
Oochiato University Center Renovation and Addition	\$35,000,000 Debt to be repaid with student fee facility fees, grants, & auxiliary services revenue			Oochiato University Center Schematic Design completed. Design Development Phase completed. GMP established, Notice to Proceed to Commence Construction issued November 3, 2015. All Bid Packages 1, 2, 3, underway- -(Earth work, utilities, foundations, steel frame, electrical, plumbing, HVAC, finishes) Design-Build Team of Nunn Construction/hord-coplan-macht Architects. Phase 1 (New Addition) 75% complete for occupancy March 2017. Phase 2 (Renovation) begins January 1, 2017. Entire project approximately 30% overall complete to date. Completion estimated 03/2018	
Exterior Door Security Access Control at all Academic Buildings.Phase II	\$998,351 Controlled Maintenance		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 Complete
New General Classroom Building	\$16000000 Capital Funds		Construction Start 06/14 Completion 07/15	Completion July 28, 2015. On time and on budget. Classes are in process.. G H Phipps Construction Co., General Contractor hord-coplan-macht Architects	
Soccer/Lacrosse Complex	\$3,100,000 cash funded project from grants and donations		Construction began 3/2014, Completion Phase1 field and bleachers June 2014, Phase 2 Building completed February 1, 2016	Phase 2 (building) 100% complete. Occupancy on February 1, 2016 Press box Completed 6/1/16 (Phase 1-- Synthetic turf field--- completed and in use.) H. W. Houston General Contractor	

CSU FORT COLLINS-CONSTRUCTION STATUS OF BOND FUNDED PROJECTS

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 7/16
<p>Aggie Village North</p> <p>Total Budget: \$112,265,000</p>	<p>\$112,265,000</p> <p>Housing and Dining Services</p>		<p>Phased through Aug 2016</p>	<p>This project is a redevelopment from the low density Aggie Village married student housing to high density undergraduate and international student apartments.</p> <p>Project is substantially complete and fully leased for Fall 2016. Apartment appliance and furniture installation in progress.</p>
<p>Multipurpose Stadium</p> <p>Total Budget: \$220,000,000</p>	<p>\$220,000,000</p> <p>Stadium Revenue</p>		<p>Aug 2017</p>	<p>This project will construct a multi-use stadium on main campus.</p> <p>Project is in budget and on schedule. Construction is approximately 52% complete. GMP in place with associated contract amendment fully executed.</p>

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 7/16
<p>Stadium Alumni and Academic Space</p> <p>Total Budget: \$18,500,000</p>	<p>\$18,500,000</p> <p>General Fund and Alumni</p>		<p>August 2017</p>	<p>This project consists of approximately 82,000 gsf of classroom, advising and Alumni Center space.</p> <p>Design documents are complete. Construction to be concurrent with the Stadium project.</p>
<p>South College Avenue Garage</p> <p>Total Budget: \$16,500,000</p>	<p>\$16,500,000</p> <p>Parking and Transportation Services</p>		<p>August 2016</p>	<p>This project constructed a 650 car parking garage. Project is substantially complete. Levels 1-3 will open for parking by August 1, 2016. Roof level canopy alternate for future solar installation has been accepted.</p>

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 7/16
<p>Medical Center</p> <p>Total Budget: \$59,000,000</p>	<p>\$49,000,000</p> <p>Hartshorn Health Center</p> <p>Remaining \$10M from donations from Columbine Center for Healthy Aging and UC Health</p>		<p>May 2017</p>	<p>This project will construct an approximately 161,000 gsf medical center with 27,500 gsf on the 4th floor unfinished to accommodate future growth.</p> <p>Project is in budget and on schedule. Structural steel erection is ongoing, concrete decks and MEP underway. Construction is approximately 37% complete.</p>
<p>Biology Building</p> <p>Total Budget: \$70,000,000</p>	<p>\$70,000,000</p> <p>Student Facility Fee, General Fund and Donations</p>		<p>July 2017</p>	<p>This project will construct an approximately 152,000 gsf biology building with 10,000 gsf on the 4th floor unfinished to accommodate future growth.</p> <p>Project is in budget and on schedule. Structural steel erection complete, concrete decks and interior framing underway. Construction is approximately 45% complete.</p>

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 7/16
Prospect Road Underpass Total Budget: \$6,000,000	\$6,000,000 Parking and Transportation Services		August 2016	<p>This project will construct a bike and pedestrian underpass at Center Ave and Prospect Road.</p> <p>Project is in budget but currently behind schedule. Tunnel structure under Prospect Road is done; work is focused on the north and south approaches. Project is approximately 93% complete.</p>
Chemistry Building Total Budget: \$56,566,618	<p><u>State funding:</u> \$51,166,618</p> <p><u>CSU Match:</u> \$5,400,000</p>		July 2017	<p>This project will construct an approximately 60,000 gsf chemistry building.</p> <p>All phases of state funding have been received. Project is on schedule and in budget. Concrete structure is nearly complete, with exterior to begin in August 2016. Construction is approximately 36% complete.</p>

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>
6/14/16	Letter	Steven Clifton	Support of MSW at CSU-Pueblo	
6/21/16	Email	Mike Larsen	CSU and Diversity	6/21/16
7/12/16	Letter	Tommy Vigil	Support of MSW at CSU-Pueblo	
7/19/16	Letter	Tim Hart	Support of MSW at CSU-Pueblo	
7/20/16	Email	Leonard Garner	Support of Big 12 Expansion	
7/26/16	Letter	David Henson	Support of MSW at CSU-Pueblo	
7/28/16	Letter	Lanie Meyers-Mireles	Support of MSW at CSU-Pueblo	

DIRECTOR
Steven A. Clifton
Phone: (719) 275-2318
Fax: (719) 275-5206

FREMONT COUNTY
Department of Human Services
172 Justice Center Road
Canon City, Colorado 81212

COUNTY BOARD
Tim Payne Dist. 1
Debbie Bell Dist. 2
Edward H. Norden Dist. 3

June 14, 2016

TO: Colorado State University
Board of Governors

William E. Mosher, Chair	CSUS_board@mail.colostate.edu
Scott C. Johnson, Secretary	CSUS_board@mail.colostate.edu
Nancy R. Tuor, Treasurer	CSUS_board@mail.colostate.edu
D. Rico Munn, Vice Chair	CSUS_board@mail.colostate.edu
Mark A. Gustafson, Member	CSUS_board@mail.colostate.edu
Dennis E. Flores, Member	CSUS_board@mail.colostate.edu
Joseph C. Zimlich, Member	CSUS_board@mail.colostate.edu
Dean Singleton, Member	CSUS_board@mail.colostate.edu

President
Dr. Lesley Di Mare presidents.office@csupueblo.edu

Provost
Dr. Rick Kreminski provost.office@csupueblo.edu

Assistant to Provost
Dr. Helen Caprioglio helen.caprioglio@csupueblo.edu

Dean, CHASS
Dr. William Folkestad William.Folkestad@csupueblo.edu

Chair, Department of Social Work
Dr. Carol Langer carol.langer@csupueblo.edu

FROM:

Steven A. Clifton, Executive Director, Fremont County Human Services

Good afternoon all,

I am writing on behalf of the Southeast and San Luis Valley Directors of Human Services, as well as Mental Health and Behavioral Health Organizations. These counties represent both the larger counties (El Paso, Fremont and Pueblo) and the smaller rural counties in our state. Each county offers employment opportunities for 950 – 1150 caseworkers at the BSW and MSW level in Southern and San Luis Valley areas of Colorado. Each county has staff who desire to continue their education by pursuing a MSW degree. Finally, this region also includes other public and non-profit agencies both from this region and statewide who also offer employment opportunities and staff who wish to enter a MSW program.

We wish to make our voices known to each of you as you consider adding the MSW program to CSU Pueblo-Department of Social Work. We are eager to see this program offered and we also understand the program will quickly "earn it's own way" and will become self-sufficient and as we understand, will bring in additional dollars for the University. There is a level of excitement in this region that *finally* CSU Pueblo will hear our need for well-trained graduate social workers.

Social workers work in all human services fields, including: child welfare, hospitals, jails and correctional facilities, transitional homes for children, adolescents and older adults, substance abuse facilities, mental health facilities, schools, public health centers and many more. This is a distinct profession quite separate from criminal justice since this degree is nationally recognized as a terminal professional degree and is licensed to practice in each state. The MSW is a discrete professional program that must meet the objectives and accreditation requirements set forth by the Council on Social Work Education.

Social workers provide consultation to local community and national leaders and many serve in state and federal legislatures. As a profession, social work is viewed as a separate profession and one that is highly sought after in our region. With this program, students will have a career and professional position when they graduate. The MSW program will be in a position to recruit faculty with exciting backgrounds who can serve both the university and this region and offer research to the field itself, enrich student learning and provide spotlighted practice efforts to this region.

We understand there are competing voices for your consideration. Yet we highly doubt that any of these programs can substantially offer a professional degree within a program that can support the University financially, and the faculty with exciting research and service. Finally, as you know from the few letters of support we submitted from our group there is widespread state support for implementing a MSW program.

Sincerely,



Steven A. Clifton
Director, Fremont County Dept. of Human Services

Geary, Melanie

From: Mike Larsen <piano44@q.com>
Sent: Monday, June 20, 2016 2:07 PM
To: CSUS Board
Cc: Frank, Tony
Subject: Fwd: CSU and Bigotry
Attachments: Scan0001.jpg

Can anyone on the Board answer my question?
 I emailed Pres. Frank in April and again in June and have heard nothing.
 Michael L. Larsen

From: "Mike Larsen" <piano44@q.com>
To: "tony frank" <tony.frank@colostate.edu>
Sent: Wednesday, May 18, 2016 10:20:26 AM
Subject: RE: CSU and Bigotry

President Frank,

The courtesy of a reply would be appreciated.

Mike Larsen
 Political Science 1966

From: "Mike Larsen" <piano44@q.com>
To: "tony frank" <tony.frank@colostate.edu>
Sent: Friday, April 15, 2016 12:26:06 PM
Subject: CSU and Bigotry

President Frank,

I am attaching an article from the April 2016 Catalyst about the anti-Catholic bigotry prevalent at CSU. I would like to know what is the latest development regarding this bigotry?

CSU seems to have joined many other universities in its close-mindedness. I received my BA in Political Science at CSU fifty years ago. That CSU seems to be light years from what this modern CSU is. When I was there we had speakers with whom we didn't agree and we actually let them speak. This would not happen today at CSU in my estimation.

Back in 2013 there was a diversity symposium. I read through the brochure and noticed that the political diversity section really wasn't diverse. I contacted by email the person directed to on the brochure to answer any questions regarding the symposium. I asked several questions which I will have to reconstruct as I have since deleted my email. I asked whether people who were opposed to civil unions (this was of course prior to the decision in Obergefell) would be given a forum and would people who were pro-life be given a forum. If they were, would they be subject to ridicule or being shouted down. I copied Ann Gill on that same email. I heard absolutely nothing from either of them but it gave me my answer. Silence can speak volumes at times.

Back around 2003 I contacted the head of the Liberal Arts Department to find out where I could get a list of past graduation speakers. His answer was that I would have to come to CSU and go to the Morgan Library and research it for myself. I am sure I would have found that no one who today would be considered conservative would have appeared on that list. I doubt that any conservative will be invited to speak at any commencement in the future. I have not found anyone who could be listed as conservative on the Political Science faculty at this point.

How interesting to look at those graphics on the Ethnic Studies section of the CSU website. How closely those graphics resemble something from the old Soviet Era or from today's Cuba.

Alan Dershowitz has likened what is happening on campuses today to what took place in Germany in the 1930's, the shutting down of free speech, not allowing certain people to come to their campuses to speak and ultimately to burning books. While universities aren't at that stage yet, it may come.

I would recommend that you get copies of the following books and read them:

Liberal Fascism by Jonah Goldberg;

The Silencing by Kirsten Powers.

And still, I get requests for money from the Alumni Association. To support what?

Michael Larsen

Class of 1966

From: Neth,Cara
Sent: Tuesday, June 21, 2016 12:54 PM
To: 'Mike Larsen'
Subject: RE: Your email to President Frank

Thank you for your thoughtful response, Mr. Larsen. We do welcome your perspective and questions – please consider me a resource if I can ever be of help. And if you hear additional concerns about discrimination, I would certainly appreciate you bringing them to my attention.

Cara

Cara J. Neth
Director, Presidential and Administrative Communications
Office of the President
Colorado State University

From: Mike Larsen [<mailto:piano44@q.com>]
Sent: Tuesday, June 21, 2016 12:35 PM
To: Neth,Cara
Subject: Re: Your email to President Frank

Ms. Neth,

I greatly appreciate your response. I am also encouraged by your statements.

A campus with a variety of viewpoints especially in these days is quite refreshing. We had some good discussions when I was at CSU which mainly centered around the civil rights movement as the Vietnam War didn't really have an impact on campus until after I graduated.

Naturally as a Catholic, a graduate of CSU and a member of the Catholic League I was disturbed by the what had been reported by the League.

I am still concerned about the graphics used for the Ethnic Studies group, something that didn't exist when I was there. When I was at CSU a clinched fist mainly represented anarchy. I am unfamiliar with what type of career path an Ethnic Studies Degree opens up.

Once again thank you for your reply.

Mike Larsen

From: "Cara Neth" <Cara.Neth@ColoState.EDU>
To: piano44@q.com
Sent: Tuesday, June 21, 2016 10:46:47 AM
Subject: Your email to President Frank

Dear Mr. Larsen,

President Frank received your emails and asked me to look into your concerns and respond. The delay in responding was on my part, and I apologize sincerely for what is clearly an inexcusable amount of time between your inquiry and this reply.

The scenario you describe from your own time at CSU – speakers representing a range of viewpoints all being allowed to speak – is actually very much the reality at Colorado State today. On any given day, you will find speakers representing a wide range of political, religious, and

philosophical viewpoints presenting their views in various forums – and you may also find other people who disagree with those perspectives expressing a counter viewpoint during the Q&A portion of a program. In the less structured environment of the CSU Plaza, speakers may engage and argue with passersby in a much more raucous way. That give-and-take of perspectives and respect for contrarian viewpoints is the heart of a public university – as well as the First Amendment -- and something Colorado State University takes quite seriously.

We are not aware of any accusations that anti-Catholic bigotry is prevalent at CSU, and that is an assertion that we would take very seriously. The Catholic League for Religious and Civil Rights *did* raise questions about a discussion that occurred in our student government in March. Below is the response Colorado State shared with the Catholic League at that time, from our Dean of Students Jody Donovan. Portions of this response have been shared on the Catholic League website:

Thank you for sharing your concerns about the recent interactions among our students as they debated a bill in the student senate. Colorado State University strongly supports students and their right to self-govern through their elected body, the Associated Students of Colorado State University. This self-governance includes the right of students on all sides to disagree and to protest against the decisions of their student government. The initial incidents you describe are an example of opposing and disparate voices all being included in a contentious conversation, which, while stressful, was an opportunity for learning and growth as appropriate to an academic community.

While we don't condone a variety of student actions that took place around these recent events, the University has worked to support and counsel all our students – on all sides of the issue – as they've worked through this process. We will continue to do so as they move forward.

We do take issues of bias and discrimination quite seriously, and any students who believe they have experienced inappropriate harassment or discrimination because of their religious beliefs are welcome and encouraged to pursue a complaint through our student conduct processes. Additional counseling and support services also are available through our Student Health Network.

Your concern for our students and their welfare is sincerely appreciated. Thank you again for writing.

I also have spoken with our Vice President for Diversity, who oversees our annual Diversity Symposium, and asked her about your specific concerns. She said that an open request for proposals annually goes out to those who wish to present at the symposium, and that there have, indeed, been past symposium presentations that reflected a conservative viewpoint. Philosophical and political diversity is an important component of our campus culture and is welcome at the symposium. All presenters, no matter what their viewpoints, are expected to present their topics with integrity and to understand that others at the symposium may disagree with them and use their right to free speech to express this disagreement – no one presenting at the symposium on any topic should expect to be free from having their position challenged, but certainly not to the

level of bullying and disruption. I regret that this was not clearly communicated when you raised the question back in 2013. Our Vice President's position is that, if the hypothetical program you propose had come forward through the proposal process at that time, when this was still a hotly debated issue, it most likely would have been accepted for the symposium.

Each of our individual colleges hosts its own commencement ceremonies, and the speakers at those ceremonies are typically either distinguished alumni, honorary degree recipients, or members of our campus community. Again, these speakers represent many different viewpoints, religions, and political affiliations; they are selected not because of their politics but because of the success they have achieved in life and the impact they have had upon our world. You may find the list of honorary degree recipients at this website, and as you will note, many who identify as conservative are represented among this distinguished group.

(<http://commencement.colostate.edu/honorary-degree-recipients/>) This list does not reflect the two honorary degrees we awarded most recently this spring – to Princess Abigail Kawanakoa in honor of her dedication to global equine health and cultural preservation in Hawaii – and to J. Robert Wilson, president and owner of Columbine Health Systems, who has built one of the most successful and respected elder-care networks in the nation, and has collaborated with our faculty to create internship and training opportunities for our students. The guidelines for nominating an honorary degree recipient may be viewed at:

http://provost.colostate.edu/media/sites/75/2015/08/Honorary_Degree_Guidelines.pdf

Certainly, the issues you raise are serious ones, and I don't in any way mean to imply that they are not. On the President's Office website for CSU, you will find the following statement, endorsed by our campus in 2004, that reflects our strong and continued commitment to an environment that values and respects diversity in all its forms, including political, religious, and philosophical diversity. http://www.president.colostate.edu/academic-freedom/mou_03sept04.aspx.

Still, I would argue that the climate at Colorado State University today is different from what your letter implies. I would welcome you to revisit our campus at some point and would be happy to provide you with a campus tour. I think you would find that today's students and faculty are largely occupied in mostly the same ways that they always have been – studying, conducting research, analyzing problems – and of course, socializing, arguing, and debating ideas.

Again, my apologies for the delay in responding, and thank you for sharing your perspective.

Sincerely,

Cara Neth
Director, Presidential and Administrative Communications
Office of the President

Liane "Buffie" McFadyen
Chair
District 2

Sal Pace
Chair Pro Tem
District 3



Terry A. Hart
District 1

Tim Hart
Director

Department of Social Services

To: Colorado State University

Board of Governors:

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Dean, CHASS

Dr. William Folkestad	William.Folkestad@csupueblo.edu
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Chair, Department of Social Work

Dr. Carol Langer	carol.langer@csupueblo.edu
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Dear Mmes. and Sirs:

I would like to express my support for the addition of a Master's Degree in Social Work (MSW) Program to the CSU-Pueblo Department of Social Work curriculum.

The Pueblo County Department of Social Services currently provides services to over 75 thousand individuals, yet we are receiving significantly fewer and less qualified applicants seeking employment with our agency to fill case worker positions in our Child Protection and Adult Protection programs.

Two years ago, a workload study conducted by the Legislative Audit Division estimated Colorado was in need of 560 additional caseworkers in child welfare in order to ensure the safety of our children. One hundred case workers were approved last year and the Governor has asked for an additional one hundred in this year's proposed budget.

There is also current legislation that will expand Adult Protection Services without clarifying staffing needs. As our aging population continues to increase, we understand that the needs in Adult and Aging Services will increase as well.

In addition to the above program issues, Pueblo County is moving towards a market based salary structure that will allow for increased pay for advanced degrees. We currently employ about 140 staff in positions that require a Bachelor's Degree with a preference for a Master's Degree. I would estimate that less than 20% of the staff in these positions has obtained a Master's Degree.

An MSW Program would also be of substantial benefit to other local programs at our hospitals, jails, transitional homes for children, adolescents and older adults, and agencies that deal with substance abuse and mental health issues.

In summary, I believe that in offering an MSW program, CSU-P would fulfill a definite need for Southern Colorado and provide the socio-economic boost through a sustainable population of students enrolling in the program.

Please do not hesitate to contact me should you require clarification or further discussion on any issue.

Sincerely,



Tim Hart, Director
Pueblo County Department of Social Services

Geary, Melanie

From: LEONARD <lengarner@comcast.net>
Sent: Wednesday, July 20, 2016 4:59 PM
To: CSUS Board
Subject: Colorado State University and the Big 12 Conference

To the Board of Governors for Colorado State University,

Earlier today, I delivered a message to Governor Hickenlooper through his Office of Constituent Services requesting his direct support and engagement in helping Colorado State regarding the Big 12 conference expansion. For your reference, I provide a copy of my message below. Thank you for your continuing efforts to advance the mission of Colorado State University.

On July 19, 2016, the Big 12 conference unanimously voted to evaluate select universities for expansion of the conference. One of those schools to be given serious consideration is Colorado State University. I hereby request the Governor and Colorado legislature actively engage in providing full support to Colorado State University in their efforts to convince the Big 12 conference to include Colorado State in its expansion plans.

By all appearances, the addition of Colorado State University into the national stature of the Big 12 conference would clearly and significantly benefit the State of Colorado overall. It would be a direct benefit to the educational mission of Colorado State University and increase its national recognition and prominence in attracting and educating talented students and future leaders for Colorado and Colorado's businesses. It will certainly provide a direct increase in tourism to several parts of the State associated with visitors coming from other Big 12 universities and states. With this increase in educational prominence and tourism, it is not difficult to foresee that additional investment in the University itself and other elements of the State of Colorado will follow Colorado State's inclusion into the Big 12 conference, whether it is in additional research funding related to the University's affiliation with other Big 12 nationally recognized institutions, growth of businesses that service the Colorado State community and higher education, or merely affording additional educational opportunities to Colorado taxpayers and students.

Colorado State University will need to demonstrate to the Big 12 several elements of its potential to prove it would be a valuable addition to the conference. Although some elements may be outside of your control and influence, your ability to emphasize the future growth potential of Colorado State University, its unwavering commitment to excellence, and demonstrating to the Big 12 the full support of the State of Colorado in CSU's future growth and national prominence will speak volumes to the Big 12.

I fully believe this effort would be such a clear benefit for the future of the State of Colorado and Colorado's higher educational system that it should receive complete bipartisan support. Please help Colorado State University attain the national recognition and prominence it rightly deserves by becoming a member of the Big 12 conference.

Best Regards,

Len Garner
12888 Domingo Court
Parker CO 80134
B.S. Colorado State University (1993)
J.D. University of Colorado (1996)

July 26th, 2016

TO: Colorado State University
Board of Governors

William E. Mosher, Chair
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Nancy R. Tuor, Treasurer
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Mark A. Gustafson, Member
Dennis E. Flores, Member
Joseph C. Zimlich, Member
Dean Singleton, Member

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Chair, Department of Social Work

Dr. Carol Langer

carol.langer@csupueblo.edu

RE: Graduate School of Social Work

All,

I am writing as the Director of Human Services in Chaffee County, a county with just over 18,000 residents. It has been brought to my attention that CSU Pueblo is considering adding a Master's of Social Work program to the campus curriculum. I am writing this letter in support of that consideration, as such a resource could potentially have a considerable impact on the quality of workforce I have available to me as we deliver public human services programming to our community.

One of the primary challenges facing communities such as ours is access to graduate level professionals we desire to enhance the quality of our service delivery as we endeavor to provide our citizens and our community with the best possible human service experience and delivery system. I must admit that upon learning that CSU Pueblo is considering adding the MSW

program to your catalog I was very excited about the prospect of such an educational resource being located in a community that is so easily accessed from our location. One of the challenging realities we face here is both the recruitment and the development of graduate level social workers who make Chaffee County their professional homes. While we have many local individuals with a strong desire to increase their academic credentials and qualifications, distance to an existing program can be a challenge. Furthermore, recruiting people graduating from CSU Fort Collins or the University of Denver is equally challenging, in that many of the graduates who are already living and working in those communities are hesitant to relocate to our community.

The complexities of public human services are significant and getting more complex all the time. Although our community is fairly small, it is large enough that we have many of the same challenges and issues one might attribute to urban centers. While the systems and the families we serve have become more complex, we in turn must ensure that our workforce is prepared to meet the changing dynamics and are current with practice elements designed to address these challenges. Having better access to well-educated graduates who are looking to help their communities would be a huge benefit to our efforts and to our community.

While I understand there are a lot of areas that CSU Pueblo can choose to focus on in terms of the educational opportunities that can be provided, I am very hopeful that the MSW program is towards the top of your list for consideration. I believe that adding this resource in the southern part of Colorado will be not only a benefit to our community, but will also be a benefit to many other communities in our area that face similar challenges. If there is anything I can provide to you in support of this consideration, please do let me know. Thank you for your work, and for your consideration of this valuable program.

Respectfully:

David K. Henson, MSW

cc: Steven A. Clifton

Prowers County
Department of Human Services

Lanie Meyers-Mireles, Director

PO BOX 1157
LAMAR, COLORADO 81052-2857
(719) 336-7486 FAX: (719) 336-7198

BOARD OF COUNTY COMMISSIONERS

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WENDY BUXTON-ANDRADE
THIRD DISTRICT

July 28, 2016

Colorado State University – Pueblo
Department of Social Work
2200 Bonforte Blvd.
Pueblo, CO 81001-4901

Dear Ms. Langer,

I am writing on behalf of Prowers County Department of Human Services in support of the letter submitted by Fremont County Department of Human Services Director, Steven Clifton dated June 14, 2016. As outlined in Mr. Clifton's letter, there is a tremendous need in the Southeast and San Luis Valley regions of the state for BSW and MSW graduates and we implore you to consider adding the MSW program to CSU-Pueblo Department of Social Work.

Social workers utilize theories to understand human problems to help improve people's lives and to improve society as a whole. As a profession, social workers are highly sought after in our agency and in our region. In addition to our ongoing need for MSW's for our Child Welfare workforce, other divisions within our agency are beginning to seek BSW's and MSW's to lead efforts and create a cultural change moving our staff from simply collecting child support and determining public assistance benefits to working with our customers to identify and address the barriers that are keeping individuals and families chronically in need of our services. As we continue to develop and restructure our Employment and Benefits Division to focus more heavily on providing intensive case management for those individuals and families that have experienced transgenerational and chronic poverty, we envision enhancing our workforce with BSW and MSW graduates. As we restructure our Child Support Enforcement program to work more strategically and intensively with non-custodial parents to identify and overcome barriers that are preventing them from making their child support payment, we know a BSW/MSW would provide just the leadership, expertise and support needed.

Thank you in advance for your consideration of adding the MSW program to the CSU-Pueblo Department of Social Work. As you grow to understand our evolving system and the direction we want to move our programs, interventions and work, I am certain you will recognize what an asset this program would be to the Southeast and San Luis Valley regions.

Respectfully Submitted,



Lanie Meyers-Mireles, MSW
Director

cc:

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Provost

Dr. Rick Kreminski

Assistant Provost

Dr. Helen Caprioglio

Dean, CHASS

Dr. William Folkestad

Chair, Department of Social Work

Dr. Carol Langer

APPENDIX III

Higher Ed Readings

Should everyone go to college?

The Chronicle of Higher Education; 5/1/2016

A few decades ago, students who weren't deemed "cut out" for college would often be directed down a path toward vocational training or trade school. Today, because of the decline in manual labor and manufacturing jobs and the increasing skills required for sales and service industry jobs, as well as the recognition that in the past many students of color, female students, and students from a lower economic class were often placed in the latter track regardless of grades or potential, our current system of career readiness essentially has one path – college. While many educators and politicians tout this new-and-improved access to higher education, some believe the college-for-all model places a heavy burden on students who may not thrive in a college environment, particularly if they also come from poorer economic circumstances. If we are going to open new pathways for students to a successful, middle class income career, we are going to need to begin revaluing vocational training in things like welding and plumbing, while simultaneously ensuring that anyone who wants to go to college and has a chance of success has access.

Lawmaker with the idea higher ed leaders hate

Inside Higher Ed; 5/12/2016

U.S. Representative Tom Reed (R-NY) is drawing up a proposal for legislation that would require institutions with more than \$1 billion in endowments to use 25 percent of what they earn on those endowments annually for grants to cover tuition. The grants would go specifically toward what Reed refers to as "working-family students" – students from families with incomes between 100 and 600 percent of the poverty line. These families aren't financially insecure enough to qualify for Pell Grants, but often cannot afford the extravagant sticker prices at institutions like Harvard or Yale. But many experts in higher education, including the American Council on Education, oppose the effort, arguing that it misses more important factors driving increasing student costs like declining state funding at public institutions and increasing health care and human resources costs. Educators are also concerned about the legality of the proposal as many donations are earmarked for specific programs or purposes when they are given.

Regional publics cast wider nets and rethink retention

The Chronicle of Higher Education; 5/22/2016

In the face of budget cuts and declining enrollments, regional universities are focusing on multiple aspects of recruiting and retention and looking for new ways to get students in the door and keep them there. New marketing campaigns can widen a university's base from which to draw students; improving transfer-of-credit policies can help increase the number of transfer students from community colleges in the area; expanding online offerings can be a boon for tuition dollars and open up farther-flung areas for recruitment; and closer attention to the regional university's own numbers can provide insight into how many students are dropping out and why, hopefully leading to new approaches that can improve retention.

How much are young Americans paying a month on student debt? Less than you think

The Wall Street Journal; 5/24/2016

Research from the Federal Reserve Bank of Cleveland reveals that the median monthly payment for student-loan borrowers in their 20s is \$203.71 and the mean monthly payment is \$351.03 – numbers in

line with the average car loan payment. Part of the reason for the low numbers is an increase in the number of borrowers as enrollment in higher education has increased. But another more troubling factor is that many borrowers are reducing their monthly payments by extending their period of repayment. This does lower their monthly payments, but it often increases their overall balance as most income driven repayment plans don't cover interest.

[When protests obstruct free speech](#)

Inside Higher Ed; 5/26/2016

There is a fine line between improperly shutting down a peaceful protest on campus and dismantling a protest that turns violent or diminishes the free speech rights of others. Campuses across the nation are currently grappling with the location of this line as well as with tough questions such as who should pay for added security at controversial events.

[Where does the regional state university go from here?](#)

The Chronicle of Higher Education; 5/22/2016

Without significant research funding, large endowments, or abundant out-of-state tuition dollars many regional universities have been hard hit by the cuts in state funding that have occurred almost universally across the country since the 2008 recession. Combine that with a dropping population in many states, particularly in regions like the Midwest, and you find that many regional universities are in crisis. Tough decisions on what the role of a regional university should be are now being made: should regional universities provide the same liberal arts based education that many of their flagships and state publics do, but at a discount and to a larger percentage of low-income and first generation students? Or should they shutter or redesign programs that don't attract many students and faculty and focus instead on majors that prepare students for immediate jobs in the community they serve? Proponents of the latter path argue that with the trend in state funding, many so-called liberal arts programs simply aren't profitable and must be cut if the university hopes to remain afloat. But critics are concerned that a smaller selection of more regionally specific majors could hurt recruiting as well as widen the gap between the education wealthy students can afford and the one poor students can afford.

[The elusive young donor](#)

Inside Higher Ed; 6/30/2016

While colleges and universities drew a record level of charitable contributions in 2015 - \$40.3 billion - the percentage of alumni who made donations actually fell to 8.4 percent - down from 11.7 percent in 2007. The general consensus is that participation rates aren't actually falling; technology is simply improving allowing universities and colleges to track a greater number of graduates than in the past, expanding the pool of potential donors. But this doesn't change the fact that institutions have a strongly vested interest in raising participation rates, whether they have fallen or not, and engaging alums early in order to establish habits of giving. Higher student loans and a difficult job market have complicated the traditional model around donor campaigns and institutions are experimenting with everything from crowdfunding to offering prize money in order to encourage millennials to donate.

[Still questioning whether college is worth it? Read this.](#)

The Washington Post; 7/1/2016

Today, for the first time, four-year college graduates comprise a larger share of the workforce than those with only a high school diploma – 36% to 34% (those with some college education comprise the additional 30%). The recession decimated jobs in manufacturing, construction, and office and administrative support, long the primary source of work for people with limited education. But while those workers with at least some college education recovered well in the post-recession economy with 11.5 million new jobs, people with a high school diploma or less only landed 80,000 jobs in the recovery.

[NWC July Newsletter](#)

Take a look at the most recent National Western Center newsletter with updates on the project and links to ongoing CSU partnerships, projects, and important news in the world of sustainability, health, food systems, and water.

Should everyone go to college?

The Chronicle of Higher Education

Last fall a new instructor taught a remedial writing course at a community college in Maryland. Most of her students came from low-income backgrounds. Many had gone to broken schools. That they had made it to college at all was a feat.

In teaching them to write, she faced challenges that went to the foundations: Several students had no clue how to construct a sentence, let alone a thesis. She tried to help them catch up, picking books they might relate to, reviewing multiple drafts of essays. When students copied from websites, she gave them lessons on plagiarism and another chance to do the work.

She reached the end of the semester disappointed and exhausted. While some students had excelled, about half failed. A few had come close to passing, so she asked administrators what to do. The answer: If they failed, they might drop out, so she should pass them. Although it seemed unfair to the students who had completed the course work, she did.

The experience left her wondering whether the weaker students were really college material, and what would happen when they moved on. A knottier question was: Why were they in college at all?

In 2016 in the United States, society pushes high schoolers to go to college. The watchword is access: There are college-completion goals to hit to keep the country competitive, a wage premium to earn to secure a decent living. This is a movement that people in and out of higher education grapple with, uncomfortably. Professor X, writing a few years ago in [The Atlantic](#), described the students who had floundered in his introductory English courses. By making them strive for academic standards they struggled to meet, he wondered if he was doing them more harm than good.

Decades ago, students who were deemed "not college material" — particularly those who weren't white, no matter their potential — were often tracked into vocational training, manual labor, manufacturing, and other work that didn't require academic study. Today, because of the decline of such jobs, a transformation in grade-school education, and the increasing skills required in professions like sales and service, a path to a career almost must pass through higher education.

"We have a system now that has one pathway," says Anthony P. Carnevale, director of the Georgetown University Center on Education and the Workforce. "The only logical outcome of that is postsecondary, which is where the job training goes on in America."

Policy makers and pundits call the agenda "college for all," referring to certificates and two-year degrees, in addition to four-year degrees. But many laypeople — and even some educators — devalue career and technical education, taking "college" in that prescription more traditionally.

They believe success means a bachelor's degree, and the only question is how to help everyone afford it. Bernie Sanders, in particular, has been vocal about college for all, having sponsored a Senate bill by that name to eliminate tuition and fees, and lauding the European countries that offer "free college." What often goes unmentioned, however, is that, in places like Austria, Germany, and the Netherlands, which have strict tracking systems, not everyone gets to go.

Here in the United States, we have one of the [lowest college-completion rates](#) in the developed world, a fact we're fervently trying to change. Effectively, we have set up a "pay to play" barrier to the highly valued jobs, and now we're urging everyone to clear it. But for low-income students especially, that pursuit comes with substantial costs and risks, like dropping out with debt or, even with a degree, lacking the social and professional connections to land a lucrative job.

Some policy makers have responded by clumsily encouraging lower-performing students to take a different course through postsecondary education. State lawmakers in North Carolina want to [route those with middling grades through community college](#), a move that educators decry as discriminatory. The debate over whether everyone should go to college — and what "college" means — has prompted remarks that the higher-education system should be overhauled. Marco Rubio, for example, has said that the country needs [fewer philosophy majors and more welders](#).

For the most part, though, policy makers have [ignored viable practical training](#). "If you go up to Capitol Hill, you speak to staff or policy makers, none of them went to vocational education," says Mary Alice McCarthy, a senior policy analyst at New America. "None of their children went into vocational education. And they have no experience with it."

Yet not all students thrive on academics. Can schools and colleges fairly present and value an array of educational and employment pathways, while still offering late-blooming learners a chance at a four-year college and beyond? The challenge is figuring out, at crucial junctures, who should go which way.

Here's how we started to believe that everyone should go to college.

Decades ago, there were many ways to train for work, good work, and educational tracking played a role. Proponents of the practice said it let instructors focus on the needs of students at specific levels of ability and prevented "teaching to the middle," which didn't sufficiently challenge advanced students.

But by the 1970s and '80s, civil-rights advocates and education researchers were [pointing out](#) that minority students were disproportionately set on lower-level tracks, taught by weaker teachers, relegated to rote learning, and burdened with the perception that they were dumb. Studies found that those students scored lower on tests than they would have if they'd been tracked higher.

The GI Bill and the explosion of community colleges in the 1960s had already expanded the understanding of whom college was for, and in 1983 the presidential report ["A Nation at Risk: The Imperative for Educational Reform"](#) was the "educational equivalent of a declaration of war," says Mr. Carnevale, of Georgetown. Comparing students' performance on standardized tests in the United States and other countries, the Reagan administration sparked an obsession with achievement, the dismantling of vocational tracks, and the mantra of college for all, he says. To remain competitive and stem a moral and economic decline, America needed to raise its standards.

Schools began to push general education as preparation for college. "In a fit of progressiveness, we threw away vocational education," Mr. Carnevale says. Instead, he says, the curriculum favored "ever higher levels of abstraction in subject matters where it is not clear why you learn them at all until you are ready to go to college."

Around the same time, because of automation and consolidation in industries like manufacturing and mining, a whole class of middle-skills, middle-income jobs began to disappear. Those jobs didn't require a college education, but the ones in health care and technology that have to some extent replaced them often need at least some postsecondary training. What used to be called vocational education has been rebranded as career and technical education, but it has struggled for recognition and funding.

The result of those trends is a bifurcated labor market, Mr. Carnevale says. More high-skill jobs require a college degree, most commonly a bachelor's degree, and pay well. By contrast, low-skill jobs requiring a high-school diploma, if that, will remain numerous, but wages for those jobs have gone down. That's why, in the last 40 years, the wage premium associated with a four-year college degree has doubled.

While the supply of degree holders has increased, so has the demand for those graduates. The employees of decades past packed tomatoes into cans on a factory line. Today machines have taken over a lot of that work, and the employees are coming up with 30 varieties of canned tomatoes, with different labels, marketing pitches, and so on. Ostensibly, a college degree delivers the skills needed for that, or, many employers believe, college graduates possess more of those skills.

Job ads for positions once filled by high-school graduates — administrative assistant at an apparel company, customer-service representative at a rental-car agency — now say "bachelor's degree required" or "some college preferred." The labor-market-analytics firm Burning Glass has found that such ["upcredentialing" happens more for jobs](#) with less-defined skill requirements. Employers may just be using college degrees to filter applicants by perceived ability, or by class or race.

National college-attainment goals — promoted most prominently by the [Obama administration](#) and the [Lumina Foundation](#) — include certificates and associate degrees, but the bachelor's degree still holds primacy. The *New York Times* writer David Leonhardt [made the case](#) last year

for "college for the masses," noting the positive effects, like individuals' earning potential, of even "marginal students" striving for four-year degrees. When President Obama [unveiled](#) his [plan to make community college](#) "as free and universal as high school," it was billed as a way to "earn the first half of a bachelor's degree."

In the past few years, manufacturers west of Minneapolis have been desperate to hire welders, poaching employees from one another. With the Dunwoody College of Technology, the companies started an accelerated training program: one semester to get a job starting at \$32,000 a year. Ads aired on the radio, blurbs ran in church bulletins, and recruiters visited high schools and community events. But the response they often got was, I'd rather go to college.

Dunwoody's career and technical education carries — maybe even reinforces — the old stigma that clung to vocational education: something less for the less fortunate, or a consolation prize. "I hear comments like 'My son or daughter wasn't successful in college, so I sent them to Dunwoody,'" says Rich Wagner, its president. Ironically, he notes, the nonprofit institution enrolls many students who already have a four-year degree but aren't landing a job. The college has a 99-percent placement rate for its graduates, Mr. Wagner says, with an average starting salary of \$40,000.

"How do we get parents to understand and appreciate that these occupations are viable pathways to the middle class?" he wonders. "The biggest frustration is that there doesn't seem to be a national voice on this."

There is, however, a growing chorus questioning college for all. Mark S. Schneider, a vice president at the American Institutes for Research, has said that competencies, not bachelor's degrees, may become the [more valuable currency in the job market](#). The *Washington Post* columnist Robert J. Samuelson has [argued](#) that the movement "cheapens" four-year degrees and stigmatizes those who choose another path.

Katherine S. Newman, provost at the University of Massachusetts at Amherst, and Hella Winston, a journalism fellow at Brandeis University, wrote in *The New York Times* last month that the education system should create more routes "straight from high school to a career," noting more than 600,000 open jobs in manufacturing, which some say is not in decline but in a renaissance. Other countries have expanded training for such jobs, they said, while we have let it atrophy.

James Rosenbaum, a sociology professor at Northwestern University, has long [argued](#) against the B.A. for all, particularly low-income students. In the old days of tracking, guidance counselors and others acted as gatekeepers, he says, steering even promising students away from college. Today, especially in poorer school districts, those counselors each serve hundreds of students, and because of the unfortunate history and current campaign, they are reluctant to discourage any aspiring collegegoers. As a result, Mr. Rosenbaum says, they put unprepared students on an unrealistic path.

The pressure of the national college-attainment agenda is misguided, says Diane Ravitch, the prominent education historian and professor at New York University. "The Obama administration keeps saying that everyone needs to go to college, and that we are going to have the highest college-graduation rate in the world by 2020, which is ridiculous," she says. The highest share of college graduates in the world doesn't equal a healthy economy, she adds. "We are chasing a fantasy."

Our economic and social problems stem more from the wide gap between rich and poor, and jobs sent overseas, says Ms. Ravitch, than from too few people pursuing a bachelor's degree. We're projecting economic insufficiencies onto the education system, she says. "The college-for-all talk is like fairy dust sprinkled over the conversation."

Progressives have been the great champions of college for all. Arguing that some students (probably lower-income and minority students) shouldn't seek four-year degrees, at least not right out of high school, feels dangerously close to the old tracking system.

But we never really stopped tracking. In the early 1990s, Shaun R. Harper's school in Georgia tracked students. Mr. Harper, who is black, was stuck in the middle, the general-education track, while most of the white kids, he remembers, were in college prep. A professor of education now at the University of Pennsylvania, he sees such tracking as more subtle than the old system, but still "inescapably raced."

"Gifted and talented," "Advanced Placement," and "honors" may have replaced "college prep" as the labels in some schools, he says, but similar sorting is at work. For example, [in 2014, an investigation](#) by the U.S. Department of Education's Office for Civil Rights found that black students in public schools in South Orange and Maplewood, N.J., occupied only one-fifth of the slots in AP courses, even though they represented more than half the enrollment in the school district. The department pushed the district to help more black students get into those courses.

De facto geographic segregation by race and class means that entire schools are set on tracks. Many cities' public schools are considered broken, and relatively wealthy families there hustle to get their kids into charter schools, pay tuition at private and parochial schools, or move to more-affluent neighborhoods, where home prices essentially serve as a barometer of public-school quality. As those children move into higher education, elite colleges largely enroll white students, while black and Hispanic students are more likely to attend open-access institutions, according to a [report](#) in 2013 by Mr. Carnevale's center at Georgetown.

Despite general encouragement to go to college, guidance or the lack thereof can still hamper ambitions. As part of a research project a few years ago, Mr. Harper interviewed dozens of high-achieving students in working-class and low-income neighborhoods of New York City. Guidance counselors were referring the students to the City University of New York and State University of New York systems, he says, even when they had the grades to get into Penn, Harvard, or the University of Virginia.

"When we talked to the guidance counselors, they would say, 'Kids from here don't get into schools like that,'" Mr. Harper says. So-called [undermatching](#), the phenomenon in which high-achieving, low-income students don't apply to or attend competitive colleges, is an insidious form of tracking, Mr. Harper says. But even he doubts whether all students should be pushed into four-year programs.

"I want to make college possible for anyone who wants to go and stands a shot at succeeding," he says. But plans for free community college or free public college, and more high-school graduates striving for bachelor's degrees, would have unintended consequences, he says. Even more than happens already, poor students would go to the free institutions, while rich parents would send their kids to expensive private colleges.

"What we are going to see, I'm afraid, is an amplification of the stratification of higher education," says Mr. Harper.

By getting rid of tracking, paradoxically, we have devalued a set of occupations and the training for them. "There is a narrative out there where it's college or nothing," Mr. Harper says. "Most of us need someone to cut our hair," he says. "We need hotel workers. We need auto mechanics."

He is not calling for the country to re-establish intentional tracking. "But when there was a vocational track, there was at least a narrative that it is OK to be an auto-shop worker or a hairdresser," he says. "Because we pretend that there are no tracks, we don't even talk about those options."

Maybe it's right that our educational and economic systems push the four-year degree. Some students will drop out along the way, but those who finish will have earned currency on the job market and be prepared (at least on paper) for graduate school and even more remunerative work. Meanwhile, technical training can be subject to the vagaries of specific industries, and in physical occupations like welding, employment lasts only as long as one's body.

But despite the focus on college completion, the [national graduation rate](#) at four-year institutions still hovers around 60 percent, about half that at open-access colleges. Clearly, four-year degrees aren't right for everyone, especially in a country that [increasingly](#) expects individuals to shoulder the cost. If you're poor, then, is it better to be told you're not cut out for college, and guided toward training that may cost less and lead to a solid job? Or is it better to shoot for a bachelor's degree, with the risk that you might fail, rack up debt, drop out, and be worse off?

"Everyone knows that we need to make career-focused education work, and the question is, How do you do that without falling back into some sort of tracking?" says Ms. McCarthy of New America. "It's just not an American thing to track kids into some sort of career at age 16."

There may be solutions that wouldn't force those choices. Many policy advocates — like Ms. McCarthy and Mr. Rosenbaum, of Northwestern — want to lower the stakes of pursuing a B.A. by instituting more "degree ladders" or "stackable credentials," to let students benefit in the job market as they accumulate credits. Under that approach, initial courses in any degree program would be oriented toward professional skills or specific fields of study. That would lead to badges or certificates, which could become an associate degree, which could lead, in time, to a bachelor's, as students built up their knowledge, experience, skills, and maturity.

"With each step, they get a payoff and a success," Mr. Rosenbaum says, "and if life interrupts with a crisis, as it [often does](#) for low-income students, they have got whatever they accomplished in the meantime." Such a step-by-step approach could also help motivate students.

College leaders like to say that higher education's greatest strength is its diversity. But it can also be a liability.

For now, students who want to move through the system's tiers have a difficult path. [Credits from community colleges](#) or career and technical colleges often [don't transfer easily](#) to four-year institutions. Many of Dunwoody's students were effectively stranded. So the college set up a B.A. itself. Now students can get a certificate to work in, say, a machine shop, come back for a two-year degree in tool programming, and later return for a four-year industrial-engineering degree.

Some students who have a hard time with straight academics, says Mr. Wagner, Dunwoody's president, can excel when they apply lessons to a practical problem. He sees students finally grasp math when they work with gear ratios in car transmissions. Mr. Wagner knows that kind of student well. He failed out of Lehigh University when he was 18, but his success in technical education led him to later earn bachelor's, master's, and doctoral degrees.

But as long as career and technical education is culturally marginalized, its quality will suffer, and its integration into mainstream higher education will stall. "We gave it over to the for-profits, which shows that we don't care about it," says Ms. McCarthy. "It's an afterthought."

While education can raise individual fortunes, it has historically been a great divider, structured to evaluate people and their abilities, and to separate them. Instead of accepting that reductionist approach, why not recognize individual talents, and find ways to enhance them? Some academics understand medieval literature or political philosophy in ways most of us never will. But others who never went to college may know how to deal with a "check engine" light in a car or a leaky dishwasher. We need both philosophers and plumbers, but our system values one more highly than the other.

In forging a path forward, Mr. Carnevale asks, "are you going to be a realist or idealist?" The idealist presses on with college for all, with more education, hoping that will solve the problems of inequality.

The realist, he says, respects job training and skills, counting career and technical education as a solid option. But if job-training programs were to grow in high schools, if educators steered more students into technical education, Mr. Carnevale says, those moves would need a certain packaging to make them politically acceptable. They would have to be billed as a path to college.

Lawmaker with the idea higher ed leaders hate

Inside Higher Ed

U.S. Representative Tom Reed says he's open to modifying a controversial proposal to channel spending from large college and university endowments into student aid, even as he pitches the idea to presidential candidates and takes flak from the higher education community.

Reed, a Republican from New York, is drawing up legislation that would affect universities and colleges with endowments of more than \$1 billion. His proposal would require those institutions to take 25 percent of the amount they earn on their endowments annually and pay that money as grants toward students' cost of attending. For some colleges with very large endowments -- and typically already with generous aid programs -- this requirement would result in large increases in spending on student aid.

The idea comes as Capitol Hill lawmakers [ramp up scrutiny](#) of endowment spending by wealthy universities. But it's drawing criticism as an unnecessary and legally dubious burden on colleges and universities. Reed's proposal has also been questioned for seeking to address college affordability but missing underlying issues.

For his part, Reed is not casting the idea as a silver bullet fixing the problem of rising college costs. He's describing it as a bridge, a step to take along with other measures. He's already talking about possible additions to the proposal, including the idea of requiring universities to draw up spending plans geared toward keeping tuition increases in line with inflation.

"These institutions have done very well, and I applaud them for accumulating these resources," Reed said. "But we need to get through this crisis."

Reed is looking for legislative ways to check rising education costs. At the same time, he's trying to avoid tapping taxpayer dollars, which is always politically risky for a Republican congressman, especially in an election year. And he's seeking to balance those goals while attempting to focus on a slice of the student population that may not have incomes low enough to qualify for Pell Grants.

Reed's proposal specifically requires grants generated by endowment earnings go toward working-family students -- defined as coming from families with incomes between 100 and 600 percent of the poverty line. For a family of four, that means grants prompted by the legislation would generally go to students from families earning between \$24,300 and \$145,800 under 2016 federal poverty levels. Universities and colleges would be allowed to pay more to families at the lower end of the range. The upper end of the range would be well above the U.S. median household income for families of \$68,426 [in 2014](#). But with the most expensive colleges having all-inclusive sticker prices of well over \$60,000, many with above-average incomes could consider elite colleges out of reach without student aid.

Proposed penalties would escalate depending on how many times an institution misses the 25 percent mark. For the first year of noncompliance, a 30 percent tax would be levied on the undistributed earnings required to go to students. The tax escalates to 100 percent for a second year of noncompliance, and institutions could lose their tax-exempt status if they were out of compliance for three years.

They would not incur penalties if all of the cost of attendance for working-family and low-income students were covered.

Many of the proposal's details are still being drafted. Asked whether entire universities could lose tax-exempt status under the bill or whether only their endowments would be affected, a spokeswoman provided a statement saying the details are not fixed.

"Questions like these are contingencies that we are taking under advisement as we move forward in this process, but once again, I would emphasize we are still ironing out the details of the bill," it said.

The proposal would affect nearly 100 institutions. A total of 92 U.S. colleges and universities had endowment funds valued at \$1 billion or more in 2015, according to [the most recent annual survey](#) from the National Association of College and University Business Officers and Commonfund Institute. That was just a small portion of the 828 endowments ranked.

It's an even smaller portion of the thousands of higher education institutions across the United States, said Steven Bloom, director of government relations for the American Council on Education, which represents 1,700 member institutions. Reed's proposal fails to get at the core factors driving higher student costs -- factors like public institutions' struggles drawing state funding, rising human resources costs and increasing health care bills, Bloom said.

Fundamentally, the American Council on Education opposes the idea of government restricting endowment spending.

"It would be very difficult," Bloom said. "We think it would be improper for the federal government to mandate the kind of approach that Mr. Reed is talking about."

Reed is willing to change key cutoffs in his legislation. The numbers he's proposing were intended as a way to start the conversation, he said. The \$1 billion limit could be adjusted, as could the requirement that 25 percent of endowment earnings be spent.

"It truly is an arbitrary number," Reed said. "That's something we can work on. We can base it on something. We recognize they need to have control over their resources, too."

But Bloom said the American Council on Education is unlikely to change its stance.

“I don’t think we’d be interested in negotiating over the terms of the bill to make it less bad,” Bloom said. “It misses the mark.”

The legality of Reed’s proposal stands as another major question. Many parts of endowments funds are restricted after being given by donors for dedicated purposes. Colleges and universities have a legal requirement to spend restricted parts of endowments -- and their earnings -- in specific ways, said Ronald Ehrenberg, the director of Cornell University’s Higher Education Research Institute. Cornell lies within Reed’s upstate New York district.

“He doesn’t seem to understand that the endowment is not one amorphous thing,” Ehrenberg said. “It is largely a set of gifts that have been given to the university for specific purposes. Some of the gifts are for financial aid. But some of them are for things like supporting faculty positions or supporting programs.”

Requiring universities to spend more of their endowments on tuition could have unintended consequences, Ehrenberg said. Such a move could suck money from endowment spending on other priorities, which in turn could lead colleges and universities to raise tuition to pay for those priorities.

Only the wealthiest institutions can afford to provide all or most of their financial aid from their endowments, Ehrenberg said. He added that any affordability efforts focused on endowments are bound to miss a large swath of students.

“The problem, in terms of affordability of American higher education, is not at the rich privates,” Ehrenberg said. “At the rich privates, virtually all of the aided students are paying less in real terms now than they were five or 10 years ago.”

And the relationship between endowments, financial aid and other spending is more complex, said Jessica Sebeok, associate vice president for policy at the Association of American Universities, a group made up of 62 top research universities in the United States and Canada. Requiring spending based on endowment returns in one year can make it harder for [institutions in years when returns are leaner](#), she said.

“Increasingly endowments have come to play a significant role in bridging those gaps and making it possible for universities to pursue their missions,” she said. “In a good year, Harvard and others will do well. Very often, in a bad year, they’re relying more heavily on reserves. And again, the whole purpose of endowments, really, is to find that equilibrium between present needs and future purposes.”

Reed’s proposal is one of several ideas to be floated regarding endowments. Others have included requiring a certain percentage of funds to be paid out annually, taxes on endowment earnings and limits on tax benefits for some gifts to endowments.

Congress has shown renewed interest in endowments as well. Earlier this year, two congressional committees asked 56 private institutions with endowments over \$1 billion for information on how they were using their endowment assets. When Harvard and Princeton Universities [responded to the inquiry](#), they said their endowments support undergraduate student aid and other functions, although they are not general funds.

Harvard's endowment is the largest in the country, according to NACUBO and Commonfund. It stood at \$36.4 billion in 2015, up 1.6 percent from 2014.

The latest interest in endowments comes after other efforts in recent years. A 1 percent tax on the investment earnings of college and university endowments worth more than \$100,000 per student was part of then-Representative Dave Camp's proposed [tax code overhaul](#) in 2014. Republican Senator Chuck Grassley scrutinized college and university endowments in 2007 and 2008, efforts often considered to have stoked larger aid packages for low- and middle-income students at wealthy institutions.

Now Reed said he's pitching his idea to presidential campaigns including that of presumptive Republican nominee Donald Trump and Democratic front-runner Hillary Clinton. He's not bullish on the legislation's prospects for this calendar year. But he thinks it could be taken up in 2017, particularly if tax reform becomes a priority.

Another idea Reed is considering would introduce the idea of cost-containment plans. His legislation could require universities and colleges to file cost-containment plans geared toward keeping tuition from rising faster than the cost of inflation. The government could require such plans in lieu of a financial penalty after an institution first misses the 25 percent student-aid-spending requirement.

Reed freely admits the reactions to his endowment proposal have not all been positive.

"Obviously, the folks in the higher ed arena are concerned," he said. "I get that. We're talking billions of dollars that are in these funds that are generated over years."

Still, Reed believes his focus on endowments has sparked a conversation.

"I'll tell you, we have gotten the attention of institutions far and wide -- ones that would qualify for this \$1 billion threshold, and others that are just below it," Reed said.

Regional publics cast wider nets and rethink retention

The Chronicle of Higher Education

When enrollment crises hit, campus leaders sometimes propose wild ideas, like sending recruiters far and wide to drum up more applicants. But that's not always wise — or feasible. Sure, the most-selective colleges can pull eager students from 2,000 miles away, but most institutions can't. For much of academe, recruitment is local.

That's especially true for regional public universities, many of which find themselves in a tightening bind. Those institutions, typically serving great numbers of low- and middle-income students, are under pressure to keep prices low even as state funding declines. That has forced some leaders to rethink traditional enrollment strategies. In the name of adaptation, they are sharpening recruitment tactics, seeking new ways to serve their markets, and fine-tuning student-success plans.

And unlike many public flagships, they're not doubling down on recruiting in faraway states. "We're saying 'no' to California," says Gary D. Swegan, associate vice president for enrollment planning and management at Youngstown State University, in Ohio. "It's just not going to happen at a school like ours."

Still, Youngstown State is trying to reach a wider audience within its region. A must, Mr. Swegan says.

After all, the university, primarily a commuter campus, has long depended greatly on its own backyard: For many years, about four-fifths of its students came from just five of Ohio's 88 counties. That was OK until a recent enrollment downturn shook the campus, where the number of students fell by 17.5 percent over four years, leading to layoffs and pay freezes.

Several factors led to the downturn, officials say. As the economy improved, many students returned to the work force. And the university, once an open-admission institution, raised entrance requirements, factoring out would-be admits.

Under a new president, Youngstown State, in the northeast corner of Ohio, embraced a new direct-marketing plan designed to reach from Cleveland to Buffalo, and down to Columbus and Pittsburgh. Meanwhile, the university has hired three part-time regional recruiters to work the many parts of the state where its name isn't well known, or known at all. All that will help the university expand its residential population, officials hope.

Mr. Swegan is cautiously optimistic. Last fall the size of the first-year class increased by 13.5 percent over the previous year, with students coming from 54 Ohio counties, up from 37. The average ACT score of incoming freshmen (21.5) has risen a couple of points over several years. All the spaces in a new apartment complex, privately developed in partnership with the university, are full for next fall.

Although the university intends to keep serving its traditional base, a projected population decline in Ohio's high-school graduates has persuaded Mr. Swegan that a wider recruitment net and a more-aggressive marketing push are necessities. "It used to be, Sit back and wait for whoever walks in the door," he says. "But we cannot be a five-county institution anymore. There's just no way."

'Not the Norm Now'

Recruitment's only one piece of any enrollment puzzle. "I've seen people finally come to grips with the fact that it's not just about new freshmen," says Gerri L. Daniels, director of admissions at Northern Michigan University. "You can't put all your eggs in one basket."

Although Northern Michigan has long considered transfer students a priority, it has done much more to engage them over the last decade or so, improving transfer-of-credit policies and expanding scholarships. Yet with community-college enrollment declining, Ms. Daniels says, regional publics are wise to seek new strategies, too.

Last fall Northern Michigan saw its total headcount drop by about 400 students (on a campus of 8,200). By then, various strategies to enhance recruitment and retention were underway.

To expand its outreach, the university has created an Extended Learning and Community Engagement Division, led by a new vice president. The "Northern Promise," one of the division's first projects, was designed to give local high-school students a chance to earn 12 to 15 college credits at no cost to them (their schools foot the bill). The same program includes a "second-start" path to the university for high-school graduates who, though they might have low grades and test scores, can demonstrate competency in reading, writing, and math. The venture is also meant to promote partnerships with local businesses that might better train future workers.

And the university plans to expand its online offerings. "We're thinking beyond just how we can be appealing to one kind of student," Ms. Daniels says.

No discussion of regional publics is complete without considering the diversity of the students they serve. According to a recent analysis of federal data by EAB (formerly the Education Advisory Board), the percentage of Pell-eligible students at regional publics rose to 43 percent in 2012, up from 33 percent just five years earlier.

That presents a keen challenge for institutions hoping to retain and graduate more students. "It's much easier to say, We want to just go out and get more high-scholarship students who can all pay and graduate in four years," says Terricita E. Sass. "Uh, that's not the norm now."

Ms. Sass is associate vice president for enrollment management at Southern Connecticut State University, which has seen a surge of not-so-well-prepared applicants, many of whom are minorities from underserved high schools. Instead of writing off all those with subpar transcripts, the institution has been looking more closely for evidence of motivation. Some

students, for instance, had managed to bring up their grades during their junior and senior year, which told the university something important.

"They simply have not had the opportunities," Ms. Sass says, "but they're smart kids, who, if given the opportunity and support, can be successful."

Plenty of colleges mine data to find more of the applicants they really want. Yet the right numbers can also reveal how well an institution is meeting the needs of the students it already has.

Recently, an analysis of enrollment data convinced Southern Connecticut that it could better serve those students who needed the most support. Too many had been dropping out after one or two years. "More intervention was needed," Ms. Sass says.

So the university has expanded its summer bridge program to provide sustained mentoring — courtesy of faculty, staff, and other students — to select freshmen and sophomores. The idea is to promote engagement, a sense of community that lasts. It's one way the university is trying to better align recruitment and retention strategies. "If we can retain more students, there's less pressure on recruiting, less of a revolving door," Ms. Sass says. "We can't change that demographic shift — these are the cards we are dealt."

How much are young Americans paying a month on student debt? Less than you think

The Wall Street Journal

Many Americans are struggling under huge monthly student-debt bills. But they are a sizeable minority, not the norm.

That's the conclusion of research from the **Federal Reserve Bank of Cleveland**. The typical borrower between ages 20 and 30 [pays \\$203 a month toward student debt](#). Three-quarters of borrowers pay no more than \$400 a month, the study shows.

The figures are likely surprising for anyone who's followed the public discourse over student debt in recent years. Student debt nearly [tripled over the last decade](#), after inflation, to north of \$1.2 trillion, **New York Fed** data show. Many activists and elected leaders say huge bills are preventing Americans from saving for retirement and buying a home.

Yet for most, monthly bills are still quite manageable, roughly in line with what people pay on a car loan. Several factors are tamping down monthly student-debt bills, not all of them benign.

Economist **Joel A. Elvery** used an anonymous sampling of Americans' credit reports to determine the median and average monthly student-loan payments of borrowers in their 20s. The median monthly payment—the point at which half of all payments are higher and half are lower—rose 63% from early 2005 to \$203.71 as of the second quarter of 2015.

The average payment rose 53% to \$351.03. (The average is much higher than the median because a substantial slice of borrowers took out jumbo loans to attend graduate school.)

One caveat: Many borrowers in their 20s are still in college or grad school and thus aren't required to be making payments yet. Mr. Elvery says even when excluding all borrowers with monthly bills of \$0, the median and average figures only go up a few dollars.

So why are bills so low?

The biggest factor, Mr. Elvery says, is that the number of borrowers rose more quickly in the last decade than individual debt burdens. Enrollment in higher education surged during and after the recession.

There's another factor that's somewhat troubling. Individual balances have risen quickly, too, but many borrowers are reducing monthly payments by extending the period over which they will repay them. Instead of taking 10 years to repay, many borrowers are opting to pay for longer, over 20 or 25 years.

They're largely doing this by enrolling in income-based repayment plans, which cap borrowers' monthly payments at 10% or 15% of their discretionary incomes (as set by a formula). While

this lowers their payments significantly—by hundreds of dollars in many cases—it also means, for many, that balances grow. Payments under income-driven repayment often don't cover interest. The government promises to forgive any amount remaining after 20 or 25 years, but that amount will be taxed as ordinary income.

And, of course, a \$400 or even \$200 payment is high if the borrower is unemployed or stuck in a low-level job. Indeed, borrowers who are the most behind on payments typically have balances in the low end—under \$9,000—mostly because they never finished school.

The upshot is that many borrowers are doing just fine—[some are even buying homes](#). But there are big variations from the norm that can't be ignored.

When protests obstruct free speech

Inside Higher Ed

Sitting on the stage at DePaul University Tuesday, Milo Yiannopoulos spoke without incident for around 15 minutes, offering his trademark inflammatory criticisms of feminism, the transgender rights movement and campus politics. And then the conversation turned to microaggressions.

“They’re called microaggressions because you can’t even see them,” Yiannopoulos, a pundit at the conservative website Breitbart.com, told the crowd. “And the reason you can’t see them is because they’re not there. Nothing happens.”

Which is when something happened: blowing a whistle, a student walked down the center aisle of the auditorium until he reached the stage. He sat on the table between Yiannopoulos and a student from the College Republicans, who was moderating the event, and began speaking to the crowd.

“Please, sir,” tried the student moderator. “Sir, please.”

“We’d like to ask you to please -- ” began another.

But a second student had joined the first on stage, and at once, the event became a protest.

[It wasn’t the first time](#) college students protested Yiannopoulos. He is a divisive figure. He is, [as a writer for Fusion put it](#), “the sort of frustrating troll who, for instance, might declare his birthday World Patriarchy Day, suggest Donald Trump is ‘blacker’ than Barack Obama or, although he is gay himself, assert that gay rights have ‘made us dumber.’”

Those protesting at DePaul -- in a rally outside and during the disruption -- said Yiannopoulos was engaged in hate speech that made minority and other students feel unsafe and unwelcome at their own institution. They argued that Yiannopoulos shouldn't have been invited.

The DePaul protesters grew in ranks, and the College Republicans who organized the talk were unable to regain control of the event. The event was cut short.

For free speech advocates on both sides of the political spectrum, the event was fraught with tension: What happens when a protest prevents an event from taking place and blocks ideas from being heard?

DePaul’s president, the Reverend Dennis Holtschneider, was out of town during the event, but was briefed on it.

“Generally, I do not respond to speakers of Mr. Yiannopoulos’s ilk, as I believe they are more entertainers and self-serving provocateurs than the public intellectuals they purport to be,” he said in a statement.

And yet: “Those who interrupted the speech were wrong to do so,” he continued. “Universities welcome speakers, give their ideas a respectful hearing and then respond with additional speech countering the ideas.”

Speech and Safety

Six days before Yiannopoulos’s speech, a group of Jewish students at the University of California at Irvine gathered for a film screening. Called *Beneath the Helmet*, the film documents the lives of five Israeli soldiers.

In the middle of screening, a group of student protesters appeared outside the classroom door.

“This was not a peaceful demonstration,” said Lisa Armony, executive director of Hillel Orange County. “This was an angry, screaming, large group of people trying to get into a room of students sitting and watching a movie.”

Armony called the police.

So did one of the students who had been watching the film and who had gone into the hall to make a phone call before the protesters showed up. “She got scared and tried to get back into the room to be with us,” Armony said, “and they wouldn’t let her in.” According to Armony, the student hid in a nearby classroom until she felt it was safe.

After police arrived, the group finished the film. According to Hillel Orange County, one police officer remained in the room until the film was over, at which point police officers escorted the students to their cars.

Law enforcement officials and student affairs officials are conducting two parallel investigations. If the administration concludes that the protesters did disrupt the screening, they will be disciplined.

“We are not in the business of allowing folks to disrupt events,” said Thomas Parham, UC Irvine’s vice chancellor for student affairs. “We do not approve of free speech that seeks to shut down anyone else’s right to free speech.”

The Irvine chapter of Students for Justice in Palestine posted a note on its Facebook page that expressed pride in the protest but did not address the criticisms. “Today we successfully demonstrated against the presence of IDF soldiers on campus. We condemn the Israeli ‘Defense’ Forces, better defined as Israeli Occupation Forces (IOF), because they enforce Zionist settler colonialism and military occupation of Palestinian land by the Israeli nation-state,” the

statement said. "Not only does the IOF commit murders and several violences against the Palestinian people, including its use of Gaza as a laboratory for weapons testing, but it enforces militarization and policing all over the world. The United States send [sic] delegations of police forces to train in Israel by the IOF, such as the LAPD and NYPD for example. The presence of IDF and police threatened our coalition of Arab, black, undocumented, trans and the greater activist community. Thank you to all that came out and bravely spoke out against injustice."

The group has since posted [a longer statement](#) in which it says that actions that make minority or pro-Palestinian students feel unsafe are ignored, unlike the speedy reaction to the complaints last week. "In talking about providing a safe environment for all students on campus, administration's double standards must be acknowledged," the statement said.

Jewish groups on campus had been holding a series of events that week. Administrators had anticipated some dissent, and they created a space near the events for protesting students to use. But according to Parham, the film screening was moved on campus at the last minute. If the administration had known about the event, it would have put proper security measures in place.

Predicting Protest

Shutting down a protest is tricky. When college authorities act too quickly, they infringe on the rights of peaceful demonstrators who are doing exactly what they're taught to do, in these cases voicing peaceful opposition to a conservative writer or Israel's treatment of the Palestinians. Even the sponsors of the events say that protests outside -- however strong the language used -- would have been a different matter.

"We've seen protests against events that were completely nondisruptive shut down inappropriately," said Ari Cohn, a free speech lawyer at the Foundation for Individual Rights in Education. "But if those protests are disruptive to the extent where the students they are protesting against are not able to carry out their event, that's when the university has to step in."

Kevin Kruger, president of NASPA: Student Affairs Professionals in Higher Education, said colleges should try to anticipate in advance whether an event or speaker might provoke a strong reaction. But still, that kind of anticipation is easier said than done.

"You can't always predict what's going to happen," he said. "It could start out as peaceful and become violent."

But when student groups need more security, who pays for it? At UC Irvine, the Jewish groups did not have to pay for the extra security. But at DePaul, the College Republicans and Breitbart were required to contribute.

Now, Breitbart is demanding its money back. After paying the required fee, the organization is angry that security officials didn't do more.

Cohn disagrees with any requirement that campus groups pay for security. While they aren't required to provide the security themselves, he said, "colleges should not charge student groups for protecting themselves because somebody might protest at their event."

Others say if nobody has an obligation to pay for security, students will be left in vulnerable situations.

"If we know that a certain speaker or event might increase the likelihood of some kind of violence, I think it's reasonable to ask the sponsors to underwrite some of the security at that event," Kruger said. "That's been happening for decades."

At DePaul, the College Republicans haven't yet decided whether to reschedule the event, according to club member Benjamin Cohen. But going forward, they hope the university improves its policies. At UC Irvine, pro-Israel groups are trying to bring the film back to campus.

"The best thing we can see from the school as a response to this is a policy and commitment on the school's end, from now going forward, that the school will take an active role in ensuring that events are allowed to proceed," Cohen said.

Where does the regional state university go from here?

The Chronicle of Higher Education

It's a waiting game at Western Illinois University, and one with high stakes.

As Illinois' budget standoff moves into its 11th month, people at the state's public colleges are wondering: When the state turns on the financial tap, what kind of money will come back? Who will still have a job? What programs will still be open?

The impasse in Illinois is particularly drastic, but it is symptomatic of the instability of state support for higher education. That instability has raised fundamental questions about the future of the nation's regional public universities, which educate nearly 30 percent of Americans who attend a four-year college.

What is their role? What should it be? Are they meant to bring a broad, liberal-arts education to the masses, close to home? Or should they hone a utilitarian focus, offering majors designed to funnel graduates straight to ready-made careers in the regional job market?

As enrollments decline, tuition rises, and budgets wither, do states have a strategy for the backbone of their higher-education systems? Where they don't, de facto mission changes are happening. By happenstance, in some cases, states are reshaping the workhorses of public higher education and how they are educating the middle class.

At Western Illinois, nearly 150 employees, including nontenured faculty members, have been laid off. As enrollment drops, the university is taking a closer look at its academic programs, reviewing those with low enrollment. To save money, some may be closed, merged with others, or reduced to a handful of courses offered in other departments.

The fates of a relatively small cluster of majors and faculty jobs in this rural corner of Illinois hang in the balance, and so does the role of a regional public university in the 21st century.

Without the athletics or research activities that draw public and legislative attention to flagships, regional publics have often been left to flourish, or falter, on their own. Unlike flagships, regionals can't count on significant research funding, large endowments, or abundant out-of-state tuition to insulate them from the kind of budget cuts most states have handed down since the recession hit, in 2008.

The neglect is no longer benign. The inattention to public regionals, and the limited spending on them, disproportionately hurts low-income and first-generation students, who make up a large portion of those colleges' enrollment. And it threatens state and national goals for higher education, both those of broadening access and getting more Americans to a college degree.

Illinois's budget feud has grabbed headlines for the past year, but the deeper challenges that beset Western Illinois have been looming on the horizon.

Like many other Midwestern states, Illinois is losing population. The total number of state residents shrank by 0.2 percent (about 22,000 in net population) in 2015, the second-biggest percentage drop, after West Virginia, last year. The number of high-school graduates in Illinois also is projected to decline over the next decade. Population losses have been especially steep in the rural counties of the state, including the sparsely populated farming region that encircles Macomb, where Western Illinois is located.

The university has been successful in recruiting students from outside its immediate region — nearly half of its students come from the Chicago area — but its enrollment over the past decade has echoed recent state population trends. Fall enrollment for undergraduates has fallen steadily, from 11,284 in 2005 to 9,141 in 2015.

It probably doesn't help that tiny Macomb could be a tough sell for students interested in a more urban setting. The town boasts old-fashioned courthouse-square charm, but it's sleepy and remote. The nearest Starbucks is nearly an hour's drive on two-lane roads.

At the same time, state appropriations, which up until this past year provided about 40 percent of Western Illinois's instructional budget, have been effectively flat against inflation for most of the past five years. Tight budgets and enrollment declines have led to tuition increases, which in turn hurts the university's competitive position in the market. Total tuition, fees, and room and board for in-state students rose from \$14,977 in the 2008 fiscal year to \$22,469 in the 2016 fiscal year, an increase of 40 percent. (Western Illinois offers incoming students a cost guarantee that freezes the amount they pay for four years.)

When the university began the 2015-16 academic year with no state funds, administrators began laying the groundwork for furloughs and staff layoffs in case the budget impasse dragged on. In response to the enrollment losses and the accompanying revenue drops, administrators also began considering faculty layoffs and pondering what to do about academic programs with the lowest enrollments. The largest program on campus, law enforcement and justice administration, had 24 full-time faculty members and graduated 386 majors last year. Among those with low enrollments were African-American studies, which had five full-time faculty members and graduated three majors, and philosophy, which had five full-time professors and graduated two majors.

Western Illinois takes pride, says Jack Thomas, the president, in being "a comprehensive university that provides a quality and well-rounded education for students." But to remain financially viable, he adds, the university has to bring the number of its faculty and academic programs in line with the number of students it actually has.

When all is said and done, about 30 nontenured faculty members will lose their jobs to layoffs. Nine programs are facing official review.

Each of those programs — philosophy, religious studies, geography, African-American studies, women's studies, a bachelor's in music, musical theater, bilingual/bicultural education, and health sciences — has had to submit a report, making a case for its contributions to the university. The Board of Trustees will decide the programs' fates next month.

If any majors are eliminated, Mr. Thomas says, it doesn't mean that all of the courses in the subject, or all of the professors in those departments, are going away. Some majors could be combined or redesigned to improve their appeal to students. Western Illinois remains deeply grounded in the liberal arts, he says, but in the state's current higher-education landscape, "we can't be everything to everybody."

For decades, regional public universities have, in fact, tried to be everything to the citizens of the regions they served. After World War II, states poured money into public colleges to educate the working and middle classes and stoke the postwar boom. Some states, like California, developed a clear plan for their growing higher-education enterprise, including setting out specific roles for their regionally oriented campuses. California State University institutions were designed, initially, to focus on equipping the state's population with four-year degrees and to leave doctoral education and extensive research to the University of California. Other states adopted similar structures, but few applied the same rigor to defining missions for their regional universities.

What had often started out as state teachers' colleges added more and more academic programs and graduate degrees over the decades. Some added research activities to their portfolio. Many began to resemble mini-flagships, reflecting the aspirations of their administrators and faculty as much as the needs of their regions.

As long as state budgets were flush and high-school graduates were abundant, regional universities could sustain that model, says Iris Palmer, a public-higher-education expert who works as a senior policy analyst at New America. But now, she says, with demographic shifts and tight state support, regional institutions can no longer sustain models in which they have emulated flagships.

Blame for any failures of the regional-university model lies with the states as much as the universities themselves, says Aims C. McGuinness Jr., a senior associate with the National Center for Higher Education Management Systems. Keeping a state's public institutions focused on their roles requires an effective, comprehensive statewide strategy. "I don't think you see a lot of those around," he says.

If you want to see the consequences of not having a statewide plan, Mr. McGuinness says, look at Georgia. The state is merging a number of its colleges in part, he says, because of decades of unchecked institutional sprawl. "They let their community-college system emerge into this mixture of associate and baccalaureate degrees sitting right next to four-year institutions and HBCUs."

A representative from the University System of Georgia declined to comment.

Illinois dissolved its Board of Governors, which oversaw state higher education, back in 1997. The University of Illinois campuses operate as a system, but the individual regional universities were allowed their own boards to give them more autonomy, says James L. Applegate, executive director of the Illinois Board of Higher Education.

The layoffs and program reductions that Illinois public universities are going through have less to do with the lack of a plan and more to do with a lack of state support, Mr. Applegate says. Illinois has cut a total of \$1.2 billion from its appropriations for higher education since 2000, he says, leaving the state's colleges in "survival mode."

The state board has been working with the individual regional colleges to evaluate their programs and better align their course offerings with what's needed in each region, Mr. Applegate says, "to keep the work force healthy and drive our economy."

Regional universities, Ms. Palmer says, may need to leave behind decades of aspiring to be like flagships and instead look to community colleges as their models. Focusing on applied degrees aligned with the regional work force can give a college a strong pull for students. "It's definitely not prestigious," she says, but if many regionals are going to remain sustainable, it may be the only course.

Some states have been refocusing their regional universities on work-force needs for years. Since 2010, the institutions that make up Pennsylvania's State System of Higher Education have suspended or closed more than 400 programs, introduced more than 300 new programs, and updated or redesigned more than 100 others. The process has been guided by program reviews at the local level and by data from the system on employer needs and the existing work force, says Kathleen M. Howley, the system's deputy vice chancellor for academic and student affairs. The system, she says, uses online courses and other methods to try to ensure that students can major in what they want, even if it isn't offered at their local campus.

But too much focus on work-force needs may narrow regional universities too much. Students don't always know what they want to study when they show up on their local campus, says Kenneth M. Mash, president of the Association of Pennsylvania State College and University Faculties and a professor of political science at East Stroudsburg University. Further, he says, they may not find their way to disciplines that are minimized or too difficult to pursue. Too much emphasis on career-track offerings may also leave out some of the liberal-arts benefits many employers say they prize most: critical-thinking skills and the abilities to write well and work with others. After all, Mr. Mash says, there's a reason "some of these disciplines have been around for thousands of years."

Western Illinois is using numbers to help guide its future. At the center is a metric put in place by the state last year and designed to identify "low-producing programs." The current yardstick defines a low-producing program as a major with fewer than 25 students that fails to award an

average of six degrees per year over five years. The board recently adjusted the metric so that, beginning next year, a program must have 40 students majoring in it and award an average of nine degrees per year over three years.

The department of philosophy is among those that fail to clear the bar. The number of students majoring in philosophy, though, has increased, up from 14 last year to 26 this year. Christopher Pynes, a professor of philosophy and chair of the Faculty Senate, says that there are only two public four-year institutions in the state, the University of Illinois at Urbana-Champaign and Illinois State University, where the philosophy departments have 40 or more student majors. If Western Illinois continues to call itself a university, Mr. Pynes says, "it should provide students a university education, period." And that, he says, means they can major in philosophy, religious studies, and other key liberal-arts majors now on the block.

The metric doesn't capture the full contribution of the African-American-studies major either, says F. Erik Brooks, a professor of African-American studies and chair of the department. The department offices serve as a haven for African-American students on campus, Mr. Brooks says, and he and the other faculty members serve as de facto counselors. "A lot of that grooming and mentoring that we do that people don't see, a lot of that will be lost," he says, if the department is eliminated or downsized.

Western Illinois, like the state itself, is becoming more diverse. Nineteen percent of the university's students are black and 9 percent are Latino. "How are we getting people prepared for that?" Mr. Brooks asks.

The faculty committee evaluating the arguments being made by colleagues like Mr. Pynes and Mr. Brooks has had "wrenching, intense" discussions, says David Banash, a professor of English and a member of the committee. The real question before the committee, he says, is "What is the nature of the university and its education?"

A traditional university education involves exploring different disciplines and ideas and "seeing the world in a bigger way," Mr. Banash says. That experience used to be reserved for "the very wealthy, or at least the solidly middle class." If access-oriented regional public universities keep moving toward a more utilitarian focus, he adds, "we're going to have one kind of education for the wealthy and an entirely different kind of education for the poor."

Does cash-strapped Western Illinois risk reducing its commitment to providing that traditional broad-based education to its students, almost half of whom are eligible for Pell Grants? Or, Mr. Banash asks, does it "pay for departments that essentially can't pay for themselves because they're so important?"

Some professors believe that a refocusing of mission is long overdue. Barton Jennings, a professor of supply-chain management and a member of the faculty committee, says that some of the self-proclaimed "core" university disciplines simply don't have the numbers to prove it. Classes in law enforcement and justice administration are bulging, for example.

Mr. Jennings sees the value of a strong liberal-arts curriculum, but perhaps where it's "a service" to other programs through general-education courses rather than through full-fledged majors. He refutes claims that the culture of the university would change without some of the majors under review. "It's changed already," he says. "They're just not aware of it."

Whatever decision the Board of Trustees makes, whatever level of state support eventually makes its way to the university's accounts, Western Illinois is changing, perhaps permanently.

If administrators apply the new 40-major metric to programs there, Mr. Pynes says, about two dozen of the nearly 70 undergraduate programs wouldn't be able to meet that level. Western Illinois's English department would make it, Mr. Banash says, but he suspects that there are English programs elsewhere in the state that wouldn't.

No one at the state board or at campuses themselves is out to get the liberal arts, Mr. Applegate says. The goal is to identify low-enrollment programs and, if they are indeed important to the university, find a way to redesign them or otherwise make sure that they enroll the students they should. "If you're core, then you ought to have students actually learning your disciplines," he says. "You ought not to be producing 1.6 graduates a year."

State universities should not just eliminate standard areas of studies, says Kelly M. Burke, a Democratic state representative and chairwoman of the House of Representatives' Higher Education Committee. Doing so would shortchange students. At the same time, she adds, universities can't operate without appropriate scrutiny of what their departments are doing.

Judging which programs are worthy based on the numbers of majors and graduates may not be the best way to evaluate their productivity, says Ms. Palmer of New America. Looking at the amount of money going into a department for salaries and expenses versus the money coming back to the university in the form of tuition from its students can identify whether programs are cash-flow positive, and which should be. A program with few faculty members and low overhead that enrolls many students in general-education as well as major courses may not be the drain on a university's resources that it might appear. At the same time, if a major like economics, which is popular at most colleges, isn't attracting enough students to cover its expenses, it could be a sign that the program needs to work harder at recruiting.

Illinois's regional universities may need to make other changes to better serve the state in years to come. The state will have to do a better job of getting adult learners back into college if it is to meet its goal of getting at least 60 percent of its population to having a college degree or career credential by 2025, Mr. Applegate says. About 40 percent of Illinois residents have a degree or credential now. Embracing adult education would benefit the state, Ms. Burke adds, and it could help the universities by increasing enrollment.

Regional publics across the country are struggling, and many aren't far behind Western Illinois in facing hard calls about their future. Kansas has cut about \$95 million from its support for higher education since 2008. April Mason, the provost and a senior vice president at Kansas

State University, says that her institution has nationally ranked programs in its College of Architecture, Planning, and Design that operate at a cost to the university but that the university is "less able to bear it now." A few more years of slashed support could leave the state's regional universities "really, really struggling," she says. The university is considering how best to evaluate its individual offerings to avoid continued cuts across all academic departments. "I don't want to give up quality of programs, and I fear that we're getting awfully close to that."

At Western Illinois, some faculty members and students face an uncertain future. Many professors say they know colleagues who are looking for jobs elsewhere. Heather McIlvaine-Newsad, a professor of anthropology, has done research on how communities deal with the aftermath of natural disasters. The effect of the combination of the budget impasse, the declining enrollment, and the threat of program reviews sometimes reminds her of the situations she witnessed in post-Katrina Louisiana. Colleagues have lost jobs, and many of those who remain are worried about theirs. Others on campus are attempting to adjust to "a new normal," Ms. McIlvaine-Newsad says, but morale is low. Fall enrollment is projected to drop by 10 percent.

Whatever the state board decides about programs at Western Illinois, and whatever the state government decides to do about the budget, will have ramifications for years, possibly decades. The combination of unclear state strategy and continued disinvestment is unlikely to produce positive results, in Illinois or in any other state. As more and more jobs require a college degree or technical skills, states should be building an agenda for higher education, says Thomas L. Harnisch, director of state relations and policy analysis at the American Association of State Colleges and Universities. The budget cuts of the past eight years, he adds, have already done extensive damage.

The students attending Western Illinois and other cash-strapped regional universities will be fine. They'll graduate and find good jobs. But Mr. Harnish worries about their children. What kind of public colleges will they inherit? Will the next generation be able to afford them? And will the educations they offer be any good?

The elusive young donor

Inside Higher Ed

Northeastern University took a beating in early June for a fund-raising effort derisively dubbed a student loan lottery on Twitter. But beyond social media sneers, the effort provided a window into a larger struggle to turn young graduates into donors.

That struggle is more difficult because of the higher student loan debts, tougher job markets, increased mobility and new technological trends of recent years. Despite challenges, though, experts say colleges and universities have to try new strategies to cultivate young donors. While institutions may misstep from time to time as they find the best way to reach recent graduates, they need to do so to set themselves up for the future.

Northeastern's ridiculed fund-raising effort was [a text message](#) offering students the chance to win \$1,000 toward their student loan payments if they made donations. It drew quick rebuke on Twitter, with one user, @carrohalpin, posting, "Appreciate the acknowledgment that I have loans. But that's why I'm not donating [right now]. 1K is a drop in the bucket." Another, @Nick_Beek, posted, "Student debt is not a game like lotto games played at [@7eleven](#). Cut out the outrageous fund-raising text messages."

The university declined to comment for this article, instead providing the same statement it released in early June: "Inspired by a well-intentioned donor, the university launched a one-time text message campaign to a limited group of alumni," it said. "It was a one-day effort and has now concluded."

Experts generally weren't willing to comment directly on the campaign, either. But they were willing to discuss the broader trends in higher education fund-raising into which it fits. Important among those trends is that institutions have ridden large donations to record levels of fund-raising. Yet at the same time, donor participation rates are dropping.

Colleges and universities drew a record level of charitable contributions in the 2015 fiscal year, \$40.3 billion, [the Council for Aid to Education said in January](#). But the portion of alumni who made donations actually fell to 8.4 percent -- down from 8.6 percent the year before and 11.7 percent in 2007.

The general consensus is that participation rates are falling as technology allows colleges and universities to keep track of more of their graduates -- the pool of potential donors is expanding, even if the number of actual donors is not falling. But institutions still want to raise their participation rates, as they are important in university rankings. Reaching the huge number of recent graduates is an important way to do so.

At first glance, recent graduates might not appear all that important beyond participation rates. While some have money, as a group they're less likely to give the major gifts that higher

education has increasingly relied upon of late. But reaching younger donors is seen as cultivating them for the future. They might not be able to give much now, the thinking goes. But recent graduates establish their giving habits early.

So it's now or never if institutions want to lay the groundwork for the future. And at a time when institutions with tight budgets are relying more and more on fund-raising, never is an extremely unappealing option.

"We have to engage them now, otherwise the capital campaigns 10, 15 years down the road are really going to suffer," said Joshua Robertson, vice president of analytics and strategy for Ruffalo Noel Levitz, an enrollment and fund-raising consulting firm with an emphasis in higher education.

But one of the major challenges to reaching younger donors now is their mobility. Many millennials plan on moving this year, Robertson said. They're less likely to update their address with the U.S. Postal Service.

Institutions can try to overcome that challenge by performing their own change-of-address research, Robertson said. Or they can send mailers to parents. But mobile phones have become the new gold mine in fund-raising. Robertson calls the cell phone number the "forever number" because graduates tend to keep them, no matter where they move in the United States, he said.

Even if they have a cell phone number, institutions still need to be able to talk to their recent graduates and find campaigns that appeal to them. Intelligent requests for donations are key, Robertson said -- institutions can't try to raise \$1,000 from someone who can't afford it. For younger donors, he likes the idea of small gifts on a recurring basis, which can raise significant money but don't feel as intimidating to cash-strapped donors.

"They may be completely comfortable doing \$5 a month," Robertson said. "It's moving to where everything is a subscription. You're used to Apple Music costing \$9.99 a month."

Still, the financial barriers shouldn't be minimized. Younger graduates early in their careers have never been able to match the giving power of older, established donors. Now many see the difference compounded by the slow job markets and high student loan debts of recent years.

Those issues can be overcome, said Peter Fissinger, president and CEO of Campbell & Co., a Chicago-based nonprofit and fund-raising consulting firm that works in the higher education field.

"Once you control for wealth and education, generations have been pretty much equally generous," he said. "I believe that, in the end, millennials will prove to be as generous as any generation that preceded them."

Understanding a new graduate's motivations is key to raising money from him or her, Fissinger said. He acknowledged that graduates who have struggled with jobs and finances likely feel differently about their alma maters than those who have not. So institutions need to change the way they interact with graduates.

"They've got to work not just on asking donors to give, but to authentically promote the value," Fissinger said. "Which means helping them with career preparation and helping them find their first job. That's been different than what they do in the past."

That is, however, easier said than done. It can require work between different departments within colleges and universities. It can also mean spending money up front to win donations far in the future.

"It's easy to say we need a stewardship piece, we need to do more to make people understand why we need their support," said Robertson, of Ruffalo Noel Levitz. "But it's hard to rationalize the investment."

It can be easier to rationalize existing strategies, like advertising. But even that has changed with technology. The days of simply mailing out hard-copy magazines and brochures that control the message are gone. Today, whether an institution is running a Facebook campaign or sending out text messages, the story can evolve as alumni comment and repost.

Many experts mentioned crowdfunding as a new strategy that can connect with young graduates. It links them directly to causes they care about, it includes elements of game playing and it lays out a clear story where even small donations of \$5 or \$10 can make a difference, Robertson said.

The University of Connecticut has had success with a crowdfunding campaign it calls Ignite, said Karen LaMalva, director of annual giving. The competition has student groups competing to raise funds from students and young alumni. Groups also compete for prize money from the UConn Foundation, which they receive for winning challenges or recruiting the most students and young alumni.

The competition, in its fourth year, raised a total of \$44,236.68 in 2016. That might not be a huge amount of money, but it came from 2,096 donors -- a substantial number of young donors for a university that graduated 8,760 this year.

"We really want to focus on getting them engaged and involved and keeping them connected to UConn," LaMalva said. "Once they pay off their student loans and have the means to make [larger] donations, hopefully they will step up."

Institutions still need to make sure donors feel their money is making a difference today, said Robert Henry, vice president of education at the Council for Advancement and Support of

Education. He thinks it's important to talk about how gifts can be used for purposes like financial aid and keeping classes affordable.

"Students make the assumption, as you can imagine, that tuition is covering the college experience, and the truth is, it doesn't," he said. "I think students do want to help students."

By and large, institutions are trying to think creatively, Henry said. Of course, even the institutions that are keeping up with the changes will make some missteps.

"Part of it is you have to try it," Henry said. "Some things may work and some things may not."

Still questioning whether college is worth it? Read this.

The Washington Post

A structural shift in the job market following the most recent economic recession has radically changed the composition of the American workforce, with four-year college graduates for the first time comprising a larger share of the workforce than those who got a high school diploma but don't have a college degree, according to a report released Thursday by the Georgetown University Center on Education.

Researchers at the center found that out of the 11.6 million jobs created in the post-recession economy, 11.5 million went to people with at least some college education. Of those jobs, 8.4 million went to workers with a bachelor's degree or higher. People with a high school diploma or less education landed 80,000 jobs in the recovery, the report said.

"The trend away from an economy that was anchored in high school to an economy anchored in post-secondary education and training has accelerated in the last two to three recessions," said Anthony P. Carnevale, director of the Georgetown Center and lead author of the report. "If you can afford to send your kids to college, this is good news. If not, it's bad news."

People with at least a bachelor's degree now make up 36 percent of the workforce, the largest share on record. Those with a high school diploma but no college education make up 34 percent of the working population, while people who have taken some college classes comprise the remaining 30 percent.

Graduate degree holders gained 3.8 million jobs in the recovery, bachelor's degree holders gained 4.6 million jobs and associate's degree holders pulled in more than 3 million jobs, according to the report. Roughly 5.8 million high-skill jobs in the recovery are going to people with at least a bachelor's degree, whereas low-skilled jobs are the only area of growth for workers with a high school diploma or less.

The recession laid waste to blue-collar and clerical jobs, shrinking a segment of the labor market that has been in decline for decades. Industries, such as manufacturing, construction and natural resources, moved from employing nearly half of the workforce in 1947 to just 19 percent in 2016, according to the report. Manufacturing added the second-highest number of jobs — 1.7 million — in the recovery, though the sector still has 1 million fewer jobs that it did before the recession began. Similarly, the construction sector, which added 834,000 jobs during the recovery, remains 1.6 million jobs short of its pre-recession numbers.

Office and administrative support positions, the largest occupational group in the American economy, lost 1.4 million jobs during the recession and recovery because of the rise in digital information storage and automation, the report said. These jobs were a primary source of work

for people with limited education, which is why the disappearance of this work is hitting that population so hard, Carnevale said.

The report, he said, “reaffirms the trend that continues to leave Donald Trump voters behind. They tend to be in specific industries, high school educated and remembering that in the 1970s they were the dominant workforce. This is a new world.”

The recovery has been a boon for managerial and professional workers — those in healthcare, financial, education and government services. People in those fields went from 28 percent of the workforce in 1947 to 46 percent of the workforce today. Consulting and business services added the largest number of jobs in the recovery, 2.5 million. Healthcare professionals and technical occupations pumped 1.5 million jobs into the economy.

The changing landscape of the American workforce has far-reaching implications for higher education. The zeitgeist of the moment insists educational programs should be aligned with the needs of the labor market for students to get the most out of their degrees. Policymakers have at times derided liberal arts studies as having little value in the job market, forcing some colleges and universities, particularly liberal arts schools, to defend or even alter their mission to heed the call for more graduates in science, technology, engineering and math (STEM). But the data contradicts that overall view: college graduates across the board have the lowest unemployment rates.

“There is a tension there,” Carnevale said. “It is clear in the minds of most Americans that the enduring mission for colleges is to promote human flourishing, not just to make foot soldiers for capitalism.”

In the era of five-figure student debt, it is increasingly difficult to argue against the importance of sustainable employment, and graduates in STEM fields have the highest earning potential. An [earlier Georgetown study](#) found that the top 25 percent of earners with education degrees can expect to make as much as the bottom 25 percent of people with engineering degrees, even mid-career. Getting an advanced degree will improve educators’ prospects but won’t do much to narrow the wage gap with engineers, the study said.

“Our higher education system is basically a \$500 billion machine with no operating system from the point of view of the economy,” Carnevale said. “There is more leaning toward employability as the ultimate standard for college in America, and that always means, in the end, the more affluent families get both education and training, while the less affluent just get training.”

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Past Issues

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Colorado State University



Colorado State University is proud to be one of the key partners in the re-imagining of the National Western Center (NWC). Read on for updates about CSU's activities within the NWC, as well as stories that spotlight neighbors, partners, and collaborators of this landmark project.



News

CSU Hosts National Public Radio Event on the Future of Water

A nationally broadcast evening of discussion and performance titled "Going There: The Future of Water" streamed live, May 24 from Colorado State University's Lory Student Center Theater. Hosted jointly by National Public Radio and member station KUNC, the evening was sponsored by the [Colorado State University Water Resources Archive](#). The event filled the Student Center and many more participated via live stream to hear panelists, including State Historian Patti Limerick and author Paolo Bacigalupi, discuss the future of water, particularly at it relates to the West.

[Read more](#) or see [the full event archived here](#).

Upcoming Events

National Western Center Advisory Committee Meetings

July--no meeting

August 25, 2016
5:30-7:30 p.m.

September 29th, 2016
5:30-7:30 p.m.

Meet in the Centennial Room of the NWSS

North Denver Cornerstone Collaborative Bus Tours

August 11, 2016
2:30-4:30 p.m.

Transforming Urban Redevelopment with Water Sensitive Design

A trans-disciplinary team of researchers at CSU has received funding via the Pre-Catalyst for Innovative Partnerships (PRECIP) program, sponsored by the CSU Office of the Vice President for Research, to create a plan to study and address urban water challenges, in part at the National Western Center redevelopment.

In an effort to make cities more livable, reduce the heat-island effect and flooding in urban areas, and provide a resilient water supply, PRECIP will take advantage of the NWC redevelopment to conduct research and work with the surrounding community to evaluate and create sustainable water-related services.

[Read more.](#)

CO Business Forward, Stock Show, and CSU Host Ag Innovation Breakfast



CSU was proud to join the Western Stock Show Association and Colorado Business Forward in hosting the "Leading from the Ground Up" Innovation in Agriculture event. The mid-June panel of Colorado thought-leaders in agriculture shared challenges and best practices within the industry and showcased the innovative efforts around the National Western Center planning and program development, industry corporations and private companies.

National Western Center Requests for Proposals

There are several Requests For Proposals that are being issued by the Office of the National Western Center in coming months. For more information, click the links below.

September 21, 2016
9:30-11:30 a.m.

October 13, 2016
9:30-11:30 a.m.

RSVP to ndcc@denvergov.org

College of Agricultural Sciences Ag Day

September 17, 2016
Kickoff time TBD, UNC @ CSU

Click [here](#) to view the NDCC event calendar.

Partner Spotlight:



ANNA JONES is the new Executive Director of the North Denver Cornerstone Collaborative. She was named to the role by Mayor Hancock in May.

What are you most excited about in your new role?

"The projects that fall within the NDCC portfolio are not small or timid – they are big and visionary. Being part of an effort that is borne of the understanding that the tremendous opportunities that come with the rapid growth facing Denver also create many challenges and pressures that can destabilize neighborhoods – is a big responsibility. I am passionate about Denver, its character and history, and I think this position gives me an opportunity to help shape a place that is better for every one of its residents. The plans Kelly Leid and his team have

- [Program Reporting](#)
- [Program Management](#)
- [Brighton Blvd NWC Segment](#)
- [Campus Placemaking](#)
- [Transportation & Parking Management](#)

Articles and Links of Interest

Sustainability:

- [\\$3.5M methane emissions test site to be built at CSU](#)
- [EcoDistricts Summit is coming to Denver September 13-15](#)

Community:

- [Mayor Hancock appoints Anna Jones to coordinate north Denver projects](#)
- [Ex-CEO to head stock show board; more changes afoot](#)

Health:

- [A cure for cancer: answers might be walking beside us](#)
- [Awareness builds for what we can learn by studying animal cancers](#)
- [New CSU Anatomy Camp gives high-schoolers a unique look at the human body](#)

Food Systems, Agriculture, and Innovation:

- [Team highlights ways to address global food system challenges](#)

Water:

- [Western Water Symposium focuses on water politics](#)
- [Water and climate summit draws alumni experts from all corners](#)

created in the last 3 years have created a thoughtful and exciting framework and I consider myself lucky to be part of the team involved with implementation those plans."

Read more of Anna's interview [here](#).

Read more about Anna's appointment and the NDCC [here](#).

Project Spotlight

Local non-profit partners in Globeville-Elyria-Swansea neighborhoods, bordering the National Western Center, are teaming up to create a community health profile for the area and culturally-responsive programming in response. La Clínica Tepeyac, GrowHaus, GES LiveWell and Focus Points will work with a Colorado Department of Public Health and the Environment grant to implement an innovative, community-level approach to reduce chronic disease disparities in low-income populations. Initial results and recommendations are expected in 2017.

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.
