

BOARD OF GOVERNORS

October 6-7, 2016

ARDEC, CoBank Center for Ag Ed and Lory Student Center, Fort Collins

WEDNESDAY, OCTOBER 5, 2016

Reception hosted by Bohemian Companies (*social*)
Informal dinner at Rare (*social*)

5:00 p.m.
7:00 p.m.

THURSDAY, OCTOBER 6, 2016

Board of Governors Breakfast, CoBank Center for Ag Education, ARDEC
4492 E. County Line 56, Fort Collins, CO 80524

8:00 a.m. – 8:30 a.m.

COMMENCE BOARD MEETING – CALL TO ORDER

8:30 a.m. – 3:45 p.m.

1. VISION FOR THE FUTURE OF AG SCIENCES

8:30 a.m. – 9:30 a.m.

BREAK

2. TOUR of ARDEC

9:40 a.m. – 11:00 a.m.

3. AUDIT AND FINANCE COMMITTEE

11:00 a.m. – 12:30 p.m.

Nancy Tuor, Chair

Audit Items

- Status of FY 2016-2017 Audit Plan
- Review of Audit Reports Issued
- Past Due Audit Recommendations

Finance Items

- State Budget Update and Minimum Wage Ballot Issue
- Campus Budget Updates
 - 1/3/5% Tuition Modeling for CSU and CSU-Pueblo
 - CSU Global Update
- Approval of Plans of finance – Eleventh Supplemental Resolution
- Approval of the Reserves Policy
- CSU-Pueblo Compensation Equity Study
- System Shared IT Systems, Kauli Student Initiative

LUNCH

12:30 p.m. – 1:30 p.m.

4. REAL ESTATE/FACILITIES COMMITTEE

1:30 p.m. – 2:15 p.m.

Scott Johnson, Chair

Open Session

Easements/ROW

- Approval of Acquisition of Easement for Center Avenue Outfall Pond Program Plans
- Program Plans Status Report

5. EXECUTIVE SESSION

2:15 p.m. – 2:45 p.m.

Open Session

- Approval of Naming Opportunities
- Approval of Easement & Land

- 6. EVALUATION COMMITTEE – (executive session)** 2:45 p.m. – 3:45 p.m.
Rico Munn, Chair
- DISTINGUISHED ALUMNI AWARDS DINNER – Lory Student Center (social)** **5:30 p.m.**
- FRIDAY, OCTOBER 7, 2016**
- Board of Governors Breakfast, Lory Student Center, Longs Peak 7:45 a.m. – 8:00 a.m.
- DIALOGUE WITH NORTHERN COLORADO LEGISLATIVE DELEGATION** 8:00 a.m. – 8:30 a.m.
Senator John Kefalas, Representative Joann Ginal, Representative Jeni Arndt
- RECONVENE BOARD MEETING (Lory Student Center, Longs Peak)** **8:30 a.m. – 2:00 p.m.**
- 7. BOARD CHAIR’S AGENDA** 8:30 a.m. – 8:45 a.m.
- 8. CHANCELLOR’S REPORT** 8:45 a.m. – 9:05 a.m.
- 9. STRATEGIC MAPPING** 9:05 a.m. – 9:35 a.m.
- CAMPUS SAFETY
 - 2016 ANNUAL CLERY ACT REPORTS
 - i. CSU: Jason Johnson
 - ii. CSU-PUEBLO: Johnna Doyle
- 10. ACADEMIC AND STUDENT AFFAIRS COMMITTEE** 9:35 a.m. – 10:35 a.m.
Jane Robbe Rhodes, Chair
- Introduction of Kelly Long and Ben Withers
 - CSU New Program Proposals
 - MS Computer Engineering
 - Ph.D. Computer Engineering
 - CSU-Global New Graduate and Undergraduate Certificates
 - Business Analytics (Graduate)
 - Cyber Security (Undergraduate, Graduate)
 - Data Management and Analysis (Undergraduate)
 - Information Technology Operations (Undergraduate)
 - Management and Leadership Fundamentals (Undergraduate)
 - Business Administration (Undergraduate)
 - Marketing (Undergraduate)
 - Faculty Manual Change – Section C.2.1.9.5.d
 - CSU-Pueblo Student Code of Conduct Handbook
 - Campus Report
 - The Science of Learning

BREAK

Colorado State University System
Board of Governors Meeting Agenda
October 6-7, 2016

- 11. COLORADO STATE UNIVERSITY REPORTS** 10:45 a.m. – 11:20 a.m.
- Student Report – Presented by Daniela Pineda Soraca
 - Faculty Report – Presented by Paul Doherty
 - President’s Report – Presented by Tony Frank
- 12. CSU-PUEBLO REPORTS** 11:20 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
- 13. 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. – 12:50 p.m.
- 14. ANNUAL RESEARCH REPORTS** 12:50 p.m. – 1:35 p.m.
- 15. APPROVAL OF CONSENT AGENDA** 1:35 p.m. – 1:40 p.m.
- A. Colorado State University System
Minutes of the August 4-5, 2016 Board Meeting and Committee Meetings
 - B. Colorado State University
MS Computer Engineering
Ph.D. Computer Engineering
Faculty Manual Change – Section C.2.1.9.5.d
 - C. Colorado State University-Pueblo
CSU-Pueblo Student Code of Conduct Handbook
 - D. Colorado State University Global Campus
Business Analytics (Graduate)
Cyber Security (Undergraduate, Graduate)
Data Management and Analysis (Undergraduate)
Information Technology Operations (Undergraduate)
Management and Leadership Fundamentals (Undergraduate)
Business Administration (Undergraduate)
Marketing (Undergraduate)
- 16. PUBLIC COMMENT** 1:40 p.m. – 1:55 p.m.
- 17. BOARD MEETING EVALUATION** 1:55 p.m. – 2:00 p.m.
- ADJOURNMENT** **2:00 p.m.**
- Optional: Homecoming Parade (The Oval)** **4:30 p.m.**
- Next Board of Governors Board Meeting:** December 8-9, 2016 CSU System, Denver
- APPENDICES**
- I. Construction Reports
 - II. Higher Ed Readings
 - III. Correspondence

Section 1

Vision for the Future of Ag Sciences

THE COLLEGE of
AGRICULTURAL SCIENCES



Update on College Initiatives & Planning

Colorado State University

COLLEGE OF AGRICULTURAL SCIENCES





The College of Agricultural Sciences at a Glance ...

- **5** departments
- **1,689** undergraduate students
- **223** graduate students
- **More than \$980,000** in scholarships to 400+ students
- **86%** placement rate at graduation
- **71%** six year graduation rate

- **126** faculty members
- **\$25.3 million** in research expenditures for FY16

July 2015 Charge to CAS

- Review and Refresh Leadership Team
- Develop Shared Strategic Vision and Implementation Plan
- Improve and Increase Key Stakeholder Relationships
- Align Agricultural Experiment Station, Extension Activities and Academic Departments



Leadership Update

- New AES Deputy Director and Associate Dean for Extension

- New Department Heads
 - BSPM
 - HLA
 - DARE
 - Soil & Crop Sciences



Unquestioned Global Preeminence⁹

in

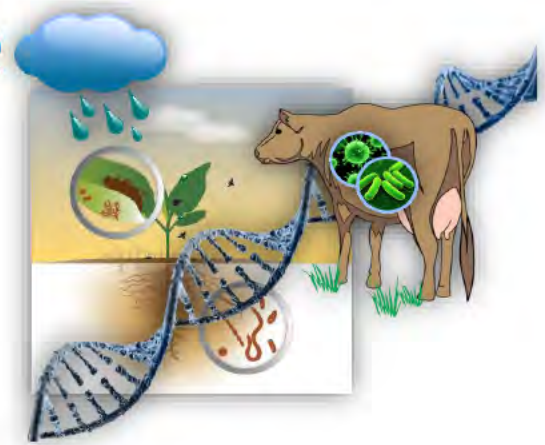
Agri-tech

Agri-biome



BIG Bets in CAS Research¹⁰

- Smart Agriculture
- Microbiome
- Big Data and Analytics



Highlighted Partnerships¹¹

THE COLLEGE of AGRICULTURAL SCIENCES



Nourishing what's next.™



ADVANCING THE LEGACY



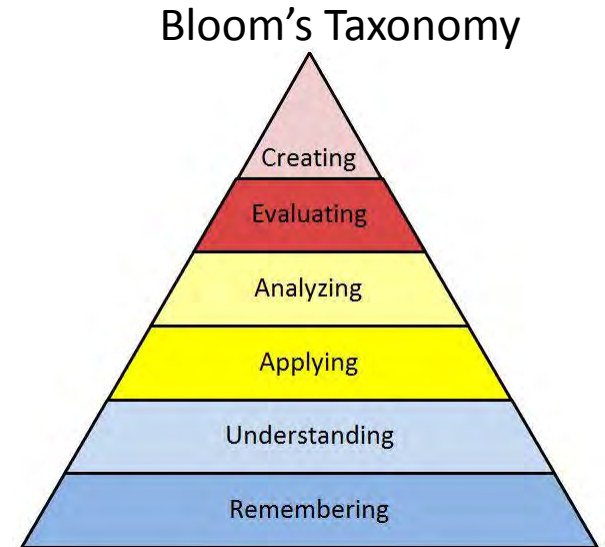
Supporting Research Infrastructure

- **Team Laboratories and Shared Space**
 - Food Safety
 - Microbiomes
 - Livestock & Plant Pathogen Diagnostics
(e.g., Bacterial Streak in Corn)
- **Secure greenhouse spaces**
 - Citrus Greening
 - Cannabis
- **Computational Capacity for Data Analytics**

BIG Bets in Teaching and Learning ¹³

Creating Differentiated RI Outcomes

- **Agricultural Literacy and Expertise**
 - Core Curriculum Supporting Outcomes
 - Travel Curriculum
- **Experiential Learning as Key Platform**
 - Learning through Intentional Experiences
 - ARDEC Pilot Project in Fall 2016



Extending Ag Degrees and Knowledge

- CSU-Pueblo
- Regional Partners (CMU, Adams, Western)
- Online Degree Completion and Certificates

Highlighted Engagement

National Western Center

- **Agriculture Innovation Incubator & Fund**
- **Agricultural Literacy & Engagement**
- **Data Analytics and Utilization**

Todos Santos Agriculture Center

- **Sustainable Food Systems**
- **RI in International Sustainable Agriculture**
- **Farm Operations and Demonstration**

Agriculture Innovation Summit

CAS/AES Physical Expansion

- Global Food Innovation Center
in Honor of Gary and Kay Smith
- Shepardson Hall
- ARDEC: Teaching & Learning Center



Global Food Innovation Center in Honor of Gary and Kay Smith



- Innovation in Meat Sciences
- Handling, Harvesting, Processing
- Nutrition and Health
- Sensory Analysis
- State-of-the-Art Learning
- Retail and Culinary Kitchen
- Food Safety and Security
- Key Resource for Industry

Revitalized Shepardson Hall

Shepardson Site Plan



Revitalized Shepardson Hall

PRECEDENT IMAGERY



hord | coplan | macht



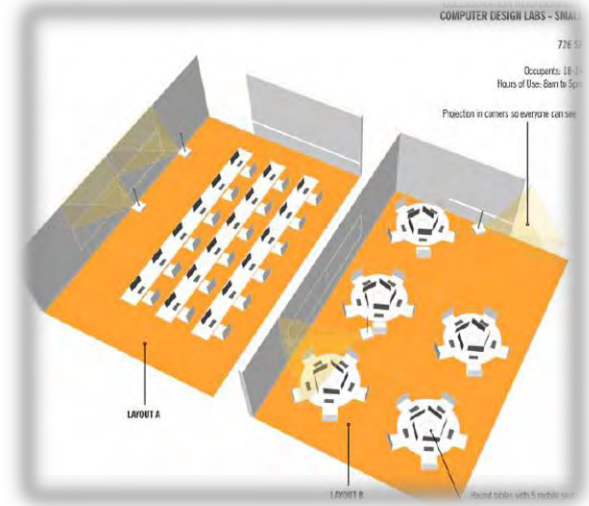
ARDEC Teaching & Learning in Agricultural Sciences

THE COLLEGE of AGRICULTURAL SCIENCES

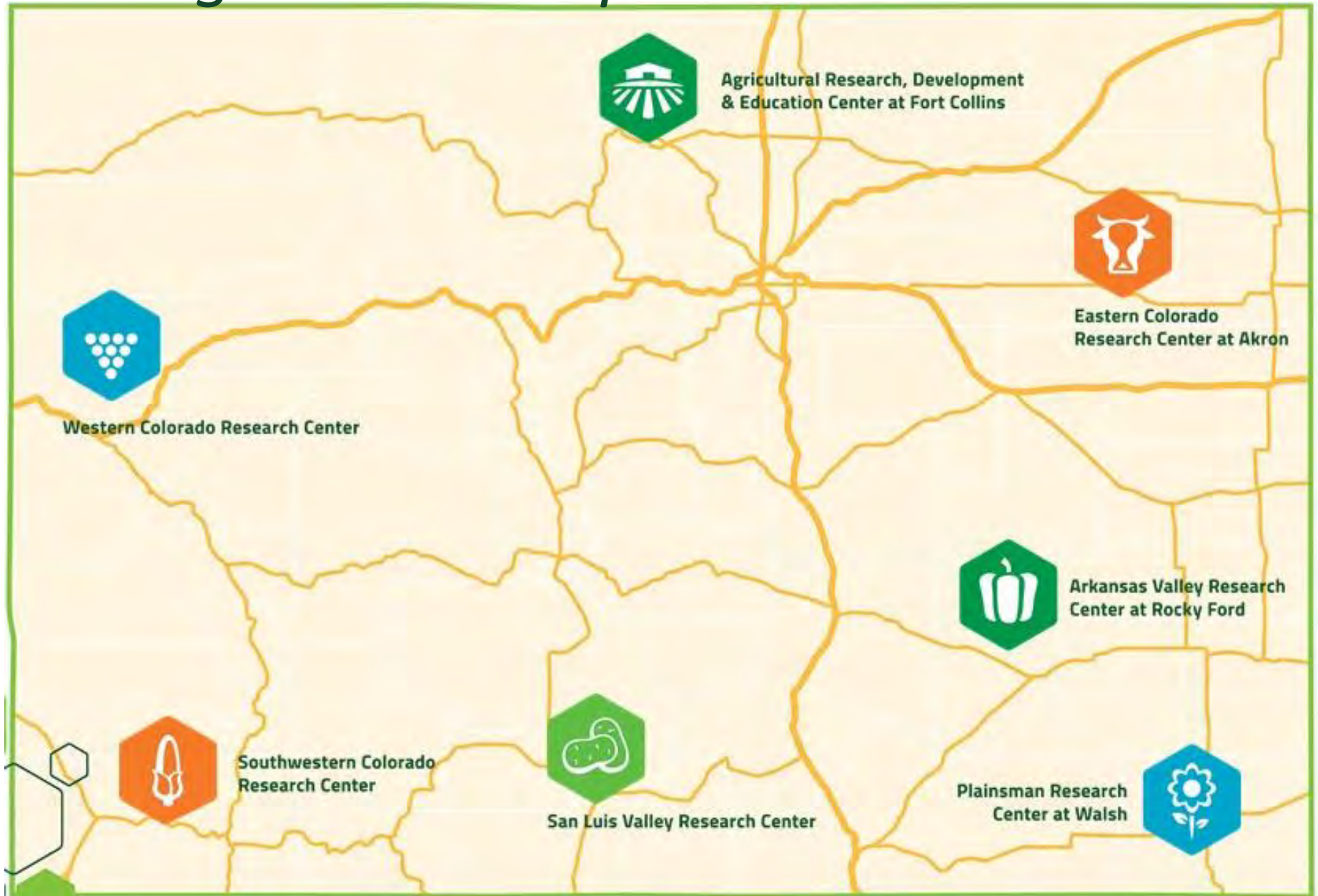


ARDEC Teaching & Learning in Agricultural Sciences

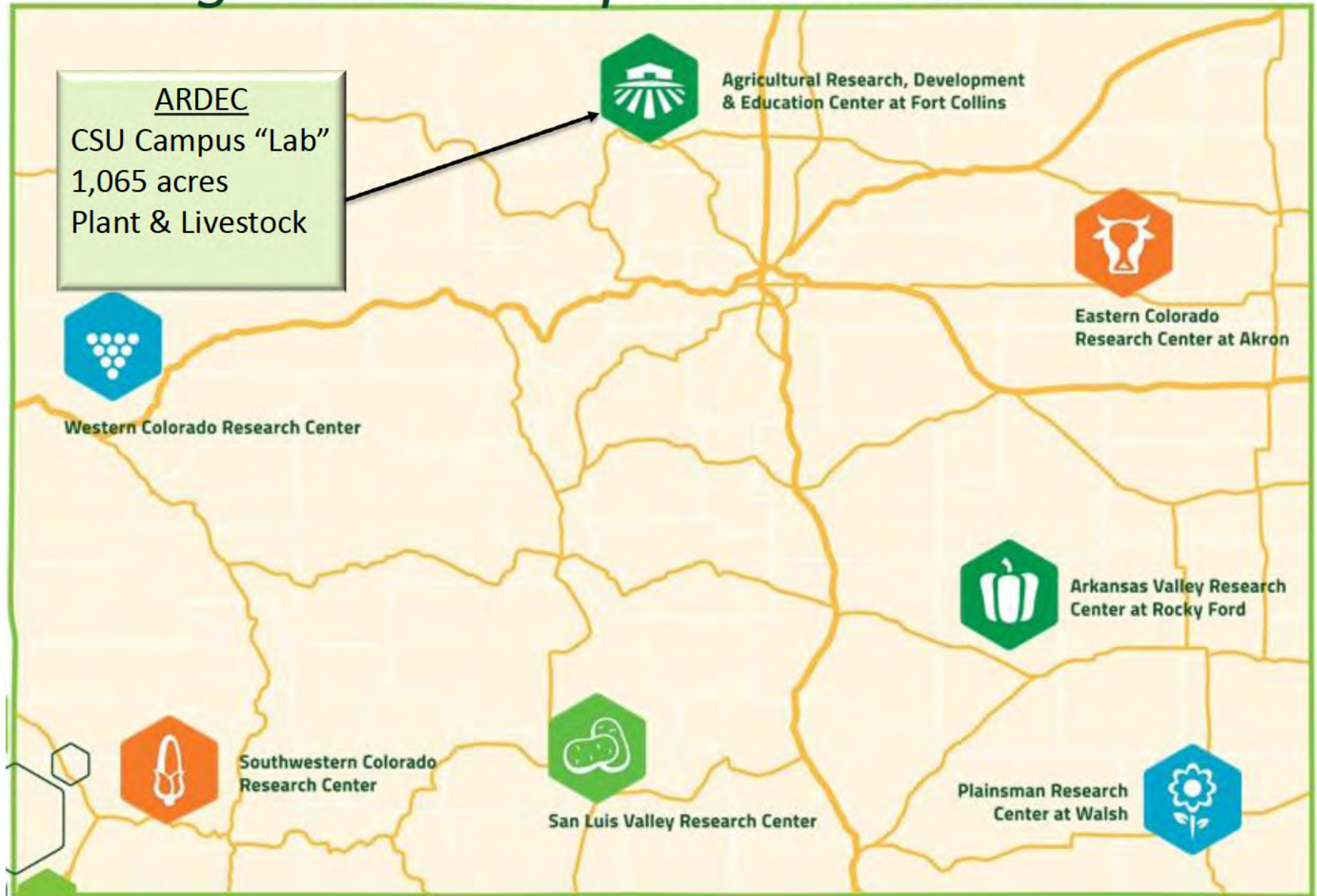
20



Agricultural Experiment Station



Agricultural Experiment Station



ARDEC
CSU Campus "Lab"
1,065 acres
Plant & Livestock

Agricultural Research, Development
& Education Center at Fort Collins

Eastern Colorado
Research Center at Akron

Western Colorado Research Center

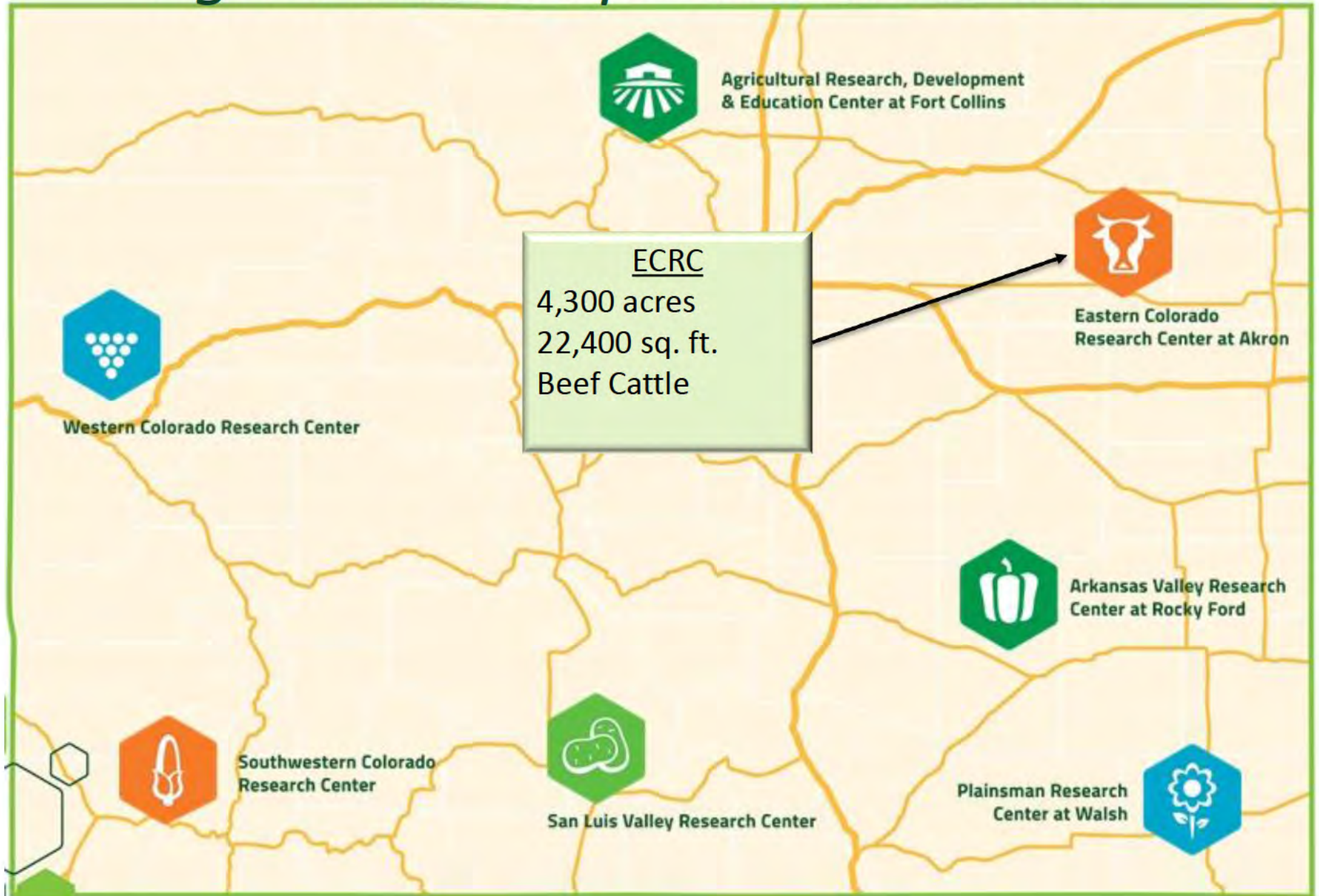
Arkansas Valley Research
Center at Rocky Ford

Southwestern Colorado
Research Center

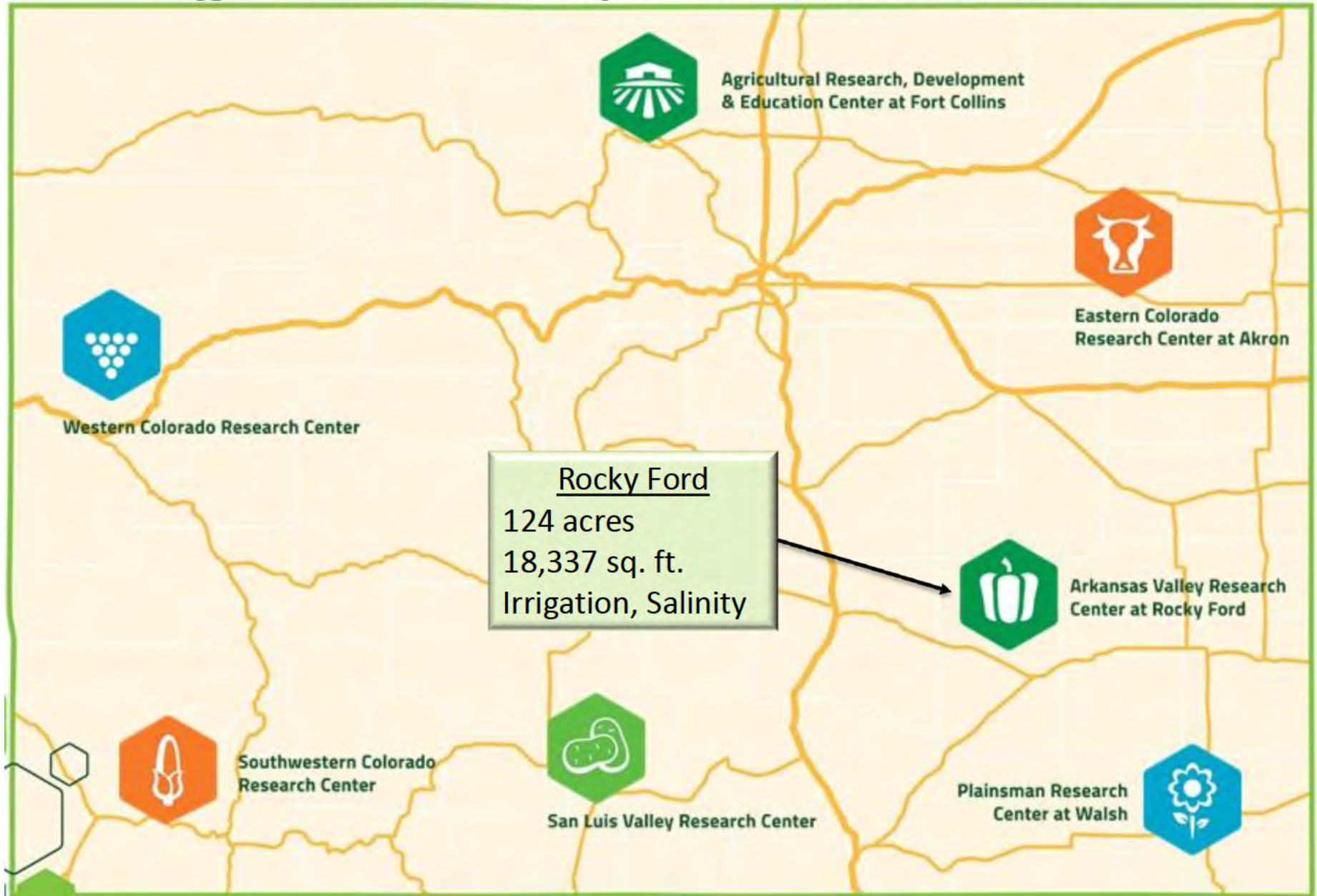
San Luis Valley Research Center

Plainsman Research
Center at Walsh

Agricultural Experiment Station

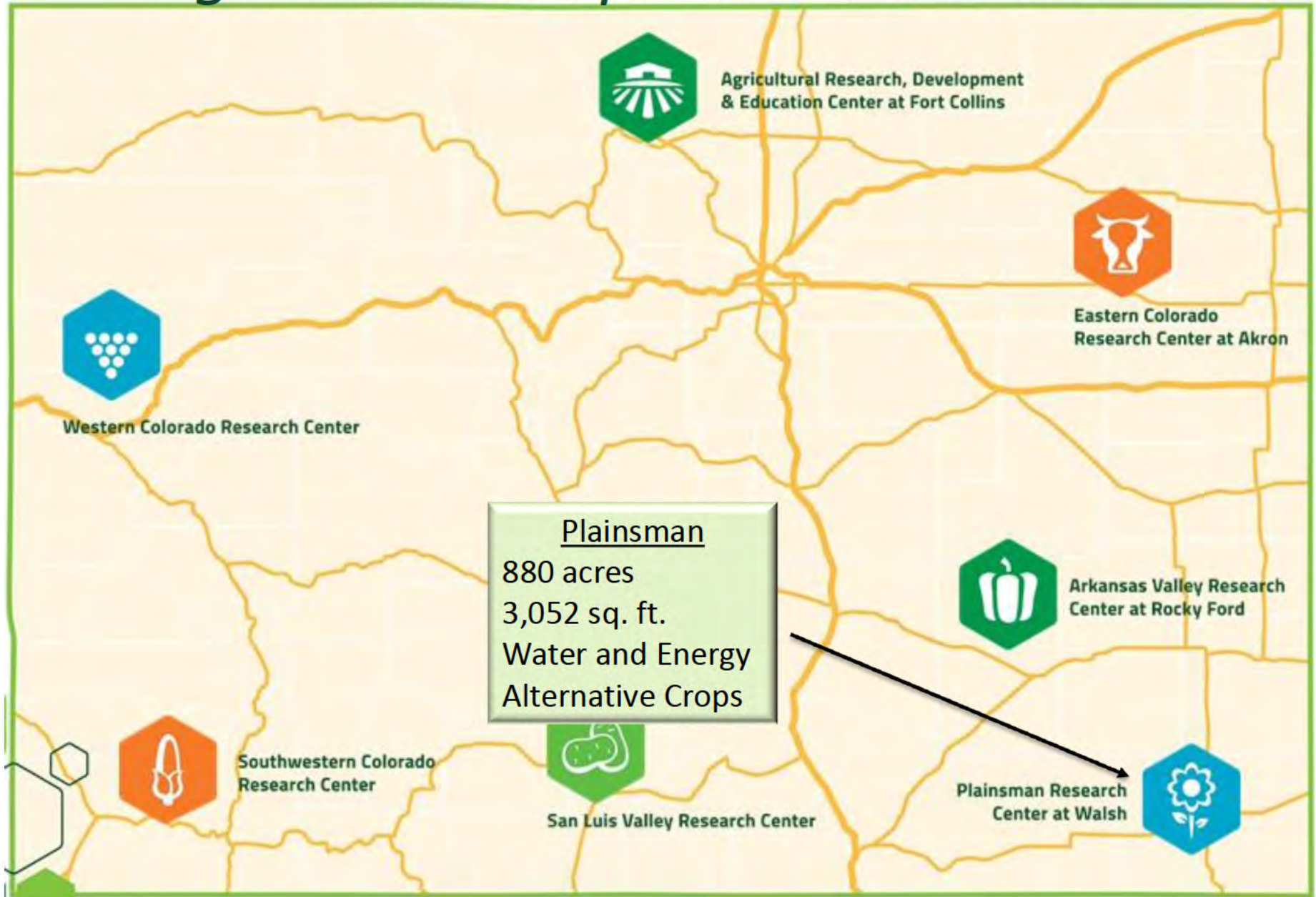


Agricultural Experiment Station



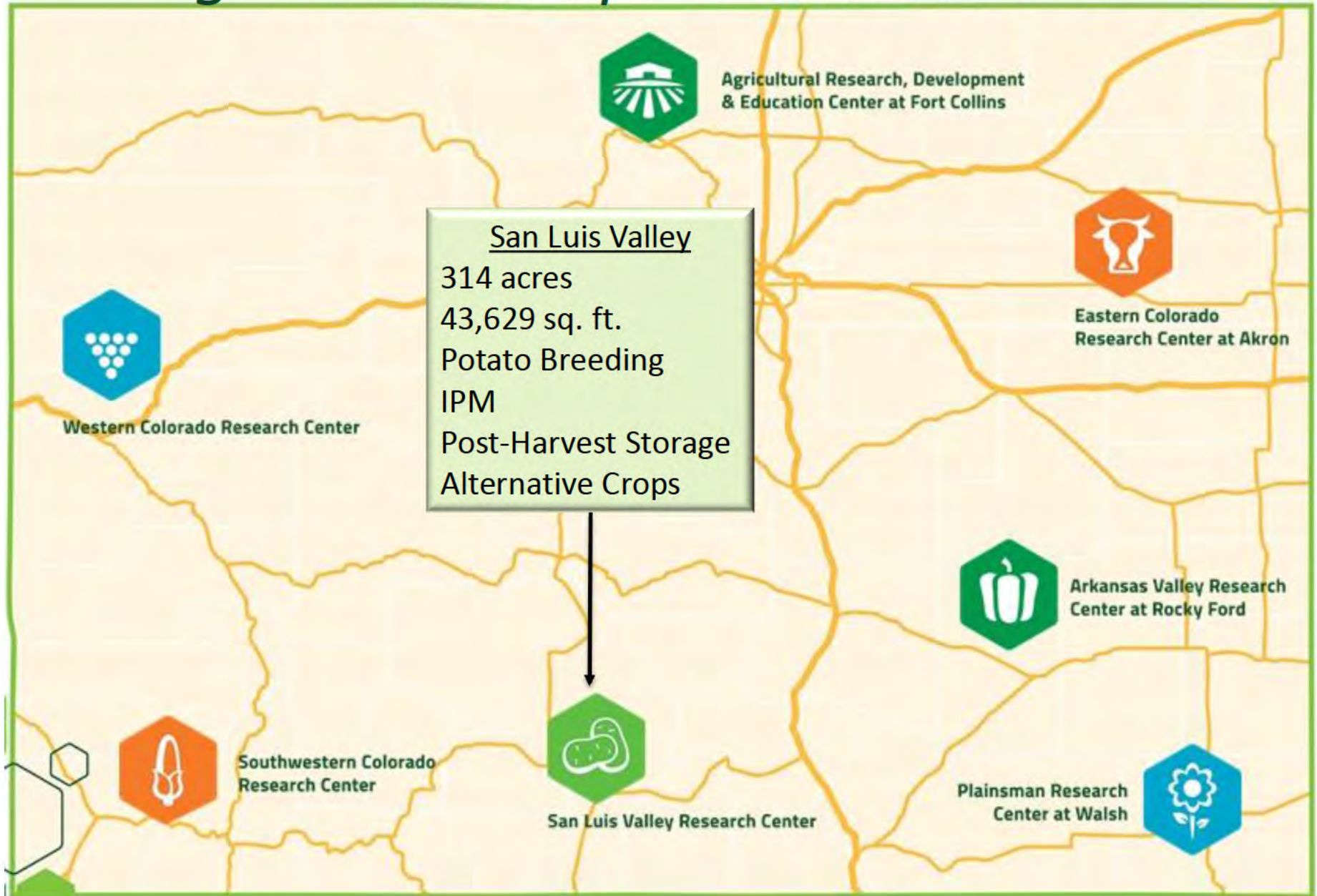
Agricultural Experiment Station

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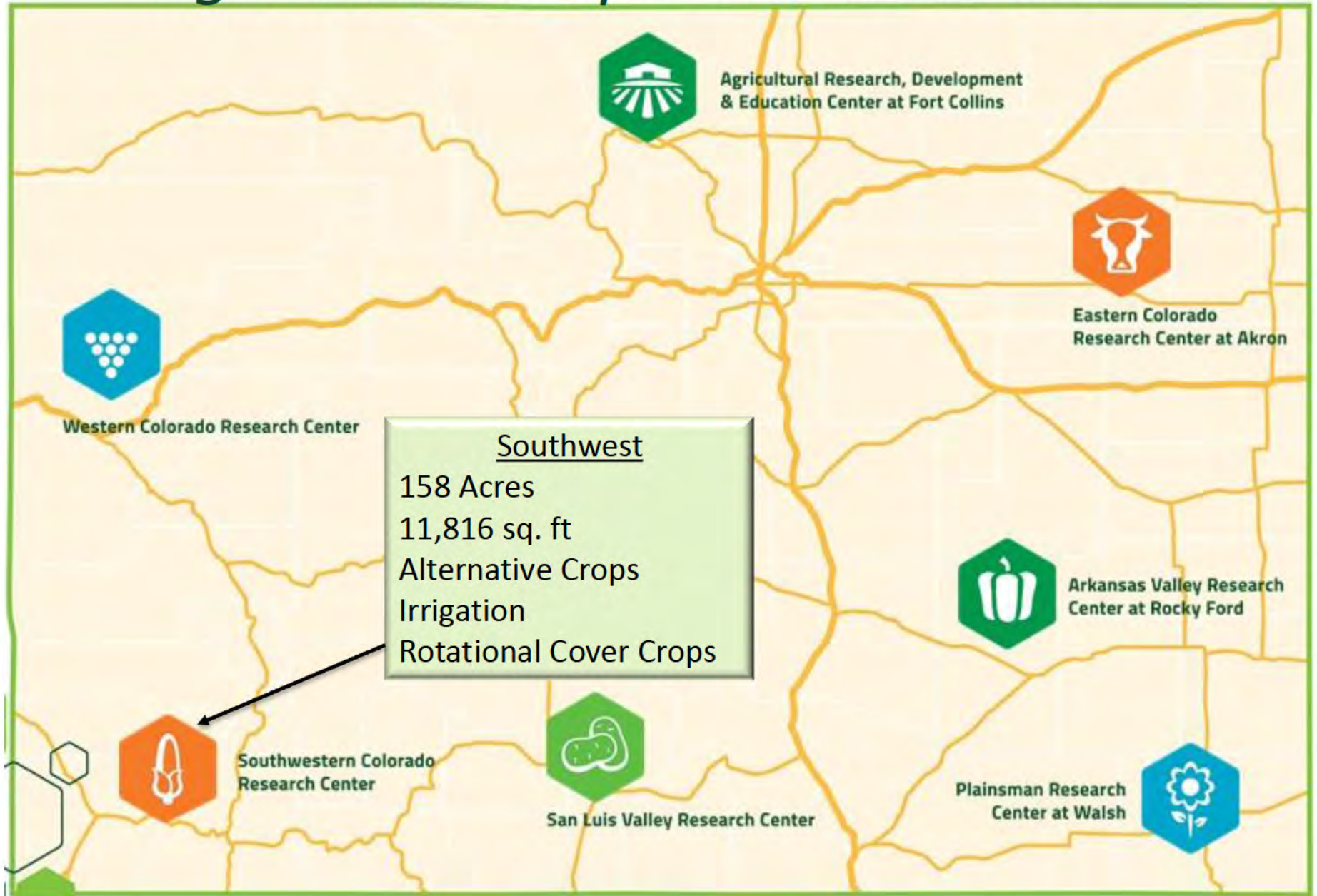
Agricultural Experiment Station

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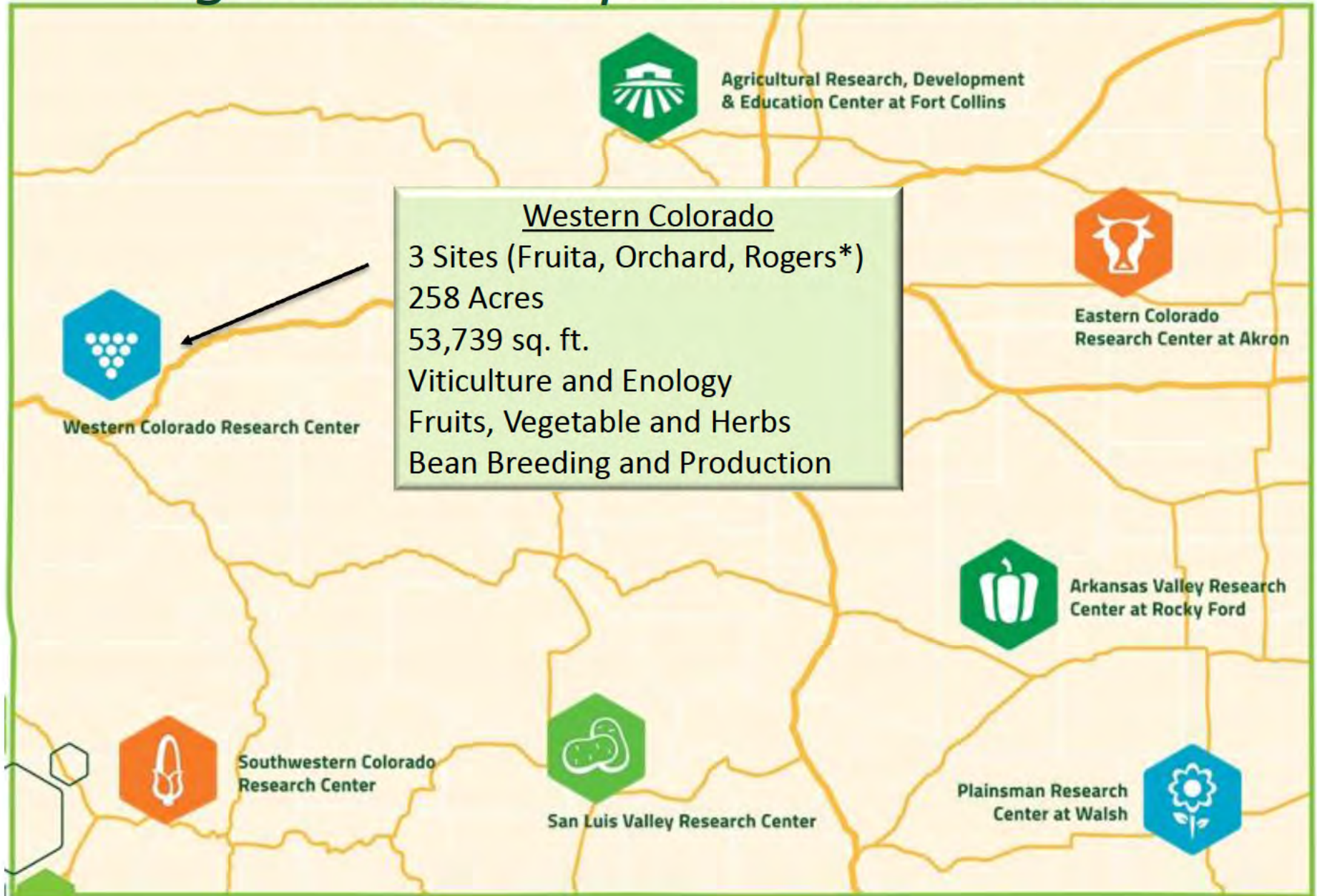


Agricultural Experiment Station

27



Agricultural Experiment Station



Agricultural Research, Development & Education Center at Fort Collins

Western Colorado

3 Sites (Fruita, Orchard, Rogers*)

258 Acres

53,739 sq. ft.

Viticulture and Enology

Fruits, Vegetable and Herbs

Bean Breeding and Production



Western Colorado Research Center



Eastern Colorado Research Center at Akron



Arkansas Valley Research Center at Rocky Ford



Southwestern Colorado Research Center



San Luis Valley Research Center



Plainsman Research Center at Walsh



THE COLLEGE of
AGRICULTURAL SCIENCES



Discussion and Questions



Section 2

*CoBank Ag Education Center
and ARDEC*

TRADEMARKS
& ICONS

COBANK CENTER FOR AGRICULTURAL EDUCATION

Opens for Business



A DECADE OF DREAMING, FOUR YEARS OF PLANNING, AND A YEARLONG BUILD led to the jam-packed September 2015 ribbon-cutting for the new CoBank Center for Agricultural Education at Colorado State University. Now open for business, the center is designed to help fill a void in agricultural education teachers for K-12 students and community colleges across Colorado and the United States.

"It is essential that our students help educate the next generation about agriculture," said Ajay Menon, dean of the CSU College of Agricultural Sciences. "We know that we will have at least 9 billion people to feed globally by 2050, and so many of those people are here in this country, in our state, and throughout our counties. Our college will be at the forefront of innovations that will ensure that people are fed, clothed, and healthy, and agricultural education is a key component of maintaining the longevity and viability of our industry."

Fundraising for the center was led by the Colorado FFA Foundation, which helped raise \$2.6 million of the \$3.3 million needed for the new facility, with significant private support and a lead gift from CoBank. The center sits just north of campus at the college's Agricultural Research, Development and Education Center.

The CoBank Center for Agricultural Education encompasses more than 14,000 square feet, with customized laboratory, technology, teaching, and office space.



It includes a special exhibit space for the Farm Credit Colorado Agriculture Hall of Fame, a signature program of the Colorado FFA Foundation. Not only will the center function as an academic space for faculty, staff, and students, but it will also serve as a community meeting space, bringing together individuals from the agricultural industry, rural communities, and local schools. There is also a display of jackets donated as part of the FFA Blue Jacket Society.

Having a new space with the state-of-the-art tools for teaching agricultural education, allows agricultural education students to apply what they are learning in tangible, hands-on ways. Their experience managing facilities and teaching resources and expanding their own learning in skills such as welding, hydroponics, or crop estimating will allow them to communicate more effectively with the students they will eventually teach. CSU graduates will be better able to develop activities that will improve overall learning when implemented in their own classrooms or learning environments.



Not only will the center function as an academic space for faculty, staff, and students, but it will also serve as a community meeting space, bringing together individuals from the agricultural industry, rural communities, and local schools.



Pictures of the Colorado Ag Hall of Fame members are displayed prominently in the CoBank Center.



“So much time, thought, and planning went into creating a space that will position our students to go into classrooms across the state and around the country to teach agriculture to young people and inspire them to remain committed to the land and to the people who work on it.”

Assistant Professor Kellie Enns

“The ribbon-cutting of the CoBank Center for Agricultural Education brought together more than 350 donors and partners of CSU and the Colorado FFA Foundation for a spectacular evening of celebration,” said Don Thorn, executive director of the Colorado FFA Foundation. “The new building elevates CSU, our Agricultural Education program, and Colorado FFA now that we have one of the premier agricultural education teaching facilities in the United States. Combining the teaching facility with the Farm Credit Colorado Agriculture Hall of Fame and the Colorado FFA Blue Jacket Society shows the great partnership between the agricultural industry, Colorado State University, and the Colorado FFA.”

The Agricultural Education program at CSU has seen significant expansion in recent years, growing from a single

faculty member to two full-time faculty members and an instructor. The program is led by Assistant Professor Kellie Enns who is joined by Assistant Professor Michael Martin, who focuses on agricultural literacy and agricultural history, and instructor Nathan Clark.

“This building has been a dream for me, my colleagues, and my students for many years,” said Enns. “So much time, thought, and planning went into creating a space that will position our students to go into classrooms across the state and around the country to teach agriculture to young people and inspire them to remain committed to the land and to the people who work on it.”

Section 3

Audit and Finance Committee

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
AUDIT and FINANCE COMMITTEE MEETING AGENDA
October 6, 2016**

Audit

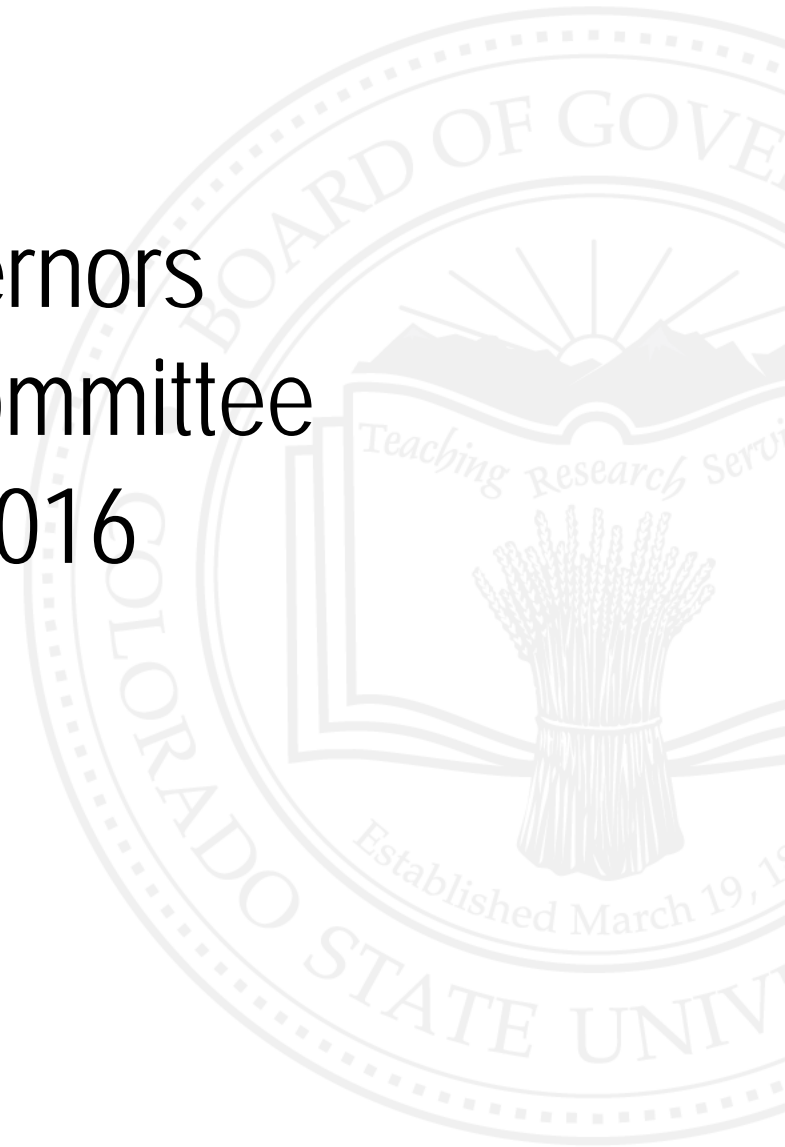
1. *Discussion/Presentation* – Status of FY 2016-2017 Audit Plan 5 min.
2. *Discussion/Presentation* – Review of Audit Reports Issued 10 min.
3. *Discussion/Presentation* – Past Due Audit Recommendations 5 min.

Finance

4. *Discussion/Presentation* – State Budget Update and Minimum Wage Ballot Issue 10 min.
5. *Discussion/Presentation* – Campus Budget Updates 30 min.
 - 1/3/5% tuition modeling for CSU and CSU-Pueblo
 - CSU Global Update
6. *Discussion/Presentation/Action* – Approval of Plan of Finance – Eleventh Supplemental Resolution 15 min.
7. *Discussion/Presentation/Action* – Reserves Policy 10 min.
8. *Discussion/Presentation* – CSU-Pueblo Equity Study 10 min.
9. *Discussion/Presentation* – Shared IT Systems 10 min.

Board of Governors
Audit/Finance Committee
October 6, 2016

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM



Agenda Item 1: Status of FY 2016-17 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	Review
CSU	CEMML	WCNR/Provost	Fieldwork
CSU	Athletics (Compliance areas) FY 15-16	President	Planning
CSU	College of Business - transition	COB/Provost	Exit 9/28/16
CSU	Early Childhood Center (Special)	College of Health & Human Sciences	Report 17-01
CSU	Natural Resources Ecology Lab	WCNR/Provost	
CSU	Electrical & Computer Engineering Dept	College of Engineering/Provost	Fieldwork
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	Fieldwork
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 Project-CSU Bookstore		Fieldwork
CSU	Special Projects		
CSUP	Special Projects		

Agenda Item 2: Review of Audit Reports Issued



Audit of the Early Childhood Center – Colorado State University

EXECUTIVE SUMMARY

September 13, 2016

Background Information

The Early Childhood Center (ECC) has been in existence on the CSU campus since 1929. As the laboratory school within the Department of Human Development and Family Studies, the ECC has a three-fold mission of teaching, research, and service. The Center, with seven classrooms for children ages 6 weeks to 6 years, is staffed with degreed teachers, licensed by the Colorado Department of Human Services, and accredited by the National Association for the Education of Young Children.

Scope and Objectives

The scope of this review included information related to the business operations of the ECC, including applicable policies and procedures. Our audit objective was to evaluate the adequacy of the internal controls surrounding the billing of childcare services, tuition discounts to employees, PCard purchases, and other related business operations and processes.

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. To ensure accurate timely billings and collection of all tuition, enrollment, and application fees, the ECC should:

- a. Simplify the bills by limiting changes or adjustments.
 - b. Do not allow collection of fees at the ECC. Fees should be billed and collected through the accounts receivable system.
 - c. Total monthly billing of tuition and fees per the monthly calculation spreadsheet should be reconciled to the total of the monthly bills submitted to the accounts receivable system.
 - d. The accuracy of the billing spreadsheet and the monthly reconciliation (mentioned in c. above) should be certified and documented by the ECC Executive Director.
 - e. Document the above monthly procedures in the Internal Policies & Procedures Handbook.
 - f. Continue to work with the Office of the General Counsel to collect unpaid amounts identified above.
2. To ensure the employee tuition discount is properly administered in compliance with IRS fringe benefit regulations/tax laws, the ECC should:
 - a. Ascertain any tax issues/liability for calendar year 2016 and for benefits granted in prior years. A plan to resolve any tax issues/liability should be developed and implemented.
 - b. For year 2017 and beyond, consult the Tax Manager, Payroll Manager, and College of Health and Human Sciences officials to determine if such a tuition discount benefit can/should be offered, and if offered, determine the limits (if any) to be placed on the benefit to ensure compliance with University rules and applicable tax laws.
 - c. Ensure the tuition discount policy (developed in b. above) is clearly written in ECC's handbook, and if/when granted to an employee, the terms of the discount are clearly stated in the signed contract.

3. To help ensure all PCard purchases at the ECC are for necessary business related goods and services, the ECC Executive Director should review and approve PCard purchases made by her direct reports.

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 17-01 issued the same date as this Executive Summary.

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

Allison A. Horn – Director, Internal Auditing

Agenda Item 3: Past Due Audit Recommendations



All Overdue Recommendations

Friday, September 23, 2016

Audit Number	Audit Name	Institution	Rec. No.	Recommendation	Audit Report Response	Target Completion Date	Revised Target Completion
14-12	CVMB 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	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	12/31/2016
16-04	Athletics	CSU-P	9	The Controller should expand the policy on allowable expenses to provide more detailed direction. The policy should specifically address clothing purchases, gifts, flowers and tips.	Agree. The Controller is working with the Purchasing Director to define and add to the current policies more specific information regarding the allowability of various types of purchases.	3/31/2016	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	08/01/2016

Audit Number	Audit Name	Institution	Rec. No.	Recommendation	Audit Report Response	Target Completion Date	Revised Target Completion
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	12/31/2016
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

Agenda Item 4: State Budget Update Update on Amendment 70

State Budget Update

State Revenue Estimate

- Colorado continues to have some of the lowest unemployment rates in the country. Economic expansion is expected to continue but at a more moderate pace when compared to the previous two fiscal years.
- Nationally, although there are no clear indications of an economic downturn, there is heightened uncertainty due to developments in Europe, the upcoming presidential election and potential changes to interests by the Federal Reserve.
- General Fund revenues are forecasted to increase by 5% in FY 2017-18 but expenditures will only increase by 1.2%. This means there may be little, if any, increase in state support for higher education in the next fiscal year.

FY 2018 Budget and Capital Construction Request

- ❑ The Governor will release his budget for FY 2017 on November 1st. This will include his recommendation for Higher Education funding – both General Fund and Tuition.
 - Given the most recent state revenue estimate there may be little, if any, increase in state support for higher education in the next fiscal year. An update will be provided at the December Board Meeting.

- ❑ The Department of Higher Education is in the process of evaluating and prioritizing capital construction requests to be consider for funding by the General Assembly.
 - Currently on the list for consideration are the three National Western projects, CSU-Pueblo Psychology Building Renovation and Remodel, CSU-Pueblo Campus IT Upgrades and CSU Shepardson Addition and Renovation.
 - The CCHE will vote on a prioritized list of projects at the October 21st meeting.

Amendment 70 – Increase in Minimum Wage Rate Initiative⁴⁷

- This will be a statewide ballot initiative in November that will increase the Colorado minimum wage from \$8.31 to \$9.30 per hour beginning January 1st of 2017.
- For each year, the minimum wage will be increased by \$0.90 per hour until it reaches \$12.00 on January 1, 2020.
- On January 1, 2021, the minimum wage will be increased each year based on cost-of-living increases.

Amendment 70

- Increasing the minimum wage should have a positive economic impact on state government due to a projected increase in State income and sales tax revenues.
- To date, the State has not released a economic model that estimates additional revenues that may be available or the projected costs to employers.
- As an employer, assuming no new general fund to cover the increase in wages, the largest financial impact will be in wages paid to student hourly workers.
- Currently, student wages begin at \$8.31/hour, depending on the type of employment and experience.

Amendment 70

Impact on the CSU System

<u>Institution</u>	<u>< \$9.30</u>	<u>< \$10.20</u>	<u>< \$11.20</u>	<u>< \$12.00</u>
Colorado State University				
# of Employee Salaries Less than Proposed Minimum Wages	2,738	4,757	5,651	6,022
Annual Costs of Proposed Minimum Wages	\$689,278	\$1,899,517	\$3,656,525	\$5,751,148
Colorado State University-Pueblo				
# of Employee Salaries Less than Proposed Minimum Wages	391	554	602	620
Annual Costs of Proposed Minimum Wages	\$119,083	\$336,625	\$612,484	\$901,460

Agenda Item 5: Campus Budget Updates

FY18 Incremental E&G Budget - V.1.1
Colorado State University - Fort Collins

Tuesday, September 27, 2016

New Resources

Tuition

Undergraduate-Enrollment Growth

Increase in FTE

Change in mix - RES vs. NRES

Undergraduate Rate Increase

Resident

Non-Resident

Graduate Rate Increase

Resident

Non-Resident

Professional Veterinary Medicine Rate Increase

Differential Tuition

Total Tuition

State Funding Impact

Facilities and Administrative Overhead

Other

Total

New Expenses

Multi-Year Central Investments in Strategic Initiatives

Faculty/Staff Compensation

Academic Incentive Funding

Financial Aid

Mandatory Costs

Quality Enhancements

Reallocation

Total

Net

	Rate = 3% State = 0%	Rate = 5% State = 0%	Rate = 3% State = 2.5%	Rate = 1% State = 5.0%
Tuition				
Undergraduate-Enrollment Growth				
Increase in FTE	\$ 2,536,000	2,536,000	2,536,000	2,536,000
Change in mix - RES vs. NRES	12,218,000	12,144,000	12,218,000	12,292,000
Undergraduate Rate Increase				
Resident	4,467,000	7,446,000	4,467,000	1,491,000
Non-Resident	2,240,000	2,240,000	2,240,000	2,240,000
Graduate Rate Increase				
Resident	422,000	422,000	422,000	422,000
Non-Resident	606,000	606,000	606,000	606,000
Professional Veterinary Medicine Rate Increase	1,883,000	1,883,000	1,883,000	1,883,000
Differential Tuition	1,635,000	1,635,000	1,635,000	1,635,000
Total Tuition	\$ 26,007,000	28,912,000	26,007,000	23,105,000
State Funding Impact	-	-	3,000,000	6,000,000
Facilities and Administrative Overhead	-	-	-	-
Other	-	-	-	-
Total	\$ 26,007,000	28,912,000	29,007,000	29,105,000
New Expenses				
Multi-Year Central Investments in Strategic Initiatives	\$ 2,000,000	2,000,000	2,000,000	2,000,000
Faculty/Staff Compensation	10,501,000	12,495,000	12,495,000	14,488,000
Academic Incentive Funding	5,017,025	5,017,025	5,017,025	5,017,025
Financial Aid	4,746,850	5,342,850	4,746,850	4,151,850
Mandatory Costs	4,840,000	4,840,000	4,840,000	4,840,000
Quality Enhancements	2,341,000	2,341,000	2,341,000	2,341,000
Reallocation	(3,000,000)	(3,000,000)	(3,000,000)	(3,000,000)
Total	\$ 26,445,875	29,035,875	28,439,875	29,837,875
Net	\$ (438,875)	(123,875)	567,125	(732,875)

1% RUG Increase = student share \$87

1% Increase NRUG = student share \$260

Base Assumptions

Resident Undergraduate each 1% increase; \$87

Non-Resident Undergraduate 2%; \$520

Resident Graduate 3%; \$144.40 and Resident Professional Veterinary Medicine 7%; \$2,058

Non-Resident Graduate 3%; \$354.10 and Non-Resident Professional Veterinary Medicine 2%; \$1,088

Differential Tuition - UG - 2%

Salary Increases Faculty/AP - 2%, 2.5%, 2.5%, 3%

Salary Increases SC 2%, 2.5%, 2.5%, 3%

Internal Reallocations 1.2%

Fees around X%

FY18 Incremental E&G Budget - V.2.0**Colorado State University - Pueblo**

Friday, September 23, 2016

Rate = 3.0%	Rate = 5.0%	Rate = 3.0%	Rate = 1.0%
State = 0.0%	State = 0.0%	State = 2.5%	State = 5.0%

New Resources

Tuition				
Undergraduate Rate Increase				
Resident	\$ 549,000	\$ 915,000	\$ 549,000	\$ 183,000
Non-Resident and WUE	233,000	388,000	233,000	77,000
Graduate Rate Increase	-	-	-	-
Resident	17,000	28,000	17,000	6,000
Non-Resident	11,000	18,000	11,000	4,000
Resident Teacher Education Program	6,000	10,000	6,000	2,000
Differential Tuition	24,000	41,000	24,000	8,000
Projected Enrollment Change (2.6%) decline	<u>(780,000)</u>	<u>(780,000)</u>	<u>(780,000)</u>	<u>(780,000)</u>
Total Tuition	60,000	620,000	60,000	(500,000)
Change in State Funding	-	-	375,000	750,000
Total	\$ 60,000	\$ 620,000	\$ 435,000	\$ 250,000

New Expenses

Total Financial Aid Change	15,000	155,000	109,000	63,000
Salary increases: Faculty and Administrative Professionals (2.0%)	500,000	500,000	500,000	500,000
Salary increases: State Classified Employees (2.0%)	150,000	150,000	150,000	150,000
Equity Adjustments	100,000	100,000	100,000	100,000
Faculty Promotions	75,000	75,000	75,000	75,000
Fringe Benefit Rate Increase	240,000	240,000	240,000	240,000
Other Mandatory Costs*	430,000	430,000	430,000	430,000
Miscellaneous Adjustments	-	-	-	-
Repayment to CSU-Global (loan value \$1,320,713)	-	-	-	-
Commitments/Quality Enhancements:	-	-	-	-
Contingency Funds	-	-	-	-
Total	\$ 1,510,000	\$ 1,650,000	\$ 1,604,000	\$ 1,558,000

Net

\$ (1,450,000)	\$ (1,030,000)	\$ (1,169,000)	\$ (1,308,000)
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Base Assumptions

Scenario 1: 3% tuition increase for all tuition categories and no change in state funding.

Scenario 2: 5% tuition increase for all tuition categories and no change in state funding.

Scenario 3: 3% tuition increase for all tuition categories and 2.5% increase in state funding.

Scenario 4: 1% tuition increase for all tuition categories and 5.0% increase in state funding.

Salary increases Faculty/AP: 2.0%.

Salary increases Classified: 2.0%.

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, audit expenditures, and fees for collections.

FY18 Incremental Educational & General Budget | *As of September 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

Agenda Item 6:
Approval of Plan of Finance
Eleventh Supplemental Resolution

Action Item

Plan of Finance - Proposed Projects ⁵⁵

- ❑ CSU - total project cost of \$194M to be paid for with a combination of cash and donor funds, short-term financing resource (direct purchase loan, commercial paper program, etc.) and bonds.
 - Of the \$194M, only ~\$86M will be financed with \$50M in 30-year General Obligation Bonds and \$36M through a short-term financing resource to cover donor pledges.
 - The short-term resource is expected to have a term of 10-years and an interest rate comparable to that achieved through the issuance of our General Obligation Bond.
 - The short-term resource to be secured by the end of January 2017, at the latest.
 - Direct purchase loan,
 - Commercial paper program, or
 - Other Option that meets the financing needs

- ❑ CSU-Pueblo Energy Performance Projects – total project cost up to \$14.1M is dependent upon interest rates. The projects will be financed over 20 years. Energy savings are guaranteed by the contractor and utility savings will be used to meet debt service payments.

- ❑ Plan of finance includes authorization to refinance up to \$230M of existing debt to maximize the System's flexibility and ability to capture refunding savings as market conditions allow.

System Enterprise Revenue Bonds

Series 2016 A&B Bonds

Financing Team:	<i>Underwriter</i> RFP to be issued to current approved pool of underwriters
	<i>Financial Advisor</i> North Slope Capital Advisors
	<i>Bond Counsel</i> Kutak Rock LLP
	<i>Paying Agent</i> Wells Fargo
Bonds:	2016 Improvement Projects – 20 & 30 Year Maturities 2016 Refunding Project
Rate:	Tax-Exempt with fixed rate not to exceed 6% Taxable (amount to be determined) with a rate not to exceed 6%
Debt Service:	Primarily level debt service for the projects with the exception of the CSU-Pueblo energy performance projects. Payments will escalate based on energy savings.
Capitalized Interest:	Included for most projects
Reserve Fund:	None required
Pledged Revenues:	System Enterprise pledged revenues
Ratings:	Anticipate affirmation of underlying ratings from Moody's (Aa3) and S&P (A+)

Eleventh Supplemental Bond Resolution

- Authorizes the Chief Financial Officer to sell the 2016 Bonds on behalf of the Board for the 2016 Improvement Projects with a maximum principal amount of \$100,000,000 and 2016 Refunding Project with a maximum principal amount of \$230,000,000, a maximum true interest cost not to exceed 6.0% (tax-exempt and taxable) and a maturity not later than March 1, 2056 (collectively, the “parameters”).
- Approves and authorizes the use of the Preliminary Official Statement (POS) in connection with the sale of the Bonds.
- Authorizes the Chair of the Board and/or the Chancellor of the System to determine when the POS is deemed final and to execute and deliver the Official Statement; and
- Authorizes the Chief Financial Officer to accept and execute the Transaction Documents.

Series 2016 A&B Bonds Bond Issuance Timeline

October 2016 Board of Governor's Meeting:

- Present Eleventh Supplemental Resolution (defining the parameters within which the bond sale may be conducted).
- Make Preliminary Official Statement (POS) available to the Board for review.
- Make additional legal documents necessary to complete the financing available for Board review.

Late Fall (tentative):

- Conduct bond sale.

Dec/Jan (tentative):

- Close transaction and receive proceeds.

**Colorado State University System
Project Cost and Resource Summary**

Project Description	Total Project Cost	Donor	State	State COPs	Student Facility Fee	University	Total	Short-Term Loan	Bonds	Total
Michael Smith Natural Resources Building	\$ 20,200,000	11,900,000	-	-	2,500,000	5,800,000	\$ 20,200,000	\$ 1,050,000	5,000,000	\$ 6,050,000
Design Center	16,500,000	11,000,000	-	-	-	5,500,000	16,500,000	3,000,000	5,500,000	8,500,000
IBTT	77,800,000	61,200,000	-	7,000,000	-	9,600,000	77,800,000	24,800,000	9,600,000	34,400,000
Chemistry Building Match	55,600,000	-	50,200,000	-	-	5,400,000	55,600,000	-	5,400,000	5,400,000
JBS Global Food Innovation Center	13,100,000	11,500,000	-	-	-	1,600,000	13,100,000	7,600,000	-	7,600,000
	\$ 183,200,000	95,600,000	50,200,000	7,000,000	2,500,000	27,900,000	183,200,000	36,450,000	25,500,000	\$ 61,950,000
Matching %	\$ 183,200,000	Project Costs				Total Non Bond Resources	\$ 157,700,000		\$ 25,500,000	6 to 1
Shields and Elizabeth Street Underpass	10,800,000	-	-	-	-	10,800,000	10,800,000	-	10,800,000	10,800,000
CSU Pueblo Energy Performance Projects	14,150,000	-	-	-	-	14,150,000	14,150,000	-	14,150,000	14,150,000
	\$ 208,150,000	95,600,000	50,200,000	7,000,000	2,500,000	52,850,000	\$ 208,150,000	\$ 36,450,000	50,450,000	\$ 86,900,000

Moody's	S&P	Rating description
Aaa	AAA	Prime
Aa1	AA+	High Grade
Aa2	AA	
Aa3	AA-	
A1	A+	Upper Medium Grade
A2	A	
A3	A-	
Baa1	BBB+	Lower Medium Grade
Baa2	BBB	
Baa3	BBB-	
Ba1	BB+	Non-investment grade speculative
Ba2	BB	
Ba3	BB-	
B1	B+	Speculative
B2	B	
B3	B-	

System Enterprise Revenue Bonds Series 2016 A and B Project Cost and Resource Summary and Descriptions

I. Project Cost and Resource Summary:

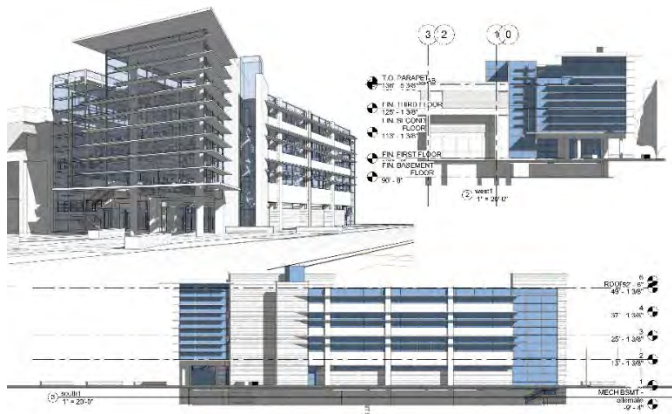
At our August meeting, we agreed to bring a plan of finance forward to the Board regarding the next set of projects to be funded. Below is a list of the financing sources relating to these projects which total \$208M. Of the total project cost, only 25%, \$50M, will be covered through the issuance of General Obligation Bonds. The program plans and state approvals are in place for all of these projects, and the rating agencies are aware of these plans. In total, less than \$90M will be financed with \$36M being on a short-term basis and the remaining being a mix of 20-year and 30-year maturities.

Given the favorable market conditions, we would like the authority to explore with the selected underwriters the possibility of refunding up to \$230M of outstanding bonds ensuring that the package of bonds to be refunded meets the Systems Debt Policy of achieving positive savings. Included within this potential package to be refunded is the approximate \$66M of Variable Rate Debt associated with the Stadium.

	Total	Cash	CSUS Amount Financed			Total Cash & Financed
			Short-Term Loan	Bonds	Total	
Total Project Cost	\$ 208,150,000					
CSU Resources:						
Donor Funded	\$ 90,800,000	\$ 59,150,000	\$ 36,450,000	-	\$ 36,450,000	\$ 95,600,000
State Funded	50,200,000	50,200,000	-	-	-	50,200,000
General Fund	43,500,000	2,400,000	-	36,300,000	36,300,000	38,700,000
NWC COPs	7,000,000	7,000,000	-	-	-	7,000,000
Student Facility Fee	2,500,000	2,500,000	-	-	-	2,500,000
CSU Total	\$ 194,000,000	\$ 121,250,000	\$ 36,450,000	36,300,000	\$ 72,750,000	\$ 194,000,000
CSU-Pueblo Resources:						
General Fund Energy Savings	14,150,000	-	-	14,150,000	14,150,000	14,150,000
Total Resources	\$ 208,150,000	121,250,000	\$ 36,450,000	50,450,000	\$ 86,900,000	\$ 208,150,000

II. PROJECT DESCRIPTIONS:

A. COLORADO STATE UNIVERSITY PROJECTS



1. Michael Smith Natural Resources Building

\$20.2M project to build an approximately 37,400 gsf addition to the south side of the Warner College of Natural Resources. The project will add classrooms, a student success center and offices for the college. Of the total cost, \$11.9M will be covered through donor commitments, \$5.8M through General Fund resources with the remaining funds being provided by the student facility fee in the amount of \$2.5M.

2. Design Center



\$16.5M project to build an approximately 41,000 gsf building to house a Maker's Lab (available to the entire campus community) as well as classroom and studio space for multidisciplinary design classes. The Interior Design department will also occupy the building. The location of the Design Center will help to create a design district on main campus, with the Visual Arts and Design & Merchandising buildings located directly to the north and east. Of the \$16.5M total cost, \$11M will be provided through donor commitments with the remaining \$5.5M split equally between the University and College through the use of the General Fund.

3. Institute for Biologic Translational Therapies and Research Horse Barn



\$77.8M Public Private Partnership (P3) to Design, Build, Operate and Maintain an approximately 130,000 gsf building for the Institute for Biologic Translational Therapies (IBTT) and a 48 stall Research Horse Barn with associated infrastructure. The IBTT will provide state of the art facilities for research and teaching in areas such as stem cells, engineered tissues and organs, regenerative therapies and biological therapies. P3 procurement is in progress with developer selection scheduled for mid-Dec 2016. Funding for this project will primarily be provided through donors in the amount of \$56.4M with the State National Western Center COPs providing a little over \$7M and the University providing the final \$14.4M through use of the General Fund.

4. Chemistry Building Match



\$55.6M project to build an approximately 61,000 gsf new Chemistry Building to provide laboratory space for hood intensive synthetic chemistry programs as well as space for faculty and graduate research assistants. The State of Colorado has provided \$51.2M in funding, with a required CSU cash match of \$5.4M through use of funding through the General Fund. The project is under construction and scheduled for occupancy in July 2017.

5. Shields and Elizabeth Street Underpass



\$10.8M bike and pedestrian underpass at Shields Street at Elizabeth Street, as well as on-grade crossing improvements. In recent years a large amount of student housing has been built west of Shields Street and the volume of bicycle and pedestrian traffic crossing at this intersection has increased. Evaluation of the intersection in coordination with the City of Fort Collins determined that a grade-separated crossing would provide the highest level of bike and pedestrian safety. This project will be funded through the General Fund.

6. JBS Global Food Innovation Center in honor of Gary & Kay Smith



\$13.1M project to build an approximately 36,600 gsf addition on the south side of the Animal Sciences Building. The Food Innovation Center will create an integrated facility to provide hands-on instruction for students in food animal handling and meat processing. It 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. Of the total cost of \$13.1M, \$11.5M of this project will be funded through donor contributions with the remaining \$1.6M in support being provided through the General Fund.

B. COLORADO STATE UNIVERSITY PUEBLO PROJECTS:

1. Energy Performance Projects on the CSU-Pueblo Campus

CSU-Pueblo and Johnson Controls conducted an energy audit identifying energy efficiency projects that will reduce long-term energy costs and reduce the carbon footprint of University operations. The audit identified upwards of \$14.1M in facility improvement measures that will be completed over the next two years. The projects will be financed over a period of 20 years. The proposed facility improvement measures will include the replacement of aging equipment and systems, the installation of an enterprise management control system with a dashboard for management of systems and will improve utility management and invoice monitoring. The energy savings are guaranteed by the project and the University will be compensated by Johnson Controls if the savings that were estimated in the project are not realized. Utility savings will be used to meet debt service payments. The total amount of the projects that will be included within the final package will be dependent upon the achieved interest rate cost.

	Interest	Project
	<u>Rate</u>	<u>Cost</u>
Option #1	3.35%	\$ 13,221,167
Option #2	3.00%	\$ 13,750,054
Option #3	2.75%	\$ 14,150,162

In the event that owner provided costs are higher than anticipated (e.g., asbestos remediation), the scope of the projects to be included could be reduced. The following list includes the projects that will be funded under each option, color coded to identify those that would be added under Option #2 and Option #3.

1	Lighting - Retrofit T8 to LED	Retrofitting interior lighting and wall packs to LED. 15k plus fixtures impacted with new lamps/fixtures combination.
3	Lighting - Gym LED retrofit	Design an LED lighting system at HPER to allow for energy savings, consistency of lighting type, quality, and ease of maintenance.
5	Lighting - Campus Exterior Pole Lighting Retrofit	Exterior Parking Lot and Sidewalk Lighting is broken out in this line item. Existing HID to be converted to LED.
8	Elec Motors - Premium Efficiency	Install premium efficiency motors on selected supply and return fan motors, as well as chilled water and heating water pumps that are 5hp and above.
9	Elec Transformers - High Efficiency	Replacement of existing non-liquid filled building transformers to premium high efficiency transformers. Field audit and measurements taken across majority of the
15	Control - Sequence Optimization and Upgrade	This FIM involves scheduling and optimizing existing controls to setback to reduce energy consumption. It includes time to program existing controls in selected buildings, replacing NCM to NAE at the following buildings (Administration, Life Sciences, Arts-
17	Control - HVAC Occupancy Sensor	This FIM involves removing the existing VAV control and retrofitting with a motion control at select buildings. Having motion control for each zone will allow for temperature setback of a space when the DDC system is in occupied mode and no occupants are in the space. This FIM shall include the demolition of existing thermostat. installation of new thermostat with occupancy control as well as testing
19	Control Lab Hood Controls - Renovation	Addresses the existing operational and life safety issues with the chemical fume hoods and laboratory system in Chemistry and Life Chemistry Sciences. The makeup air requirements of the HVAC system in Chemistry and Life Science building will result in
20	Envelope Window Film	Include low-e Window Film at Walking Stick Apartments, Child Care, southern exposure of Administration, and Physical Plant, as a result of field audit, observations, and conversation with CSU-Pueblo Staff.
21	Envelope Sealing	Include sealing, caulking, and weather-stripping of doors and windows across the majority of the buildings on campus based on field audit and observations.
24	MEP Boiler Replacement, High Efficiency	Include evaluation for replacement of 18 original Thermal Solutions high efficiency hot water boilers. Both Thermal Solutions and Aerco Benchmark condensing boilers have been evaluated, several buildings on campus will be replaced with additional heating capacities indicated herein
25	MEP Chiller Replacement (R22)	Replace existing older R22 refrigerant chillers with new environmentally friendly chillers in select buildings. Trane Chillers are the proposed brand to be installed.
29	AHU CV to VAV	This FIM involves converting existing AHU's at Administration (AHU- 2&3 only serving second & third floors) to variable air volume by installing VAV boxes in space allowing for multiple zones on each AHU. It includes necessary AHU modifications, VAV boxes as well as related ductwork, VAV box controls with integrated motion control designed o best satisfy space, VFD's on both supply and return fans controlled off static pressure, as well as commissioning and programming of equipment. Replace existing duct static pressure sensors and reuse existing VFD's. Replace failed control valves on building hot water radiation system.
30	AHU Replacement	Hasan School of business currently has three aging roof mounted air handling units installed in 1997. This scope of work includes replacing existing with high efficiency RTU with VFD. It also Includes necessary controls and integration into BAS.
33	Water Conservation	Water conservation installation including sinks, showers and other water use devices as indicated herein.
35	Irrigation Control and Optimization	Campus wide radio based control network of electric powered irrigation sprinkler zones changing the run times based upon moisture content to avoid over irrigation when raining.
49	Peak Shaving Generator (w Gen and/or PV-Batt Backup)	The analysis shows that two natural gas engine generators sized at 250 kW each will eliminate a peak consistently from 200 to 500 kW throughout the year. These units will be installed at the central plant with external air cooled radiators. The addition of a battery system sized at 500 kW (adjustable) with 30 minutes storage would provide additional economic benefit.
51	Electric Utility Merge of Housing into Main	Residence halls on campus including Crestone, Culebra, GreenHorn, and Walking Stick Apartments have utility provided meters and a higher electrical rate tariff compared to the primary meter on campus. This measure involves working with Black Hills Energy to allow the three residence halls in Culebra, Crestone, and GreenHorn to be combined into the main campus primary electric meter for cost savings. Walking Stick Apartment Complex is not included due to longer payback.
52	Nat Gas Acct Convert to Transport Rate	There are currently 8 separate Natural Gas (NG) commercial accounts on campus that are not part of the main campus NG interruptible transport account. JCI is working with CSU-Pueblo to look into any cost savings opportunities in converting these commercial accounts to the primary interruptible/non-interruptible transport account.

53	Nat Gas Tax Exempt Extension to Small Bills	In working with CSU-Pueblo it was discovered that several of the natural gas bills on commercial accounts (non-primary interruptible transport rate) have sales taxes imposed on them even though CSU-Pueblo is a tax exempt entity. JCI is working with CSU-Pueblo to remove these sales taxes in future billings and looking into recovering any past imposed taxes if State regulations allow.
54	Utility Sub Metering (Elec)	CSU-Pueblo and JCI are working to identify technologies to provide electrical sub metering of the selected campus buildings and capturing the data for analytics and behavioral type programs, as well as bill back to colleges/departments across campus.
56	Utility Sub Metering (Nat Gas)	CSU-Pueblo and JCI are working to identify technologies to provide natural gas sub metering of the selected campus buildings and capturing data for analytics and behavioral type programs, as well as bill back to colleges/departments across campus.
70	IT Cooling Upgrade	Update the IT space cooling system equipment and operational efficiency to effectively meet the increasing IT bandwidth and performance needs. Retrofit the Air handing unit, the cooling source, and cooling infrastructure serving the IT and immediate spaces.

Option #1 Projects

Option #2 Projects

Option #3 Projects

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

ELEVENTH SUPPLEMENTAL RESOLUTION

Authorizing the issuance of one or more series of:

Board of Governors of the Colorado State University System
System Enterprise Revenue Bonds
Series 2016

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ELEVENTH SUPPLEMENTAL RESOLUTION

WITNESSETH:

WHEREAS, the Board of Governors of the Colorado State University System (the “Board”) has adopted a Master System Enterprise Bond Resolution on June 20, 2007, as previously supplemented (the “Master Resolution”); and

WHEREAS, this Eleventh Supplemental Resolution is proposed for adoption pursuant to and in accordance with the Master Resolution; and

WHEREAS, the Board has determined to authorize hereby the issuance of Bonds, in one or more series, to be designated “The Board of Governors of the Colorado State University System, System Enterprise Revenue Bonds, Series 2016” (referred to herein as the “Series 2016 Bonds”) for the purposes of (a) defraying a portion of the cost of financing certain 2016 Improvement Projects as further described herein; (b) financing the 2016 Refunding Project, as further described herein; (c) paying capitalized interest, if any, on the Series 2016 Bonds, as provided herein; and (d) paying certain costs relating to the issuance thereof, in accordance with and as provided by the Master Resolution and this Eleventh Supplemental Resolution;

NOW, THEREFORE, BE IT RESOLVED by the Board of Governors of the Colorado State University System:

ARTICLE I

DEFINITIONS

Section 1.01. Definitions. Except as provided below in this Section, all terms which are defined in Section 1.01 of the Master Resolution shall have the same meanings, respectively, in this Eleventh Supplemental Resolution as such terms are given in the Master Resolution. In addition, the following terms shall have the following respective meanings:

“*Authorized Denomination*” shall have the meaning set forth in the Pricing Certificate.

“*Board Representative*” means the Chief Financial Officer of the System and any other officer of the System subsequently designated by the Board or the Chief Financial Officer to be the Board Representative with respect to all matters affecting the Bonds.

“*Bond Insurance Policy*” means the municipal bond new issue insurance policy issued by the Bond Insurer, if any, that guarantees payment of principal of and interest on all or a portion of the Series 2016 Bonds.

“*Bond Insurer*” means such municipal bond insurance company, if any, as shall be selected to provide credit enhancement with respect to all or any portion of the Series 2016 Bonds, as designated in the Pricing Certificate.

“*Continuing Disclosure Undertaking*” means the Continuing Disclosure Undertaking of the Board with respect to the Series 2016 Bonds authorized in Section 2.06 hereof; provided, however, that the Continuing Disclosure Undertaking may refer to multiple undertakings in the event the Series 2016 Bonds are issued in more than one series.

“*Eleventh Supplemental Resolution*” means this Eleventh Supplemental Resolution adopted by the Board on October 7, 2016.

“*Escrow Account*” means the escrow account established by the Escrow Agreement.

“*Escrow Agent*” means Wells Fargo Bank, National Association, Denver, Colorado, and its successors and assigns.

“*Escrow Agreement*” means that certain Escrow Deposit Agreement, dated as of the dated date of the Series 2016 Bonds, by and between the Escrow Agent and the Board.

“*Financial Consultant*” means, with respect to the Series 2016 Bonds, North Slope Capital Advisors, Denver, Colorado, in its capacity as municipal advisor, and any successor thereto.

“*Interest Payment Date*” means (a) each March 1 and September 1, commencing on the date or dates set forth in the Pricing Certificate with respect to the Series 2016 Bonds; (b) any other date or dates that interest is due and payable with respect to the Series 2016 Bonds as set forth in the Pricing Certificate with respect to the Series 2016 Bonds and (c) the final maturity date of or any redemption date of each Series 2016 Bond.

“*Issue Date*” means the date or dates (in the event the Series 2016 Bonds are issued in more than one series) on which the Series 2016 Bonds are first delivered to the initial purchasers thereof against payment therefor.

“*Master Resolution*” means the Master Resolution adopted by the Board on June 20, 2007, as previously amended and supplemented and as may be further amended and supplemented from time-to-time.

“*Official Statement*” means the final Official Statement relating to the Series 2016 Bonds, including any supplements thereto; provided, however, that the Official Statement may refer to multiple Official Statements in the event the Series 2016 Bonds are issued in more than one series.

“*Preliminary Official Statement*” means the Preliminary Official Statement relating to the Series 2016 Bonds, including any supplements thereto; provided, however, that the Preliminary Official Statement may refer to multiple Preliminary Official Statements in the event the Series 2016 Bonds are issued in more than one series.

“*Pricing Certificate*” means a certificate executed by the Board Representative and evidencing the determinations made pursuant to Section 3.03(b) of this Eleventh Supplemental Resolution; provided, however, that the Pricing Certificate may refer to multiple certificates, in the event the Series 2016 Bonds are issued in more than one series, and provided further that the

provisions of any Pricing Certificate shall be deemed to be incorporated into this Eleventh Supplemental Resolution.

“*Purchase Contract*” means any Purchase Contract relating to the Series 2016 Bonds between the Board and the Underwriters; provided, however, that the Purchase Contract may refer to multiple contracts in the event the Series 2016 Bonds are issued in more than one series.

“*Regular Record Date*” means the close of business on the fifteenth day (whether or not a Business Day) of the calendar month next preceding each regularly scheduled Interest Payment Date for the Series 2016 Bonds.

“*Resolution*” means the Master Resolution as supplemented by this Eleventh Supplemental Resolution.

“*Series 2016 Bonds*” means the Bonds issued in one or more series hereunder and designated as “The Board of Governors of the Colorado State University System, System Enterprise Revenue Bonds, Series 2016,” and as more particularly designated in the Pricing Certificate.

“*State Intercept Act*” means Section 23-5-139, Colorado Revised Statutes, as amended.

“*State Intercept Program*” means the Higher Education Revenue Bond Intercept Program, established pursuant to the State Intercept Act.

“*Taxable Obligation*” means any Series 2016 Bonds the interest on which is not excludable from gross income of the holder thereof for federal income tax purposes, which, with respect to the Series 2016 Bonds, shall be determined by the Board Representative, in accordance with the Article VII hereof titled “FEDERAL TAX LAW MATTERS” and set forth in the Pricing Certificate.

“*Tax Exempt Obligation*” means any Series 2016 Bonds the interest on which is excludable from gross income of the holder thereof for federal income tax purposes, which, with respect to the Series 2016 Bonds, shall be determined by the Board Representative, in accordance with Article VII hereof title “FEDERAL TAX LAW MATTERS” and set forth in the Pricing Certificate.

“*Underwriters*” means, in the determination of the Board, any combination of investment banking firms, financial institutions or commercial banks selected by the Board, acting as underwriters, direct purchasers or lenders in connection with the sale of the Series 2016 Bonds.

“*2016 Expense Account*” means the account created in Section 5.02(b) hereof.

“*2016 Improvement Projects*” means the financing of certain Improvement Projects, as determined by the Board, including but not limited to: (a) the construction, acquisition, renovation, improvement and equipping of (i) the Michael Smith Natural Resources Building in Fort Collins, Colorado; (ii) the Design Center in Fort Collins, Colorado; (iii) the Institute for Biological and Translational Therapies in Fort Collins, Colorado; (iv) the Chemistry Building in Fort Collins, Colorado; (v) the Shields and Elizabeth Streets Underpass and above-grade

improvements in Fort Collins, Colorado; (vi) the JBS Global Food Innovation Center in Honor of Gary and Kay Smith in Fort Collins, Colorado and (vii) the CSU Pueblo Energy Performance Projects in Pueblo, Colorado ; (b) any other improvements to any of the campuses for which the Board has spending authority; and (c) such other capital projects as may be designated by the Board.

“*2016 Improvement Projects Fund*” means the fund created in Section 5.02(a) hereof, including any accounts and subaccounts therein.

“*2016 Paying Agency Agreement*” means the Paying Agency, Transfer Agency and Bond Registrar Agreement, by and between the Board and the 2016 Paying Agent relating to the Series 2016 Bonds; provided, however, that the 2016 Paying Agent Agreement may refer to multiple agreements in the event the Series 2016 Bonds are issued in more than one series.

“*2016 Paying Agent*” means Wells Fargo Bank, National Association, Denver, Colorado, acting as agent of the Board for the payment of the principal of, premium, if any, and interest on the Series 2016 Bonds, and any successor thereto.

“*2016 Refunding Project*” means the refunding of certain series of Outstanding Bonds that are able to be refunded for present value savings.

“*2016 Registrar*” means the 2016 Paying Agent acting as agent of the Board for the registration of the Series 2016 Bonds, and any successor thereto.

“*2016 Tax Certificate*” means the Tax Certificate relating to the Series 2016 Bonds, executed by the Board on the date of issuance of the Series 2016 Bonds; provided, however, that the 2016 Tax Certificate may refer to multiple tax compliance certificates executed in connection with the Series 2016 Bonds.

Section 1.02. Construction. This Eleventh Supplemental Resolution shall be construed as follows:

(a) The captions herein are for convenience only and in no way define, limit or describe the scope or intent of any provisions hereof.

(b) Any Series 2016 Bond held by the Board shall not be deemed to be Outstanding for the purpose of redemption, for the purpose of consents hereunder or for any other purpose.

Section 1.03. Successors. All of the covenants, stipulations, obligations and agreements by or on behalf of and any other provisions for the benefit of the System or the Board set forth in the Resolution shall bind and inure to the benefit of any successors thereof and shall bind and inure to the benefit of any officer, board, district, commission, authority, agent, enterprise or instrumentality to whom or to which there shall be transferred by or in accordance with law any right, power or duty of the System or the Board or of their respective successors, if any, the possession of which is necessary or appropriate in order to comply with any such covenants, stipulations, obligations, agreements, or other provisions hereof.

Section 1.04. Parties Interested Herein. Except as otherwise expressly provided in the Resolution, nothing expressed or implied in the Resolution is intended or shall be construed to confer upon or to give to any Person, other than the System, the Board, the 2016 Paying Agent, the Bond Insurer, if any, and the owners from time-to-time of the Series 2016 Bonds, any right, remedy or claim under or by reason hereof or any covenant, condition or stipulation hereof. All the covenants, stipulations, promises and agreements set forth herein by and on behalf of the System shall be for the sole and exclusive benefit of the System, the Board, the 2016 Paying Agent, the Bond Insurer, if any, and the owners from time-to-time of the Series 2016 Bonds.

Section 1.05. Ratification. All action heretofore taken (not inconsistent with the provisions of the Resolution) by the officers of the Board, the officers of the System, the Financial Consultant, and otherwise by the Board directed toward the 2016 Improvement Projects and the issuance, sale and delivery of the Series 2016 Bonds for such purposes, be, and the same hereby is, ratified, approved and confirmed, including, without limitation, the sale of the Series 2016 Bonds as provided in the Purchase Contract and the preparation and distribution of the Preliminary Official Statement and final Official Statement in connection therewith.

Section 1.06. Resolution Irrepealable. After any Series 2016 Bonds are issued, the Resolution shall constitute an irrevocable contract between the Board and owners of the Series 2016 Bonds; and the Resolution shall be and remain irrepealable until the Series 2016 Bonds and the interest thereon shall be fully paid, as herein provided.

Section 1.07. Repealer. All bylaws, orders and resolutions, or parts thereof, inconsistent herewith are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed to revive any bylaw, order, resolution or part thereof, heretofore repealed.

Section 1.08. Severability. If any provision of the Resolution shall be held invalid or unenforceable, such holding shall not affect any other provisions hereof.

Section 1.09. Effective Date. This Eleventh Supplemental Resolution shall become effective immediately upon its passage.

ARTICLE II

AUTHORIZATION OF 2016 IMPROVEMENT PROJECTS AND CERTAIN RELATED DOCUMENTS

Section 2.01. Authority for Resolution. The Resolution is adopted by virtue of the plenary powers of the Board as a constitutionally established body corporate under Article VIII, Section 5 of the Constitution of the State and under the particular authority of the Auxiliary Facilities Enterprise Act, the Institutional Enterprise Statute, the Refunding Act, the Research Building Fund Act and the Supplemental Public Securities Act. The Board has ascertained and hereby determines that each matter and thing as to which provision is made herein is necessary in order to carry out and effectuate the purposes of the Board in accordance with such powers and authority.

Section 2.02. Necessity of the 2016 Improvement Projects, the 2016 Refunding Project and Series 2016 Bonds. It is necessary and for the best interests of the Board and the

System that the Board undertake the 2016 Improvement Projects and the 2016 Refunding Project as herein authorized and obtain funds therefor by issuing the Series 2016 Bonds; and the Board hereby so determines and declares.

Section 2.03. Authorization of the 2016 Improvement Projects and 2016 Refunding Project. The Board hereby determines to undertake the 2016 Improvement Projects and the 2016 Refunding Project pursuant to the Auxiliary Facilities Enterprise Act, the Institutional Enterprise Statute, the Refunding Act, the Research Building Fund Act, the Supplemental Public Securities Act, and applicable provisions of the Code, and further determines that all requirements and limitations of such statutes have been met.

In addition, the Board hereby determines that (a) the limitations and requirements imposed by the Resolution for the issuance of Bonds have been met and (b) the 2016 Improvement Projects and the 2016 Refunding Project are hereby authorized.

Section 2.04. Provision for Sale of Series 2016 Bonds. The Board Representative and the officers of the Board, or any of them, are hereby authorized, for and on behalf of the Board, to accept and execute the Purchase Contract submitted by the Underwriters for the purchase of the Series 2016 Bonds, in substantially the form filed with the Board on the date of adoption of this Eleventh Supplemental Resolution, bearing interest at the rates therein designated and otherwise upon the terms and conditions provided in this Eleventh Supplemental Resolution, the Pricing Certificate and such Purchase Contract.

Section 2.05. Execution of 2016 Paying Agency Agreement. The appropriate officers of the Board, as designated in the 2016 Paying Agency Agreement, are hereby authorized to complete and execute the 2016 Paying Agency Agreement on behalf of and in the name of the Board, in substantially the form filed with the Board following the date of adoption of this Eleventh Supplemental Resolution.

Section 2.06. Approval and Use of Preliminary Official Statement and Official Statement; Rule 15c2-12; Continuing Disclosure Undertaking. The distribution and use of a Preliminary Official Statement relating to the Series 2016 Bonds, in substantially the form filed with the Board on or following the date of adoption of this Eleventh Supplemental Resolution, is hereby approved with such changes as may be necessary for the sale of the Series 2016 Bonds. The Chair of the Board and/or the Chancellor of the System is each hereby authorized, directed and empowered to determine when such Preliminary Official Statement may be deemed final within the meaning of Securities and Exchange Rule 15c2-12, subject to permitted omissions, and thereupon to give a certificate to such effect. The Chair of the Board and/or the Chancellor of the System is each hereby authorized to execute and deliver the final Official Statement relating to the Series 2016 Bonds and the Underwriters may thereafter distribute the same. The appropriate officers of the Board and the System are hereby authorized to complete and execute the Continuing Disclosure Undertaking on behalf of and in the name of the Board, in substantially the form attached to the Preliminary Official Statement.

Section 2.07. Bond Insurance. In the event that it is determined to obtain a municipal bond insurance policy insuring the payment when due of the principal of and interest on all or a portion of the Series 2016 Bonds, as provided in Section 3.03(b)(ii) hereof and the Pricing

Certificate, the completion, execution and delivery of all documents relating to and required or necessary in connection with such municipal bond insurance policy by the appropriate officers of the Board and the System are hereby authorized and approved. To the extent provided therein, the provisions of any agreement between the Board and the Bond Insurer, as contemplated in this Section 2.08, shall be deemed to be incorporated in this Eleventh Supplemental Resolution and shall be enforceable as if set forth herein.

Section 2.08. Execution of Documents. The following individuals, namely: the Chair of the Board, the Secretary of the Board, General Counsel to the System, the Chief Financial Officer of the System and the Treasurer of the System (and any other officers authorized by law to act on their behalf in their absence) are hereby authorized to execute and deliver, this Eleventh Supplemental Resolution, and, as appropriate in connection with each series of Series 2016 Bonds issued hereunder, the Purchase Contract, the Pricing Certificate, the 2016 Paying Agency Agreement, the Escrow Agreement, the Continuing Disclosure Undertaking, the Official Statement, any documents required in connection with any Credit Enhanced Bonds (including any Commercial Paper Notes), and any other documents or certificates necessary or appropriate to close the sale of the Series 2016 Bonds and all related transactions and to take any action with respect to any matter required to accomplish the same.

ARTICLE III

AUTHORIZATION AND TERMS OF SERIES 2016 BONDS

Section 3.01. Authorization of Series 2016 Bonds. Pursuant to the provisions of the Master Resolution, there is hereby authorized the borrowing of funds, and to evidence such borrowing there are hereby authorized one or more series Bonds of the Board designated “The Board of Governors of the Colorado State University System, System Enterprise Revenue Bonds, Series 2016,” or as more particularly designated in the Pricing Certificate, including the year of issuance and if the Board elects to issue Commercial Paper Notes. If, in accordance with the Article VII titled “FEDERAL TAX LAW MATTERS,” the Board Representative shall determine that any series of Series 2016 Bonds shall constitute a Taxable Obligation, the title of such series shall further include the following: “Taxable.” The full title of any and all series of bonds issued hereunder shall be determined by the Board Representative in accordance with the foregoing, and shall be set forth in the Pricing Certificate.

Section 3.02. Purposes. The Series 2016 Bonds are authorized for the purposes of funding the 2016 Improvement Projects and the 2016 Refunding Project, paying a portion of the interest on the Series 2016 Bonds, if the Board Representative determines in the Pricing Certificate that funding capitalized interest is necessary and desirable, and paying certain costs of issuance relating to the Series 2016 Bonds, all as more specifically provided in Article V hereof.

Section 3.03. Terms of Series 2016 Bonds, Generally.

(a) ***Registered Form; Numbers and Date.*** The Series 2016 Bonds shall be issued in fully registered form and shall be numbered from one upward in consecutive numerical order preceded by the letter “R.” The registered Owner of all Series 2016 Bonds shall be a

Securities Depository in accordance with the Master Resolution. The Series 2016 Bonds shall be dated the Issue Date.

(b) ***Principal Amounts; Maturities; Interest Rates.*** The Series 2016 Bonds shall mature, subject to the right of prior redemption as provided in Article IV hereof, on the dates and in the aggregate principal amounts, and shall bear interest, payable on each Interest Payment Date, as provided below:

(i) ***Parameters.*** Any Series 2016 Bonds, issued in one or more series, shall be issued in an aggregate principal amount not to exceed \$100,000,000 for purposes of financing the 2016 Improvement Projects and \$230,000,000 for the 2016 Refunding Project. Any Series 2016 Bonds, issued in one or more series, shall bear interest at such taxable and/or tax exempt rate or rates resulting in a true interest cost not exceeding 6% with respect to any debt issued hereunder. Notwithstanding the forgoing, Credit Enhanced Bonds or Commercial Paper Notes may have a maximum interest rate not in excess of 12% per annum. Any Series 2016 Bonds may mature as term bonds or serial bonds, or both, not later than March 1, 2056 with respect to bonds issued for the 2016 Improvement Projects and the 2016 Refunding Project. In addition, the Board shall only issue Series 2016 Bonds to finance the 2016 Refunding Project if the 2016 Refunding Project results in present value savings with respect to the debt service requirements on the Refunded Bonds sufficient to comply with the Board's debt management policy as determined by the Board Representative.

(ii) ***Delegated Powers.*** The Board Representative is authorized, without further approval of the Board, to make any and all determinations listed in Section 11-57-205(1), Colorado Revised Statutes, as amended, provided such determinations are not inconsistent with the standards set forth in this Eleventh Supplemental Resolution. In furtherance thereof, the Board Representative is hereby authorized, without further approval of the Board, to determine in conformity with the standards set forth in this Eleventh Supplemental Resolution and after the Series 2016 Bonds have been priced in the market: (A) the final designation of one or more series or subseries of the Series 2016 Bonds; (B) the principal amount of each series or subseries of the Series 2016 Bonds; (C) the coupon interest rate or rates (whether fixed or variable) on the Series 2016 Bonds; (D) the maturity or maturities of the Series 2016 Bonds (any of which may include Series 2016 Bonds bearing different interest rates) and the amount and date of any mandatory sinking fund redemption; (E) provisions for the optional, mandatory or extraordinary redemption of any or all of the Series 2016 Bonds prior to maturity; (F) the purchase price of the Series 2016 Bonds; (G) whether the Series 2016 Bonds will constitute Tax Exempt Obligations, Taxable Obligations, and the other matters set forth in Article VII hereof entitled "FEDERAL TAX LAW MATTERS"; (H) whether or not to utilize bond insurance, a Credit Facility or a debt service reserve policy for the Series 2016 Bonds and the execution of all agreements, documents and certificates in connection therewith; (I) whether or not to issue Commercial Paper Notes, (J) whether or not the Series 2016 Bonds will be sold pursuant to a negotiated sale, a

competitive sale or direct placement; all as may be necessary to effect the 2016 Improvement Projects and the 2016 Refunding Project and in a manner consistent with this Eleventh Supplemental Resolution; including the estimated true interest cost of the Series 2016 Bonds and the Underwriter's or Purchaser's discount relating to the Series 2016 Bonds. The determinations described herein shall be evidenced by a Pricing Certificate filed with the Board, and except as otherwise expressly provided herein or in the Master Resolution, the terms of the Series 2016 Bonds shall be as set forth in the Pricing Certificate and incorporated by reference into this Eleventh Supplemental Resolution, (K) which Outstanding Bonds will be refunded and (L) whether or not to qualify any of the Series 2016 Bonds under the State Intercept Program.

(c) ***Authorized Denominations.*** The Series 2016 Bonds shall be issued in Authorized Denominations.

(d) ***Computation of Interest.*** Each Series 2016 Bond shall bear interest at the applicable rate in accordance with Section 3.03(b) hereof, (i) from the date of authentication, if authenticated on an Interest Payment Date to which interest has been paid or duly provided for; or (ii) from the last preceding Interest Payment Date to which interest has been paid or duly provided for (or the Issue Date if no interest thereon has been paid or duly provided for) in all other cases. The amount of interest so payable on Series 2016 Bonds on any Interest Payment Date shall be computed on the basis of a 360-day year of twelve 30-day months, unless an alternative computational convention is set forth in the Pricing Certificate.

(e) ***Appointment of 2016 Paying Agent and 2016 Registrar.*** Wells Fargo Bank, National Association, is hereby appointed the 2016 Paying Agent and 2016 Registrar.

Section 3.04. Payment of Bond Requirements.

(a) ***Principal and Final Interest.*** The principal or Redemption Price of and the final interest payment on any Series 2016 Bond shall be payable to the owner thereof as shown on the registration books maintained by the 2016 Registrar upon maturity or prior redemption thereof and upon presentation and surrender at the principal office of the 2016 Paying Agent. If any Series 2016 Bond shall not be paid upon such presentation and surrender at or after maturity, it shall continue to draw interest (but without compounding of interest) at the rate borne by it until the principal thereof is paid in full.

(b) ***Interest.*** The interest due on any Series 2016 Bond on any Interest Payment Date shall be paid to the owner thereof, as shown on the registration books kept by the 2016 Registrar at the close of business on the Regular Record Date. Any such interest not so timely paid or duly provided for shall cease to be payable to the person who is the owner of such Series 2016 Bond on the Regular Record Date and shall be payable to the person who is the owner of such Series 2016 Bond at the close of business on a Special Record Date for the payment of any such defaulted interest. Such Special Record Date shall be fixed in accordance with Section 3.10 of the Master Resolution.

(c) **Payment of Interest.** All payments of interest on any Series 2016 Bond shall be paid to the person entitled thereto pursuant to Section 3.04(b) above by check mailed on the Interest Payment Date to his or her address as it appears on the registration books kept by the 2016 Registrar (or, in the case of defaulted interest, the date selected by the 2016 Registrar for the payment of such defaulted interest), or, at the option of any owner of \$1,000,000 or more in principal amount of Series 2016 Bonds, by wire transfer on such date to a bank within the continental United States as directed by such owner.

(d) **State Intercept Program.** The Board elects not to utilize the State Intercept Program for the 2016 Improvement Projects. The Board may elect to utilize the State Intercept Program for all or a portion of the 2016 Refunding Project. The final determination of which Series 2016 Bonds (and any series thereof) are subject to the State Intercept Program shall be set forth in the Pricing Certificate. The Board is hereby directed to file with the State Treasurer a copy of this Eleventh Supplemental Resolution.

Section 3.05. Bond Form. Subject to the provisions of this Eleventh Supplemental Resolution, the Series 2016 Bonds shall be in substantially the form set forth in Exhibit A hereto, with such omissions, insertions, endorsements and variations as to any recitals of fact or other provisions as may be required by the circumstances, be required or permitted by the Master Resolution, or be consistent with the Master Resolution.

Section 3.06. State Tax Exemption. Pursuant to Section 23-5-105, Colorado Revised Statutes, as amended, the Series 2016 Bonds, their transfer, and the income therefrom shall forever be and remain free and exempt from taxation by the State or any subdivision thereof.

ARTICLE IV

REDEMPTION OF SERIES 2016 BONDS

Section 4.01. Optional Redemption. The Series 2016 Bonds shall be subject to redemption prior to maturity at the option of the Board, if at all, on the dates and at the Redemption Prices as set forth in the Pricing Certificate.

Section 4.02. Mandatory Sinking Fund and Make Whole Redemption. The Series 2016 Bonds shall be subject to mandatory sinking fund redemption and make whole redemption, if at all, on the dates and in the principal amounts as set forth in the Pricing Certificate.

Section 4.03. Selection of Series 2016 Bonds for Redemption. If less than all of the Series 2016 Bonds are called for prior redemption hereunder, the Series 2016 Bonds or portions to be redeemed shall be redeemed in such order of maturities as shall be specified by the Board. If less than all Series 2016 Bonds or portions thereof of a single maturity and rate are to be redeemed, they shall be selected by lot in such manner as the Paying Agent may determine. In the case of a Series 2016 Bond of a denomination larger than an Authorized Denomination, such Series 2016 Bond may be redeemed only in principal amounts equal to any integral multiple of the minimum Authorized Denomination. In the event a portion of any Series 2016 Bonds is so redeemed, the 2016 Registrar shall, without charge to the owner of such Series 2016 Bond, authenticate a replacement Series 2016 Bond for the unredeemed portion thereof.

Section 4.04. Redemption Procedures. Except as otherwise provided herein, the Series 2016 Bonds shall be called for prior redemption and shall be paid by the 2016 Paying Agent upon notice as provided in Section 4.05 hereof. The 2016 Registrar shall not be required to transfer or exchange any Series 2016 Bond after notice of the redemption of such Series 2016 Bond has been given (except the unredeemed portion of such Series 2016 Bond, if redeemed in part) or to transfer or exchange any Series 2016 Bond during the period of 15 days next preceding the day such notice is given.

In addition, the 2016 Registrar is hereby authorized to comply with any operational procedures and requirements of the Securities Depository relating to redemption of Series 2016 Bonds and notice thereof. The Board and the 2016 Registrar shall have no responsibility or obligation with respect to the accuracy of the records of the Securities Depository or a nominee therefor or any Participant of such Securities Depository with respect to any ownership interest in the Series 2016 Bonds or the delivery to any Participant, beneficial owner or any other person (except to a registered owner of the Series 2016 Bonds) of any notice with respect to the Series 2016 Bonds, including any notice of redemption.

Section 4.05. Notice of Redemption. The 2016 Registrar shall cause notice of the redemption of the Series 2016 Bonds being redeemed under this Article IV to be given in the form and manner described in Section 3.07 of the Master Resolution not less than 30 days nor more than 60 days prior to the redemption date.

Section 4.06. Tender and Purchase. The Series 2016 Bonds shall be subject to tender and purchase prior to maturity at the option of the Board, if at all, on the dates, in the manner and at the prices as set forth in the Pricing Certificate.

ARTICLE V

ISSUANCE OF SERIES 2016 BONDS AND USE OF SERIES 2016 BOND PROCEEDS

Section 5.01. Series 2016 Bond Preparation, Execution and Delivery. The officers of the Board and the System designated in this Eleventh Supplemental Resolution are hereby authorized and directed to prepare and to execute the Series 2016 Bonds, as herein provided. When the Series 2016 Bonds have been duly executed, the Board Representative shall deliver them to the Underwriters upon receipt of the agreed purchase price.

Section 5.02. Disposition of Series 2016 Bond Proceeds. The proceeds of the Series 2016 Bonds, upon the receipt thereof, shall be accounted for in the following manner and priority and are hereby pledged therefor:

- (a) **2016 Improvement Projects Fund.** First, from the proceeds of the Series 2016 Bonds, there shall be deposited in a separate account, which account is hereby created, to be known as “The Board of Governors of the Colorado State University System, System Enterprise Revenue Bonds, Series 2016, Improvement Projects Fund” (the “2016 Improvement Projects Fund”), such amount as the Board Representative shall determine to be necessary and

available to defray the costs of the 2016 Improvement Projects, subject to the provisions of the 2016 Tax Certificate. Such account shall be under the control of the Board.

There is hereby created within the 2016 Improvement Projects Fund a separate account under the control of the Board which shall be designated “The Board of Governors of the Colorado State University System, System Enterprise Revenue Bonds, Series 2016, Capitalized Interest Account” (the “2016 Capitalized Interest Account”). There shall be credited to such 2016 Capitalized Interest Account such amount as the Board Representative shall determine to be necessary and available to pay a portion of the interest on the Series 2016 Bonds through a date specified by the Board Representative in the Pricing Certificate, taking into account any other moneys available to pay interest on the Series 2016 Bonds.

In the event that the Series 2016 Bonds are issued in only one series, then the Board shall not be required to establish additional accounts or subaccounts within the 2016 Improvement Projects Fund; provided, however, that in the event that the Series 2016 Bonds are issued in more than one series, additional separate accounts and, as necessary, subaccounts shall be created within the 2016 Improvement Projects Fund in accordance with the following:

(i) A separate account shall be created within the 2016 Improvement Projects Fund for each separate series of Series 2016 Bonds issued as Tax Exempt Obligations the proceeds of which are to be applied to the 2016 Improvement Projects, into which shall be deposited amounts received from the sale of each such series of the Series 2016 Bonds, and the amount of such deposit shall be as set forth in the Pricing Certificate; and

(ii) In the event that any of the Series 2016 Bonds are issued as Taxable Obligations, and the proceeds from such Series 2016 Bonds are to be applied to the 2016 Improvement Projects, then separate accounts shall be established for each such series of Series 2016 Bonds, and the amount of proceeds from the sale of such Series 2016 Bonds deposited to such account(s) shall be as set forth in the Pricing Certificate.

(b) **2016 Escrow Account.** Second, from the proceeds of the Series 2016 Bonds there shall be deposited in the Escrow Account under the Escrow Agreement an amount sufficient to accomplish the 2016 Refunding Project as set forth in the Pricing Certificate and the Escrow Agreement.

(c) **2016 Expense Account.** Third, from the proceeds of the Series 2016 Bonds, there shall be deposited to the credit of a separate account, hereby created (the “2016 Expense Account”), which 2016 Expense Account shall be under the control of the Board, all remaining amounts of proceeds of the Series 2016 Bonds. From such 2016 Expense Account, the Board shall be authorized to pay all expenses associated with the issuance of the Series 2016 Bonds. Any moneys remaining in the 2016 Expense Account six months after the date of issuance of the Series 2016 Bonds shall be transferred as directed by the Board Representative.

Section 5.03. Application of 2016 Improvement Projects Fund. Amounts on deposit in the 2016 Capitalized Interest Account within the 2016 Improvement Projects Fund shall be applied to the payment of interest on the Series 2016 Bonds as directed by the Board Representative. Any other moneys credited from time-to-time to the 2016 Improvement Projects Fund shall be used, without requisition, voucher or other direction or further authority than is herein contained, to pay, or to reimburse the Board and the System, including CSU-Pueblo, for the payment of costs of the 2016 Improvement Projects, as the same become due. All amounts derived from the investment of moneys on deposit in the 2016 Improvement Projects Fund shall remain in the 2016 Improvement Projects Fund and shall be applied as described herein, or, at the direction of the Board Representative, shall be applied to pay interest on the Series 2016 Bonds. Upon completion of the 2016 Improvement Projects by the Board and the delivery of a Completion Certificate to the Board in accordance with the Resolution, all money remaining in the 2016 Improvement Projects Fund, except amounts estimated to be needed for costs of the 2016 Improvement Projects not then due and payable as provided in Section 5.04 hereof, may be used for any other lawful capital expenditures of the Board or may be transferred to the Series 2016 Principal Account of the Debt Service Fund and used to pay the principal of, premium, if any, or interest on the Series 2016 Bonds.

Section 5.04. Completion of 2016 Improvement Projects. Upon completion of the 2016 Improvement Projects and the acceptance thereof by the System, the Board Representative shall deliver to the Board a certificate (the “Completion Certificate”) stating that, to the best of the System’s knowledge based upon the representations of the Board Representative and the contractors, architects, engineers, vendors or other consultants, and except for any amounts estimated by the Board Representative to be necessary for payment of any costs of the 2016 Improvement Projects not then due and payable as set forth in such certificate, the 2016 Improvement Projects have been completed and accepted by the System and all costs of the 2016 Improvement Projects have been paid. Notwithstanding the foregoing, such certificate shall not, and shall state that it does not, prejudice any rights against third parties which exist at the date of such certificate or which may subsequently come into being.

Section 5.05. Purchaser Not Responsible. The Underwriters, any associate thereof, and any subsequent owner of any Series 2016 Bond shall in no manner be responsible for the application or disposal by the Board or by any System officer or any other employee or agent of the Board or System of the moneys derived from the sale of the Series 2016 Bonds or of any other moneys herein designated.

ARTICLE VI

ESTABLISHMENT OF CERTAIN ACCOUNTS

Section 6.01. Establishment of Certain Accounts. In accordance with Section 5.01 of the Master Resolution, the Board hereby creates and establishes the following accounts in respect of the Series 2016 Bonds: (a) within the Debt Service Fund, a “Series 2016 Interest Account” and a “Series 2016 Principal Account”; and (b) within the Rebate Fund, a “Series 2016 Rebate Account.” Such accounts shall be maintained and applied as provided in (i) Section 5.06 of the Master Resolution, with respect to the Series 2016 Interest Account and the Series 2016 Principal Account; and (ii) Sections 5.11 through 5.13 of the Master Resolution, with respect to

the Series 2016 Rebate Account. The Board authorizes the creation of the Escrow Account under the Escrow Agreement.

ARTICLE VII

FEDERAL TAX LAW MATTERS

Section 7.01. Determination of Tax Exempt or Taxable Obligations. All or any portion of the Series 2016 Bonds is authorized to be issued as a Tax Exempt Obligation or Taxable Obligation. The Board hereby delegates to the Board Representative the authority to determine what, if any, portion of the Series 2016 Bonds shall constitute a Tax Exempt Obligation, and what, if any, portion of the Series 2016 Bonds shall constitute a Taxable Obligation which determinations shall be set forth in the applicable Pricing Certificate. To the extent that any portion of the Series 2016 Bonds shall constitute Tax Exempt Obligations, for purposes of ensuring that the interest on the Tax Exempt Obligations is and remains excluded from gross income for federal income tax purposes, the Board makes the covenants set forth in Sections 7.02 through 7.04 of this Article VII. In the event that, as determined by the Board Representative and set forth in the Pricing Certificate, no portion of the Series 2016 Bonds constitutes Tax Exempt Obligations, Sections 7.02 through 7.04 of this Article VII shall be of no force or effect.

Section 7.02. Prohibited Actions. The Board will not use or permit the use of any proceeds of the Tax Exempt Obligations or any other funds of the Board from whatever source derived, directly or indirectly, to acquire any securities or obligations and shall not take or permit to be taken any other action or actions, which would cause any Tax Exempt Obligations to be an “arbitrage bond” within the meaning of Section 148 of the Code, or would otherwise cause the interest on any Tax Exempt Obligations to be includible in gross income for federal income tax purposes.

Section 7.03. Affirmative Actions. The Board will at all times do and perform all acts permitted by law that are necessary in order to assure that interest paid by the Board on the Tax Exempt Obligations shall not be includible in gross income for federal income tax purposes under the Code or any other valid provision of law. In particular, but without limitation, the Board represents, warrants and covenants to comply with the following unless it receives an opinion of Bond Counsel stating that such compliance is not necessary: (a) gross proceeds of the Tax Exempt Obligations will not be used in a manner that will cause the Series 2016 Bonds to be considered “private activity bonds” within the meaning of the Code; (b) the Tax Exempt Obligations are not and will not become directly or indirectly “federally guaranteed”; and (c) the Board will timely file Internal Revenue Form 8038-G which shall contain the information required to be filed pursuant to Section 149(e) of the Code with respect to the Tax Exempt Obligations.

Section 7.04. 2016 Tax Certificate. The Board will comply with the 2016 Tax Certificate delivered to it on the date of issuance of any Series 2016 Bonds constituting Tax Exempt Obligations, including but not limited to the provisions of the 2016 Tax Certificate regarding the application and investment of proceeds of such Series 2016 Bonds, the calculations, the deposits, the disbursements, the investments and the retention of records

described in the 2016 Tax Certificate; provided that, in the event the original 2016 Tax Certificate is superseded or amended by a new 2016 Tax Certificate drafted by, and accompanied by an opinion of Bond Counsel stating that the use of the new 2016 Tax Certificate will not cause the interest on such Series 2016 Bonds to become includible in gross income for federal income tax purposes, the Board will thereafter comply with the new 2016 Tax Certificate.

ARTICLE VIII

MISCELLANEOUS

Section 8.01. Applicability of Master Resolution. Except as otherwise provided herein, the provisions of the Master Resolution govern the Series 2016 Bonds and the 2016 Improvement Projects. The rights, undertakings, covenants, agreements, obligations, warranties, and representations of the Board set forth in the Master Resolution shall in respect of the Series 2016 Bonds be deemed the rights, undertakings, covenants, agreements, obligations, warranties and representations of the Board.

Section 8.02. Severability and Invalid Provisions. If any one or more of the covenants or agreements provided in this Eleventh Supplemental Resolution on the part of the Board to be performed should be contrary to law, then such covenant or covenants or agreement or agreements shall be deemed severable from the remaining covenants and agreements, and shall in no way affect the validity of the other provisions of this Eleventh Supplemental Resolution.

Section 8.03. Table of Contents and Section Headings Not Controlling. The Table of Contents and the headings of the several Articles and Sections of this Eleventh Supplemental Resolution have been prepared for convenience of reference only and shall not control, affect the meaning of, or be taken as an interpretation of any provision of this Eleventh Supplemental Resolution.

Section 8.04. Effective Date. This Eleventh Supplemental Resolution shall take effect immediately.

ADOPTED AND APPROVED as of October 7, 2016.

[SEAL]

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM

By _____
William E. Mosher
Chair of the Board

ATTEST:

By _____
Scott C. Johnson
Secretary

[Signature Page to Eleventh Supplemental Resolution]

EXHIBIT A

FORM OF SERIES 2016 BONDS [TO BE MODIFIED FOR EACH SERIES]

UNLESS THIS CERTIFICATE IS PRESENTED BY AN AUTHORIZED REPRESENTATIVE OF THE DEPOSITORY TRUST COMPANY, A NEW YORK CORPORATION (“DTC”), TO THE 2016 PAYING AGENT, THE 2016 REGISTRAR OR ANY AGENT THEREOF FOR REGISTRATION OF TRANSFER, EXCHANGE OR PAYMENT, AND ANY BOND ISSUED IS REGISTERED IN THE NAME OF CEDE & CO. OR IN SUCH OTHER NAME AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF DTC (AND ANY PAYMENT IS MADE TO CEDE & CO. OR TO SUCH OTHER ENTITY AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF DTC), ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL INASMUCH AS THE REGISTERED OWNER HEREOF, CEDE & CO., HAS AN INTEREST HEREIN.

TRANSFER OF THIS BOND OTHER THAN BY REGISTRATION IS NOT EFFECTIVE.

UNITED STATES OF AMERICA
STATE OF COLORADO

BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM
SYSTEM ENTERPRISE REVENUE BONDS
SERIES 2016

No. R- _____ \$ _____

Interest Rate (Per Annum)	Maturity Date	Dated as of	CUSIP
_____ %	March 1, _____	_____, 2016	_____

REGISTERED OWNER: CEDE & CO.

PRINCIPAL AMOUNT: _____ DOLLARS

The Board of Governors of the Colorado State University System (the “Board” and the “System,” respectively), being a body corporate under the laws of the State of Colorado, for value received, hereby promises to pay to the registered owner specified above or registered assigns solely from the special funds provided therefor, the principal amount specified above, on the maturity date specified above (unless called for earlier redemption), and to pay from such special funds interest thereon on March 1 and September 1 of each year (each an “Interest Payment Date”), commencing on _____ at the interest rate per annum specified above, until the principal sum is paid or payment has been provided. This Series 2016 Bond (as hereinafter defined) will bear interest from the most recent Interest Payment Date to which

interest has been paid or provided for, or, if no interest has been paid, from the date of this Series 2016 Bond. The principal of and premium, if any, on this Series 2016 Bond are payable upon presentation and surrender hereof at the principal office of the Board's paying agent for the Series 2016 Bonds (the "2016 Paying Agent"), initially Wells Fargo Bank, National Association. The 2016 Paying Agent's principal office for such payment shall be in Minneapolis, Minnesota. Interest on this Series 2016 Bond will be paid on each Interest Payment Date (or, if such Interest Payment Date is not a business day, on the next succeeding business day), by check or draft mailed to the person in whose name this Series 2016 Bond is registered (the "registered owner") in the registration records of the Board maintained by the Board's registrar for the Series 2016 Bonds (the "2016 Registrar"), initially Wells Fargo Bank, National Association, and at the address appearing thereon at the close of business on the fifteenth day of the calendar month next preceding such Interest Payment Date (the "Regular Record Date"). Any such interest not so timely paid or duly provided for shall cease to be payable to the person who is the registered owner hereof at the close of business on the Regular Record Date and shall be payable to the person who is the registered owner thereof at the close of business on a Special Record Date (as described in the resolution of the Board authorizing the issuance of this Series 2016 Bond; herein the "Resolution"), for the payment of any defaulted interest. Such Special Record Date shall be fixed by the 2016 Registrar whenever moneys become available for payment of the defaulted interest, and notice of the Special Record Date shall be given to the registered owners of the bonds of the series of which this is one not less than 10 days prior thereto. Alternative means of payment of interest may be used if mutually agreed to between the owner of any Series 2016 Bond and the 2016 Paying Agent, as provided in the Resolution. All such payments shall be made in lawful money of the United States of America without deduction for the services of the 2016 Registrar or 2016 Paying Agent.

This bond is one of an authorized series of bonds issued under the Resolution designated the Board of Governors of the Colorado State University System, System Enterprise Revenue Bonds, Series 2016 in the aggregate principal amount of \$[_____] (the "Series 2016 Bonds").

It is hereby certified that all acts, conditions and things required to be done precedent to and in the issuance of this Series 2016 Bond and the series of which it is a part have been properly done, have happened, and have been performed in regular and due time, form and manner as required by the Constitution and laws of the State of Colorado and the proceedings herein mentioned, and that this series of bonds does not exceed any constitutional or statutory limitation.

This Series 2016 Bond shall not be valid or obligatory for any purpose until the 2016 Registrar shall have manually signed the certificate of authentication hereon.

The Series 2016 Bonds are issuable solely as fully registered bonds in denominations of \$5,000 and any integral multiple thereof and are exchangeable for fully registered Series 2016 Bonds of the same maturity in equal aggregate principal amounts and in authorized denominations at the aforesaid office of the 2016 Registrar but only in the manner, subject to the limitations, and on payment of the charges provided in the Resolution.

The 2016 Registrar will not be required to transfer or exchange (a) any Series 2016 Bond subject to redemption during a period beginning at the opening of business 15 days before the day of the mailing by the 2016 Registrar of a notice of prior redemption of Series 2016 Bonds and ending at the close of business on the day of such mailing, or (b) any Series 2016 Bond after the mailing of notice calling such Series 2016 Bond or any portion thereof for prior redemption.

The Series 2016 Bonds or portions thereof maturing on and after March 1, 20___, are subject to redemption prior to their respective maturities, at the option of the Board, on or after March 1, 20___, in whole or in part at any time, in such order of maturities as the Board shall determine and by lot within a maturity, in integral multiples of \$5,000 (giving proportionate weight to Series 2016 Bonds in denominations larger than \$5,000), in such manner as the 2016 Paying Agent may determine, at a redemption price equal to ___% of the principal amount of each Series 2016 Bond or portion thereof so redeemed plus accrued interest thereon to the redemption date.

The Series 2016 Bonds are subject to mandatory sinking fund redemption as provided in the Pricing Certificate.

In the case of a Series 2016 Bond of a denomination larger than \$5,000, a portion of such Series 2016 Bond (\$5,000 or any integral multiple thereof) may be redeemed, in which case the 2016 Registrar shall, without charge to the owner of such Series 2016 Bond, authenticate and issue a replacement Series 2016 Bond or Bonds for the unredeemed portion thereof. Redemption shall be made upon not less than 30 days' prior mailed notice to each registered owner as shown on the registration records maintained by the 2016 Registrar, as provided in the Resolution.

This Series 2016 Bond is fully transferable by the registered owner hereof in person or by his duly authorized attorney on the registration records maintained by the 2016 Registrar upon surrender of this Series 2016 Bond together with a duly executed written instrument of transfer satisfactory to the 2016 Registrar. Upon such transfer a new fully registered Series 2016 Bond or Series 2016 Bonds of authorized denomination or denominations of the same aggregate principal amount and maturity will be issued to the transferee in exchange for this Series 2016 Bond, subject to such terms and conditions as set forth in the Resolution. The Board, 2016 Registrar and 2016 Paying Agent may deem and treat the person in whose name this Series 2016 Bond is registered as the absolute owner hereof for the purpose of making payment (except to the extent otherwise provided hereinabove and in the Resolution with respect to Regular and Special Record Dates for the payment of interest) and for all other purposes and the Board and 2016 Paying Agent and 2016 Registrar shall be not affected by notice to the contrary.

The Series 2016 Bonds are being issued to finance the 2016 Refunding Project and the 2016 Improvement Projects which include the financing of certain Improvement Projects, as determined by the Board, including but not limited to: (a) the construction, acquisition, renovation, improvement and equipping of (i) the Michael Smith Natural Resources Building in Fort Collins, Colorado; (ii) the Design Center in Fort Collins, Colorado; (iii) the Institute for Biological and Translational Therapies in Fort Collins, Colorado; (iv) the Chemistry Building in Fort Collins, Colorado; (v) the Shields and Elizabeth Streets Underpass and above-grade improvements in Fort Collins, Colorado; (vi) the JBS Global Food Innovation Center in Honor of Gary and Kay Smith in Fort Collins, Colorado and (vii) the CSU Pueblo Energy Performance

Projects in Pueblo, Colorado; (b) any other improvements to any of the campuses for which the Board has spending authority; and (c) such other capital projects as may be designated by the Board.

The Series 2016 Bonds are issued by the Board for the purpose of defraying the cost of the 2016 Improvement Projects, as authorized by and pursuant to Article 5, Title 23, Colorado Revised Statutes, as amended, Sections 23-31-128 through 23-31-134, Colorado Revised Statutes, as amended, Article 54, Title 11, Colorado Revised Statutes, as amended and Part 2, Article 57, Title 11, Colorado Revised Statutes, as amended.

This Series 2016 Bond does not constitute a debt or an indebtedness of the State, the Board or the System within the meaning of any constitutional or statutory provision or limitation, shall not be considered or held to be a liability or general obligation of the State, the Board or the System, and is payable and collectible as an obligation of the Board solely out of the net revenues (including Student Fees) (the “Net Revenues”) to be derived from the operation of certain revenue-producing Facilities and Research Facilities, as well as certain Tuition Revenues, as such Net Revenues, Student Fees, Facilities, Research Facilities and Tuition Revenues are defined in the Resolution. The owner hereof may not look to any general or other fund of the State or the System for the payment of the principal of, premium, if any, and interest on this obligation, except the special funds pledged therefor.

Payment of the Series 2016 Bonds and the interest thereon shall be made from, and as security for such payment there is pledged pursuant to the Resolution, a special fund identified as the “System Enterprise Debt Service Fund” (the “Debt Service Fund”), into which fund the Board covenants to pay from the Net Revenues moneys sufficient to pay when due the principal of, premium, if any, and interest on the Series 2016 Bonds. The Series 2016 Bonds constitute an irrevocable lien on the Net Revenues and are being issued on parity with the Board’s: Tax Exempt System Enterprise Revenue Bonds, Series 2007A; Tax Exempt System Enterprise Refunding Revenue Bonds, Series 2007B; Taxable System Enterprise Revenue Bonds, Series 2007C; System Enterprise Revenue Bonds, Series 2008A; System Enterprise Revenue Bonds, Series 2009A; System Enterprise Revenue Bonds, Series 2010A; Taxable System Enterprise Revenue Bonds (Build America Bonds – Direct Payment to the Board), Series 2010B; Taxable System Enterprise Revenue Bonds (Recovery Zone Economic Development Bonds – Direct Payment to the Board), Series 2010C; System Enterprise Bonds, Series 2012A; System Enterprise Revenue Refunding Bonds, Series 2012B and Taxable System Enterprise Revenue Refunding Bonds, Series 2012C; System Enterprise Revenue and Revenue Refunding Bonds, Series 2013A; System Enterprise Revenue and Revenue Refunding Bonds, Series 2013B; System Enterprise Revenue Bonds, Series 2013C; Taxable System Enterprise Revenue Bonds, Series 2013D, System Enterprise Revenue Bonds, Series 2013E, System Enterprise Revenue Bonds, Series 2016A, Taxable System Enterprise Revenue Bonds, Series 2016B, System Enterprise Revenue Refunding Bonds, Series 2016C, System Enterprise Revenue Bonds, Series 2016D, System Enterprise Revenue Bonds, Series 2016E-1, System Enterprise Revenue Bonds, Series 2016E-2 (Green Bonds) and System Enterprise Revenue Bonds, Series 2016F. Outstanding Obligations in addition to the Series 2016 Bonds, subject to expressed conditions, may be issued and made payable from the Net Revenues and having a lien thereon subordinate and junior to the lien, or subject to additional expressed conditions, having a lien thereon on a parity with the lien thereon of the Series 2016 Bonds, as provided in the Resolution.

Reference is made to the Resolution and any and all modifications and amendments thereof and to the designated statutes for the provisions, among others, with respect to the custody and application of the proceeds of the Series 2016 Bonds, for a description of the nature and extent of the security for the Series 2016 Bonds, the funds or revenues pledged, the nature and extent and manner of enforcement of the pledge, the rights and remedies of the owners of the Series 2016 Bonds with respect thereto, the terms and conditions upon which the Series 2016 Bonds are issued, and a statement of rights, duties, immunities and obligations of the Board and the rights of the owners of the Series 2016 Bonds.

To the extent and in the respects permitted by the Resolution, the provisions of the Resolution or any resolution amendatory thereof or supplemental thereto may be modified or amended by action on behalf of the Board taken in the manner and subject to the conditions and exceptions prescribed in the Resolution. The pledge of the Net Revenues and other duties of the Board under the Resolution may be discharged at or prior to the maturity or redemption of the Series 2016 Bonds upon the making of provision for the payment thereof on the terms and conditions set forth in the Resolution.

The Board covenants and agrees with the owner of this Series 2016 Bond and with each and every person who may become the owner hereof that it will keep and perform all of the covenants of the Resolution.

When all principal of, premium, if any, and interest on the Series 2016 Bonds, or any portion thereof, have been duly paid, the pledge and lien of all obligations hereunder shall thereby be discharged as to such issue or part of such issue and such issue or part of such issue shall no longer be deemed to be Outstanding within the meaning hereof. There shall be deemed to be such due payment if the Board has placed in escrow or in trust with a trust bank exercising trust powers, an amount sufficient (including the known minimum yield available for such purpose from federal securities in which such amount wholly or in part may be initially invested) to meet all requirements of principal of, premium, if any, and interest on the securities issue, as such requirements become due to their final maturities or upon any designated redemption dates. The federal securities shall become due prior to the respective times on which the proceeds thereof shall be needed, in accordance with a schedule established and agreed upon between the Board and such trust bank at the time of the creation of the escrow or trust, or the federal securities shall be subject to redemption at the option of the holders thereof to assure such availability as so needed to meet such schedule.

No recourse shall be had for the payment of the principal of, premium if any, and interest on this Series 2016 Bond or for any claim based thereon or otherwise in respect to the Resolution against any individual member of the Board, past, present or future, either directly or through the Board or the System, or through any successor body corporate of either, whether by virtue of any constitution, statute or rule of law, or by the enforcement of any penalty or otherwise, all such liability, if any, being by the acceptance of this Series 2016 Bond and as a part of the consideration of its issuance specially waived and released. The obligation of the Board, as a body corporate, to the owner hereof is limited to applying funds for the payment hereof, as set forth above and as more fully delineated in the Resolution, and to otherwise complying with the contractual provisions therein.

Unless this certificate is presented by an authorized representative of The Depository Trust Company, a New York corporation (“DTC”), to the Board or its agent for registration of transfer, exchange, or payment, and any certificate issued is registered in the name of Cede & Co. or in such other name as is requested by an authorized representative of DTC (and any payment is made to Cede & Co. or to such other entity as is requested by an authorized representative of DTC), ANY TRANSFER, PLEDGE, OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL inasmuch as the registered owner hereof, Cede & Co., has an interest herein.

This Series 2016 Bond is issued pursuant to the Supplemental Public Securities Act, Colorado Revised Statutes, Sections 11-57-201 et seq., as amended, and, pursuant to Section 11-57-210, C.R.S., this recital shall be conclusive evidence of the validity and the regularity of the issuance of this Bond after its delivery for value.

IN TESTIMONY WHEREOF, the Board of Governors of the Colorado State University System has caused this Series 2016 Bond to be executed in the name and on the behalf of the Board with the manual or facsimile signature of its Chair, and to be attested and signed with the manual or facsimile signature of the Secretary of the Board; and has caused the facsimile of the seal of the System to be affixed hereon, all as of _____, 2016.

[FACSIMILE SEAL]

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM

By _____ (Manual or Facsimile Signature)
Chair of the Board

ATTEST:

By _____ (Manual or Facsimile Signature)
Secretary of the Board

[FORM OF CERTIFICATE OF AUTHENTICATION FOR SERIES 2016 BONDS]

CERTIFICATE OF AUTHENTICATION

Date of authentication and registration: _____

This is one of the Series 2016 Bonds described in the within-mentioned Resolution, and this Series 2016 Bond has been duly registered on the registration records kept by the undersigned as 2016 Registrar for such Series 2016 Bonds.

WELLS FARGO BANK, NATIONAL
ASSOCIATION, as Registrar

By _____ (Manual Signature)
Authorized Officer or Employee

[END OF FORM OF CERTIFICATE OF AUTHENTICATION FOR SERIES 2016 BONDS]

[FORM OF ASSIGNMENT OF SERIES 2016 BONDS]

ASSIGNMENT

For value received, the undersigned hereby sells, assigns and transfers unto _____ the within Series 2016 Bond and hereby irrevocably constitutes and appoints _____ attorney, to transfer the same on the records kept for registration of the within Series 2016 Bond, with full power of substitution in the premises.

Dated: _____

NOTE: The signature to this Assignment must correspond with the name as written on the face of this Series 2016 Bond in every particular, without alteration or enlargement or any change whatsoever.

Signature Guaranteed:

Name and address of transferee:

Social Security or other
tax identification number of transferee:

TRANSFER FEE MAY BE REQUIRED

[END OF FORM OF ASSIGNMENT OF SERIES 2016 BONDS]

Agenda Item 7: Reserves Policy

Action Item

	A	B	C	D	E	F	G	H	I	
1	Colorado State University System									
2	Reserves Report				FY15 Actual Results/FY16 Approved Budget					
3	June 30, 2015									
4										
5					<u>CSU</u>	<u>CSU-Pueblo</u>	<u>CSU-Global</u>	<u>CSU-System</u>	<u>Total</u>	
6										
7	MAXIMUM AVAILABLE UNRESTRICTED NET ASSETS:									
8	Unrestricted Net Assets 6/30/15				\$	(329,981,948)	(26,111,286)	47,088,663	(1,487,945)	\$ (310,492,516)
9	Add:									
10	GASB 68 Adjustment				462,734,591	35,854,124	2,350,112	2,150,837	503,089,664	
11	Less:									
12	Non E&G Fund Balances				(60,642,593)	(11,615,279)	-	-	(72,257,872)	
13										
14	Maximum Available Unrestricted Net Assets (MAUNA)				<u>\$ 72,110,050</u>	<u>(1,872,441)</u>	<u>49,438,775</u>	<u>662,892</u>	<u>\$ 120,339,276</u>	
15										
16	BOARD RESERVE FLOOR:									
17	FY 15 Actual General Fund Expenditures ⁽¹⁾				\$ 423,744,520	46,242,225	49,241,043	-	\$ 519,227,788	
18										
19	Board Reserve Floor (20% for CSU, CSU-P and 40% for CSU-G)				\$ 84,748,904	9,248,445	19,696,417	-	\$ 113,693,766	
20										
21	20% Primary Reserve Calculation:				\$ 103,691,266	7,663,200	49,438,775	662,892	\$ 161,456,133	
22	MAUNA				72,110,050	(1,872,441)	49,438,775	662,892	120,339,276	
23	Non E&G Allocated Reserves				31,581,216	9,535,641	-	-	41,116,857	
24	Reserve Level Maintained ⁽²⁾				Yes	No	Yes	Yes	Yes	
25										
26	E&G BOARD RESERVES AVAILABLE FOR DEPLOYMENT:									
27	Maximum Available Unrestricted Net Assets				\$ 72,110,050	(1,872,441)	49,438,775	662,892	\$ 120,339,276	
28	Less:									
29	10% Institutional Reserves, CSU, CSU-Pueblo and CSU-System				(7,211,005)	-	-	(66,289)	(7,277,294)	
30	Global 250 DCOH				-	-	(43,292,049)	-	(43,292,049)	
31	Prior Commitments Not Yet Met				(61,708,658)	-	-	(550,000)	(62,258,658)	
32										
33	Total IR and Prior Commitments Not Yet Met				(68,919,663)	-	(43,292,049)	(616,289)	(112,828,001)	
34										
35	E&G Board Reserves Available for Strategic Deployment				\$ 3,190,387	(1,872,441)	6,146,726	46,603	\$ 7,511,275	
36										
37										
38										
39	(1)	Actual figures for FY15 are a subset of the audited financial statements for the respective year relating to the General Fund only, as reported within the Budget Data Book for CSU and CSU-P, and per the CSU-G Annual Audited Financial Statements less depreciation.								
40	(2)	20% Primary Reserve Calculation (a figure including all funds that could be spent if needed at the specific point in time) exceeds the 20% Reserve Floor.								
41	(3)	CSU Global's 250 DCOH is calculated by utilizing their budgeted expenditures less depreciation for the following fiscal year as approved by the Board of Governors. For FY 15 this would be the approved Budget for FY16. FY16 budgeted expenditures of \$62,640,550 less depreciation of \$300,000 = \$62,040,550*250/360 = \$43,292,049.								

The Board of Governors of the
Colorado State University System
Meeting Date: October 7, 2016
Action Item

MATTERS FOR ACTION:

Approval of revised CSUS Board Reserve Policy 205.

RECOMMENDED ACTION:

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

EXPLANATION PRESENTED BY:

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

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

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

Approved

Denied

Scott C. Johnson, Board Secretary

Date

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. **Maximum Available Unrestricted Nets Assets (MAUNA)**. Unrestricted Net Assets as reported within the annual audited financial statements, limited to the General Fund (E&G) for CSU and CSU Pueblo, adjusted for GASB 68 accruals.

2. **Board Reserve Floor.** The minimum balance that the summation of MAUNA and the Non-E&G Allocated Reserves should not go below.

The Board Reserve Floor (Floor) will be calculated each year following the compilation of the annual audited financial statements for the System. For CSU and CSU-Pueblo, the Floor will be equal to 20% of the actual expenditures reported within the Budget Data Book each September. For CSU-Global, the Floor will be equal 40% of their annual actual expenditures adjusted for depreciation.

3. **Non E&G Allocated Reserves.** Reserves recorded within other fund group types that are internally uncommitted and unrestricted but allocated for specific purposes. These resources could be utilized to support E&G related expenditures if needed. This includes items such as our internal loan fund, academic enrichment program funds, and other related fund balances.
4. **E&G Board Reserves Available for Strategic Deployment (Board Reserves).** Those reserve funds held on behalf of the Board at the System level. The E&G 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 Reserves will be set at an amount equal to MAUNA less Global's 250 DCOH, the 10% Institutional Reserves for CSU, CSU-Pueblo and the CSU-System along with Prior Commitments Not Yet Met. Prior Commitments Not Yet Met include items such as faculty start-up and multi-year capital lease commitments.

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

The initial Institutional Reserve (CSU, CSU-Pueblo, and the CSU-System), will be set at an amount equal to ten percent (10%) of MAUNA as of June 30, 2015. The maximum annual increase to the Institutional Reserve will be equal to ten percent (10%) of the change in MAUNA for each respective fiscal year thereafter for each institution, unless otherwise approved by the Board (example – reserve replenishment), respectively. For Global, the Institutional Reserve will be set as 250 DCOH. In the event budgeted expenses decline from one year to the next, CSU-Global will be allowed to retain the reserve balance established at the beginning of year (less any amounts utilized), to support future institutional needs as opposed to a lower “reset” of the above due to the lower DCOH calculation. In the event MAUNA is an amount equal to or less than \$0, no Institutional Reserve will be available.

6. **Days Cash on Hand (DCOH).** This represents the number of days of budgeted operating expenses, excluding non-cash expenses, such as depreciation, that could be paid by an institution with its current available cash.

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, funds will be transferred to the Board Reserves as indicated by the annual calculation noted above.
3. Transfers to or from the Institutional Reserve accounts at the institutions and the Board Reserves account will occur following the issuance of the annual audited financial statements each year.
4. The funds held within the Board Reserves may be segregated by institution. Any Board Reserves that are not internally restricted are designated as unrestricted Board Reserves.
5. The E&G Board Reserve Available for Strategic Deployment may be utilized to support the educational mission of the System and its institutions. It is the Board's policy that it will not utilize the Board Reserves except in the event of compelling and unique circumstances. Any expenditure from the Board Reserves shall be made in consultation with the Chancellor and must be approved by action of the Board.
6. Any utilization of Institutional Reserves shall be determined by the President of the institution in consultation with the Chancellor, and will require notification to the Board, but not Board approval.
7. Information about the Board Reserves 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 October 6, 2016

Agenda Item 8: CSU-Pueblo Equity Study

CSU-Pueblo Equity Study

CSU Board of Governors' Meeting
October 6, 2016



Timeline

1. Late 2012 – President commissioned study.
2. August 2013 – Contract with Fox Lawson signed.
3. October 2013 – Fox Lawson met with campus stakeholders and began the study.
4. October 2014 – Initial draft of study completed.
5. November 2014 – President appointed Equity Study Team.
6. May 2016 – Fox Lawson completed the study.
7. Summer 2016 – Began addressing unresolved issues in the study.
8. September 2016 – Completed preliminary cost estimates.

Equity Study Team Purpose

The Equity Study Team had two charges:

1. Review data in the draft Equity Study.
2. Recommend strategies to phase in salary adjustments as funds become available.

Equity Study Elements

The Equity Study had two primary purposes:

1. To determine if CSU-Pueblo salaries for faculty and administrative professional staff are competitive with other higher education institutions and other appropriate market comparisons.
2. To determine if the University's salary practices have resulted in any salary inequities arising from race, gender or ethnicity.

Gender and Race Analysis

1. The full report (23 pages) is posted on the HR website.
www.csupueblo.edu/HR/Documents/Fox-Lawson-Reports.pdf
2. The statistically significant variables for predicting pay for faculty are:
 - a. College / School (HSB and CEEPS)
 - b. Rank
 - c. Degree (doctorate only)
 - d. Age
 - e. Race (Asian only)

The details pertaining to faculty are on page 17 of the Pay Equity Analysis report.

Preliminary Estimate of Fiscal Impact to Adjust Salaries

Employee Group	Preliminary Estimate
Faculty	\$1.54 million
Administrative Professional	<u>\$2.21 million</u>
Total	\$3.75 million

Agenda Item 9: CSU-System Shared IT Systems Initiative

Kuali Directions - Prospectus

Pat Burns, Christa Johnson, Lynn Johnson, Erich Matola

August 19, 2016

After nearly a decade of experience with Kuali, we are of the considered opinion that Kuali systems are the “best of breed,” as they are designed specifically for higher education by higher education, and they are far less costly to operate and maintain than vended systems. With the recent formation of Kuali, Inc., the not-for-profit company founded by Kuali, new, vastly improved functionality and user interfaces are being developed. Detailed studies have identified that additional investment is needed to “get over the hump” of replacing old Kuali code, especially for KFS. Also, the new Kuali Student system project is well underway as a development activity. In addition, there is an opportunity for us to aggregate administrative IT systems at the CSU-System level, offering the following advantages:

- Seamless shared services & programs
- Overall cost savings
- Better systems & better implementations
- Improved auditability
- Better reporting & business intelligence
- Greater robustness
- Sharing of staff & expertise

However, shared System-level services must be sufficiently flexible to meet the needs of the individual campuses, while minimizing complexity for each campus, and yielding greater benefit than the additional efforts required of collaboration. We believe this to be the case, particularly for the Kuali Student System which promises unprecedented functionality and configurability.

This prospectus proffers four recommendations for progressing with administrative systems for the CSU System: that the CSU System 1) join the Kuali Student project as a developing partner, for all three campuses; 2) adopt Kuali, Inc.’s Software as a Service (SaaS) for the Kuali Research (nee Kuali Coeus) platform, fully for CSU-Fort Collins and partially for CSU-Pueblo; 3) join other KFS Sustainability Partners to increase investment in the KFS to speed and accelerate development and attain greater sustainability; and 4) track the recently announced to-be-developed Kuali HR system and consider investing in it, if and as appropriate. Cost estimates are given in Table 1. The total budget requested is: 1) Kuali Student - \$2,310,000, 2) Kuali Research - \$1,189,000, 3) Kuali Finance - \$0, and 4) total - \$3,444,000.

Table 1 Financial Details (k\$)		
	Cost	Budget Request
1. Kuali Student		
a. Kuali, Inc. one-time developer investment ¹	\$1,500	\$1,500
b. One-time staffing costs, 3 FTE for 3 yrs.	\$810	\$810
2. Kuali Research		
a. Kuali, Inc. one-time cloud costs	\$463	\$463
b. Accelerate Proposal Development ²	\$200	\$200
c. Kuali, Inc. development costs ³	\$526	\$526
d. Implementation costs at CSU ⁴	\$195	\$195
3. Kuali Finance		
a. Acceleration – additional investment	\$230	\$0
b. CSU Specific customizations	\$200	\$0
4. Totals	\$3,874	\$3,444

We are particularly eager to get going with Kuali Student as it is already well under way, CSU-Pueblo is poised to begin implementation for their campus, and we want to get involved as soon as possible.

¹ 60%, or \$900k, to be refunded in lower hosting costs after the three years.

² 100%, \$200k, to be refunded in lower hosting costs after two years.

³ Steady-state costs after year five are approximately \$160k/yr., equivalent to about 1.5 FTE.

⁴ Consists of contracted services for data transfers and data verification, and a small amount of supplemental pay for two years for two individuals.

Table 1 Cost Details and Funding (amounts expressed in thousands)						
Item	% Allocated	FY 17	FY 18	FY 19	FY 20	Totals
1. Kualii Student						
a. Development ⁽¹⁾		\$500	500	500	-	\$1,500
CSU	75%	\$375	375	375	-	\$1,125
CSU System	25%	\$125	125	125	-	\$375
b. Staffing ⁽²⁾		\$135	270	270	135	\$810
CSU	33%	\$45	90	90	45	\$270
CSU System	67%	\$90	180	180	90	\$540
TOTAL		\$635	770	770	135	\$2,310
2. Kualii Research						
a. 1-Time Kualii, Inc. Implementation		\$310	153	-	-	\$463
CSU	90%	\$279	138	-	-	\$417
CSU System	10%	\$28	14	-	-	\$42
b. Accelerate proposal development ⁽³⁾		\$200	-	-	-	\$200
CSU	100%	\$200	-	-	-	\$200
c. Kualii, Inc. integration with KFS		\$170	106	-	-	\$276
CSU	100%	\$170	106	-	-	\$276
d. CSU implementation		\$97.5	98	-	-	\$195
CSU	100%	\$98	98	-	-	\$195
TOTAL		\$778	357	-	-	\$1,134
Total						
CSU		\$1,166	806	465	45	\$2,483
CSU System		\$153	139	125	-	\$417
GRAND TOTAL		\$1,413	1,127	770	135	\$3,444

Please let me know if you have any concerns with moving ahead in this direction. As time is of the essence especially with regard to Kualii Student, I know the teams are ready to begin implementation as soon as funding is committed.

Section 4

Real Estate/Facilities

Committee

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
REAL ESTATE/FACILITIES COMMITTEE MEETING AGENDA
October 6, 2016 – CoBank Center of Ag Education, ARDEC**

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. Easements/ROW
 - Approval of Acquisition of Easement for Center Avenue Outfall Pond (10 min) Action Item
2. Program Plans (5 min)
 - Program Plans Status Report

EXECUTIVE SESSION

OPEN SESSION

3. Approval of Naming Opportunities (10 min) Action Item
4. Approval of Easement & Land (5 min) Action Item

Board of Governors of the Colorado State University System
Meeting Date: October 6, 2016
Action Item

MATTERS FOR ACTION:

Land: Colorado State University acquisition of an easement near Centre Avenue and Bay Drive along Spring Creek.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the acquisition of a no fee easement from the City of Fort Collins totaling approximately 0.444 acres of land near Centre Avenue and Bay Drive, along Spring Creek for a water quality pond.

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

EXPLANATION:

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

This action item requests authorization to acquire a no fee easement from the City of Fort Collins for land near Centre Avenue and Bay Drive as described on Exhibit A. The land acquired by the easement will be used to construct a water quality pond at the storm sewer outfall southwest of the intersection of Bay Drive and Centre Avenue (Outfall Pond).

The Outfall Pond will become part of the Spring Creek floodway with the purpose of maximizing water quality volume. The project includes floodplain permitting, excavation, new outlet structure, and property restoration. The pond will be built at an elevation of 4997.5 with a volume of 273,735 cubic feet.

The Outfall Pond will be constructed on land owned by the State Land Board (held in trust for CSU) and the City of Fort Collins, benefitting both parties. Approximately 0.444 acres of City of Fort Collins land will be utilized for the southern portion of the pond.

The State Land Board owns the land utilized to the north and holds it in trust for CSU. Therefore, no easement will be required for this portion of the Outfall Project. CSU will operate and manage the Outfall Pond as part of their larger storm detention system.

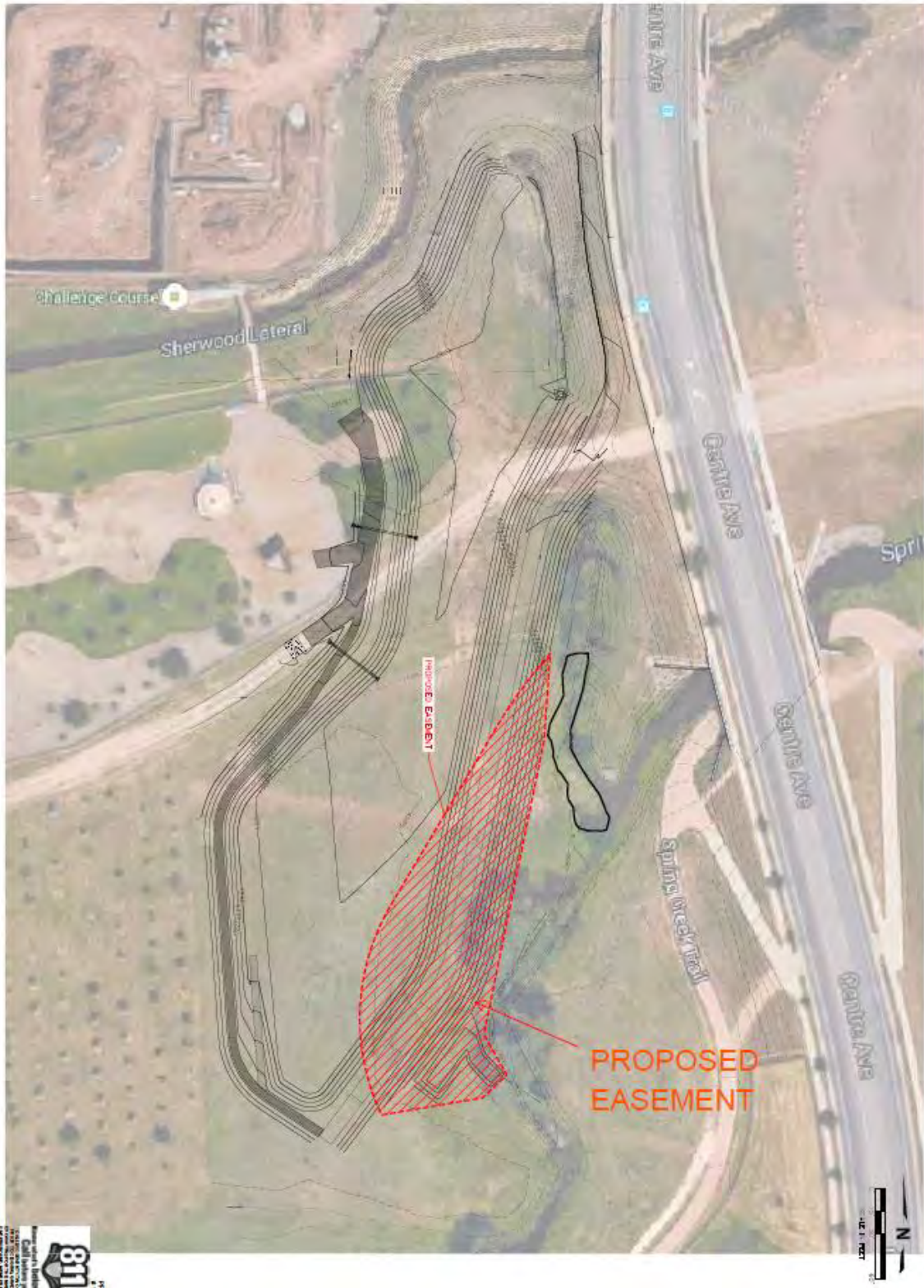
Approved

Denied

Board Secretary

Date

Exhibit A



CSU – Centre & Bay Drive Outfall Pond Easement

BOG Program Plan Approval Update

Project	Amount	BOG approval	Project Status
Shields & Plum St garage	\$50,000,000	Aug-13	Hold
Bay Farm Garages	\$43,000,000	Aug-13	Hold
PERC relocation	\$7,500,000	Aug-13	Project complete
EECL addition-purchase	\$11,500,000	Aug-13	Project complete
Shepardson Addition/Renovation	\$31,800,000	Dec-13	Program plan expired-new program plan development
San Luis Valley Research Station	\$4,800,000	Dec-13	Program plan expired-no current planning effort
Agriculture Education Building	\$3,300,000	Dec-13	Project complete
Warner College of Natural Resources Addition	\$19.1-\$21.2M	Dec-13	Pending financing plan approval
Biology	\$81,600,000	May-14	Under construction
Chemistry Building	\$55,400,000	May-14	Under construction
Medical Center	\$59,000,000	Feb-15	Under construction
South Campus parking lot	\$5,400,000	Feb-15	Project complete
University Square Parking structure	\$37,500,000	Feb-15	Project complete (Phase 1 only)
Health Education Outreach Center (AZ addition)	\$23,300,000	Feb-15	FY 17-18 State COP Budget Request
On Campus Stadium Program Plan Review	\$220,000,000	Feb-15	Under construction
Stadium Academic Space	\$18,500,000	Jun-15	Under construction
HPCRL Phase 3	\$2,500,000	Oct-15	In Design
Prospect Ave Underpass	\$6,000,000	Oct-15	Under construction
Equine Veterinary Teaching Hospital	\$67,300,000	Oct-15	Public Private Partnership (P3) procurement
South Campus Infrastructure Improvements	\$11,306,056	Oct-15	Public Private Partnership (P3) procurement
IBTT and ancillary buildings (Malone Center)	\$84,800,000	Oct-15	Public Private Partnership (P3) procurement
			IBTT (\$65.6M)
			Animal Care Facility (\$8.1M)
			Research Horse Barn (\$7.8M)
			Sheep/Goat Barn (\$3.3M)
NWC CSU Water Center	\$85-\$95M	May-16	FY 18-19 State COP Budget Request
Design Center	\$16,500,000	Aug-16	Pending financing plan approval
Temple Grandin Center for Equine Assisted Therapy	\$8-\$12M	Aug-16	Fundraising
Food Innovation Center	\$13.5-14.8M	Aug-16	Pending financing plan approval
Athletic Fields and Heritage Garden	\$2.5-\$4.0M	Aug-16	Pending stadium contingency funding
Shields and Elizabeth Underpass	\$9.4-\$10.8M	Aug-16	Pending financing plan approval

Board of Governors of the
Colorado State University System
Meeting Date: October 6, 2016
Action Item

Approved

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 Meat Laboratory within the College of Agricultural 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

Board of Governors of the
Colorado State University System
Meeting Date: October 6, 2016
Action Item

Approved

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 Design Center within the College of Health and Human 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

Board of Governors of the
Colorado State University System
Meeting Date: October 6, 2016
Action Item

Approved

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 College of Engineering.

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

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Section 6

Evaluation Committee

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Section 7

Board Chair's Agenda

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Section 8

Chancellor's Report



COLORADO STATE UNIVERSITY SYSTEM

Colorado State University • Colorado State University - Pueblo • CSU Global Campus

COLORADO STATE UNIVERSITY SYSTEM CHANCELLOR'S REPORT

October 7, 2016

CSU-System Wide

- Continued meetings around best practices and collaboration between Fort Collins and Pueblo related to IT.
- Academic system-wide integration opportunities in relation to admissions and transfers continue to make progress through efforts of Cheryl Lovell.
- Initiated Campus Employee Councils biannual meetings.
- Worked to consolidate efforts System-wide around work with the World Trade Center Denver, Denver Metro Chamber of Commerce, and Denver Metro Hispanic Chamber of Commerce to better leverage resources for System-wide visibility and participation.

CSU System Government Affairs - Federal:

- Deputy Secretary of the Department of Energy Elizabeth Sherwood-Randall spoke at the 21st Century Energy Transition Symposium at Colorado State Sept. 28-29. The symposium aims to bring together the best minds in academic, industry, and policymaking around innovative solution to today's energy challenges.
- Chancellor Frank visited with the Director of USDA's National Institute of Food and Agriculture at the CSU-hosted International Conference on Modern Agricultural Extension and Technology Transfer Oct. 2.

CSU System Government Affairs – State:

- Meetings with key members of the legislature and local delegations continue.
- Vice Chancellor Parsons attended the Annual Denver Rustler luncheon.

Statewide Partnerships:

- Executive Vice Chancellor Parsons will represent the CSU System in Dubai October 20-27 as part of the Destination Dubai delegation led by Denver Mayor Michael Hancock and Kim Day.
- Chancellor Frank attended the National Western Stock Show Board Meeting and the Denver Chamber Board Retreat August 11-12, and the Boettcher Board meeting September 15.
- Chancellor Frank continued his statewide tours with visits to Greeley, Fort Morgan, Yuma, Sterling, the Arkansas Valley, La Junta, Colorado Springs, Mancos, and Durango.
- September 9-12 hosted 21 separate events at the CSU Denver Center for the annual Denver Start-Up week.

National higher education engagement:

- Chancellor Frank was elected to Universities Research Association Board of Trustees, representing Region 2 among the coalition of top U.S. and international research universities.

Section 9

Strategic Mapping

- Colorado State University CLERY Act Report
- CSU-Pueblo CLERY Act Report

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

1



Engagement and Community Building

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



Academic Coordination

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



Process Alignment

- IT Systems
- Training Coordination
- Purchasing

CAMPUS SAFETY



.....

“Striving to create a safe, secure environment for students, faculty members, and administrators must, of course, be a priority at every college and university. Boards must be active and engaged in helping to shape policies and practices that will help institutions work to meet that goal.”

.....

Shootings on campuses and disturbing reports about sexual assaults have shattered cherished stereotypes about colleges and universities being relatively placid places. Both challenges require administrators’ concerted attention and boards’ careful oversight.

Campus shootings. Tracking data from the 1980s onward, federal agencies have documented a significant increase in campus shootings. In 2015 alone, at least 23 shootings occurred at colleges and universities. While the odds of such an event occurring on a particular campus are relatively slim, the fear that it could is a legitimate and real concern. Threats of violence, such as bomb threats, further serve to put campus communities at unease.

In response to recent shootings, some colleges and universities have been steeped in debate about the presence of guns on their campuses. Some institutions have been discussing whether the challenge of gun violence might be mitigated if students, administrators, and faculty members were allowed to carry guns on their campuses. One dimension of that discussion has been around the question of whether campus police should be armed, if they are not already. More broadly speaking, laws in some states, such as Texas, now allow licensed owners to bring concealed weapons onto public college campuses. Liberty University in Virginia has permitted students, faculty members, and administrators to carry guns on that campus since 2011, after a shooter killed 32 people at Virginia Tech in 2007. In contrast, other institutions have weighed whether they should declare themselves as “gun free zones.”

Sexual assaults. The scourge of sexual assault also mandates attention from college and university leaders and boards. A 2015 survey by the Association of American Universities found that 23 percent of female college students had experienced some form of unwanted sexual contact. News stories about particular incidences and recent movies have helped to spark considerable campus discussion about this important issue. Recent Congressional hearings and state legislation have also focused on sexual assault in higher education. Meanwhile, the U.S. Department of Education’s Office for Civil Rights has moved to increase enforcement in this area.

Public institutions have also engaged in mergers. In 2015, the board of regents in Georgia approved the merger of Georgia State University and Georgia Perimeter College. The Georgia regents also approved consolidation plans between Kennesaw State University and Southern Polytechnic State University. The Alabama Community College System recently approved a plan to merge seven colleges into two regional campuses.

That said, a number of institutions have discussed mergers seriously but then opted not to combine. They include Salem State University and the Montserrat College of Art in Massachusetts, as well as St. Bonaventure University and Hilbert College in New York.

Yet another trend is for corporations to partner with colleges and universities to provide education for their employees. Starbucks, for example, offers opportunities for its staff members to complete their college degrees through a partnership with the Arizona State University.

For their own part, colleges and universities are themselves becoming more intentional in engaging industry in the development of academic programs. The University of Houston, for example, consulted extensively with practitioners in the energy industry in developing a new undergraduate program in petroleum engineering. And South Dakota State University drew on insights from industry experts to develop the curriculum for new minors in precision agriculture.

LOOKING AHEAD

As the economics of higher education continue to constrict and institutions look for more effective ways to manage their finances, we are likely to see more movement toward partnerships. Necessity will lead more colleges and universities to join consortia to save money through joint purchasing and more sharing of back-office functions, such as accounting services and records management. Institutions will also look for ways to jointly offer and share academic programs and courses. Increasingly, too, it will make sense for institutions to share activities like faculty development.

A recent report from the TIAA-CREF Institute, “Between Collaboration and Merger: Expanding Alliance Strategies in Higher Education,” suggested that achieving long-term competitiveness and sustainability in higher education “will require a proactive consideration of more assertive and intentional forms of collaboration and alliance.” Outlining a rationale for partnerships, the paper urged institutions to explore the wide range of collaborative options that are available to them—from simple partnerships to consortia, alliances between systems, joint ventures, and full mergers. The report predicted that more institutions will seek partnerships around co-curricular offerings and student services, including joint cultural programming; shared student affairs, counseling, and advising services; and combined forces in such areas as campus safety and student health and wellness services.

In the future, colleges and universities that have a long tradition of working independently will intentionally have to adopt a different mindset in order to make partnerships work effectively on a broader scale. Experts suggest that, in institutional alliances, determining how partners can actually work best together is more important than the mechanics of structuring the deal.

In fact, different ways of working will be required. Corporations involved in partnerships with higher education institutions often complain that those institutions take too long to make decisions. In response, some colleges and universities have been streamlining the way they work with businesses and bringing ad-hoc relationships into a more integrated structure. The University of Minnesota’s Office for Technology Commercialization, for example, has pioneered ways to improve access by business to university-developed technology while reducing the risks and costs associated with sponsoring research and licensing intellectual property. Experts on partnerships suggest that successful joint ventures have effective leadership, clear objectives that align with the interests of both parties, and engaged participants with negotiating experience and expertise in partnership finance, program design, and legal issues.

QUESTIONS FOR BOARDS

- Has your institution recently reviewed and updated its practices and policies to protect student safety? Are they tested regularly?
- Similarly, has it reviewed, updated, and tested its practices and policies concerning sexual assault?
- Who is your institution's Title IX coordinator, and to whom does that person report?
- If your college or university is in a state where questions concerning carrying of guns on campus are left to individual institutions to decide, does it have policies in place?
- From a risk management perspective, what further considerations should the board address to help ensure student safety?

Resources

- Lawrence White, *Top 10 Campus Legal Issues For Boards* (AGB Press, 2015).
- "AGB Advisory Statement on Sexual Misconduct" (AGB, 2015).
- Lawrence White, "Four Questions You Should Ask About Sexual Assault," *Trusteeship*, November/December 2014.
- "AGB Alert: Trustees' Responsibilities in Preventing Sexual Assaults on Campus," September 11, 2014.
- Richard D. Legon, "Sexual Misconduct on Campus," AGB Blog, May 6, 2014.
- Peter F. Lake, "Welcome to Compliance U: The Board's Role in the Regulatory Era," *Trusteeship*, July/August 2013.
- Lawrence White, "Five Unsung Campus Heroes Every Trustee Should Know (or Know About)," *Trusteeship*, May/June 2012.
- Gregory T. Eells, "Rx for Students' Mental Health: What Boards Can Do," *Trusteeship*, September/October 2011.

FACTS TO CONSIDER

- According to a study by the Association of American Universities, 23.1 percent of female undergraduate students in research universities were victims of sexual assault and sexual misconduct due to physical force, threats of physical force, or incapacitation. Overall, 11.7 percent of student respondents reported experiencing nonconsensual sexual contact.
- Researchers suggest that some 100,000 college students are victims of alcohol-fueled sexual assaults each year.
- By one estimate, as many as 90 percent or more of sexual assault victims on college campuses do not report the assault. At least 28 states introduced or enacted legislation on campus sexual violence in 2015.
- Eight states currently permit the carrying of concealed weapons on college campuses, while 19 states ban "concealed carry." Twenty-three states leave it to individual campuses to decide.

CAMPUS SAFETY THE CLERY ACT

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM



The Clery Act

Three Primary Requirements:

- **Policy Disclosure to Campus Community**
 - Procedures for reporting criminal actions, emergencies occurring on campus, campus law enforcement
- **Records Retention and Reporting**
 - Keep daily crime log open for public inspection
 - Publish and distribute annual security report
- **Issue Campus Alerts**
 - “Timely Warning” or “Emergency Notification”

Campus Safety at CSU

- **CSU Public Safety Team**
 - **PST Executive Committee**
 - **Additional Team Members and Committees**
- **Colorado State University Police Department**
 - **Chief Scott Harris**
 - **CSUPD is a full-service law enforcement agency**
 - **Mission: CSUPD supports the educational mission of CSU by providing professional, community-based services that enhance the health and safety of all community members**
 - **Resource for safety and security issues on campus**
- **Coordination with Fort Collins Police Services, Larimer County Sheriff's Office, and other agencies**

CSU Public Safety Team

Organizational Structure for Public Safety Management

President or Designee

- Declares Campus State of Emergency

Public Safety Team Executive Committee (PSTEC)

- Notifications/Recommendations to President
 - ◊ Program Closures and Resumptions
 - ◊ Campus Notification
 - ◊ Coordination with Government Agencies
 - ◊ EOC Manager Appointment
 - ◊ Planning and Prioritizing Long-Term Recovery
 - ◊ Consultation with Incident Commander to Determine a Level 1 or 2 Incident
 - ◊ Oversight of the Campus Response and Recovery form Level 1 and 2 Incidents
 - ◊ Authorizing Funding

Physical Safety

- Proactive Intervention to Improve Physical Safety Conditions
- Funding and Action Recommendations

Notifier Steering Group

- Provides Strategic Development, Oversight and Direction of the Notifier Network
- Technological Reviews and Recommendations
- Funding and Budget Recommendations

Incidents of Bias

- Ensure Appropriate, Timely Institutional Response, Support for Impacted Populations, Effective Communication, Systematic Deployment of Resources and Clear Articulation of Institutional Values and Expectations.

Public Safety Team (PST)

- Oversees Strategic Emergency Incident Policy
- Charges Public Safety Committees and Groups
- Coordinates Institutional Training support for Public Safety
- Coordinates Public Communications, Legal and IT Support for Public Safety
- Maintains the University's Emergency Response Plan

International Incidents

- Coordinates Institutional Response to Incidents and Crises Involving International Activities, Including Faculty, Staff and Student Travel

Clery Act Audit and Compliance

- Manages Public Reporting and Compliance Requirements Under the Clery Act

Security Technology

- Approves and Oversees Security Alarms, Keyless Access, Video Systems and Supporting Software

Emergency Response Plan

- Updates the Emergency Response plan for Review and Approval by the PST

Communications

- Ensures Regular and Appropriate Health and Safety Communication
- Maintains PST Web Site

Student and Employee Consult

- Monitors and Coordinates Response to Safety Issues Involving Student and Employee Behavior
- Ensures Appropriate Intervention With Students and Employees Who May Be a Threat to Themselves or Others

CSU Statistics

- **Safety statistics from CSU's Annual Security Report**
 - **23 sex offenses reported in 2015 (down from 29 reports in 2014)**
 - **32 reports of dating violence, domestic violence and stalking (down from 35 in 2014)**
- **Number of reports are consistent with national trends: universities with comprehensive resources and services experienced an increase in crime reporting**

Campus Safety at CSU-Pueblo

- **CSU-Pueblo Safety Team**
 - Associate VP of Facilities; Dean of Student Affairs; Director of Student Conduct and Case Management; Director of External Affairs; Sheriff's Office; Deputy General Counsel
- **Pueblo County Sheriff's Office**
 - Full service Law Enforcement: Lieutenant; Sergeant; 9 deputies
 - 24/7 coverage
 - Integrated into campus
 - Access to all Sheriff's Office resources and personnel
 - Provides training; participates on committees
 - Campus policing philosophy

CSU-PUEBLO STATISTICS¹⁴⁰

- **Safety statistics from CSU-Pueblo's annual security report**
 - **5 sex offenses reported in 2015 (down from 7 in 2014)**
 - **7 reports of dating violence, domestic violence and stalking (up from 3 in 2014)**

Questions?



FIRE AND SAFETY REPORT
AND UNIVERSITY DRUG AND ALCOHOL POLICY

2016

Colorado
State
University

safety.colostate.edu
police.colostate.edu
Based on 2015 Statistics

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In early spring of each school year, Colorado State University Police Department Records Division begins compiling statistics from the previous year as required by the Clery Act (hereinafter “the act”). A group of professionals from several departments across campus meet, as required by the act, along with legal counsel to assure that the report presented meets the requirements of the act. This process is designed to ensure that students, potential students, employees, potential employees, and parents have the most accurate information possible regarding crime and safety, and related policies, at Colorado State.

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As a university community, we believe in the power of information. This annual report puts our detailed campus safety data in each of our hands, to help inform our own plans and decision making. This is important information, and yet, the data can only tell one part of the story.

The Colorado State University community is inclusive, vibrant, and diverse, and we strive to provide a safe, respectful environment for all of us to work, live, and study. Ours is also, of course, a community of human beings – situated within an even larger community. And as such, we know that there will be occasional incidents on campus that result from either criminal intent or bad choices or both – times when people don't behave in ways that are in the best interest of others or the community as a whole.

For that reason, we maintain a fully functional professional law-enforcement team – the CSU Police Department – and we provide additional services to promote general and personal safety, including the SafeWalk program and RamRide. We offer counseling and support services for people who are victimized in any way. Our “Tell Someone” website is a confidential tool for students, faculty, and staff to share concerns about friends and colleagues who may be at risk (<http://supportandsafety.colostate.edu/tell-someone>). And we also provide comprehensive educational opportunities and resources around issues such as alcohol and substance abuse, how to ask for and get consent, interpersonal violence, and more – because there really is power in information and education.

As members of a community, we share responsibility for one another and for promoting the general well-being of the campus and its people. How we do so evolves and grows with each new person who becomes part of our campus. I encourage you to speak up and share ideas and questions about how CSU can continue to build a campus that is welcoming and safe for all people. And I also encourage you to read the enclosed information and explore the resources available to support your personal safety at CSU.

Sincerely,



Dr. Tony Frank
President

Each year, Colorado State calls upon every student, faculty, and staff member to work together to maintain and strengthen the vitality, security, and health of this campus. To meet this challenge, you need to be well-informed. This report is intended to do that and make you a member of a safety-conscious community – a place where you will enjoy learning, living, and working.

Alcohol and Other Drugs

This section of the *2016 Fire and Safety Update* describes University policies and programs concerning alcohol and other drugs. Page 7 illustrates the legal sanctions of drug and alcohol-related offenses. Although it is not a comprehensive list, it will give you a basic understanding of the serious legal penalties that can arise from unlawful possession, distribution, and use of illicit drugs and alcohol. On Page 9, we've outlined the physical effects and health risks associated with the use of illicit drugs and the abuse of alcohol.



CSU Drug and Alcohol Policy

Colorado State University is committed to providing an academic and social environment that supports individual freedom while promoting individual responsibility, health and safety, and community welfare. CSU's alcohol and drug policy applies to all members of the University community, including staff, faculty, students, affiliates, volunteers, and visitors. A brief summary of this policy is below; for the full policy, please visit www.policies.colostate.edu.

The University prohibits:

(a). The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs (including marijuana and its derivatives) on property owned or controlled by the University, or as any part of any University activity. The possession of a medical marijuana permit does not allow for the possession, use or storage of marijuana anywhere on university property, including in the residence halls and University apartments.

(b). Possession, sale or use of drug paraphernalia on University property.

(c). The possession and/or consumption of alcoholic beverages by persons under the age of twenty-one and the intentional or knowing selling or furnishing of alcoholic beverages to persons under the age of twenty-one, or to persons obviously inebriated, on property owned or controlled by the University or as part of any University activity.

(d). The possession or consumption of or impairment by alcohol or drugs while in a University laboratory, mechanical shop, or other place where the risks of injury are higher than under normal circumstances.

(e). The possession or consumption of or impairment by alcohol or drugs when operating a University vehicle or machinery.

(f). The use of alcoholic beverages, controlled substances or illicit drugs by University students and employees so as to adversely affect academic or job performance or endanger the physical well-being of other persons or oneself, or which leads to damage of property or serious misconduct.

(g). Impairment by alcohol or drugs while performing one's job duties or acting as a volunteer for CSU.

(h). Possession, consumption, or impairment by alcohol or drugs when interacting with children while working or volunteering at the University or in any academic or CSU-sponsored recreational setting.

CSU does permit the lawful use of alcohol at events and in connection with activities on CSU property, with proper permission. Permission to serve alcohol at any event occurring on University property, other than in an approved activity in a licensed premise such as the Lory Student Center, must be obtained from the Office of Risk Management and Insurance. Please contact the Office of Risk Management and Insurance for more information.

ALWAYS...

- Have a sober ride home
- Stay with the same group of friends
- Know what & how much you are drinking

and ALWAYS help your fellow Ram
by following the warning signs and tips below

Stay in the GREEN ZONE

See this: Mild relaxation, euphoria, loss of shyness

Do this: ▶ Encourage friend to pace drinks
Suggest alternating water with alcohol

Warning: ORANGE ZONE

See this: Dizziness, fatigued; nauseous, may vomit; impaired judgment and perception; difficulty walking, talking, or standing; may black out.

Do this: ▶ Encourage friend to drink water or eat food

Danger: RED ZONE

See this: May pass out suddenly, need assistance standing or walking, cannot communicate, confused

Do this: ▶ Call 911 for medical attention
Stay with friend
Do not give them water, food, or medication

Violation of University Policy, or State or Federal Law

Students

All CSU students are required to comply with the CSU Student Conduct Code, which prohibits the use, possession, manufacturing, or distribution of illegal drugs (including prescription drugs used in a manner other than as prescribed) and alcoholic beverages (except as expressly permitted by law or University policy). The code applies to students on and off campus.

The code specifies that students may not use drugs or alcohol so as to be impaired in class or at a University-sanctioned activity. Depending upon the level of impairment, a student can be sent home from an activity, sent to receive medical attention, or, if disruptive, dealt with by law enforcement. If a conduct violation is found, the student may be subject to discipline under the code.

Students should be aware that, in addition to University sanctions, they may be subject to criminal prosecution under federal and state laws that specify severe penalties, including fines and imprisonment, for drug-related criminal offenses.

Employees

The University may properly intervene when the use of alcohol or drugs affects job performance and conduct. Persons covered by this policy may not report to work or be at work while impaired by alcohol or drugs, even those lawfully prescribed, as determined under a reasonable suspicion standard.

Persons who violate the University's policies concerning illicit drugs face discipline in accordance with the applicable policies and procedures of the University (including, for faculty, section E.15 of the Academic Faculty

and Administrative Professional Manual, for all other employees, as set forth in the Human Resources Manual). In addition, employees may also be subject to criminal prosecution under federal and state laws that specify severe penalties, including fines and imprisonment, for drug-related criminal offenses.

Each employee must notify the University's Executive Director of the Department of Human Resources, in writing, no later than five days after conviction for a violation of any criminal alcohol or drug statute. A "conviction" is a finding of guilt (including a plea of no contest or nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the criminal drug statutes.

Legal Sanctions for Substance Abuse

Offense	Type of Offense	Jail Term/Penalties	Fine	Driver's License
ALCOHOL				
Alcohol consumption/ possession: illegal under 21	Unclassified petty offense	24 - 36 hours community service; substance abuse education program	\$100 - \$250	Revoked
Juvenile DUI: Under 21 blood alcohol level (BAC) between .02 and .05 Zero tolerance law	Class A traffic infraction Repeat offender = Class 2 Traffic misdemeanor	24 hours community service	\$15 to \$100	Revoked
Driving while impaired (DWA) (BAC .05-.08)	Traffic misdemeanor	1st offense: 2-180 days jail; 24-48 hours community service 2nd offense: 10-365 days; 48-120 hours community service; 2 years probation 3rd offense or more: 60-365 days; 48-120 hours community service; 2 years probation; alcohol education program	1st offense: \$200-\$500 2nd offense: \$600 - \$1,500 3rd offense +: \$600 - \$1,500	Revoked if under 21
Driving under the influence of ethyl alcohol (BAC above .08)	Traffic misdemeanor	1st offense: 5-365 days; 48-96 hours community service 2nd offense: 10-365 days; 48-120 hours community service; 2 years probation 3rd offense or more: 60-365 days; 48-12- hours community service; alcohol education program; 2 years probation	1st offense: \$600-\$1,000 2nd offense: \$600 - \$1,500 3rd offense +: \$600 - \$1,500	Revoked
Open alcohol container	Class A traffic infraction	None	\$50	None
CONTROLLED SUBSTANCES				
Possession or Sale:				
Schedule I and II, such as: Cocaine, Opium, Heroin, Morphine, Methadone, LSD, Mescaline, Psilocybin, GHB	Level 4 drug felony - possession	6 months - 1 year; 1 year parole period	\$1,000 - \$100,000	n/a
Schedule III, such as: PCP, Codeine, Diluadid	Level 1 drug misdemeanor - possession	6 months - 18 months	\$500 - \$5,000	n/a
Schedule IV, such as: Chloral Hydrate, tranquilizers, some barbiturates and stimulants	Level 1 drug misdemeanor - possession	6 months - 18 months	\$500 - \$5,000	n/a
Schedule V, such as Codeine and other narcotics	Level 1 drug misdemeanor - possession	6 months - 18 months	\$500 - \$5,000	n/a
Use:				
Schedule I, II	Level 2 drug misdemeanor	no imprisonment - 1 year	\$250 - \$1,000	n/a
Schedule III, IV, V	Level 2 drug misdemeanor	no imprisonment - 1 year	\$250 - \$1,000	n/a

Note: All controlled substance charges also include a drug offender surcharge in addition to the fines listed.

Legal Sanctions for Substance Abuse

Offense	Type of Offense	Jail Term/Penalties	Fine	Driver's License
MARIJUANA				
Providing marijuana to a minor				
>2.5 lbs (>1lb concentrate)	Level 1 drug felony	8-32 years, 3 year parole	\$5,000 – \$1M	not available
>6oz – 2.5 lbs (3oz – 1lb concentrate)	Level 2 drug felony	4-8 years, 2 year parole	\$3,000 – \$750,000	not available
>1oz – 6oz (.5oz – 3oz concentrate)	Level 3 drug felony	2-4 years, 1 year parole	\$2,000 – \$500,000	not available
≤1oz (≤.5oz concentrate)	Level 4 drug felony	6 months – 1 year, 1 year parole	\$1,000 – \$100,000	not available
Manufacture or Process without a license				
Any amount of marijuana or concentrate	Level 3 drug felony	2-4 years, 1 year parole	\$2,000 – \$500,000	not available
Dispense, sell, distribute, or possess with intent to manufacture, dispense, sell, or distribute				
>50lbs (>25lbs concentrate)	Level 1 drug felony	8-32 years, 3 year parole	\$5,000 – \$1M	not available
>5lbs – 50lbs (>2.5lbs – 25lbs concentrate)	Level 2 drug felony	4-8 years, 2 year parole	\$3,000 – \$750,000	not available
>12oz – 5lbs (>6oz – 2.5lbs concentrate)	Level 3 drug felony	2-4 years, 1 year parole	\$2,000 – \$500,000	not available
>4oz – 12oz (>2oz -6oz concentrate)	Level 4 drug felony	6 months – 1 year, 1 year parole	\$1,000 – \$100,000	not available
≤4oz (≤2oz concentrate)	Level 1 drug misdemeanor	6 – 18 months	\$500 – \$5,000	not available
Possession of plants				
>30 plants	Level 3 drug felony	2-4 years, 1 year parole	\$2,000 – \$500,000	not available
>6 – 30 plants	Level 4 drug felony	6 months – 1 year, 1 year parole	\$1,000 – \$100,000	not available
≤6 plants	Level 1 drug misdemeanor	6 – 18 months	\$500 – \$5,000	not available
Possession				
>12oz (>3 concentrate)	Level 4 drug felony	6 months – 1 year, 1 year parole	\$1,000 – \$100,000	not available
>6oz – 12oz (<3oz concentrate)	Level 1 drug misdemeanor	6 – 18 months	\$500 – \$5,000	not available
>2oz – 6oz	Level 2 drug misdemeanor	0 – 12 months	\$250 - \$1,000	not available
≤2oz	Drug petty offense	none	\$100	not available
Public consumption, display, use				
<2oz	Drug petty offense	Up to 24 hours community service	\$100	not available
>2oz	See: Possession			

Note: All controlled substance charges also include a drug offender surcharge in addition to the fines listed.



Commonly Abused Drugs

Visit NIDA at www.drugabuse.gov

National Institutes of Health
U.S. Department of Health and Human Services
NIH... Turning Discovery Into Health

Substances: Category and Name	Examples of Commercial and Street Names	DEA Schedule/ How Administered**	Acute Effects/Health Risks
Tobacco			
Nicotine	Found in cigarettes, cigars, bidis, and smokeless tobacco (snuff, spit tobacco, chew)	Not scheduled/smoked, snorted, chewed	Increased blood pressure and heart rate/chronic lung disease; cardiovascular disease; stroke; cancers of the mouth, pharynx, larynx, esophagus, stomach, pancreas, cervix, kidney, bladder, and acute myeloid leukemia; adverse pregnancy outcomes; addiction
Alcohol			
Alcohol (ethyl alcohol)	Found in liquor, beer, and wine	Not scheduled/swallowed	In low doses, euphoria, mild stimulation, relaxation, lowered inhibitions; in higher doses, drowsiness, slurred speech, nausea, emotional volatility, loss of coordination, visual distortions, impaired memory, sexual dysfunction, loss of consciousness/increased risk of injuries, violence, fetal damage (in pregnant women); depression; neurologic deficits; hypertension; liver and heart disease; addiction; fatal overdose
Cannabinoids			
Marijuana	Blunt, dope, ganja, grass, herb, joint, bud, Mary Jane, pot, reefer, green, trees, smoke, sinsemilla, skunk, weed	I/smoked, swallowed	Euphoria; relaxation; slowed reaction time; distorted sensory perception; impaired balance and coordination; increased heart rate and appetite; impaired learning, memory; anxiety; panic attacks; psychosis/cough; frequent respiratory infections; possible mental health decline; addiction
Hashish	Boom, gangster, hash, hash oil, hemp	I/smoked, swallowed	
Opioids			
Heroin	<i>Diacetylmorphine</i> : smack, horse, brown sugar, dope, H, junk, skag, skunk, white horse, China white; cheese (with OTC cold medicine and antihistamine)	I/injected, smoked, snorted	Euphoria; drowsiness; impaired coordination; dizziness; confusion; nausea; sedation; feeling of heaviness in the body; slowed or arrested breathing/constipation; endocarditis; hepatitis; HIV; addiction; fatal overdose
Opium	<i>Laudanum, paregoric</i> : big O, black stuff, block, gum, hop	II, III, V/swallowed, smoked	
Stimulants			
Cocaine	<i>Cocaine hydrochloride</i> : blow, bump, C, candy, Charlie, coke, crack, flake, rock, snow, toot	II/snorted, smoked, injected	Increased heart rate, blood pressure, body temperature, metabolism; feelings of exhilaration; increased energy, mental alertness; tremors; reduced appetite; irritability; anxiety; panic; paranoia; violent behavior; psychosis/weight loss; insomnia; cardiac or cardiovascular complications; stroke; seizures; addiction Also, for cocaine —nasal damage from snorting Also, for methamphetamine —severe dental problems
Amphetamine	<i>Biphetamine, Dexedrine</i> : bennies, black beauties, crosses, hearts, LA turnaround, speed, truck drivers, uppers	II/swallowed, snorted, smoked, injected	
Methamphetamine	<i>Desoxy</i> : meth, ice, crank, chalk, crystal, fire, glass, go fast, speed	II/swallowed, snorted, smoked, injected	
Club Drugs			
MDMA (methylenedioxymethamphetamine)	Ecstasy, Adam, clarity, Eve, lover's speed, peace, uppers	V/swallowed, snorted, injected	MDMA—mild hallucinogenic effects; increased tactile sensitivity, empathic feelings; lowered inhibition; anxiety; chills; sweating; teeth clenching; muscle cramping/sleep disturbances; depression; impaired memory; hyperthermia; addiction Flunitrazepam —sedation; muscle relaxation; confusion; memory loss; dizziness; impaired coordination/addiction GHB —drowsiness; nausea; headache; disorientation; loss of coordination; memory loss/unconsciousness; seizures; coma
Flunitrazepam***	<i>Rohypnol</i> : forget-me pill, Mexican Valium, R2, roach, Roche, roofies, roofinol, rope, rophies	IV/swallowed, snorted	
GHB***	<i>Gamma-hydroxybutyrate</i> : G, Georgia home boy, grievous bodily harm, liquid ecstasy, soap, scoop, goop, liquid X	V/swallowed	
Dissociative Drugs			
Ketamine	<i>Ketalar SV</i> : cat Valium, K, Special K, vitamin K	III/injected, snorted, smoked	Feelings of being separate from one's body and environment; impaired motor function/anxiety; tremors; numbness; memory loss; nausea Also, for ketamine —analgesia; impaired memory; delirium; respiratory depression and arrest; death Also, for PCP and analogs —analgesia; psychosis; aggression; violence; slurred speech; loss of coordination; hallucinations Also, for DXM —euphoria; slurred speech; confusion; dizziness; distorted visual perceptions
PCP and analogs	<i>Phencyclidine</i> : angel dust, boat, hog, love boat, peace pill	I, II/swallowed, smoked, injected	
Salvia divinorum	Salvia, Shepherdess's Herb, Maria Pastora, magic mint, Sally-D	Not scheduled/chewed, swallowed, smoked	
Dextromethorphan (DXM)	Found in some cough and cold medications: Robotripping, Robo, Triple C	Not scheduled/swallowed	
Hallucinogens			
LSD	<i>Lysergic acid diethylamide</i> : acid, blotter, cubes, microdot, yellow sunshine, blue heaven	V/swallowed, absorbed through mouth tissues	Altered states of perception and feeling; hallucinations; nausea Also, for LSD and mescaline —increased body temperature, heart rate, blood pressure; loss of appetite; sweating; sleeplessness; numbness; dizziness; weakness; tremors; impulsive behavior; rapid shifts in emotion Also, for LSD —Flashbacks, Hallucinogen Persisting Perception Disorder Also, for psilocybin —nervousness; paranoia; panic
Mescaline	Buttons, cactus, mesc, peyote	V/swallowed, smoked	
Psilocybin	Magic mushrooms, purple passion, shrooms, little smoke	V/swallowed	
Other Compounds			
Anabolic steroids	<i>Anadrol, Oxandrin, Durabolin, Depo-Testosterone, Equipoise</i> : roids, juice, gym candy, pumpers	III/injected, swallowed, applied to skin	Steroids—no intoxication effects/hypertension; blood clotting and cholesterol changes; liver cysts; hostility and aggression; acne; in adolescents—premature stoppage of growth; in males—prostate cancer, reduced sperm production, shrunken testicles, breast enlargement; in females—menstrual irregularities, development of beard and other masculine characteristics Inhalants (varies by chemical) —stimulation; loss of inhibition; headache; nausea or vomiting; slurred speech; loss of motor coordination; wheezing/cramps; muscle weakness; depression; memory impairment; damage to cardiovascular and nervous systems; unconsciousness; sudden death
Inhalants	<i>Solvents (paint thinners, gasoline, glues); gases (butane, propane, aerosol propellants, nitrous oxide); nitrites (isoamyl, isobutyl, cyclohexyl)</i> : laughing gas, poppers, snappers, whippets	Not scheduled/inhaled through nose or mouth	

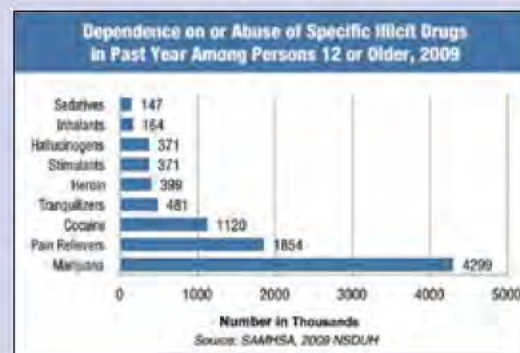
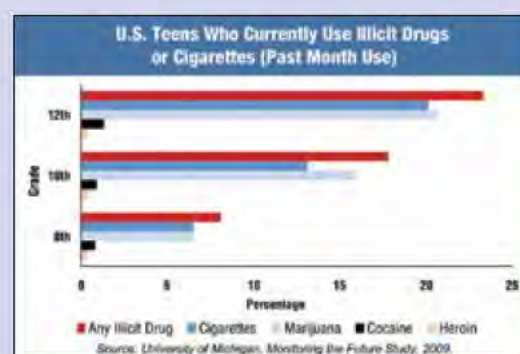
Substances: Category and Name	Examples of Commercial and Street Names	DEA Schedule/ How Administered**	Acute Effects/Health Risks
Prescription Medications			
CNS Depressants	For more information on prescription medications, please visit http://www.nida.nih.gov/DrugPages/PrescripDrugsChart.html .		
Stimulants			
Opioid Pain Relievers			

* Schedule I and II drugs have a high potential for abuse. They require greater storage security and have a quota on manufacturing, among other restrictions. Schedule I drugs are available for research only and have no approved medical use; Schedule II drugs are available only by prescription (unrefillable) and require a form for ordering. Schedule III and IV drugs are available by prescription, may have five refills in 6 months, and may be ordered orally. Some Schedule V drugs are available over the counter.
** Some of the health risks are directly related to the route of drug administration. For example, injection drug use can increase the risk of infection through needle contamination with staphylococci, HIV, hepatitis, and other organisms.
*** Associated with sexual assaults.

Principles of Drug Addiction Treatment

More than three decades of scientific research show that treatment can help drug-addicted individuals stop drug use, avoid relapse and successfully recover their lives. Based on this research, 13 fundamental principles that characterize effective drug abuse treatment have been developed. These principles are detailed in NIDA's *Principles of Drug Addiction Treatment: A Research-Based Guide*. The guide also describes different types of science-based treatments and provides answers to commonly asked questions.

- Addiction is a complex but treatable disease that affects brain function and behavior.** Drugs alter the brain's structure and how it functions, resulting in changes that persist long after drug use has ceased. This may help explain why abusers are at risk for relapse even after long periods of abstinence.
- No single treatment is appropriate for everyone.** Matching treatment settings, interventions, and services to an individual's particular problems and needs is critical to his or her ultimate success.
- Treatment needs to be readily available.** Because drug-addicted individuals may be uncertain about entering treatment, taking advantage of available services the moment people are ready for treatment is critical. Potential patients can be lost if treatment is not immediately available or readily accessible.
- Effective treatment attends to multiple needs of the individual, not just his or her drug abuse.** To be effective, treatment must address the individual's drug abuse and any associated medical, psychological, social, vocational, and legal problems.
- Remaining in treatment for an adequate period of time is critical.** The appropriate duration for an individual depends on the type and degree of his or her problems and needs. Research indicates that most addicted individuals need at least 3 months in treatment to significantly reduce or stop their drug use and that the best outcomes occur with longer durations of treatment.
- Counseling—individual and/or group—and other behavioral therapies are the most commonly used forms of drug abuse treatment.** Behavioral therapies vary in their focus and may involve addressing a patient's motivations to change, building skills to resist drug use, replacing drug-using activities with constructive and rewarding activities, improving problem-solving skills, and facilitating better interpersonal relationships.
- Medications are an important element of treatment for many patients, especially when combined with counseling and other behavioral therapies.** For example, methadone and buprenorphine are effective in helping individuals addicted to heroin or other opioids stabilize their lives and reduce their illicit drug use. Also, for persons addicted to nicotine, a nicotine replacement product (nicotine patches or gum) or an oral medication (bupropion or varenicline), can be an effective component of treatment when part of a comprehensive behavioral treatment program.
- An individual's treatment and services plan must be assessed continually and modified as necessary to ensure it meets his or her changing needs.** A patient may require varying combinations of services and treatment components during the course of treatment and recovery. In addition to counseling or psychotherapy, a patient may require medication, medical services, family therapy, parenting instruction, vocational rehabilitation and/or social and legal services. For many patients, a continuing care approach provides the best results, with treatment intensity varying according to a person's changing needs.
- Many drug-addicted individuals also have other mental disorders.** Because drug abuse and addiction—both of which are mental disorders—often co-occur with other mental illnesses, patients presenting with one condition should be assessed for the other(s). And when these problems co-occur, treatment should address both (or all), including the use of medications as appropriate.
- Medically assisted detoxification is only the first stage of addiction treatment and by itself does little to change long-term drug abuse.** Although medically assisted detoxification can safely manage the acute physical symptoms of withdrawal, detoxification alone is rarely sufficient to help addicted individuals achieve long-term abstinence. Thus, patients should be encouraged to continue drug treatment following detoxification.
- Treatment does not need to be voluntary to be effective.** Sanctions or enticements from family, employment settings, and/or the criminal justice system can significantly increase treatment entry, retention rates, and the ultimate success of drug treatment interventions.
- Drug use during treatment must be monitored continuously, as lapses during treatment do occur.** Knowing their drug use is being monitored can be a powerful incentive for patients and can help them withstand urges to use drugs. Monitoring also provides an early indication of a return to drug use, signaling a possible need to adjust an individual's treatment plan to better meet his or her needs.
- Treatment programs should assess patients for the presence of HIV/AIDS, hepatitis B and C, tuberculosis, and other infectious diseases, as well as provide targeted risk-reduction counseling to help patients modify or change behaviors that place them at risk of contracting or spreading infectious diseases.** Targeted counseling specifically focused on reducing infectious disease risk can help patients further reduce or avoid substance-related and other high-risk behaviors. Treatment providers should encourage and support HIV screening and inform patients that highly active antiretroviral therapy (HAART) has proven effective in combating HIV, including among drug-abusing populations.



Order NIDA publications from DrugPubs:
1-877-643-2644 or 1-240-645-0228 (TTY/TDD)

This chart may be reprinted. Citation of the source is appreciated.

Colorado Safe Haven Law

Colorado state law protects people under age 21 from criminal prosecution if they call for help in an alcohol or drug related emergency, including marijuana (C.R.S. 18-1-711). Both the caller and the person in need of medical attention will be immune from prosecution if they comply with the following:

1. The caller must provide their name to police or emergency medical services;
2. The caller must remain on the scene;
3. Both the caller and person in need of help must cooperate with police and emergency medical services.

CSU Responsible Action Exemption Policy

Students, whether on or off campus, who seek medical attention for themselves or on behalf of another student related to consumption of drugs or alcohol will not be charged with violations from the Student Conduct Code relating to that incident, provided that the student completes an assessment and any recommended treatment by the hearing officer. Failure to complete an assessment may result in charges filed with the Student Resolution Center. Parental notification may occur for students that are under the age 21 who have been transported to the hospital in need of medical assistance. For more information on the policy, please visit: resolutioncenter.colostate.edu.

Help a Friend in an Alcohol or Drug-Related Emergency:

Know the 3 "C"s

CHECK for signs of an emergency

- Cannot be roused and is unresponsive to your voice, shaking, or pinching
- Skin is cold, clammy, pale, bluish, and/or blotchy
- Shallow, irregular breathing (more than 10 seconds between breaths) or slow breathing (eight or fewer breaths per minute)
- Exhibit mental confusion, stupor, or coma-like symptoms
- Have seizures, convulsions, or rigid spasms
- Vomit while asleep or unconscious and not awakened by it

CALL 911 for help

CARE for your friend

- Stay with them
- Roll them on their side in case vomiting occurs
- Cooperate with police and emergency medical personnel
- Do not give them water, food, or medication

Prescription Drug Abuse

Prescription drugs are widely available and are not always perceived to be as dangerous as street drugs. Students may use prescription drugs to self-medicate for anxiety or depression, to get high, or to help with concentration when studying or taking an exam. Pain pills (opioids) like Vicodin, OxyContin, and Percocet are also growing in popularity. These are also highly addictive, and especially lethal when mixed with alcohol.

Policy

Selling or sharing or using these drugs without a prescription is illegal and can result in jail time along with large fines (see ‘Legal Sanctions for Substance Abuse’ on Page 7). It is also a violation of the Student Conduct Code and will result in disciplinary action by the University.

Any employee convicted of a criminal drug statute must notify their employer within five days of the conviction. The University must take disciplinary action within 30 days after receipt of any notice; sanctions may include mandatory drug abuse assistance or treatment, or disciplinary action.

Refusal Strategies for Persons with Prescribed Medications

If you are prescribed a medication, you may find that some people would like you to share or sell. They do not hesitate to ask, may offer to buy or trade for other drugs, or even go so far as to steal your medications. So, what can you do?

- Medications are your own business – keep your medical information and prescription medications to yourself.
- Keep drugs in a safe spot that only you can access.



- Explain that you do not want to be responsible for someone else's adverse reactions to your medications.
- Politely explain that you do not have enough to share.
- If you have to, say that you stopped taking the prescription medication or come up with another explanation that works for you.
- Ration your supply of prescription medications by keeping excess supply at home or with nearby relatives who will safeguard your supply. It is often possible to request more frequent prescriptions from campus health care providers or from family physicians, particularly if you have a concern about solicitation.

(The information provided was adapted from *Facts on Tap*.)

**Remember ... in emergencies
dial 911.**



police.colostate.edu

Marijuana

The Use and Possession of Marijuana is Prohibited on Campus

The potential health and behavioral impacts of marijuana do not fit with CSU's mission as an academic institution and a safe, fast-paced, high-functioning work environment. CSU students and employees should understand that possessing, using, or selling marijuana continues to be prohibited on campus and during University activities. Amendment 64 legalizes certain activities related to marijuana under Colorado law, yet Amendment 64 specifically authorizes the University – as a school and an employer – to prohibit the possession and use of marijuana. In addition, although Amendment 64 passed in Colorado, marijuana remains illegal under the federal Controlled Substances Act, and the possession and use of marijuana is prohibited. As a federally controlled substance, the use and possession of marijuana is prohibited by CSU policy and the CSU Student Conduct Code, and is not permitted on campus. This federal law applies to both recreational and medical uses of marijuana and it is not a defense that the person holds a medical marijuana card. Students who violate this policy are subject to discipline.

In addition, the use of marijuana in the workplace is restricted by federal laws, such as the federal Drug-Free Workplace Act and the federal Drug-Free Schools and Communities Act. These federal laws require the University to prohibit the use of marijuana on campus.

The Colorado State University Police Department will continue to enforce the campus-wide prohibition of marijuana.

CSU Employees

CSU employees are prohibited from using, possessing, or being under the influence of marijuana in the workplace. Because the use of marijuana is a federal offense under the Controlled Substances Act, the University is required to adopt – and has adopted – a policy that prohibits the unlawful manufacture, distribution, possession, and use of illicit drugs and alcohol in the workplace. CSU employees who violate this policy are subject to discipline, up to and including termination. CSU strives to maintain a safe workplace, and permitting employees who are under the influence of marijuana, just like with alcohol, to operate machinery or work with potentially hazardous materials or substances could create serious risks in the workplace.

While performing their job duties, CSU employees are prohibited from consulting or providing assistance with the cultivation, sale, distribution, or use of marijuana. Any employee who provides such assistance shall be acting outside the scope of his or her employment and assumes personal liability for such action. Federal agencies continue enforcement activity against those who facilitate the illegal use of marijuana, despite state law. Also, CSU is not required to accommodate an employee's medical or recreational use of marijuana. In addition, illegal drug use may have other consequences. For instance, illegal drug use is a bar to the acquisition or renewal of a federal security clearance.

Marijuana Resources

For more information on health effects, national and CSU-specific usage trends, and regulation of marijuana, please refer to the following resources:

National Institute on Drug Abuse:

www.drugabuse.gov/publications/drugfacts/marijuana

Substance Abuse and Mental Health Services Administration:

www.samhsa.gov

CSU Health Network Marijuana Resources:

<http://health.colostate.edu/resources/marijuana>

Colorado Department of Health and Environment –
Marijuana Information:

<http://goodtoknowcolorado.com>

Visit the CSU Police Department website to learn more about:

- **Campus Safety Information**
- **Campus Bicycling Regulations**
- **Campus Parking Regulations**
- **CSU Acronyms Used**
- **Employment Opportunities**
- **Authority/Jurisdiction**
- **Department Organization**
- **Campus SafeWalk Program**
- **Report a Crime On-Line**
- **Campus Watch Tip Form**

**and more – police.colostate.edu
safety.colostate.edu**

Drug and Alcohol Prevention, Counseling, and Treatment

CSU takes a collaborative, comprehensive approach to address issues related to alcohol and substance misuse/abuse. The Alcohol and Other Drugs Committee is comprised of students, faculty, and staff working toward a healthy and safe campus community through the use of best practices. For more information and/or to become involved, please call (970) 491-1702 or e-mail csuhn_heps@mail.colostate.edu. CSU also requires new students to complete online alcohol and sexual assault education modules prior to their first semester.

Haven

New students are required to complete the Haven: Understanding Sexual Assault Program, which educates students on issues associated with stalking, relationship violence, and sexual assault. Students learn about consent, how to help a friend, and how to intervene in a situation that might escalate to sexual assault. Built in collaboration with leading researchers and practitioners, Haven is an interactive module designed to engage and empower students to create safe, healthy campus environments. This course meets the educational mandate of the 2013 Federal Campus Sexual Violence Elimination Act.

AlcoholEDU

Students under age 23 must complete the AlcoholEDU for College Program. AlcoholEDU is an interactive, online program designed to inform students about how alcohol affects the body, mind, perception, and behaviors. The research-based course offers accurate information in a non-judgmental tone, while providing personalized feedback that encourages students to consider their own drinking decisions and those of their peers.

For further information about alcohol and drugs educational programs and individual assistance, call the CSU Health Network at (970) 491-1702 or visit www.health.colostate.edu, and select “Alcohol & Other Drugs.”

Try these useful websites for additional information about drugs and alcohol:

www.collegedrinkingprevention.gov

www.halfofus.com

www.drugabuse.gov

www.samhsa.gov

www.erowid.com

*CSU Students Pictured (from top left):
 Caitlin Steinman (Soph.), Mechanical Engineering, Elise Eppard (Jr.), Communication Studies, Patton Lowell (Jr.), Social Studies Education, PJ Ricketson (Jr.) Psychology, James Sprague (Jr.), English & Chemistry*

I will help my friends stick to their limits

Make the Pledge to **PARTY SMART**



**RAMS Take Care.
 RAMS Take Act.ion!**

What will you do?

CSU HEALTH NETWORK
 CARE FOR BODY AND MIND

Colorado State University

CSU Health Network, (970) 491-7121, www.health.colostate.edu

The CSU Health Network is a student support service that provides a full range of medical, mental health, and health education and prevention services to optimize the health of students and the campus community. All students registered for six or more credit hours pay the University health fee and counseling fee and are eligible to use the CSU Health Network. Students do not need to be enrolled in the CSU Student Health Insurance Plan in order to access services. The CSU Student Health Insurance Plan provides additional benefits. Any student enrolled in fewer than six credits can elect to pay these fees for access.

DAY Programs (Drugs, Alcohol and You) are a specialty counseling service offered through the Health Network. DAY serves students who are concerned about their substance use or are required to complete an assessment or engage in treatment by the University's disciplinary system. DAY offers five specialized programs:

- **Live Safe** is a three-hour education and discussion group for students who want to learn more about substance use or those who have had a conduct violation.
- **BASICS (Brief Alcohol Screening & Intervention for College Students)** involves an online assessment of your substance use history and patterns. Individualized feedback is provided during an initial appointment and one follow-up meeting with a counselor. Students may be self-referred or referred by the conduct office.
- **Taking Steps** provides weekly group support for students making changes in their use of drugs and alcohol. This program is open to those voluntarily seeking help and those mandated to treatment by the conduct system.
- **Open to Change** is an eight-week program for mandated and voluntary students who are required to achieve eight consecutive weeks of abstinence alongside individuals and group counseling.
- **Back on TRAC** is a mandated, abstinence-based, drug court program for students with serious alcohol or drug violations who would otherwise be dismissed from the University.

In addition to these programs, individual counseling is available for students who want to examine and alter their substance use. DAY works with students whose goals range from reducing the negative impact of substance use to abstinence. Counselors use a nonjudgmental and empathic approach to support students in achieving their goals.

CSU Employees

It is the policy of the State of Colorado that treatment may be more appropriate for alcoholics and intoxicated individuals than criminal prosecution. It is felt that they should be afforded a continuum of treatment in order that they may lead normal lives as productive members of society [C.R.S. § 27-81-101(1)].

The Colorado General Assembly has appropriated moneys for alcoholic receiving and screening centers; medical detoxification; intensive treatment; halfway house care; outpatient rehabilitative therapy, orientation, education, and in-service training; staff for the administration, monitoring, and evaluation of the program; and operating cost for patient transportation [C.R.S. § 27-81-101(2)]. The Colorado Division of Behavioral Health has established a comprehensive and coordinated program for the treatment of alcoholics and intoxicated persons [C.R.S. § 27-81-105(1)]. Insofar as funds are available to the Division, the program of the Alcohol and Drug Abuse Division includes: emergency treatment; inpatient treatment; intermediate treatment; outpatient and follow-up treatment; and adequate and appropriate treatment for alcoholics and intoxicated persons who voluntarily apply for treatment and those who are involuntarily committed by the court [C.R.S. § 27-81-105(1-3)].

It is also Colorado state policy that drug dependent persons and persons who are under the influence of drugs should be afforded treatment [C.R.S. 27-82-101(2)]. “Treatment” means the broad range of emergency, outpatient, intermediate, and inpatient services and care, including diagnostic evaluation, medical, psychiatric, psychological, and social service care, vocational rehabilitation, and career counseling [C.R.S. 27-82-102 (15)]. The Division maintains a list of approved public and private treatment facilities, and coordinates a spectrum of primary substance abuse prevention programs and efforts.

Student Rights and Responsibilities

Division of Student Affairs, www.studentaffairs.colostate.edu

Student Resolution Center, (970) 491-7165

Colorado State University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws, and University regulations; and to respect the rights, privileges, and property of other people. In order to protect the academic community and learning environment, all members of the campus community are expected to abide by the standards of academic honesty, personal integrity, respect for diversity, and pursuit of lifestyles free of alcohol and drug abuse. Students are not only members of the academic community; they are, additionally, members of the larger society, and thus retain the rights, protection, guarantees, and responsibilities that are held by all citizens. A student is not immune from prosecution by local, state, or federal law enforcement agencies whether or not the University initiates disciplinary proceedings in a given situation.

The Colorado State University Student Conduct Code shall apply to conduct that occurs on University premises, University-sponsored programs or activities, and to off-campus conduct that adversely affects the University community, poses a threat to safety of person or property, or damages the institution's reputation or relationship with the greater community. In addition, Colorado State University, in collaboration with the Fort Collins community, may respond to student violations of community-based laws and ordinances designed to protect civility and quality of life.

The Student Resolution Center reflects the vision of providing a comprehensive array of approaches to act on the institutional values of interpersonal civility and honoring of community standards. Service options include:

- Conflict resolution services, including consultation, coaching, and mediation
- Training/outreach related to conflict management, academic integrity, civility

- Student consultation team
- Advising of student peer conduct boards
- Criminal pre-admission hearings
- Student conduct hearings
- Restorative Justice Program for repairing harm and restoring relationships
- Outcomes and education, including the Drugs, Alcohol, and You (DAY) programs, Party Partners, and skill-building workshops
- Appeals process

Residential Contracts

Students residing in University residence halls or apartments contractually agree to maintain behavior in keeping with federal, state, and local laws; University standards of conduct; and community expectations as outlined in the residential contract and handbook.

Residential staff will hear cases involving violations of the contract. Specific sanctions or restrictions may be imposed as a part of residential disciplinary action including drug and alcohol education; educational programs or activities; monetary restitution; reassignment to another residence hall room or building; and termination of the residential contract or lease. Significant incidents or a pattern of problems will result in referral to University Discipline.

Disciplinary Records

Student disciplinary records are maintained by the Conflict Resolution and Student Conduct Services Office in keeping with the Family Educational Rights and Privacy Act (1973), the Higher Education Amendments (1998), and the Student Conduct Code.

Disciplinary Statistics

Please see Page 61 for recent statistics related to University Disciplinary Actions. The complete text of the Student Conduct Code is available on the Colorado State University website:

www.conflictresolution.colostate.edu/conduct-code.aspx

Colorado State University and the Fort Collins Community

“I had a party yesterday. Today I have a summons for court???”

In 2002, the state of Colorado passed a law related to riots and being present where any riot was occurring. This law, along with local ordinances, relates to nuisance social gatherings. Violating this law can have a significant impact on students who are involved in such events and get arrested. Any student who is convicted of engaging in or inciting a riot is prohibited from attending any state-supported college for a period of one year. Further, it is a misdemeanor for any person to fail to obey orders of police officers to disperse or move-along under riot conditions, even if they are only in the area watching. The main points of the new law are listed below. The message: “DON’T MAKE YOURSELF A TARGET – OBEY THE LAW!”

Noise Limits

- Noise that can be heard beyond property lines may be considered too loud.
- Police have the discretion to determine whether or not noise from a property is unreasonable.
- Police discretion is based upon and not limited to:
 - noise level while observing the situation
 - time of day or night
- If the noise is determined unreasonable, a ticket may be issued.
- Noise violators can be subject to fines of up to \$1,000 per person for the first offense.

Nuisance Gathering Ordinance

- The ordinance addresses social gathering impacts on neighboring private or public properties.
- A social gathering is considered five or more people.
- Impacts may include and not limited to: trash and litter, public urination, and vandalism.
- It is a misdemeanor criminal offense to the gathering host(s), as the responsible party.
- The people actually littering or vandalizing may not be held responsible.
- The abatement cost may be charged to the gathering host(s), as the responsible party.

Public Nuisance Ordinance

- The Public Nuisance Ordinance remedies chronic problem properties.
- The Public Nuisance Ordinance takes effect on a property when the following occurs:
 - two tickets are issued for the same code violation within six months or
 - three or more separate code violation tickets are issued within 12 months or
 - five or more separate code violation tickets are issued within 24 months.

Riot Law – A Colorado State Law

- A public disturbance involving three or more people whose conduct:
 - Creates a danger of damage or injury to people or property
 - Substantially obstructs performance of any government function
- Anyone convicted of engaging in a riot cannot attend a public Colorado higher education institution for at least one year.
- Specific possible riot conviction definitions and fines include:
 - Inciting a riot – urging five or more people to engage in a riot.
 - Fines begin at \$5,000 or 18 months jail up to three years or \$100,000 for injury or damage.
 - Engaging in a riot – no person shall engage in a riot.
 - Fines begin at \$1,000 or 12 months jail up to six years or \$500,000 for injury or damage.
 - Arming Rioter – no person shall supply a deadly weapon or destructive device for use in a riot.
 - No person shall teach another to prepare or use a deadly weapon or destructive device in a riot.
 - Fine is \$500,000 or six years in jail.

Please call the Fort Collins Police, (970) 221-6540, or Colorado State University Police Department, (970) 491-6425, if you have questions about the responsibilities of planning a party. Better yet, go to the Fort Collins Neighborhood Services website, www.fcgov.com/neighborhoodservices, and search for “Party Packs,” or click on Code Compliance on the right side of the page.

You can also access these resources from the CSU Police Department Web page: www.police.colostate.edu.

It's a Matter of Identity

Often, young people are tempted to “borrow” an ID card, or make or obtain one of their own to show underage persons to be of legal drinking age. The result can be arrest warrants issued in the name of the wrong person for a violation they didn’t commit or even know about, misdemeanor or even felony charges against a person using an identity that isn’t theirs, and sanctions through the University.

It is NEVER worth the risk to have or use a fake ID. It’s a matter of identity – YOUR IDENTITY. Colorado is considering legislation that will also require suspension of your driver’s license if you buy for minors or loan your ID to a minor.

NOW PLAYING



fakes don't
fly!*

*new scanner technology in use.

★★★★

“I’LL CATCH YOU BY SURPRISE”
- FORT COLLINS POLICE DEPARTMENT

“THE MONEY AND TIME INVESTED
IS NOT WORTH IT”
- GOOD SAMARITAN

“THIS SUCKS!”
- STUDENT CAUGHT AND FINED FOR CARRYING A FAKE

FAKE I.D.s DON'T FLY IN FORT COLLINS.
SAVE YOUR YOURSELF THE MONEY, HASSLE, AND THE HUMILIATION.

AT EXCLUSIVE LOCATIONS
ALL OVER TOWN!

Security Policies and Programs

CSU Safety, safety.colostate.edu

CSU Police Department, (970) 491-6425, police.colostate.edu

CSU police officers work closely with the various student advocacy and department offices on campus to maintain a “sense of community.” They work hard to identify safety and security needs and concerns of all our students and staff. This section of the handbook describes the CSU police and programs related to security issues. You will find the answers to such questions as: How do you report an emergency? What should I do to keep my residence hall safe? How do I practice bicycle safety? What should I do if I’ve been sexually assaulted?

CSU Police Qualifications and Authority

CSU police officers are armed and have full law enforcement authority on all property owned or controlled by Colorado State. Officers possess peace-officer commissions from the State of Colorado, Larimer County, and the City of Fort Collins. Colorado State University Police Department operates 24 hours a day, seven days a week.

Colorado State University police officers complete at least 860 hours of training in a state-certified police academy and field-training program in preparation for their jobs.

Colorado State University police officers routinely patrol on foot all buildings on campus, and have street officers patrolling campus by bicycle, motorcycle, and other motor vehicles. In addition, the department has an Investigations Division with plain clothes detectives. Campus Safety Officers, student employees, round out security and safety services by adding foot patrol and event management capabilities. These employees receive more than 50 hours of training relevant to their duties, with additional training as they take on specialized duties. Campus Safety Officers are trained civilian employees who provide additional presence on campus and provide the SafeWalk program.

CSU police maintain a close working relationship with the Fort Collins Police Services, Poudre Fire Authority, the Larimer County Sheriff's Office, the Office of the District Attorney, and other state and federal law-enforcement agencies and investigation bureaus. CSU police hold mutual aid agreements with the county and city to deal with contingencies such as natural disasters, civil disturbances, major crimes, and pursuits of serious offenders who travel across jurisdictional lines.



How to Report an Emergency or Crime

If you witness or experience a crime or emergency, you are encouraged to report it. The CSU Police Department (CSUPD) is located in Green Hall. CSUPD operates 24 hours a day. **Call 911 for emergencies and (970) 491-6425 for non-emergencies.** CSUPD serves as one of the five Public Safety Answering Point agencies in Larimer County handling emergency and nonemergency calls, monitoring the campus-wide alarm systems, and tracking all police incidents on a computer aided dispatch system. Each dispatcher completes a 400-hour, in-house training program and has special training in emergency medical dispatching. This includes ongoing evaluation of medical emergency calls handled by dispatchers under the supervision of a medical doctor.

Promptly call 911 from any phone, and our enhanced system will allow our dispatcher to see where you are calling from. Keep in mind, though, that the dispatcher will need to know the address of the emergency, not necessarily where the call is coming from. 911 calls made from wireless phones will be routed to Fort Collins Police Services. 911 calls are “enhanced,” meaning that the location and phone number from which the call comes to our Communications Center are displayed as the dispatcher answers the call. Colorado State University is equipped with

more than 60 emergency blue light phones located throughout the campus. The emergency phones ring directly into the CSU Police Department Dispatch Center when the headset is lifted or simply by pushing a button. Please refer to the map on Page 24 for exact locations.

CSU police give priority to reports of incidents that threaten the life or safety of people, the security of property, or the peace of the community. They handle all reports of crimes and emergencies. Prompt reporting greatly improves campus security and safety.

In the First Two Minutes ...

A study of police response times and crime clearance rates showed that if police are able to arrive on the scene of a crime-in-progress within two minutes of a citizen report, there is a good chance a perpetrator can be apprehended. The odds quickly decrease as each minute passes.

To report an emergency or a crime in-progress dial 911. If you are the victim of a crime that occurred on campus you can call and file a report with an officer at (970) 491-6425, or you can file a crime report online at police.colostate.edu under “Quick Links – Reporting a Crime.” See back cover of this booklet for additional resources.

Your police department needs you to report crimes and suspect activity. Don't let reporting a crime you've witnessed be an after-thought! Immediately go to a safe location and phone. Stay on the line and, as accurately as possible, tell the dispatcher everything you can remember about the suspect, the suspect's clothing, vehicle, and direction of travel.



Report a Crime Anonymously

To remain anonymous and report a crime to the CSU Police Department, go to the CSU Police Department website police.colostate.edu and click on Reporting a Crime or go directly to <http://police.colostate.edu/reportcrimeanonymous>.

The information you submit will be securely sent to the CSU Police Department without your identity being revealed. If the crime you are reporting is an emergency, please call 911.

What Happens When ...

You report a medical emergency?

CSU police dispatchers are trained in emergency medical dispatching. If you are in a position to give first aid to someone or to relay information to another rescuer, the dispatcher is prepared to tell you what to do. Emergency medical personnel and police officers are dispatched to evaluate the patient's status.

You report a fire?

CSU police will immediately notify fire or emergency medical personnel, then help with evacuation and manage traffic so that fire trucks and ambulances can access the scene. All campus fires should be reported to CSUPD immediately. **Call 911 for emergencies and (970) 491-6425 for non-emergencies.**

Building Security

At Colorado State, you can feel safe and comfortable in your surroundings, knowing that certain security procedures are in place that are sound and are constantly re-evaluated for their effectiveness.

Most campus buildings and facilities are accessible to members of the campus community, guests, and visitors during normal business hours Monday through Friday, excluding holidays. Certain facilities also may be open for designated hours on Saturdays.

Exterior doors on campus buildings are locked and secured each evening by personnel from Facilities Services. Buildings may be secured

at different times based on factors such as night classes, special events, or computer lab times.

We ask that you take the step of staying aware of and follow policies or rules that are meant to preserve your own safety and that of others.

- **Do not prop doors open or allow strangers into campus buildings that have been secured. “Tailgating” is prohibited!**
- **Do not lend keys or leave them unattended in your work or living space.**
- **Do not give codes to anyone you don’t know.**

Planning a Safe Environment

Colorado State considers security an important consideration in planning, maintaining, designing, and remodeling of facilities on campus. Exterior lighting is an important part of the University’s commitment to campus safety.

On a regular basis, problems with exterior lighting are reported by CSU police to Facilities Management repair crews. Once a year, a comprehensive survey of all exterior lighting, facility safety, and security is conducted by CSU police and Facilities Management. People are encouraged to call the CSU police when they see a light out or any safety or security-related hazard. Light posts have numbers on them that help repair people find them. If possible, provide the number when reporting a light out. If you notice other safety concerns, please report them as well.

Facilities Services reports problems with door and security hardware daily. CSU police officers also report defective locking mechanisms to Facilities Services as soon as they are discovered. Shrubbery, trees, and other vegetation on campus are trimmed on a regular basis. Fencing, roadway, and sidewalk repairs are reviewed and completed at least annually.

The CSU Public Safety Team coordinates and facilitates effective campus disaster preparedness, mitigation, response and recovery activities to minimize the impacts of emergencies on the campus community facilities and environment. Written plans are in place and exercises are regularly held to keep our staff and faculty prepared to handle major events. This team, made up of members from several campus departments, also coordinates efforts under Homeland Security for the University.



Motorcycle officer patrols campus

Residence Hall Security

Three layers of security exist in the residence halls:

- The lobby area is staffed 24 hours a day.
- Lobbies and common areas are open during dining center hours and then accessible only by residents of the building after hours via keycard access.
- Floors and rooms are only accessible by residents with keycard access. All common bathrooms on the floors are also secured.

Residents are asked not to allow strangers access to the building, either by propping doors, lending keys, or opening doors for anyone waiting outside the building. Visitors and delivery people may use a house phone located outside the main entrance to contact the appropriate host to gain access, once all entries to the building are locked.

All residence hall staff are trained on emergency response and have knowledge of evacuation and safety protocol in the event of an emergency. In the event of an emergency, all lobby doors and common areas can be locked down to permit access to residents of the building only. The option

of locking buildings down entirely to prevent any access into the building is also available.

The CSU Police Department has partnered with Housing & Dining Services to develop a community-oriented policing program. The goal of this program is to place full-time, certified police officers in residence halls regularly to enhance relationships with students and increase security and safety awareness among students and in their places of residence.

Sorority and Fraternity Security

Because Greek houses are located off campus, they are under the jurisdiction of Fort Collins Police Services. However, security in sorority and fraternity houses is managed by a variety of corporations. Students and parents who want the name of the management corporation for a particular house should call the Office of Fraternity and Sorority Life at (970) 491-0966.

As a result of a verbal collaboration between the Fort Collins Police Services and CSU, CSU Student Resolution Services receives reports of crimes that occur in fraternities and sororities that are recognized as student organizations by Colorado State University.

To find out about crime on campus, review:

- The *Fort Collins Coloradoan*, the community newspaper
- The *Rocky Mountain Collegian*, the student newspaper
- *SOURCE*, the online faculty and staff news website
- Safety.colostate.edu, the public safety website
- KCSU and other local radio broadcasts
- Special alerts and activity reports circulated about the University
- Crime bulletins describing specific crimes or perpetrators

To obtain information about registered sex offenders:

Information about sex offenders currently registered at the University is available at the CSUPD Records Section during normal business hours. Information about offenders registered at Fort Collins Police Services or the Larimer County Sheriff's Office are available at those agencies. The State of Colorado convicted sex offender website is **sor.state.co.us**.

Fire Safety and Poudre Fire Authority

Housing & Dining Services works very closely with Poudre Fire Authority as well as CSU police and our Environmental Health Services to ensure a safe environment for residence hall and apartment life students and their families. Residence hall staff and other university health and safety officials will be involved in observing and monitoring all standards. Periodic inspections of student rooms help promote fire- and life-safety awareness, as well as identifying any noncompliance of safety standards.

In addition, PFA works with CSU on public education to students and families living in CSU housing; assistance with scheduled fire drills at all residence halls each semester; cooperative participation between CSU police and PFA arson investigators in fire situations; and fire code consultation (for building remodels and new construction) through EHS and Facilities Management.

Colorado State University has policies on the use of portable electrical appliances, smoking and open flames. For example, smoking, candles, and open flames are not allowed in residence halls and only safe, low wattage electrical appliances without open coils may be used. For more detailed information on these policies, please see the Residence Hall Handbook at reshallpolicies.colostate.edu or call Residence Life at (970) 491-4719.

Colorado State University residence halls are equipped with smoke and heat detectors, pull stations, fire sprinkler flow switches, and notification devices. Additional features include the networking of all the fire alarm panels to CSUPD that display a detailed graphic map which will pinpoint the exact location of the device in alarm or trouble in the building. Fire extinguishers and suppression systems are regularly tested. Fire evacuation drills are performed each semester in the residence halls, and residence hall staff receives annual fire safety training.

Fire safety education and training programs include evacuation drills conducted at University buildings annually and include identifying the location of safety devices (fire alarm pull stations, AEDs, alternate exits and

areas of refuge). Fire extinguisher training is available, upon request, to building proctors, Housing staff (RDs, ARDs, RAs), faculty and staff.

For more information regarding fire safety, education or training, please contact Ken Quintana, University Coordinator for Emergency Planning and Response, at Ken.Quintana@colostate.edu.

To Report a Fire

To report an active fire call 911. This will notify both police and fire to initiate an emergency response. To report a fire that has previously occurred you may contact:

- Colorado State University Police Department, (970) 491-6425
- Housing Assistant Safety Coordinator Veronica Olivas, (970) 567-1709
- University Coordinator for Emergency Planning and Response Ken Quintana, Ken.Quintana@colostate.edu

Evacuation Procedures

When a fire alarm is activated all residents, guests, and staff are to evacuate the building immediately. NO EXCEPTIONS!

In emergencies, panic can be your worst enemy. To reduce panic, plan ahead. Before an emergency arises, make sure you know the location of exits and your meeting area (check with your RA or Building Proctor). In a fire situation:

- Don't panic; stay as calm as possible. You will need to think clearly to make the right decisions.
- Feel the door knob with the back of your hand or palm to test for heat.
- If the door is cool, brace yourself against it, and open it slowly to check for flames or smoke.
- If there is smoke in the air, stay low and move quickly in a crouched position or crawl to the nearest exit. The most breathable air is always near the floor. If one exit is blocked, try the next nearest exit.
- Alert others by shouting or knocking on doors as you make your way to the stairs.

- Always escape via stairs – never use elevators.
- Once you evacuate, report to your meeting area, follow directions of fire and police personnel, and never re-enter the building until authorized.
- Failure to evacuate a building is taken very seriously by the Department of Housing & Dining Services and could result in disciplinary action.

There are fire extinguishers located on every floor as well as in the main office of each residence hall. Please take time to familiarize yourself with the locations of fire exits, fire extinguishers, and pull-alarm stations in your residence hall.

The procedure for Alpine Hall, Aspen Hall, Durward Hall, Engineering, Honors, International House, Piñon Hall, and Westfall Hall is full evacuation for any alarm in the buildings. Everyone will be evacuated upon the sounding of any alarm in the buildings.

The procedure for Allison Hall, Braiden Hall, Corbett Hall, Edwards Hall, Ingersoll Hall, Newsom Hall, Parmelee Hall, and Summit Hall is evacuation by individual wing. The wing in which an alarm is sounding will be evacuated immediately.

Tampering with fire extinguishers can leave you and others unprotected in case of a fire. Please remember, false alarms could reduce the response of residents when a fire occurs. If hall residents can't trust the legitimacy of the fire alarm, they may find themselves trapped by fire in a real emergency. Abuse of fire equipment, false alarms, and arson are serious crimes. Violators are subject to fines, University disciplinary procedures, and criminal prosecution.

2015 Residence Halls Fire Statistics and Fire Safety Systems

Residence Hall	# Fires	# Injured	# Deaths	Fire Drills	Fire Alarm	Fire Sprinkler	Smoke Detection	Fire Extinguishers	Evacuation Maps
Allison	0	0	0	4	Yes	Partial	Full	Throughout	Yes
Alpine	0	0	0	4	Yes	Full	Full	Throughout	No
AV Aspen	0	0	0	4	Yes	Full	Full	Throughout	Yes
Braiden	0	0	0	4	Yes	Full	Full	Throughout	Yes
Corbett	3	0	0	4	Yes	Full	Full	Throughout	Yes
Durward	0	0	0	4	Yes	Full	Full	Throughout	Yes
Edwards	0	0	0	4	Yes	Full	Full	Throughout	Yes
AV Engineering	0	0	0	4	Yes	Full	Full	Throughout	Yes
AV Honors	0	0	0	4	Yes	Full	Full	Throughout	Yes
Ingersoll	0	0	0	4	Yes	Partial	Full	Throughout	Yes
Intl. House	0	0	0	4	Yes	Full	Full	Throughout	Yes
Newsom	1	0	0	4	Yes	No	Full	Throughout	Yes
Parmelee	1	0	0	4	Yes	Full	Full	Throughout	Yes
Piñon Hall	0	0	0	4	Yes	Full	Full	Throughout	No
Summit	0	0	0	4	Yes	Full	Full	Throughout	Yes
Westfall	1	0	0	4	Yes	Full	Full	Throughout	Yes
Aggie	0	0	0	0	No	No	Full	Throughout	No
University Village	9	0	0	0	No	No	Full	Throughout	No

Partial is defined as having the systems in the individual rooms only.

Full is defined as having the systems in both the common areas and the individual rooms.

* University Village is University-owned apartments that are non-campus classified.

Property Damage from Fires

Corbett Hall – One intentional fire - Arson: Burned poster – damage amount \$0-\$99.

Corbett Hall – One intentional fire - Arson: Burned photo – damage amount \$0-\$99.

Corbett Hall – One intentional fire - Arson: Burned ceiling tile – damage amount \$0-\$99.

Newsom Hall – One intentional fire - Arson: Burned note card – damage amount \$0-\$99.

Parmelee Hall – One unintentional cooking fire. Damage amount \$100-\$999.

Westfall Hall – One intentional fire - Arson: Burned access card reader – damage amount \$0-\$99.

University Village – One unintentional cooking fire. Damage amount \$0-\$99.

University Village – One unintentional cooking fire. Damage amount \$100-\$999.

University Village – One unintentional cooking fire. Damage amount \$0-\$99.

University Village – One unintentional cooking fire. Damage amount \$100-\$999.

University Village – One unintentional cooking fire. Damage amount \$100-\$999.

University Village – One unintentional cooking fire. Damage amount \$0-\$99.

University Village – One unintentional cooking fire. Damage amount \$0-\$99.

University Village – One unintentional cooking fire. Damage amount \$0-\$99.

University Village – One unintentional cooking fire. Damage amount \$0-\$99.

University Village – One unintentional cooking fire. Damage amount \$0-\$99.

2014 Residence Halls Fire Statistics/Fire Safety Systems

Residence Hall	# Fires	# Injured	# Deaths	Fire Drills	Fire Alarm	Fire Sprinkler	Smoke Detection	Fire Extinguishers	Evacuation Maps
Allison	2	0	0	4	Yes	No	Full	Throughout	Yes
Alpine	0	0	0	4	Yes	Full	Full	Throughout	No
AV Aspen	0	0	0	4	Yes	Full	Full	Throughout	No
Braiden	0	0	0	4	Yes	Full	Full	Throughout	Yes
Corbett	1	0	0	4	Yes	Partial	Full	Throughout	Yes
Durward	0	0	0	4	Yes	Full	Full	Throughout	Yes
Edwards	0	0	0	4	Yes	Partial	Full	Throughout	Yes
AV Engineering	0	0	0	4	Yes	Full	Full	Throughout	No
AV Honors	0	0	0	4	Yes	Full	Full	Throughout	No
Ingersoll	0	0	0	4	Yes	Partial	Full	Throughout	Yes
Intl. House	1	0	0	4	Yes	Full	Full	Throughout	No
Newsom	1	0	0	4	Yes	No	Full	Throughout	Yes
Parmelee	0	0	0	4	Yes	Partial	Full	Throughout	Yes
Piñon	0	0	0	4	Yes	Full	Full	Throughout	No
Summit	0	0	0	4	Yes	Full	Full	Throughout	Yes
Westfall	1	0	0	4	Yes	Full	Full	Throughout	Yes
Aggie	0	0	0	0	No	No	Full	Throughout	No
University Village	1	0	0	0	No	No	Full	Throughout	No

Partial is defined as having the systems in the individual rooms only.

Full is defined as having the systems in both the common areas and the individual rooms.

Property Damage from Fires

Allison Hall – Two intentional fires - Arson: Two separate arsons with posters burned – damage amount \$0-\$99 each.

Corbett Hall – One intentional fire - Arson: Burned smoke detector – damage amount \$0-\$99.

International House – One unintentional cooking fire. Damage amount \$0-\$99.

Newsom Hall – One intentional fire - Arson: Burned note on bulletin board. Damage amount \$0-\$99.

Westfall Hall – One intentional fire - Arson: Burned fire pull station. Damage amount \$0-\$99.

University Village – One unintentional cooking fire. Damage amount \$0-\$99.

2013 Residence Halls Fire Statistics/Fire Safety Systems

Residence Hall	# Fires	# Injured	# Deaths	Fire Drills	Fire Alarm	Fire Sprinkler	Smoke Detection	Fire Extinguishers	Evacuation Maps
Allison	3	0	0	4	Yes	No	Full	Throughout	Yes
AV Aspen	1	0	0	4	Yes	Full	Full	Throughout	No
Braiden	0	0	0	4	Yes	Full	Full	Throughout	Yes
Corbett	0	0	0	4	Yes	Partial	Full	Throughout	Yes
Durward	1	0	0	4	Yes	Full	Full	Throughout	Yes
Edwards	0	0	0	4	Yes	Partial	Full	Throughout	Yes
AV Engineering	0	0	0	4	Yes	Full	Full	Throughout	No
AV Honors	0	0	0	4	Yes	Full	Full	Throughout	No
Ingersoll	0	0	0	4	Yes	Partial	Full	Throughout	Yes
Newsom	0	0	0	4	Yes	No	Full	Throughout	Yes
Parmelee	0	0	0	4	Yes	Partial	Full	Throughout	Yes
Summit	0	0	0	4	Yes	Full	Full	Throughout	Yes
Westfall	1	0	0	4	Yes	Full	Full	Throughout	Yes
Aggie	1	0	0	0	No	No	Full	Throughout	No
University Village	4	2	0	0	No	No	Full	Throughout	No

Partial is defined as having the systems in the individual rooms only.

Full is defined as having the systems in both the common areas and the individual rooms.

Property Damage from Fires

Allison Hall – Three intentional fires - Arson: Two notes burned on doors causing burn marks – damage amount \$100-\$999 each. One toilet burned – damage amount \$100-\$999.

AV Aspen Hall – One intentional fire - Arson: Burned note on door – \$0-\$99 damage.

Durward Hall – One intentional fire - Arson: Burned carpet. Damage amount \$100-\$999.

Westfall Hall – One intentional fire - Arson: Burned toilet paper roll. Damage amount \$0-\$99.

Aggie Village – One unintentional cooking fire. Damage amount \$100-\$999.

University Village – Four unintentional cooking fires.

Damage amount for one cooking fire \$0-\$99.

Damage amount for two of the cooking fires \$100-\$999.

Damage amount for one fire \$1,000-\$9,999.

Missing Student Policy and Official Notification Procedures

Pursuant to the Higher Education Opportunity Act of 2008, CSU has enacted a missing student notification policy and official notification procedures that apply to resident students (CSU students who reside in campus housing). If a member of the University community has reason to believe a resident student is missing, he or she should immediately notify the CSU Police Department, (970) 491-6425, a residence hall advisor or director, or the Residence Life main office, telephone (970) 491-4719. When a resident student is reported missing, CSUPD will initiate an investigation to determine the validity of the report and determine if the resident student is missing.

Resident students may designate a confidential contact person to be notified no later than 24 hours after being determined to be missing. If no confidential contact is registered, the resident student's designated emergency contact person will be contacted.

The confidential contact information provided by the student will be accessible only to authorized campus personnel, including law enforcement officials in connection with a missing person investigation.

If an unemancipated student under 18 years of age is determined missing, the student's custodial parent or guardian will be notified within 24 hours, in addition to the confidential contact person.

If resident students of any age are determined to be missing for more than 24 hours, official notification procedures will be followed.

To view the full text of the Missing Student Notification Policy and Official Notification Procedures, official notification card and contact card forms, see the Clery Act Policy online at policies.colostate.edu or contact the Housing & Dining Services, Residence Life office at (970) 491-4719.

Emergency Response and Evacuation

Colorado State University conducts several emergency response exercises each year, such as table top exercises, field exercises, and tests of the emergency notification systems on campus. These tests are designed to assess and evaluate the emergency plans and capabilities of Colorado State University. The University tests its notification systems at a minimum of once per semester. The testing of the notification systems helps the University as a whole to be prepared for emergency and dangerous situations. The Colorado State University Police Department and Public Safety Team have received training in Incident Command and responding to critical incidents on campus. When a serious incident occurs, the CSUPD is usually the first to respond to the incident. Depending on the nature of the incident, the CSUPD may be accompanied by Fort Collins Police Services, Larimer County Sheriff's Office, Poudre Fire Authority and Poudre Valley Hospital Emergency Medical Services. Along with the aforementioned agencies, the CSUPD could be accompanied by campus entities such as Environmental Health Services as well as federal agencies. CSU and CSUPD meet or communicate regularly with these agencies, which have allowed us to have a great working relationship and to help each other when responding to emergencies.

Evacuation drills are coordinated by Residence Life each semester for all residential facilities on the campus of Colorado State University. These drills are completed with collaboration with the CSUPD and Poudre Fire Authority. Each residence hall conducts a minimum of two drills per year with some conducting as many as four per year. The purpose of the drills is to prepare the building occupants for an organized evacuation in case of a fire or other emergency. During the drills, students learn the locations of the emergency exits in the buildings and are provided guidance about the direction to travel when exiting the building.

Timely Warnings and Emergency Notifications

Timely Warnings:

Under the Clery Act (20 U.S.C. § 1092) and its implementing regulations, Colorado State University (CSU), is responsible for issuing a "timely warning" if a crime has been reported and CSU determines there is a serious or continuing threat to the campus community. Students and

employees should report criminal offenses to the CSUPD for the purposes of evaluating whether a timely warning is warranted. Once the initial report of a crime has been received, the CSUPD will contact members of the University's Public Safety Team to share known information about the crime and any ongoing threat to safety that may exist in connection with the crime. If two or more members of the Public Safety Team agree that a timely warning should be issued, then it will be issued immediately. If CSUPD personnel are unable to contact two or more members of the Public Safety Team in a timely fashion, the Chief of the CSU Police Department, or an officer acting with the Chief's authorization, may issue the timely warning.

The issuance of a timely warning may depend on the nature of the crime, the continuing danger to the campus community, and possible risk of compromising law enforcement efforts. Clery reportable crimes: homicide, manslaughter, sex offenses, aggravated assaults, arson, robbery, burglary, motor vehicle theft, and hate crimes (including theft, simple assault, intimidation, destruction or vandalism of property, dating violence, domestic violence and stalking) are assessed for whether a serious or ongoing threat is present. Other crimes may also warrant a timely warning as deemed necessary for the safety of the campus community. CSU will timely consider the safety of the community, determine the content of the notification and initiate the emergency notification system, unless issuing a notification will, in the professional judgment of responsible authorities, compromise efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency. If a "timely warning" is deemed necessary, it will be issued through any reasonable means of communication to the campus community, but most commonly, through the CSU email system, the RAVE text alert system, by posting to the CSU Public Safety website, on one or more of the University's social media sites, or by posting notices in the Residence Halls. Students and employees are strongly encouraged to sign up for the University's emergency text notification system and to periodically check to make sure that their mobile number in the system is correct. To sign up or check your mobile number, go online to www.safety.colostate.edu/rave.aspx or contact the Department of Telecommunications at (970) 491-5881. It only takes a few moments to sign up for alerts, and doing so may help save your life or the life of another.

Emergency Notifications

Whenever it is confirmed by the University that a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees is occurring on or nearby the campus (or other place where the Clery Act applies to CSU), the University will issue an emergency notification. The emergency notification is issued immediately upon confirmation that a dangerous situation or emergency exists or is threatened.

The decision to issue an emergency notification may be made by the Chief of CSU Police Department, an officer expressly authorized by the Chief of CSU Police, or by the Public Safety Team. Because of the urgent nature of these notices, the University's primary objective will be to confirm whether or not such emergency conditions exist as quickly as possible, determine the content of the notification, and issue the notification without delay.

Some examples of the kinds of situations in which an emergency notification would be issue include (but are not limited to):

- Outbreak of infectious disease such as meningitis, norovirus or other serious illness
- Approaching tornado, hurricane or other extreme weather conditions
- Earthquake
- Gas leak or chemical spill
- Terrorist incident
- Armed intruder or active shooter
- Bomb threat
- Civil unrest, rioting or campus protest
- Explosion or large fire

The methods of issuing an emergency notification are the same as those listed for timely warnings, above. An emergency alert cable television system may also be used, and emergency messages can be displayed on digital signs. These emergency notification systems will be tested periodically (usually three times per year after student census), using test messages.

In all emergency notifications, the University will follow procedures to assure that the names of crime victims are not publicly disclosed, including a review by members of the Public Safety Team or the Chief of CSU Police

Department of the content of the emergency notification before it is issued to be sure that such names or other information from which a crime victim could reasonably be identified are omitted or redacted from the emergency notification.

In some cases of emergency conditions or dangerous situations, other emergency actions must be taken. These can include emergency evacuation procedures as prescribed in the University's Emergency Response Plan, safety.colostate.edu/emergency-response-plan.aspx

If You Think Someone Has Stolen Your Identity or Personal Information

- ▶ **ACT – Report the identity theft to your local police department.**
 - Many financial institutions will want a copy of the report before they will cooperate with the you.
- ▶ **UNLIKE YOUR FINGERPRINTS, which are unique to you and cannot be given to someone else for their use, your personal data can. You should guard your:**
 - Social Security number
 - bank account
 - credit card number
 - telephone calling card number
 - and other valuable identifying data
- ▶ **PROTECT YOURSELF**
 - Create a need-to-know approach to your personal information.
 - Banks need to know what?
 - Credit card companies need to know what?
 - Calls from strangers – Ask to have any prizes, credit card offers, etc., sent in writing. Otherwise hang up.
 - Check with the Better Business Bureau at www.bbb.com
- ▶ **WHAT TO DO**
 1. Call toll-free at **1-877-ID THEFT (877) 438-4338**
 2. By mail to Consumer Response Center, FTC,
600 Pennsylvania Avenue NW, Washington, DC 20580

Bicycle and Traffic Safety

Colorado State University bicycle regulations can be found at: police.colostate.edu; click on the “Campus Bicycle Regulations” link.

Bicyclists are expected to obey traffic laws the same as any other vehicle being driven. Bicycle rules and regulations are established by the City of Fort Collins and the University Bicycle Education and Enforcement Program. Some safety tips for riding your bicycle include:

- ALWAYS wear a helmet.
- Use a light at night.
- Bicyclists must use bicycle paths and lanes where provided.
- NEVER ride through crosswalks; drivers may not see you coming.
- Yield to pedestrians on sidewalks; they have the first right-of-way.
- Practice COURTESY while riding and enjoy riding safely.
- Register your bike with the CSU Police Department.



CSOs handling bicycle violation

Drivers must obey all Colorado and Fort Collins laws and ordinances and University TEEP (Traffic Education and Enforcement Program) regulations, which are enforced civilly here at CSU. TEEP violations do not affect points on the driver’s license.

It is NEVER a good idea to use a cell phone while driving, riding a bike, or walking in the traffic pattern or roadway. Dividing your attention could get you or someone else hurt, especially if someone else is doing the same and is distracted at the same time!

Crime Prevention Programs

Many members of Colorado State University are active in providing crime prevention and security presentations. These presentations occur most frequently in the residence halls, but are also hosted in academic and administrative buildings throughout the year. In addition to the CSU Police, crime prevention programs are presented by residence hall staff and the Women and Gender Advocacy Center. Popular topics include fire safety, personal safety, sexual assault and interpersonal violence prevention, alcohol and drug awareness, computer crimes, and DUI enforcement. In 2015, the CSU Police Department delivered 161 projects or presentations to 17,206 people, including students, parents, faculty, and staff. While programs can be scheduled by contacting the CSU Police Department or Women and Gender Advocacy Center, many programs are hosted and publicized on a continual basis throughout the year. Programs can also be tailored to meet specific group needs.

Other security measures offered by the CSU Police Department include but are not limited to:

- Residence Hall Patrols
- Security Surveys
- Officer Liaison Program
- Bicycle Education and Enforcement
- SafeWalk
- Personal Property Inventory

Visit the CSU Police Department website to learn more about:

- Campus Safety Information
- Campus Bicycling Regulations
- Campus Parking Regulations
- CSU Acronyms Used
- Employment Opportunities
- Authority and Jurisdiction
- Department Organization
- Campus SafeWalk Program
- Report a Crime On-Line
- Campus Watch Tip Form and more – police.colostate.edu

The campus environment continually improves through efforts to limit access to residence halls and academic buildings; through environmental design – better lighting, landscaping, and physical security in our facilities – and through the endeavors of the CSU Police Department, which devotes tremendous effort towards preventing crime. Remember, in emergencies dial 911.

Interpersonal Violence Education and Response: Sexual Assault, Domestic Violence, Dating Violence and Stalking

Colorado State University is committed to providing a safe learning and working environment. In compliance with federal laws, policies and procedures have been adopted to prevent and respond to incidents of interpersonal violence, including sexual assault, domestic violence, dating violence, and stalking involving members of our campus community. Below is important information regarding interpersonal violence.

Sexual Assault:

Sexual assault means an actual or attempted sexual contact with another person without that person's consent. Sexual assault includes, but is not limited to:

- Involvement in any sexual contact when the victim is unable to consent.
- Intentional and unwelcome touching of, or coercing, forcing, or attempting to coerce or force another to touch a person's intimate parts (defined as genital area, groin, inner thigh, buttocks, or breast).
- Sexual intercourse without consent, including acts commonly referred to as rape.

Domestic Violence and Dating Violence:

Domestic violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the State of Colorado, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Remember... in emergencies dial 911.



The campus environment continually improves through efforts to limit access to residence halls and academic buildings; through environmental design – better lighting, landscaping, and physical security in our facilities – and through the endeavors of the CSU Police Department, which devotes tremendous effort towards preventing crime.

Dating violence means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the impacted party, and where the existence of such a relationship shall be determined based on a consideration of the following factors:

- the length of the relationship;
- the type of relationship;
- the frequency of interaction between the persons involved in the relationship.

Sadly, domestic and dating violence is a reality to which students in academic settings are not immune. In Colorado, two people involved in an intimate relationship (e.g., married, boyfriend and girlfriend, intimate partner, etc.), where an argument results in injury, crime, or damage to property, or where violation of a valid restraining order is evident, are in a situation where an arrest is mandated; officers have no discretion. Often, police receive calls from the victims, from friends, or from concerned neighbors who hear the noise of an argument or fight. When probable cause exists and officers believe that a crime occurred during a domestic situation, arrests will be made.

Stalking:

Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others, or suffer substantial emotional distress. Examples of behaviors by a person stalking another are:

- Follow you and show up wherever you are.
- Send unwanted gifts, letters, cards, text messages, social media messages, or e-mails.
- Damage your home, car, or other property.
- Monitor your phone calls or computer use.
- Use technology, like hidden cameras or global positioning systems to track you.
- Drive by or hang out at your home, school, or work.
- Threaten to hurt you, your family, friends, or pets.
- Find out about you by using public records or online search services, hiring investigators, going through your garbage, or contacting friends, family, neighbors, or co-workers.
- Posting information or spreading rumors about you on the Internet, through social media, in a public place, or by word of mouth.
- Other actions that control, track, or frighten you.

Stalking is a crime in Colorado and on the rise in many academic settings. In the criminal realm, it generally includes “willful, malicious, and repeated following and harassment combined with a credible threat intended to cause victims to be in fear for their safety.” Phases of stalking can include a number of behaviors. If you believe you are being stalked, let someone know. Document all activities related to the person who you believe may be stalking you and report the incident to the police. Don’t discount the situation and ignore red flags. Trust your judgment. If a situation doesn’t feel right, ask for help!

Reporting Interpersonal Violence:

The University is committed to providing support and referrals to people who have been the victims of interpersonal violence. Victims are not required to report to law enforcement to receive assistance. Victims of sexual assault, domestic violence, dating violence, or stalking should immediately report to one of the following:

Confidential Resources:

Victim Assistance Team (970) 492-4242

Women and Gender Advocacy Center (970) 491-6384

Women's Clinic at CSU Health Network (970) 491-1754

Counseling Services (970) 491-6053

Additional Resources:

Deputy Title IX Coordinator/Director of Support and Safety Assessment
(970) 491-7407

Colorado State University Police Department (970) 491-6425

Director of Student Case Management & Referral Coordination
(970) 491-8051

Office of Equal Opportunity (970) 491-5836

In the case of an emergency or ongoing threat please get to a safe location and call 911.

Notification of Rights and Options

Any reported victim of an incident of sexual assault, domestic violence, dating violence, or stalking covered by university policy, whether the incident occurred on or off campus, will receive notification of options and rights.

Procedures Victims Should Follow

If an incident of sexual assault, domestic violence, dating violence, or stalking occurs it is important to preserve evidence so that a successful criminal prosecution remains an option.

The victim of a sexual assault should not wash, douche, use the toilet, or change clothing prior to a medical exam – which is important both to address any health issues that may arise and evidence collection. Any clothing removed should be placed in a paper, not plastic, bag.

Evidence of violence, such as bruising or other visible injuries, following an incident of domestic or dating violence should be documented by taking a photograph. Evidence of stalking including any communication, such as written notes, voice mail or other electronic communications should be saved and not altered in any way.

On and Off Campus Resources

Both Colorado State University and local community agencies offer important resources to the victims of sexual violence including medical treatment, counseling and advocacy they may wish to utilize. The Women and Gender Advocacy Center and Victim Assistance Team are available to assist any victim free of charge and will help them consider their options and navigate through any resources or recourse they elect to pursue. A victim does not need to make a formal report to law enforcement or Colorado State University to access the support resources, including:

Confidential Campus Resources:

Victim Assistance Team (970) 492-4242

Women and Gender Advocacy Center (970) 491-6384

Women's Clinic at CSU Health Network (970) 491-1754

Counseling Services (970) 491-6053

Confidential Community Resources:

SAVA (Sexual Assault Victim Advocate Center) (970) 472-4204

Crossroads Safehouse (970) 530-2353

RAINN (Rape, Abuse & Incest National Network) 1-800-656-HOPE

Important Information from the Women and Gender Advocacy Center

The Women and Gender Advocacy Center trains and oversees the Victim Assistance Team. The primary purpose of the VAT is to provide confidential support for members of the campus community who have experienced interpersonal violence. Advocates receive special training in the physical, psychological, and legal ramifications of interpersonal violence. The VAT has team members on call 24 hours a day, every day of the year. An advocate may be requested by calling the Victim Assistance

Team at (970) 492-4242. This contact does not require the caller to make a police report. General information regarding the VAT can be obtained by calling the Women and Gender Advocacy Center at (970) 491-6384. VAT advocates work closely with victims and campus and community law enforcement agencies. This includes assisting victims of sexual assault in reporting these crimes to the police if they choose to do so.

Crimes that are reported only to VAT and WGAC are kept confidential, however, crimes that are required to be reported by Clery must be included in campus crime statistics. Only the collective number of these incidents and locations are shared with the CSU Police Department, not identifying information. In addition, advocates are informed on medical, law enforcement, legal procedure, and campus disciplinary options and can provide other referral sources to help ensure interpersonal violence victims receive the services they want or need, such as counseling.

Advocates receive special training in the physical, psychological, and legal ramifications of interpersonal violence. Advocates are bound by state statute to maintain strict confidentiality. Information gained as part of victim advocacy must be treated confidentially and cannot be released without the victim's permission. Advocates will provide information about options related to crime reporting, but the final decision is up to the individual victim. It is impossible for anyone to predict that interpersonal violence will occur.

Be alert for unhealthy dynamics in relationships. Avoid people who don't allow you to make decisions for yourself – who make you feel you “owe them” something. Because of the frequency of acquaintance sexual assaults in campus communities, it is best to be very explicit with dates about how intimate you expect the relationship to be. Don't assume that a person knows what you are comfortable with. Unfortunately, some people believe that consent to any

*Advocates receive special training in the physical, psychological, and legal ramifications of sexual assault. Advocates are bound by state statute to maintain strict **confidentiality**. Information gained as part of victim advocacy must be treated **confidentially** and cannot be released without the victim's permission. Advocates will provide information about options related to crime reporting, but the final decision is up to the individual victim.*

level of intimacy implies consent to sexual intercourse. This is not true – anyone can say “no” or “stop” at any time. Often, assailants target victims who have been using drugs or intoxicants because of their increased vulnerability. In Colorado, it is a criminal offense to have sexual contact or intercourse with someone who has been using drugs or other intoxicants if they are unable to indicate their consent or lack of consent. Assailants are no less guilty because they or a victim has been drinking.

In some instances, drugs are used that impair someone’s ability to know what is going on and to subsequently make them more vulnerable to sexual assault. Drugs like GHB or Rohypnol (“roofies”) can be secretly slipped into a beverage nonalcoholic and alcoholic drinks alike. The drug has no smell or taste and generally no color. These drugs can be present at bars and clubs, but also at parties and intimate gatherings. The reality is that date rape drugs can be slipped into your drink at any social setting. Victims of sexual assault are not at fault for what has been done to them, whether drugs were used or not. The perpetrators of this crime are fully responsible for their illegal behavior. There are some things that can be done, however, to reduce the chance that you will unknowingly consume a substance like GHB, Rohypnol, or Ketamine:

- Always keep your beverage in sight. Don’t leave it while dancing or going elsewhere.
- At a bar or club, accept drinks only from the bartender or server.
- Avoid group drinks, punch bowls, or drinks being passed around.
- Open your own containers.

For information on date rape drugs like GHB, Rohypnol, or Ketamine, contact (970) 491-1702, Health Education and Prevention Services, or (970) 491-6384, Women and Gender Advocacy Center. Advocates receive special training in the physical, psychological, and legal ramifications of sexual assault. Advocates are bound by state statute to maintain strict confidentiality. Information gained as part of victim advocacy must be treated confidentially and cannot be released without the victim’s permission. Advocates will provide information about options related to crime reporting, but the final decision is up to the individual victim.

If you experience the following symptoms, tell someone immediately or go to the hospital (or CSU Health Network if during business hours):

- Dizziness, vomiting, extreme drowsiness, time that can't be accounted for and can't be attributed to anything else, or any other unexplained symptoms.
- Try to retain a sample of the beverage.

Accommodations

Whether or not a report is made to law enforcement or the victim wishes to pursue any formal action through CSU, if a report of an incident of sexual assault, domestic violence, dating violence, or stalking is received, CSU is committed to providing a safe learning or working environment. Upon request, CSU will make any reasonably available change to a victim's academic, living, transportation or working situation. Students may contact the Office of Support and Safety Assessment for assistance, and employees may contact the Office of Equal Opportunity for assistance.

If a report is made to law enforcement, police will refer students or employees to resources that may help with no-contact orders. CSU may also issue its own no contact order or otherwise work to enforce any no contact order issued by a criminal court, on all institutionally owned and controlled property.

How to reduce your risk:

- Always keep your beverage in sight. Don't leave it while dancing or going elsewhere.
- At a bar or club, accept drinks only from the bartender or server.
- Avoid group drinks, punch bowls, or drinks being passed around.
- Open your own containers.

If you experience the following symptoms, tell someone immediately or go to the hospital (or CSU Health Network if during business hours):

- Dizziness, vomiting, extreme drowsiness, time that can't be accounted for and can't be attributed to anything else, or any other unexplained symptoms.
- Try to retain a sample of the beverage.

Victim Confidentiality

CSU recognizes the often-sensitive nature of sexual assault, domestic violence, dating violence, and stalking incidents. CSU offers confidential resources and is also committed to protecting the privacy of any individual who makes a report to the extent possible, while also meeting any obligations related to the investigation and response to known reports to protect the victim, prevent a recurrence or protect campus safety. Information about reports will only be shared with institutional personnel as needed to investigate and effectively respond to the report. Every effort will be made to limit the scope of information shared to keep it to a minimum of detail, and only when deemed necessary. Reports made to medical professionals, licensed mental health counselors and VAT/WGAC will not be shared with any third parties except in cases of imminent danger to the victim or a third party, or when abuse of someone currently under 18 is reported.

Education Programs

CSU is committed to increasing the awareness of and preventing interpersonal violence. All incoming students and new employees are provided with education regarding interpersonal violence. CSU distributes or makes available information regarding interpersonal violence in an effort to prevent sexual assault, domestic violence, dating violence, and stalking before it occurs through the changing of social norms and other approaches; that includes a clear statement that CSU prohibits such acts, their definitions, the definition of consent, options for bystander intervention, information about risk reduction, and our policies and procedures for responding to these incidents. Ongoing prevention and awareness campaigns are also offered throughout the year. These programs generally include:

- HAVEN: Understanding sexual assault for all incoming students
- The Reframe Campaign regarding interpersonal violence, consent and intervention
- New employee orientation with interpersonal violence information and training
- A variety of poster campaigns and brochure distribution
- Advocacy programs including VAT, a 24-hour hotline for survivors of interpersonal violence (will also provide accompaniment to police or hospital).

- Women and Gender Advocacy Center, which provides ongoing advocacy for survivors of interpersonal violence. WGAC provides support around legal, medical, emotional, academic, and campus disciplinary options and concerns (will provide accompaniment to on campus or off campus services including to the police or hospital). Women and Gender Advocacy Center reports that in 2015, 143 programs reached 8,661 students.
- The Red Whistle Brigade – students who are trained to provide sexual assault education programs to their peers (course offered every fall and spring semester).

Conduct Proceedings

CSU strictly prohibits all acts of sexual assault, domestic violence, dating violence, and stalking through its Student Conduct Code and its Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking and Retaliation Policy. In addition to facing criminal investigation and prosecution, students, employees and other affiliates may also face disciplinary action. Individuals found responsible for having committed such a violation face discipline up to and including permanent expulsion, termination of employment, suspension, probation, education requirements, and related discipline. No contact orders may also be issued.

Investigations into incidents involving students are conducted within approximately sixty days unless circumstances merit additional time to gather all relevant information. Both impacted and responding parties are provided periodic reports and updates regarding status of the investigation. Upon completion of the investigation, the report shall be reviewed by the Office of Conflict Resolution and Student Conduct Services for a determination of whether disciplinary proceedings shall be commenced.

All conduct proceedings, whether the conduct is reported to have occurred on or off campus, shall provide a prompt, fair and impartial investigation and resolution. All investigations and proceedings shall be conducted by officials who have received annual training on the nature of the types of cases they are handling, on how to conduct an investigation, and conduct a proceeding in a manner that protects the safety of victims and promotes accountability.

Determinations of responsibility under the Student Conduct Code are made by a hearing officer in the Student Resolution Center, using the

preponderance of the evidence standard (which means that it is more likely than not that the alleged misconduct occurred).

In all proceedings, including any related meetings or hearings, both the impacted party and responding party are entitled to the same opportunities to have others present. This includes the right to be accompanied by an advisor of their choice. Both parties are informed in writing of the outcome of the proceeding, of procedures and timeframe, within 10 days, for appealing the results of the outcome, of any change to the results that occurs prior to the time that they become final, and when such results become final. Disclosure of the outcome shall be made to both parties unconditionally, and each shall be free to share or not share the details with any third parties.

For additional information about student conduct proceedings please consult the Student Conduct Code available at **resolutioncenter.colostate.edu/conduct-code**. For additional information about employee conduct issues, please contact Human Resources at **www.hrs.colostate.edu** or (970) 491-6947.

RELATIONSHIP *Bill of Rights*

1

I have the right to be treated with dignity and respect.

3

I have the right to say no and not feel guilty.

4

I have the right to experience and express my feelings.

2

I have a right to follow my own values and standards.

5

I have the right to feel safe and be in relationships that are free from sexism, racism, homophobia, and other forms of identity-based oppression.

7

I have the right to change my mind.

8

I have the right to ask for what I want.

6

I have the right to take time for myself.

11

I have the right not to be responsible for others' behaviors, actions, feelings, or problems.

9

I have the right to act only in ways that will promote my dignity and self-respect.

10

I have the right to end a relationship.

14

I have the right to make friends and be myself around people.

12

I have the right to expect honesty from others.

15

I have the right to be happy.

13

I have the right to make my own decisions.

Victims' Rights

The University is committed to providing appropriate support and referrals to people who have been the victims of any crime or violation of University policy. People who have been victimized by a Colorado State University student may choose to report the incident to the CSU Police or to the Student Resolution Center to initiate criminal or disciplinary action. Victims also have the option to receive personal support from appropriate University resources.

When dealing with University agencies, the victim can expect:

- to be treated with respect;
- to have confidentiality maintained (within the bounds of the law and University policy);
- to have University or criminal proceedings fully explained;
- to receive assistance in relocation within or to campus housing if desired;
- to receive referral information for support services;
- at the victim's request, to receive University cooperation in using University procedures to deter harassment or retribution.

If University disciplinary action is initiated, the victim can expect:

- to be notified of scheduled disciplinary proceedings;
- to be apprised of potential hearing outcomes;
- to attend the disciplinary hearing, as a witness, if requested by the accused, hearing officer, or panel or if the victim desires to do so;
- to be accompanied by an adviser or support person at the hearing;
- to provide a victim impact statement for consideration by the hearing officer or panel;
- to be informed of the general outcome of the hearing;
- at the victim's request, to be informed (to the extent permitted by law) of the impending return of the perpetrator to campus, if the conditions of the suspension or dismissal were met prior to the victim's departure from campus.
- the institution will, upon written request, disclose to the alleged victim of a crime of violence or a non-forcible sex offense, the report on the results of any disciplinary proceeding conducted by the institution

against a student who is the alleged perpetrator of such crime or offense. If the alleged victim is deceased as a result of such crime or offense, the next of kin of such victim shall be treated as the alleged victim for purposes of this paragraph.

Brochures detailing victim's rights in crimes, published by the Larimer County District Attorney, are available at all local law enforcement agencies.



What Do Crime Statistics Tell Us About a University?

A lot and, sometimes, not enough. On one hand, crime statistics tell us what has been reported to officials. On the other hand, it may or may not be representative of what is actually occurring. Crime, and specifically violent crime, is said to occur on most campuses in the United States. Colorado State University has been committed for decades to the safety, protection, education, and awareness of its students, faculty, staff, and community. Long before it was required by law, and certainly before it was popular to do so, Colorado State made crime statistics available through this publication and other campus and community media. In doing so, the University community has become aware of safety concerns and what is happening around them. In addition, Colorado State has made a commitment to offer and provide victims of crime with the best possible care and services. *The Chronicle of Higher Education* has noted that colleges and universities that have comprehensive resources and services experience an increase in crime reporting. The resources and services at Colorado State University include the CSU Police Department, the Sexual Assault Victim Assistance Team, and CSU Health Network, among others. These programs provide support and safe environments that encourages the reporting of crimes by students. Victims receiving counseling will be informed of any procedures to report crimes on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics. CSU police will investigate anonymous or confidential reports of crimes and can provide options for pursuing criminal, civil charges, or University discipline against the assailant. Through close working relationships with area law enforcement, including Fort Collins Police Services, CSU is informed and responds to incidents involving students in the community, including any criminal activity by students at non-campus locations of student organizations officially recognized by the institution, including student organizations with non-campus housing facilities.

The following pages contain disciplinary and crime statistics for Colorado State University. The Student Resolution Center summary report is a compilation of the total number of disciplinary referrals the office sees that may have resulted in arrests, as well as referrals to university disciplinary administrators in the categories of weapons possession, violations of drug law, and violations of alcohol and liquor law. The arrests made by CSU police for weapons violations, alcohol citations, and drug

use violations are reflected in the crime statistics on page 60. The numbers published are compiled from reports made to campus security authorities including CSU Health Network, Human Resources, the Women and Gender Advocacy Center, the Office of Support and Safety Assessment, and others. The information included in this report is being provided in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1990, the Drug Free Work Place Act, the Drug Free Schools and Communities Act of 1989, and the Higher Education Amendments of 1998. This publication is intended to provide a general description of campus security arrangements and not to serve as a contractual agreement between the University and the recipient. Security procedures are subject to change without notice. Victim's Assistance Team, Student Resolution Center, Athletics, CSU Police Department, Fort Collins Police Services, and the Larimer County Sheriff's Department. Crime and violent crime is a national problem. Statistics are often misunderstood. Please take the time to consider crime information and related statistics carefully. Statistics for adjacent law enforcement jurisdictions, Fort Collins Police Services, and Larimer County Sheriff's Department, can be found in the most recent edition of the Federal Bureau of Investigation Uniform Crime Reports at your public library, or by request to those agencies.

The information included in this report is being provided in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1990, the Drug-Free Work Place Act, the Drug Free Schools and Communities Act of 1989, and the Higher Education Amendments of 1998. This publication is intended to provide a general description of campus security arrangements and not to serve as a contractual agreement between the University and the recipient. Security procedures are subject to change without notice.

Police Crime Statistics

	CSU On-Campus Property			CSU Residence Halls			CSU Non-Campus Property			Public Property			Unfounded	
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2014	2015
Murder, Non-Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Forcible Sex Offenses														
Forcible Rape/Sodomy/With Object	12	17	11	9	16	11	5	0	1	1	0	0	0	1
Forcible Fondling	7	11	11	7	9	11	0	1	0	0	0	0	0	0
Statutory Rape	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Incest	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-Forcible Sex Offenses														
Dating Violence	5	4	10	4	0	8	1	2	1	0	2	0	0	0
Domestic Violence	5	7	4	4	5	1	1	1	3	0	0	2	0	1
Stalking	12	17	10	7	5	4	1	2	2	0	0	0	0	1
Robbery	2	0	1	0	0	0	0	0	0	0	0	0	0	0
Aggravated Assault	1	2	1	0	0	0	0	0	1	1	0	0	0	0
Arson	13	5	6	6	5	5	0	0	0	0	0	0	0	0
Burglary	11	17	5	6	5	1	2	2	4	0	0	0	0	0
Motor Vehicle Theft	4	4	0	0	0	0	1	3	0	1	0	0	0	0
Hate Crimes	3	1	0	1	1	0	0	0	0	0	0	0	0	0
Arrests and Referrals														
Arrests for Liquor Law Violations	101	41	48	77	17	32	6	65	32	28	22	11	0	0
Alcohol Disciplinary Referrals	817	963	1,037	761	927	1,004	5	30	19	16	23	16	0	0
Arrests for Drug Abuse Violations	58	31	57	31	14	33	0	1	2	10	7	4	0	0
Drug Disciplinary Referrals	316	355	388	288	316	365	4	0	4	0	16	0	0	0
Arrests for Weapons Possession	0	2	1	0	0	0	0	0	0	0	1	0	0	0
Weapons Disciplinary Referrals	3	0	4	0	0	4	0	0	0	0	0	0	0	0

The numbers shown occurring in CSU Residence Halls are the portion broken out from the total which occurred on the CSU campus.

These categories report individuals arrested or referred, not number of incidents:
Liquor law violations, drug law violations, and illegal weapons possession.

Fraternities and sororities are privately owned and are reported under the category of non-campus properties.

CSU Non-Campus Properties include:

ARDEC	Pingree Park
Denver Campus/Rocky Mtn. Showdown	Todos Santos, Mexico
Foothills Campus	University Village and Intl. House
Hughes Stadium	Veterinary Teaching Hospital
International Study Programs	Western Slope Diagnostics Lab
Loveland classroom	

Hate Crime information

- > 2013 hate crimes were anti-black harassment in residence hall, anti-Protestant harassment on campus, anti-black menacing on campus, and anti-Asian simple assault on campus.
- > 2014 hate crime was anti-Hispanic harassment in residence hall.

SAFE WALK

SEVEN DAYS A WEEK,

FROM DUSK UNTIL DAWN

CSUPD provides a safe escort
from any point on campus
to another campus location
or anywhere within a
three block radius.

(970) 491-1155

Colorado State University Thor Guard Lightning Prediction System Procedures

At Colorado State University, the Public Safety Committee and Environmental Health Services partnered with five departments – Athletics, Campus Recreation, Conference Services, Facilities Services, and Health and Exercise Science – to purchase the Thor Guard Lightning Prediction and Warning System for a majority of the main campus (intramural fields, Jack Christensen Track, and the ropes course), as well as Hughes Stadium.

While the system is not infallible, and good judgment should still be followed, the system will be an important tool for enhancing safety of University sanctioned activities involving students, employees, and visitors. All of the partners are confident that this system – if its warnings are responsibly heeded – will substantially reduce the chances of a lightning-related tragedy occurring at these sites.

The sensor constantly monitors atmospheric conditions within a two-mile radius of the sensor that can cause lightning and sends a signal to the horn assemblies when a danger threshold is passed. The horn assemblies then sound a “red alert” alarm – a strobe light on the assembly begins intermittently flashing, and one 15-second-long blast from the horns is sounded in all directions that can be heard approximately 700 yards away – to warn people at the sites to seek appropriate shelter for the duration of the red alert period. All outdoor activities

must cease during red alert periods to protect all users of these sites. Appropriate shelter includes surrounding buildings, automobiles, and, when one of those is not available, dense woods or low-lying areas. However, if the conditions appear unsafe and a red alert alarm has not sounded, good judgment should be your guide, and activities should still cease despite the absence of a Thor Guard warning.

When the danger has passed (a minimum of 10

minutes after the original alarm), it will send the all-clear signal to the horn assemblies – the strobe light will stop flashing, and three separate, five-seconds-long blasts from the horns will sound. After the all-clear signal has sounded, it is safe, according to the Thor Guard system, to resume outdoor activities. However, good judgment should still govern, and if the conditions do not appear to be safe to resume activity, it is best to wait until the weather circumstances change regardless of an all-clear from Thor Guard.

If you have any questions or would like to learn more about the Thor Guard system please send an e-mail to Ken.Quintana@colostate.edu or call (970) 491-4749.

***Please note that the Thor Guard system's horns and strobe lights will be tested the first Tuesday of every month at about 9 a.m.*

LIGHTNING SAFETY TIPS

SEEK

- Clubhouse
- Maintenance Buildings
- On - course Buildings
- Automobiles/Trucks
- Lightning Shelters

AVOID

- Open Areas
- Water
- Tall Trees
- Metal Fences
- Overhead Wires & Power Lines
- Elevated Ground
- Golf Carts
- Mowers
- Cellular Phones
- Radios

When one of the above is not available, seek...

Dense Woods
Low Lying Areas

There Are Two Audible Warning Signals:

Lightning Imminent: Immediately Take Cover!	One (1) Long Blast May Be Repeated
Reduced Danger:	Three (3) Short Blasts

This system is designed to help you assess conditions. Neither the signal nor the system is intended to guarantee that conditions are safe.

THOR GUARD
Advanced Lightning Prediction and Warning System

Important Phone Numbers (970 Area Code)

CSU Police Department	491-6425	police.colostate.edu
County Court	498-6100	
Domestic Violence Services/shelter	482-3502	
Detention Center	498-5200	
District Attorney	498-7200	
District Court	498-6100	
Domestic Abuse Response Team/Crossroads	482-3502	
Fort Collins Police	221-6540	
Larimer County Sheriff's Office	498-5100	
Municipal Court	221-6800	

Colorado State University Resources (970 Area Code)

Student Resolution Center	491-7165	resolutioncenter.colostate.edu
CSU Health Network:		health.colostate.edu
Medical Services	491-7121	
Counseling Services	491-6053	
Health Education and Prevention Services	491-1702	
Employee Assistance Program (EAP)	491-5900	ombudsandep.colostate.edu
Environmental Health Services	491-6745	ehs.colostate.edu
Equal Opportunity, Office of	491-5836	oeo.colostate.edu
Greek Life Advisor	491-0966	csugreeks.com
Housing & Dining Services	491-6511	housing.colostate.edu
Human Resource Services	491-5793	hrs.colostate.edu
Mental Health Counseling	491-1702	health.colostate.edu
Parking and Transportation Services	491-7041	pts.colostate.edu
Provost Office	491-6614	provost.colostate.edu
Risk Management	491-1432	ehs.colostate.edu
SafeWalk Program	491-1155	police.colostate.edu
Student Legal Services	491-1482	sls.colostate.edu
Victim Assistance	492-4242	wgac.colostate.edu
Women and Gender Advocacy Center	491-6384	wgac.colostate.edu



safety.colostate.edu
police.colostate.edu



**2016 FIRE SAFETY &
SECURITY REPORT**

INCLUDING 2015 CRIME STATISTICS

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Message From The CSU–Pueblo President

The 2016 Fire Safety and Security Report contains important information about our campus environment as part of our University's commitment to meet the standards and requirements established by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. All colleges and universities that participate in federal financial aid programs are required to keep and disclose crime statistics per the Clery Act, enacted in 1990. The annual report tracks the following offenses: homicides, sexual assaults, robberies, aggravated assaults, burglaries, arsons, motor-vehicle thefts, liquor-law and drug violations, illegal weapons possessions and hate crimes. Due to the changing dynamics of society and university campuses, the report includes the additional requirement of statistics and campus programming for domestic violence, dating violence, and stalking.

For more than a decade, the Pueblo County Sheriff's Office (PCSO) has provided law enforcement services as well as community-oriented prevention and education activities that help to reinforce safety to students, faculty, staff, and campus visitors. This annual report serves as a resource of safety information as well as policies and procedures that we hope will help secure a safe environment in which to teach, learn, and work.

Lesley Di Mare
President

EMERGENCY



DIAL 911

ON-CAMPUS

CSU-Pueblo Sheriff's Office
Lower Level of Administration Building
(719) 549-2373

OFF-CAMPUS

City of Pueblo Police Department
(719) 553-2502
Dispatch for Reporting

CAMPUS EMERGENCY CALL BOXES

These boxes are strategically located on campus and are available to students, staff, or visitors who would like to seek safety assistance and/or report any crime in progress. Once the call is activated, it will connect directly to the Pueblo County Sheriff's Office Dispatch Center.

SEE CALL BOX MAP on Page 34

Stay Informed – Daily Crime Log

The Pueblo County Sheriff's Office at Colorado State University-Pueblo Crime Log contains information on recent crimes and incidents that have occurred on the Colorado State University-Pueblo Campus.

<http://www.csupueblo.edu/CampusSafety/sheriffsoffice/2016CrimeLogs/Pages/default.aspx>



INTRODUCTION

The information in this report is provided to educate current students, prospective students, faculty, and staff about safety and security policies, procedures, and statistics for Colorado State University–Pueblo (“University” or “CSU-Pueblo”). The University believes that a well-informed campus community is better prepared to deal with crime and emergency situations. The University encourages campus community members to become actively involved with the safety and security of students, faculty, and staff.

In 1990, the Higher Education Act of 1965 (HEA) was amended to include the Crime Awareness and Campus Security Act of 1990 (Title II of Public Law 101- 542). This amendment required all postsecondary institutions participating in Title IV student financial aid programs to disclose campus crime statistics and security information. In 1998, the act was renamed the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act in memory of Jeanne Clery, a university student who was killed in her dorm room in 1986. More commonly known as the Clery Act, this law requires colleges and universities to:

- Collect, classify, and count crime reports and statistics
- Issue campus alerts
- Publish an annual security report
- Submit crime statistics to the Department of Education
- Maintain a daily crime log
- Disclose missing student notification procedures
- Provide fire safety information

PREPARING THE ANNUAL REPORT

This report is compiled by the CSU-Pueblo Safety Team that is comprised of campus law enforcement, administrators, and staff members who are responsible for and/or directly involved with safety and security of the campus:

- Associate Vice President of Facilities Management
- Pueblo County Sheriff’s Office at CSU-Pueblo
- Dean of Student Affairs
- CSU System Deputy General Counsel
- Executive Director of External Affairs
- Director of Student Conduct and Case Management

The Pueblo County Sheriff’s Office at CSU-Pueblo prepares this annual disclosure of crime statistics report to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. The report is prepared in cooperation with the Division of Student Affairs including the Office of Residence Life and Housing and the Office of Student Conduct. Campus fire, crime, arrest, and disciplinary referral statistics include those reported to the Pueblo County Sheriff’s Office at CSU-Pueblo and to University Campus Security Authorities.

LAW ENFORCEMENT QUALIFICATIONS & AUTHORITY

Law enforcement services at CSU-Pueblo are provided by the Pueblo County Sheriff's Office. The Sheriff's Office is staffed with experienced State-Certified peace officers who are current in Colorado Peace Officer Standards and Training (P.O.S.T.) procedures. All of these officers have the authority to make an arrest. Additionally, the Pueblo County Sheriff's Office provides law enforcement and emergency services to unincorporated Pueblo County. This connection to the community means that campus law enforcement is up to date with developments in the community allowing them to better serve the campus. Deputies assigned to CSU-Pueblo actively monitor off-campus crime as it relates to the campus, students, faculty, and staff.

LAW ENFORCEMENT PARTNERSHIPS

CSU-Pueblo has a contractual and collaborative agreement with the Pueblo County Sheriff's Office to provide all law enforcement services on campus. This partnership allows CSU-Pueblo to have access to all services that are available to the larger community, including emergency management, search and rescue teams, investigations unit, high-tech crimes unit, and SWAT teams. Because CSU-Pueblo is adjacent to State of Colorado Highway property and City of Pueblo residential and commercial property, the Sheriff's Office and CSU-Pueblo work closely with the Colorado State Patrol (CSP) and the Pueblo City Police Department (PPD) to address any issues, emergencies, or community service needs that may involve both CSU-Pueblo and CSP and/or PPD geographical areas of jurisdiction.



***This report is posted on the
CSU-Pueblo website
<http://www.csupueblo.edu/campussafety/Pages/Default.aspx>***

***Copies of the report are retained in the offices
of
Admissions
External Affairs
Human Resources
Facilities Management
Dean of Student Affairs
CSU System Deputy General Counsel***

Take Safety Precautions

Students, faculty, and staff should take the following precautions to prevent circumventing policies designed to protect the safety of self and others:

- ✓ Do not prop doors open or allow strangers into campus buildings that have been secured.
- ✓ Do not lend keys or leave them unattended.
- ✓ Do not give codes to anyone.
- ✓ Keep your valuables secured and out of sight.
- ✓ Notify the Sheriff's Office of any suspicious activities or individuals.

REPORTING A CRIME

In the event of any crime, fire, or emergency on campus, students and employees should immediately notify the Pueblo County Sheriff's Office (PCSO), located at CSU-Pueblo. They will respond to all reports and make appropriate referrals to the Pueblo County District Attorney's Office, appropriate University Administrators, and/or the CSU-Pueblo Office of Student Conduct. The PCSO at CSU-Pueblo is housed in Administration 118. Students also may call (719) 549-2373 for general safety and security information or to contact individual Sheriff's Office staff.

For all off-campus emergencies, calls should be directed to the local law enforcement agency. Students enrolled in any CSU-Pueblo classes held in Colorado Springs should contact the Colorado Springs Police Department or the El Paso County Sheriff's Office to report a crime. If attending classes at Ft. Carson Army Base, contact the appropriate Ft. Carson law enforcement authorities to report a crime. Students who reside in the City of Pueblo should direct their emergency calls to 911 or to the Pueblo City Police Department (719) 553-2502.

CONFIDENTIAL CRIME REPORTING

A witness of a crime who wishes to remain anonymous may call the CSU-Pueblo Tip Line at (719) 549-2376. The Tip Line is a voice message system only; and therefore, immediate action will not be taken. Witnesses of crimes also may report to Pueblo Crime Stoppers at (719) 542-7867.

REPORTING A CRIME TO A CAMPUS SECURITY AUTHORITY (CSA)

For the purpose of a timely warning, the University encourages students and employees to promptly report any fire or criminal activity directly to the Pueblo County Sheriff's Office at CSU-Pueblo. However, students and employees also may report a fire or crime to a Campus Security Authority (CSA) who is responsible for forwarding non-identifying information to the CSU-Pueblo Sheriff's Office for inclusion in the annual Security Report, regardless of whether the victim chooses to file a report with law enforcement.

Exemption from Reporting

Licensed professional mental health counselors and pastoral counselors (employed by religious organizations to provide confidential counseling) who are working within the scope of their license or religious assignment at the time they receive the crime report are exempt from reporting under the Clery Act.

WHO IS A CAMPUS SECURITY AUTHORITY?

Pueblo County Sheriff's Office at CSU-Pueblo
 Parking Operations Staff
 Vice President for Enrollment Management and Student Services
 Dean of Student Affairs
 Director of Student Engagement and Leadership
 Office of Student Engagement and Leadership Staff
 Student Organization Advisors
 Director of Student Conduct and Case Management
 Coordinator of Alcohol and Other Drug Prevention
 Director of Diversity and Inclusion
 Director of Residence Life and Housing
 Residence Life Coordinators
 Resident Assistants
 All Athletics Department Staff
 All Athletics Department Volunteers
 Extended Studies Student Advisor
 Site Manager at University Tower
 Site Manager at Fort Carson
 Director of Center for Academic Enrichment
 Center for Academic Enrichment Advisors
 Director of Disability Resource and Support Center
 Director of Student Recreation Center
 Associate Director of Student Recreation Center
 Coordinator of Intramural and Club Sports
 Student Recreation Center Front Desk Staff
 Director of Student Support Services (SSS)
 Education Development Specialist (SSS)
 Associate Vice President for Facilities
 Director of Auxiliary Services
 Director of Career Center
 Director of Student Financial Services
 Financial Aid Counselors
 Director of International Programs
 Assistant Director of International Programs
 Director of English Language Institute
 Hasan School of Business Academic Advisors
 Coordinator of CAMP Program
 Academic Improvement Program Coordinator
 Writing Room and General Education Coordinator
 Director of Honors Program
 Director of Presidents Leadership Program
 Director of PROPEL Center
 OWL Coordinator

SECURE ACCESS TO CAMPUS FACILITIES

Preserving a safe and secure environment is the responsibility of everyone on campus. Employees have the responsibility to secure their work area, and students have the responsibility to lock their residence hall rooms and apartments as well as secure their personal property.

Most campus buildings and facilities are accessible to the public during normal business hours Monday through Friday, excluding holidays. Certain facilities may be opened by facilities personnel for designated hours on weekends and evenings. Buildings may be secured at different times based upon class schedule, special events, and computer lab hours.

SECURE ACCESS TO RESIDENTIAL FACILITIES

All residence halls are secured using a card access system. Residence halls are accessible to the campus community and visitors from 8 a.m. to 5 p.m. Monday through Friday. Residence Halls have restricted access on weekends from 5 p.m. on Friday to 8 a.m. on Monday. During those hours, any visitors must be accompanied by a hall resident, and the resident must provide proper identification and access card. Visitors must sign in at the front desk. Access to the residence halls after business hours may be made available for campus programming. Campus apartments are secured by lock and key and are not available for community access at any time.

SECURITY CONSIDERATIONS IN BUILDING MAINTENANCE

Although maintenance requests are prioritized based upon need, budget, and emerging conditions, safety and security issues that are observed may be cause for quicker response and handling. If a student, faculty, staff, or visitor notices a potentially dangerous or hazardous condition concerning maintenance, they should immediately contact the University Physical Plant at (719) 549-2211. The university conducts a semi-annual nighttime review of outdoor lighting and responds by installing or repairing lighting as needed.

The University requires all contractors who work in campus-owned residences to agree to and follow the policies and procedures set forth in the *Special Contract Conditions for Construction Projects in Occupied Student Housing Facilities at Colorado State University-Pueblo*. Contractors are required to adhere to special contract conditions for projects that involve construction within or adjacent to student housing facilities, defined as residence halls and apartments. The contractor, all workers, subcontractors, deliverymen, and anyone else coming on to the work site must be informed of the requirements to respect the students' privacy and enjoyment of their residences. The work must be done in a manner that maintains the security of the students' residences, limits contact with the residents, provides advance notice of any work that may affect the residents, and limits communications about the project to those persons designated by Colorado State University-Pueblo.

TIMELY WARNING & EMERGENCY NOTIFICATION

Timely Warning

Under the *Clery Act* (20 U.S.C. state § 1092), Colorado State University-Pueblo, through designated personnel, is responsible for issuing a “timely warning” if a crime has been reported and CSU-Pueblo determines there is a serious or continuing threat to the campus community. In addition, CSU-Pueblo is required to send an “emergency notification” if there is an immediate threat to the health or safety of students or employees occurring on campus.

The decision to issue a timely warning or an emergency notification:

- Will be decided on a case-by-case basis in compliance with the *Clery Act* and after consideration of available facts.
- May depend on the nature of the crime, the continuing danger to the campus community, and the possible risk of compromising law enforcement efforts.
- Will depend upon the particular health or safety threat. CSU-Pueblo will, without delay, take into account the safety of the community, determine the content of the notification, and will determine whether to initiate the notification system.

Emergency Notification

The emergency notification system will be immediately activated when University-authorized representatives become aware of and confirm a critical incident or other emergency situation that potentially affects the health and/or safety of the campus community.

Law enforcement and University officials will assist those preparing the emergency notification with determining what segment or segments of the campus community should receive the notification. Generally, campus community members in the immediate area of the dangerous situation (i.e. the building, adjacent buildings, or surrounding area) will receive the emergency notification first. The University may issue subsequent notifications to a wider group of community members. In addition to the emergency notification that may be issued via the University mass notification system, the University also will post applicable messages about the dangerous condition on the University web site and social media outlets to help ensure the rest of the campus is aware of the situation and the steps they should take to maintain personal and campus safety. The university will not disclose the identity of any victim related to the situation prompting the notice.

If the emergency affects a significant portion of or the entire campus, University officials will distribute the notification to the entire campus community. With the assistance of the Pueblo County Sheriff’s Office, the University will determine the content of the notification. The University has developed a wide range of template messages addressing several different emergency situations. The communications officers (or others issuing the alert) will select the template message most appropriate to the on-going situation and modify it to address the specifics of the present incident.

HOW TO SIGN UP FOR THE EMERGENCY ALERT SYSTEM

HOW DO I REGISTER FOR EMERGENCY ALERTS? Enrollment is not automatic, and participation in this program is voluntary. Students must register for the service and will be responsible for updating their personal cell phone numbers in the event their contact information changes. It may take up to 72 hours for a cell phone number to become active in the Emergency Notification System.

- Sign on to your PAWS Account
- Click the “Emergency Text” Tab
- Respond to prompts each time you register

HOW DOES THE SYSTEM WORK? In the event of an emergency, a scheduled testing of the emergency system, or an unexpected closing of the University, a text message will be sent to all enrolled cell phones.

Each text message will begin with the message “*CSU-Pueblo ALERT!*” and will follow with the nature of the alert and any additional information. The text message will be brief, and you will be instructed to check the main CSU-Pueblo website or other media outlets for more information. You will receive messages within a few minutes of their transmission as long as your cell phone is turned on. The University will test the system each semester by sending a test message.

DOES IT COST? The service is free, but you may be charged your cellular service provider’s standard rates. If you have verified the registered cell phone number is correct and you do not receive the once-a-semester test message, you will need to check with your carrier to make sure your number is not blocked from receiving subscription text messaging from short codes.

FACULTY AND STAFF REGISTER THROUGH THE FACULTY & STAFF PORTAL

MORE INFORMATION CAN BE FOUND ONLINE AT:

csupueblo.edu/CampusSafety/CSU-PuebloALERT



CRIME PREVENTION

Throughout the year, campus personnel and Sheriff's Deputies participate in programs aimed at crime prevention and the community policing philosophy to provide information that pertains to crime prevention, alcohol use, and illegal drugs. Educational programs are provided to students, faculty, and staff that include New Student Orientation and Parent Orientation Safety sessions, Alcohol and Drug Awareness, Active Shooter Awareness, Student-Athlete Safety Training, Orientation, Residence Life and Housing Safety Training, DUI Awareness, Sexual Assault Awareness, Bystander Intervention, Dating Violence Awareness, Domestic Violence Awareness, Stalking Awareness, Fire Safety Education, and other training as needed for students, faculty, and staff.

CRIME PREVENTION SERVICES

- ➔ **CAMPUS SERVICE OFFICERS (CSOs):** CSU-Pueblo student employees who provide additional foot patrol, building security, and parking enforcement. Call (719) 549-2373.
- ➔ **CAMPUS SAFE WALK:** Available to any campus member who wants to have the added security of being escorted from one location to another. Call (719) 549-2373 for assistance.
- ➔ **RESIDENCE HALL AND BUILDING PATROL:** Patrols include Sheriff's Deputies and CSOs patrolling in and around campus buildings.
- ➔ **EMERGENCY CALL BOXES:** Call boxes are found in 15 locations around campus. Call box maps and pictures are located at the end of this document.
- ➔ **LIGHTING SURVEY:** Facilities personnel regularly survey outdoor lighting and address any concerns. Call (719) 549-2211 to report lighting issues.
- ➔ **INDIVIDUAL OR DEPARTMENTAL SAFETY CONSULTATION:** Campus members are encouraged to contact a Deputy with any safety or security concerns by visiting the Pueblo County Sheriff's Office at CSU-Pueblo Administration 118 or dialing (719) 549-2373.
- ➔ **ACTIVE SHOOTER RESPONSE TRAINING:** At various times throughout the year, the PCSO conducts active shooter response training on campus.
- ➔ **SEX OFFENDER REGISTRY:** Information about registered sex offenders enrolled, working, or volunteering at Colorado State University-Pueblo may be obtained from the Pueblo County Sheriff's Office at CSU-Pueblo in Administration 118 or (719) 549-2373. Additionally, information about registered sex offenders residing in Pueblo County is available at the Pueblo County Sheriff's Office Annex, 920 N. Main St., Pueblo, CO 81003 (719) 583-6400, or online at www.sotar.us. A list of registered sex offenders residing in the City of Pueblo can be found at the Pueblo Police Department's website, <http://police.pueblo.us/p2c/sexoffenders.aspx>. These lists include only those persons who have been required by law to register and who are in compliance with the sex offender registration laws.
- ➔ **OPERATION ID:** Allows students, faculty, or staff to register valuable items with the Pueblo County Sheriff's Office at Colorado State University-Pueblo. The Sheriff's Office will keep the record on file to be used for identification purposes should the items be stolen. Items can be registered by obtaining a form from the Campus Sheriff's Office or online at:
csupueblo.edu/CampusSafety/sheriffsoffice/Pages/OperationID.aspx

Additional information regarding crime prevention services can be found in the CSU-Pueblo Student Handbook, csupueblo.edu/StudentLife/Pages/CSU-Pueblo-Student-Handbook.aspx

SEXUAL MISCONDUCT

Sexual misconduct includes any behavior of a sexual nature that infringes upon the rights of any individual to pursue their educational goals in an environment free from violence, intimidation, and/or harassment. This includes but is not limited to, sexual assault, rape, and other forms of non-consensual sexual contact, sexual harassment, and sexual exploitation. CSU-Pueblo prohibits the crimes of dating violence, domestic violence, sexual assault and stalking.

SEXUAL ASSAULT, DATING VIOLENCE, DOMESTIC VIOLENCE, STALKING

WHAT IS SEXUAL ASSAULT:

Sexual Assault - Any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent.

Rape - The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

Fondling - The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

Incest - Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Statutory Rape - Sexual intercourse with a person who is under the statutory age of consent.

Colorado Law defines consent as: cooperation in act or attitude pursuant to an exercise of free will and with the knowledge of the nature of the act. A current or previous relationship shall not be sufficient to constitute consent. Submission under the influence of fear shall not constitute consent.

WHAT IS DATING VIOLENCE:

Dating violence means violence committed by a person:

1. who is or has been in a social relationship of a romantic or intimate nature with the impacted party; and
2. where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - a. the length of the relationship;
 - b. the type of relationship;
 - c. the frequency of interaction between the persons involved in the relationship.

WHAT IS DOMESTIC VIOLENCE:

Domestic violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the State of Colorado or other jurisdiction in which this policy applies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

WHAT IS STALKING:

Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

- a. fear for his or her safety or the safety of others;
- b. repeated conduct which reasonably and subjectively causes another person to fear for his/her safety or the safety of another;
- c. repeated conduct which causes a person to alter his/her activities in response to the repeated conduct.

Such conduct may include but is not limited to any of the following:

- a. following or approaching a person with whom that person has or has had a continuing relationship, or a member of that person's family or household;
- b. contacting a person with whom that person has or has had a continuing relationship, or a member of that person's family or household whether or not conversation ensues;
- c. placing a person with whom that person has or has had a continuing relationship, or a member of that person's family or household under surveillance.

WHAT TO DO IF THIS HAS OCCURRED TO YOU:

A student or employee has the right to choose whether or not to report the incident to law enforcement. If the student or employee chooses to report the incident then they should report the incident to the appropriate law enforcement authorities that include CSU-Pueblo Campus Sheriff's Office, (719) 549-2373, or the appropriate law enforcement agency where the incident occurred as soon as possible. The CSU-Pueblo Title IX Coordinator will assist the student with reporting, if the student requests assistance.

It is important to preserve evidence if a student or employee has been a victim of any of these crimes. The preservation of evidence will help prove the crime occurred and also may help obtain a restraining order from the Courts, if necessary. He or she should follow the directions listed below if a sexual assault has occurred to preserve evidence. If the student or employee is a victim of domestic violence, dating violence, or stalking, they should preserve any text messages, pictures, voice messages, call logs, clothing, or other items that may have been involved in the crimes. All items should be given to law enforcement.

The student or employee may choose not to report the incident to law enforcement but may still report the incident to the Title IX Coordinator.

If a student or employee contacts the Pueblo Rape Crisis Center, the Center also will assist with reporting the crime. The Pueblo Rape Crisis Center, (719) 549-0549, will provide an advocate to accompany the student or employee to the hospital and also will inform them of additional resources. The Rape Crisis Center operates a 24-hour hotline for services.

WHAT THE UNIVERSITY WILL DO

The University will refer all sexual misconduct matters to the Title IX Coordinator's Office. The Title IX Coordinator will provide the student or employee with resources within the university and within the community in the event that they are a victim of sexual assault, dating violence, domestic violence, stalking, or any other crime. The university will provide the student or employee with written notification regarding student counseling services, employee assistance programs, health services, mental health services, and victim advocacy. The university also will provide the student or employee with written notification of where to obtain assistance with visa and immigration issues and student financial aid.

The university will provide a victim written notification about options for and available assistance in and how to request changes to their academic, living, transportation and working situations. The University also will provide information on how to obtain a protective order through the courts. University Officials may issue an administrative no-contact order, enforceable via the Student Code of Conduct. Accommodations requested and protective measures will be provided to the alleged victim regardless of whether they report the incident to law enforcement.



Important Tips to Preserve Evidence

The hospital staff will collect evidence, check for injuries, and address the possibility of exposure to sexually-transmitted infections. If clothing has been changed since the assault, the clothing worn at the time of the assault should be brought to the hospital in a clean, sanitary container such as a clean paper grocery bag or wrapped in a clean sheet (plastic containers do not breathe and may render evidence useless). Otherwise, a change of clothing should be brought to the hospital, as the clothing being worn may be kept as evidence. The area where the assault occurred should remain undisturbed—leave all sheets, towels, etc. that may bear evidence for law enforcement to collect.

The Pueblo County Sheriff's Office can provide transportation, if needed, and an advocate from the University, the community, or another support person, can accompany victims to the hospital and remain throughout any exam. The Sheriff's Office will take steps to ensure the student or employee is safe and then seek medical assistance, if necessary. Parkview Medical Center in Pueblo provides Sexual Assault Nurse Examiners (SANE) who can conduct the appropriate and necessary examination to preserve evidence and provide medical assistance.

CONFIDENTIALITY

The University will do everything it can do protect the confidentiality of the student who is an alleged victim of a crime. The University will collect crime statistics without providing the personally identifiable information of the alleged victim or the accused. Any publicly available information will not contain personally identifiable information of the alleged victim or the accused. Accommodations for an alleged victim will remain as confidential as possible and to the greatest extent possible while still making the accommodation. Accommodations for living arrangements, class modifications, employment duties, and other situations will be discussed only with necessary personnel at the university and with the goal of maintaining as confidential a situation as possible given the circumstances.

UNIVERSITY TITLE IX COORDINATOR

The University has designated Kaitlyn Blakey as Title IX Coordinator who responds to students or employees who have been sexually assaulted, sexually harassed, or have experienced any other sexual misconduct.

Students are advised that there are some instances in which the University has a responsibility to act even if the impacted party requests that no action be taken, particularly if other members of the University community may be at risk. In those cases, the University may investigate and take action on the basis of facts it discovers.

The Title IX Coordinator will work with the student and will:

1. Take steps to ensure a safe environment for impacted parties;
2. Provide support, information, and guidance;
3. Provide information regarding community and campus resources;
4. Coordinate available services;
5. Serve as an ongoing point of contact;
6. Work with the impacted parties to make any necessary campus housing arrangement changes, adjustments to class schedules, contact with professors, and any other issues that may arise;
7. Assist the impacted party with notifying the authorities.

Important Numbers to Report and/or Receive Services Related to Sexual Assault

Emergency

911

On-Campus Services

Pueblo County Sheriff's Office	(719) 549-2373
CSU-Pueblo Title IX Coordinator	(719) 549-2210
University Student Counseling Center	(719) 549-2830
University Student Health Center	(719) 549-2830

Off-Campus Services

Pueblo Police Department	(719) 553-2502
Pueblo Rape Crisis Center	(719) 549-0549
Parkview Medical Center	(719) 584-4400
National Sexual Assault Hotline	(800) 656-4673
YWCA – Pueblo	(719) 542-6904

DISCIPLINARY ACTION PROCEDURES FOR SEXUAL MISCONDUCT

A student alleged to have engaged in sexual misconduct can be disciplined under the Code of Student Conduct and/or prosecuted under Colorado law. The Code of Student Conduct provides procedures for campus discipline. Students accused of sexual misconduct are entitled to the hearing process set forth in the Code of Student Conduct in order to determine whether they violated University policies, and if so, what sanctions should be imposed. However, the University reserves the right to take whatever measures it deems necessary in response to an allegation of sexual misconduct, domestic violence, dating violence, and/or stalking in order to protect students' rights and personal safety. Such measures include, but are not limited to, modification of living arrangements, interim suspension from campus pending a hearing, and/or reporting to appropriate law enforcement.

Both the alleged victim and accused are entitled to the same opportunities to have an advisor present during a disciplinary hearing, and both are simultaneously informed of the outcome of any disciplinary actions and sanctions, particularly those incidents that involve sexual misconduct. If the alleged victim is deceased, the next of kin of such victim shall be treated as the alleged victim for purposes of this disclosure. These procedures also apply to students who are victims of crimes of violence.

Not all forms of sexual misconduct will be deemed to be equally serious offenses, and the University may impose differing sanctions including – but not limited to - warning, probation, and/or removal from housing, or expulsion, depending upon the nature of the offense. The Code of Student Conduct may be accessed at:

<http://www.csupueblo.edu/StudentLife/StudentConduct/StudentConductCode/Pages/default.aspx>

SEXUAL MISCONDUCT POLICY

All members of the University community, and their guests, have the right to be free from unwanted sexual contact, coercion, abuse, violence, threats of violence, and harassment. Students are expected to conduct themselves in a manner that does not infringe upon the rights of others.

When an allegation of sexual misconduct is brought forward, the University has a duty to investigate the matter and take appropriate action. Anyone found to have committed sexual misconduct will face immediate and appropriate disciplinary action, up to and including expulsion from the University. This CSU-Pueblo Sexual Misconduct Policy affirms these principles and provides recourse for those individuals who have been victims of sexual misconduct. The Sexual Misconduct Policy is available at <http://www.csupueblo.edu/StudentLife/StudentConduct/Pages/SexualMisconductPolicy.aspx> Questions about the Sexual Misconduct Policy may be directed to the Title IX Coordinator at (719) 549-2210 or 719-549-2223.

SEXUAL HARASSMENT

Any member of the University community who believes he or she has been subjected to sexual harassment should contact the Director of EEO/AA and Title IX Coordinator, (719) 549-2210/2223, to request advice and information about possible ways to proceed and to put the University on notice. Such discussion will be kept confidential to the full extent permitted by law. The University is obligated to investigate allegations of sexual harassment. Complainants are advised that there are some instances in which the University has a responsibility to act even if the Complainant requests that no action be taken, particularly if other members of the University community may be at risk. In those cases, the University may investigate and take action on the basis of facts it discovers.

EDUCATIONAL PROGRAMS FOR SEXUAL ASSAULT AWARENESS

All incoming students and student athletes are required to attend orientation, which includes a required sexual assault awareness program. The Title IX Coordinator provides the following information:

- An overview of Title IX and Campus SaVE Act and why they are important
- What is meant by sex discrimination, sexual harassment, sexual violence, and hostile environment
- Understanding issues around stalking and intimate partner violence
- Understanding consent
- How alcohol and drugs are used by perpetrators
- How sexual violence impacts victims
- How to apply bystander intervention best practices
- Good Samaritan policy
- How to report incidents, and how Title IX protects against retaliation
- Possible sanctions and remedies

Each student receives a brochure during training that summarizes University policy, tips regarding sexual violence, stalking, dating violence and domestic violence, information for on- and off-campus resources and services (both confidential and non-confidential).

Faculty & Staff, Orientation Leaders, Resident Assistants, and Residence Hall Desk Assistants are provided with information on how to report a sexual assault, understanding confidentiality and are introduced to the CSU-Pueblo Title IX Coordinator,

Sexual Assault Awareness information brochures are made available to all students, staff and faculty. The brochures identify services and resources available and provide contact information for reporting a sexual assault.

Posters are placed on campus with specific contact information for on-campus and off-campus services, law enforcement agencies, and contacts for medical and counseling services.

Educational programs on preventing and responding to sexual assault are presented in the residence halls, and educational programs and information tables are available throughout the year in various campus locations.

Bystander Intervention Training is provided throughout the year in varied formats. Topics include general information and definitions, scenarios, questions, action steps, and available resources. Students are provided with examples of when and how to intervene in various situations.

Sexual harassment training programs are provided to faculty, staff, and students on a regular basis. More specific training is provided for resident assistants, coaches, and orientation leaders.

Pre-matriculation Survey is given to all incoming students and transfer students.

Pueblo Rape Crisis Center is invited to campus several times per year to share information about their services

ALCOHOL AND OTHER DRUG POLICY

PURPOSE

Colorado State University-Pueblo recognizes the dangers and effects that alcohol and other drugs have on the success of students and believes that the health and safety of our students are fundamental to developing and sustaining an environment that furthers academic and student development.

This Policy applies to all students, student organizations, Greek organizations, athletic and club sports teams, and to their visitors at CSU-Pueblo. In addition, students, student organizations, Greek organizations, and athletic and club sports teams at CSU-Pueblo are held to the standards of this Policy whether on or off campus.

POLICY

CSU-Pueblo students, student organizations, Greek organizations, athletic and club sports teams, and their visitors must comply with all local, state, and federal laws concerning alcohol and other drugs. CSU-Pueblo will not tolerate the excessive, inappropriate, or illegal use or abuse of alcohol or other drugs.

A. Alcohol

1. Underage Possession or Consumption

If you are under age 21, you cannot purchase, possess, or consume alcohol.

2. Providing Alcohol to Minors

No student, regardless of age, shall provide alcohol to anyone under age 21.

3. Public Intoxication

Being intoxicated by alcohol in a public space and being a danger to yourself or others is prohibited.

4. Severe Intoxication

Being intoxicated by alcohol to a level that requires, or appears to require, medical attention or supervision by others, is prohibited.

5. Drinking Games and Paraphernalia

The possession or use of drinking devices that dispense alcohol, such as funnels, luges, keg taps, etc. are prohibited. The promotion, possession, or playing of alcohol drinking games, such as beer pong, are prohibited.

6. Alcohol in the Residence Halls

Possession or consumption of alcoholic beverages or the possession of alcohol containers (including empty alcohol containers) are prohibited in the Belmont, Crestone, Culebra, and Greenhorn residence halls, regardless of age.

7. Alcohol in Other University Housing

Students and guests age 21 and older are permitted to possess and consume alcohol inside their private apartments in University Village at Walking Stick Apartments provided that the legal consumption of alcohol does not violate any University policy. Any group or organization that meets in University Village at Walking Stick Apartments also must comply with regulations as provided by the Office of Student Engagement and Leadership.

8. Irresponsible Serving of Alcohol

When providing alcohol to those of the legal age to drink, students must practice responsible serving procedures. Irresponsible serving procedures include, but are not limited to: providing

alcohol to intoxicated individuals, providing alcohol to minors, allowing such individuals to drive, or creating environments of binge drinking.

9. **Driving While Ability Impaired or Driving Under the Influence**

Students are required to follow the laws of the State of Colorado regarding alcohol and/or drugs and driving. Students receiving citations for DWAI or DUI also may be sanctioned by the University.

B. **Other Drugs**

1. **Possession, Use, or Sale of Marijuana**

Pursuant to Federal law, possession, use, or sale of marijuana are prohibited on campus. Marijuana possession, use, or sale also are prohibited at University-sponsored events, even if held off-campus.

2. **Medical Marijuana**

Students and guests who have been issued a Medical Marijuana Identification Card by the State of Colorado, or have a license from another state, may not possess, use, or sell marijuana on University property, including in University housing areas. Medical Marijuana possession, use, or sale also are prohibited at University-sponsored events, even if held off-campus.

3. **Illicit Substances**

Possession, use, or sale of illicit substances are prohibited. Illicit substances include scheduled amphetamines, anabolic steroids, cocaine, hallucinogens, heroin, inhalants, marijuana, methamphetamines, tranquilizers, etc. Unscheduled substances also are prohibited (e.g. street drugs).

4. **Prescription Medication**

Students or guests who have been prescribed medications (including scheduled drugs) may only use those medications as prescribed. Any other use or unauthorized sale is prohibited.

C. **Medical Amnesty & Emergencies**

1. **Medical Amnesty**

CSU-Pueblo encourages all students to call for help when any sign of alcohol poisoning or drug overdose is observed. Students who call for help to assist a friend or themselves may be eligible for medical amnesty. Students who are provided medical amnesty may not be subject to disciplinary sanctions; however, educational sanctions may be applied. Receipt of medical amnesty is at the discretion of the Director of Student Conduct.

2. **Failure to Respond to an Alcohol or Drug-Related Emergency**

Students who fail to call for medical assistance in an alcohol or drug-related emergency may be subject to disciplinary action and may receive enhanced sanctions.

PROCEDURE

Violations of this Alcohol and Other Drug Policy shall be adjudicated in accordance with the Code of Student Conduct. The University may adjudicate violations of standards that occurred off-campus and have, or may have threatened, to cause an impact on the University's activities, or on the health, safety, or security of the University, its members, or the community. The decision whether to adjudicate a specific off-campus incident shall be made at the discretion of the Director of Student Conduct.

DEFINITIONS

Alcohol, Alcoholic Beverages, and Alcohol Containers

- Alcohol is any substance with ethyl alcohol or ethanol designed for the purpose of human consumption.
- An alcoholic beverage is defined as any liquid containing at least 3.2% ethanol (or pure alcohol). A standard size drink of alcohol is one 12 oz. beer, one 5 oz. glass of wine, one

1.5 oz. shot of an 80-proof liquor, one 12 oz. wine cooler, or any beverage with an equivalent ethanol (or pure alcohol) content of approximately 0.5-0.6 oz.

- An alcohol container is any container (glass, aluminum can, etc.) in which alcohol is or was contained. This includes retail containers, thermoses, kegs, etc.

Medical Amnesty

- An exception or pardon from disciplinary sanctions when a student calls for medical help for themselves or others.

THE ALCOHOL AND OTHER DRUG POLICY IS AVAILABLE AT:

<http://www.csupueblo.edu/StudentLife/StudentConduct/AlcoholAndOtherDrugPolicy/Documents/Final%20AOD%20Policy%202013.pdf>

All employees must follow the Drug Free Workplace Policy. Violation of this policy will result in disciplinary sanctions, which may include termination.

ALCOHOL AND OTHER DRUG PREVENTION PROGRAMS

Colorado State University – Pueblo is dedicated to providing a safe and healthy environment for students to complete their educational goals without the burden of problematic or illegal use of alcohol or other drugs. The Alcohol and Other Drug Prevention Program works with individual students, small groups, and the campus and surrounding community to provide individually tailored, evidence-based prevention education and behavioral interventions. The Alcohol and Other Drug Policy is enforced by the Pueblo County Sheriff's Office and the Division of Student Life.

The program also provides individual assessment and wellness services that help the student address alcohol and other drug use and/or abuse. Individuals can receive a free assessment, access to free education/behavioral intervention, and referral to additional options on campus and off campus.

Some students may be mandated to complete an assessment and educational intervention track with the AOD Prevention Coordinator as a result of violating the Alcohol and Other Drug Policy. More information about the University's drug and alcohol education programs (pre-matriculation survey, parent orientation, "Even Zombies Know," etc.) can be found in the 2012 Drug Free Schools and Communities Act Biennial Review notification at:

<http://www.csupueblo.edu/CounselingCenter/Documents/Biennial%20Review%20-%20Final%20Final%20July%203%202012%20for%20posting%20with%20President%20Letter.pdf>

Call (719) 549-2121 to schedule an appointment with the Health, Education, and Prevention Coordinator

PURSUANT TO FEDERAL LAW, THE POSSESSION, USE, OR SALE OF MARIJUANA ARE PROHIBITED ON CAMPUS. ALTHOUGH COLORADO LAW ALLOWS THE USE OF MARIJUANA, NO STUDENT MAY USE OR POSSESS MARIJUANA ON CAMPUS PROPERTY. POSSESSING A MEDICAL MARIJUANA CARD/LICENSE DOES NOT CREATE AN EXCEPTION.

MISSING STUDENT POLICY

The following policy has been established to address missing student notification for CSU-Pueblo students living in CSU-Pueblo owned or leased housing and to identify procedures that CSU-Pueblo will follow if any of those students are determined to be missing for 24 hours.

All concerns of a possible missing student should be immediately reported to ANY of the following:

- The Pueblo County Sheriff's Office at CSU-Pueblo at (719) 549-2373
- The Dean of Student Affairs at (719) 549-2687
- The Residence Life Coordinator on-call at (719) 289-8914

Upon receiving a report of a missing student, the aforementioned individual must immediately notify the Pueblo County Sheriff's Office at CSU-Pueblo by calling (719) 549-2373.

Every student who resides in on-campus housing shall have the option to identify an individual to be contacted by the University in the event that the student is determined missing. This contact information will be kept confidential and accessible only to authorized campus officials. The University may only disclose this confidential contact information to law enforcement officials for the purpose of a missing student investigation. If a missing student is under the age of 18 and is not emancipated, the University also must notify the student's parent or guardian.

Upon receiving information that a student cannot be located and may be missing, the Pueblo County Sheriff's Office at CSU-Pueblo will begin an investigation to determine whether the student is missing and may contact the student's confidential contact person as part of the investigation.

Once it has been determined that a student living in University owned or leased housing has been missing for 24 hours, the University will notify the student's confidential contact person within 24 hours; however, the University may act sooner. If the missing student is under the age of 18 and is not an emancipated individual, the University also will notify the custodial parent or legal guardian.



Fire Safety



FIRE SAFETY

REPORTING A FIRE

If a student sees a fire in progress, the student should immediately call 911. If a student is aware of a fire that occurred anywhere on campus, the student should report the incident to the Pueblo County Sheriff's Office at CSU-Pueblo, (719) 549-2373.

EVACUATION PROCEDURES

When an alarm sounds, students should immediately begin to evacuate the building and take the following measures:

1. Leave the room immediately.
2. Close the room door.
3. Walk quietly and quickly to the nearest exit. Do not use the elevators.
4. Remain outside until the signal is given to return to their room.

Students are required to obey all fire regulations. A student who fails to evacuate a residence hall when an alarm sounds will be subject to disciplinary action. Residence Hall staff, CSU-Pueblo Sheriff's staff, and the Pueblo Fire Department reserve the right to enter student rooms to locate the source of any potential fire or smoke hazard and to ensure that everyone has evacuated the building.

FIRE PROTECTION SERVICES

Fire protection for the Colorado State University-Pueblo campus is provided by the Pueblo City Fire Department. All Pueblo City Firefighters carry a minimum of an EMT-Basic and Firefighter 1 designations. Additionally, at least one member of each engine company is certified as an EMT-Paramedic. More information on the Pueblo Fire Department may be accessed at:

<http://www.pueblo.us/index.aspx?NID=235>

FIRE SUPPRESSION AND DETECTION SYSTEMS

A fire alarm system is available in each on-campus residence hall that includes Belmont, Crestone, Culebra, and Greenhorn halls. Each building and its corresponding fire alarm system contains a Siemens' main control panel and initiating and notification devices. Examples of initiating devices are: smoke detectors, heat detectors, pull stations, and fire sprinkler control valves. Examples of notification devices are: horns, strobes, and speakers. In addition to monitoring the status of these devices, it also monitors the status of field wiring, annunciators, back-up batteries, and internal operations. When a condition occurs from any one of these devices or a problem is detected within the control panel itself, the main control panel transmits a signal—alarm, trouble, or supervisory—to a Digital Alarm Communicator Transmitter located at the Heating Plant.

In addition, all of CSU-Pueblo's fire alarm systems serve the purpose of voice evacuation. Each individual building is equipped with a control panel that can be used to initiate building-wide voice commands. Global (campus wide) voice commands can be initiated from one of two designated buildings—the campus Sheriff's Office and the Physical Plant building. The control panel located in the Sheriff's Office serves as the master page panel, and the control panel located in the Physical Plant Building serves as a slave panel to the master page panel. Both have the ability to initiate campus wide voice commands in the event of an emergency.

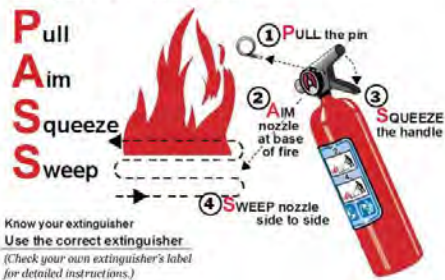
Smoke alarms are located in individual living quarters in Belmont, Crestone, Culebra, and Greenhorn halls. Belmont Hall utilizes battery-powered smoke alarms while Crestone, Culebra, and Greenhorn halls utilize 120VAC hardwired units with battery back-up. As noted above, these are used only for local evacuation purposes within the room and are not connected to the building fire alarm system.



EVACUATION PROCEDURES

csupueblo.edu/EHS/FireSafety/Pages/default.aspx

To operate an extinguisher:



FIRE EXTINGUISHER PROCEDURES

csupueblo.edu/EHS/FireSafety/UsingFireExtinguishers/Pages/default.aspx



FIRE EMERGENCY

Call 911

Fire Suppression and Detection Systems						
Building	Fire Alarm	Room Detection	Room Detection Reporting	Central Station Reporting	Automatic Sprinkler System	Stand Pipes
Belmont Hall	Yes	Yes	No	Yes	Partial	Yes
Culebra Hall	Yes	Yes	No	Yes	Yes	Yes
Crestone Hall	Yes	Yes	No	Yes	Yes	Yes
Greenhorn Hall	Yes	Yes	No	Yes	Yes	Yes
Walking Stick Apartments	Yes	Yes	No	Yes	No	No

Fire Drills Conducted	
Belmont Hall	1
Culebra Hall	1
Crestone Hall	1
Greenhorn Hall	1
Walking Stick Apartments	0

Tampering with Fire and Safety Equipment

Tampering with fire and safety equipment in the residence halls or in any campus building is prohibited. Tampering includes pulling false fire alarms, discharging fire extinguishers, removing exit signs, and interfering with smoke detectors. Violators will be charged for all damages that occur as a result of tampering with fire and/or safety equipment. In addition, all violators are subject to conduct sanctions and possible criminal prosecution.

ELECTRICAL APPLIANCES, SMOKING, AND OPEN FLAME POLICIES

To help ensure a safe living environment, only the following appliances are permitted in the residence halls: microwave ovens (less than 700 watts), refrigerators (no more than 4 cubic feet), coffee pots, air popcorn poppers, pop-up toasters, hair dryers, electric shavers, radios, TVs, stereos, and irons. Microwave ovens are the only cooking appliances permitted for use in student rooms. No homemade electrical appliance will be permitted. Students who plan to operate appliances in their room must provide an UL-approved power strip with a self-contained circuit breaker. Octopus plugs are not permitted. Additionally, residents must be present when using any cooking appliance or iron in student rooms or in hall kitchens.

Items NOT allowed include but are not limited to: electric heaters, oil popcorn poppers, hotplates, toaster ovens, “George Foreman” or similar type grills, open coiled or open flame appliances, deep fryers, convection ovens, and any appliances with an open heating element and torchiere lamps and neon lights. Only those halogen lights with guards will be permitted.

Candles used with a candle warmer are allowed in the residence hall. Any candles with wicks that have been burned will be confiscated. Incense and any item with an open flame or exposed heat source are potential fire hazards and are prohibited.

The use of tobacco products and smoking are prohibited in the residence halls. The use of tobacco products is prohibited within 25 feet of any such building intake duct, window, or entrance or entryway, including ramps, walkways, pathways, and any such similar means of entry, unless a University designated tobacco use shelter is provided. Tobacco products must be used in the designated areas. Persons who wish to use tobacco products outside of the residence hall shall do so in a manner that minimizes an accumulation of smoke and tobacco waste. Individuals who use tobacco products are responsible for the proper disposal of such in designated receptacles.

Gasoline, kerosene, ether, oil, and any other flammable liquids are prohibited in residence halls.

FIRE SAFETY EDUCATION

Additionally, the following steps are taken in regards to fire safety education:

- ✓ Residence hall students are informed of evacuation procedures at the beginning of the academic year at floor meetings.
- ✓ Fire drills involving evacuation are held every semester in the residence halls.
- ✓ Residence hall advisors and staff members are trained on evacuation procedures and fire extinguisher use.



FIRE STATISTICS

Fire Statistics												
Building	Fires			Fire-related Fatalities			Fire-related Injuries			Value of Property Damages		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
Belmont Hall	0	0	0	0	0	0	0	0	0	0	0	0
Culebra Hall	1*	0	0	0	0	0	0	0	0	\$81k	0	0
Crestone Hall	0	0	0	0	0	0	0	0	0	0	0	0
Greenhorn Hall	0	0	0	0	0	0	0	0	0	0	0	0
Walking Stick Apartment	0	0	0	0	0	0	0	0	0	0	0	0

NOTE: Belmont Residence Hall closed to residents May 2015.

*The 2013 fire in Culebra Hall was intentional and is classified as arson.



Campus Crime Statistics

COLORADO STATE UNIVERSITY – PUEBLO CRIME STATISTICS

CATEGORIES	DEFINITIONS OF STATISTICS
<p>1. TYPES OF CRIMES</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p> <p>e.</p> <p>f.</p> <p>g.</p> <p>h.</p> <p>i.</p> <p>j.</p> <p>k.</p> <p>l.</p> <p>m.</p>	<p>ON-CAMPUS CRIME STATISTICS: On-campus crime statistics reflect crimes committed anywhere on the CSU-Pueblo campus. This includes the residence halls and Walking Stick Apartments.</p> <p>RESIDENCE HALL CRIME STATISTICS: The residence hall data is a subset of the on-campus data. This data represents only reportable criminal activity that occurred in on-campus housing.</p> <p>NON-CAMPUS BUILDING CRIME STATISTICS: This data represents crime in non-campus buildings that are being used by the University.</p>
<p>2. HATE CRIMES AND PREJUDICE</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p> <p>e.</p> <p>Hate crimes include national and general</p>	<p>PUBLIC PROPERTY CRIME STATISTICS: This data represents reported crimes that occurred on public property. Public property as defined by the <i>Clery Act</i> is all public property that is within the same reasonably contiguous geographic area of the institution to include public streets and sidewalks.</p>
<p>3. ARRESTS AND DISCIPLINE</p> <p>we</p> <p>dr</p>	
<p>4. UNRECORDED CRIMES</p> <p>crit</p> <p>to</p> <p>exa</p> <p>ent</p> <p>the</p>	

CSU-Pueblo Clery Crime Statistics	On Campus			Campus Housing			Non Campus			Public Property		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
Criminal Offenses												
Murder and Non-Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Forcible Sex Offense	3			3			0			0		
Rape		6	3		6	3		0	0		0	0
Fondling		1	2		0	1		0	0		0	0
Non-forcible Sex Offense	0	0	0	0	0	0	0	0	0	0	0	0
Statutory Rape	0	0	0	0	0	0	0	0	0	0	0	0
Incest	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0	0	0	0	0	0	0
Burglary	9	9	1	4	6	1	0	0	0	0	0	0
Motor Vehicle Theft	0	0	3	0	0	0	0	0	1	0	0	0
Arson	1	0	0	1	0	0	0	0	0	0	0	0
Arrest or Summons												
Illegal weapons	1	0	2	0	0	0	0	0	0	0	0	0
Violations of Drug Laws	13	5	6	11	4	4	0	0	0	2	0	0
Violation of Liquor Laws	60	14	23	47	12	21	1	0	0	13	1	0
Referrals for Disciplinary Actions Only												
Illegal Weapons	0	0	0	0	0	0	0	0	0	0	0	0
Drug Violations	35	52	16	34	52	16	0	0	0	0	0	0
Liquor Violations	60	71	52	60	71	52	0	0	0	0	0	0
Hate Crimes												
Murder / Non-negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Forcible Sex Offense	0	0	0	0	0	0	0	0	0	0	0	0
Non-forcible Sex Offense	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0	0	0	0	0	0	0
Burglary	0	0	0	0	0	0	0	0	0	0	0	0
Motor Vehicle Theft	0	0	0	0	0	0	0	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0	0	0	0	0
Larceny / Theft	0	0	0	0	0	0	0	0	0	0	0	0
Simple Assault	0	0	0	0	0	0	0	0	0	0	0	0
Intimidation	0	0	0	0	0	0	0	0	0	0	0	0
Destruction / Damage / Vandalism of Property	0	0	0	0	0	0	0	0	0	0	0	0
Violence Against Women on Campus												
Domestic Violence	3	1	3	3	1	1	0	0	0	0	0	0
Dating Violence	0	2	4	0	0	3	0	0	0	0	0	0
Stalking	1	0	0	0	0	0	0	0	0	0	0	0
Unfounded												
Unfounded Crimes		1*	0		1*	0		0	0		0	0

Forcible Sex Offenses include:

(A) Rape – The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim

(B) Fondling --The touching of private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity

Non-Forcible Sex Offenses include:

(A) Incest – Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law

(B) Statutory Rape –Sexual intercourse with a person who is under the statutory age of consent

Colorado Law Defines Consent as: Cooperation in act or attitude pursuant to an exercise of free will and with knowledge of the nature of the act

Hate Crimes include any of the listed criminal offenses which are motivated by the following biases:

Race, gender, religion, national origin, sexual orientation, gender identity, ethnicity or disability

The following three types of incidents must be reported if they result in an arrest or summons:

1. Liquor Law Violations; 2. Drug Law Violations; and 3. Illegal Weapons Possession

Non-Campus Property: CSU-Pueblo Extended Studies sites (Fort Carson, Citadel, and Tower Campuses, PEDCO Building), CSU-Pueblo Athletics practice and competition sites (Runyon Field Sports Complex, City Park Tennis Complex, Walking Stick Golf Course) and CSU-Pueblo Nursing Department instruction sites (Banner Health Facility, Colorado State University Library)

Public Property: The portions of Walking Stick Blvd. and Desert Flower Blvd. which run through and/or adjacent to campus

Domestic Violence, Dating Violence, Stalking: New reporting categories beginning Jan. 2013

Categorizing Forcible Sex Offenses as Rape or Fondling: New reporting requirement beginning Jan. 2014

Unfounded Crimes: New reporting category beginning Jan. 2014

*Unfounded crime in 2014 was originally reported as a forcible sex offense – rape. The conclusion of the investigation resulted in false reporting charges being filed by the District Attorney.

Section 10

*Academic and Student Affairs
Committee*

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA
October 7, 2016**

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

I. Introduction of Kelly Long

II. New Degree Programs

Colorado State University

- MS Computer Engineering
- Ph.D. Computer Engineering

Colorado State University-Global Campus

- Business Analytics (Graduate)
- Cyber Security (Undergraduate, Graduate)
- Data Management and Analysis (Undergraduate)
- Information Technology Operations (Undergraduate)
- Management and Leadership Fundamentals (Undergraduate)
- Business Administration (Undergraduate)
- Marketing (Undergraduate)

Colorado State University-Pueblo

- None

III. Miscellaneous Items

Colorado State University

- Faculty Manual Change – Section C.2.1.9.5.d

Colorado State University-Global Campus

- None

Colorado State University-Pueblo

- CSU-Pueblo Student Code of Conduct Handbook

IV. Campus Reports

Colorado State University-Fort Collins, CSU-Global Campus, CSU-Pueblo

- The Science of Learning

Board of Governors of the Colorado State University System
Meeting Date: October 7, 2016
Consent Item

MATTERS FOR ACTION:

New Degree Program: MS in Computer Engineering, Plan A and Plan B

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Engineering to establish a new MS in Computer Engineering, Plan A and Plan B.

If approved, this degree will be effective Spring Semester 2017.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The Master of Science Degree in Computer Engineering will produce professionals capable of applying in-depth knowledge, creativity, and research experience to analyze, design, develop, and improve computer systems in technically demanding careers. All master's students will gain new knowledge through advanced level coursework that prepares them to achieve significant technical objectives in a variety of contexts. Students will focus on hardware and software for a wide-range of applications, such as mobile and cloud computing, big data, medical devices, aerospace, and smart-grid systems.



Colorado State University

PROGRAM CHANGE REQUEST

NEW PROGRAM PROPOSAL

Date Submitted: 11/25/15 1:10 pm

VIEWING: MASTER OF SCIENCE IN COMPUTER ENGINEERING, PLAN A

Program available to students: Spring 2017

College: Engineering

Department/Unit: 1373 - Electrical and Computer Engineering

Academic Level: Graduate

Program Type: Degree

Degree Type: MS - Master of Science

Program Title: Master of Science in Computer Engineering, Plan A

Program Description

The Master of Science Degree in Computer Engineering will produce professionals capable of applying in-depth knowledge, creativity, and research experience to analyze, design, develop, and improve computer systems in technically demanding careers. All master's students will gain new knowledge through advanced level coursework that prepares them to achieve significant technical objectives in a variety of contexts. Students will focus on hardware and software for a wide-range of applications, such as mobile and cloud computing, big data, medical devices, aerospace, and smart-grid systems. Students pursuing the M.S. Plan A degree in computer engineering will conduct research under the supervision of a faculty advisor culminating in a thesis.

Program Catalog Copy

The Master of Science Degree in Computer Engineering will produce professionals capable of applying in-depth knowledge, creativity, and research experience to analyze, design, develop, and improve computer systems in technically demanding careers. Students pursuing the M.S. Plan A degree in computer engineering will complete a research-orientated plan of study involving a thesis and coursework. Students interested in graduate work should refer to CSU's Graduate and Professional Bulletin and the website for the Electrical and Computer Engineering Department.

Part of state-wide agreement: No

Offered as: Main Campus Face-to-Face

Justification for Request

With heavy demand from current and prospective students for graduate level computer engineering coursework, combined with a substantiated need for computer engineers in the field, we believe there is a ripe opportunity to contribute to the long-term goals of the university, address an important societal need, and help fill a growing gap in the global workforce. In addition, most ECE departments offer graduate degrees in both electrical engineering and computer engineering. We believe it is a natural and logical progression for our department to also offer Ph. D. and master's degrees in computer engineering – a vital move for remaining competitive among our academic peers.

Even more compelling is the demand for computer engineering coursework among prospective graduate students. Each year, hundreds of students around the world apply to our graduate program. As part of our pre-screening process, we ask applicants to indicate their primary area of interest within electrical engineering. Last year alone, 373 applicants specified computer engineering as their field of choice. Of the 165 computer engineering applicants who met our rigorous requirements and were accepted into our program, only 34 computer engineering applicants were accepted. Without a graduate degree program in computer engineering, we believe we are losing talented students to other universities, as applicants who are searching for a more computer engineering-focused degree are unlikely to select Colorado State.

According to the most recent NACE Job Outlook Report in 2014, computer engineering graduates are among the most highly sought after new employees. Computer engineering was ranked in the top five at the master's level.

Currently, the University of Denver (DU) is the only institution in Colorado with an advanced degree program in computer engineering. DU offers a master's degree however the program is extremely small, producing only one computer engineering M.S. graduate in the last three years. We see great value in providing a path to advanced degrees in computer engineering at Colorado State University.

Program Level Learning Objectives

1. Identify, formulate, and solve advanced engineering problems using fundamental computer engineering principles, methodologies, and tools
2. Apply in-depth knowledge and creativity in a variety of contexts to achieve a significant technical objective
3. Demonstrate professional behavior and understand the ethical, economic, environmental, and societal impacts of their work
4. Sustain a process of life-long learning
5. Demonstrate effective oral and written communication to convey technical concepts to both engineers and non-engineers

Program Requirements

Regular Courses ^{1,2}		21
<u>ECE 699</u>	Thesis	9
	Program Total Credits	30

¹ Select courses with approval of advisor and graduate committee. Courses not accepted as regular include all courses ending in the range -82 through -99.

² A maximum of 6 credits of 400-level undergraduate courses can be used toward the degree. Up to 8 credits at the 400-level are permitted when at least one course is a 4 credit course. Remaining credits must be in 500-level or higher courses.

Additional Information

As with the Electrical Engineering M.S. and Ph.D. degrees, in the Computer Engineering degrees there will be no core course(s) that all students are required to take. Given the breadth of content, and the ability to specialize even within a focus area, students are provided with a range of courses they can take to satisfy their degree requirements, while simultaneously ensuring they are receiving the specialized/individualized course set they desire.



Colorado State University

PROGRAM CHANGE REQUEST

NEW PROGRAM PROPOSAL

Date Submitted: 11/25/15 1:09 pm

VIEWING: MASTER OF SCIENCE IN COMPUTER ENGINEERING, PLAN B

Program available to students: Spring 2017

College: Engineering

Department/Unit: 1373 - Electrical and Computer Engineering

Academic Level: Graduate

Program Type: Degree

Degree Type: MS - Master of Science

Program Title: Master of Science in Computer Engineering, Plan B

Program Description

The Master of Science Degree in Computer Engineering will produce professionals capable of applying in-depth knowledge and creativity to analyze, design, develop, and improve computer systems in technically demanding careers. All master's students will gain new knowledge through advanced level coursework that prepares them to achieve significant technical objectives in a variety of contexts. Students will focus on hardware and software for a wide-range of applications, such as mobile and cloud computing, big data, medical devices, aerospace, and smart-grid systems.

Program Catalog Copy

The Master of Science Degree in Computer Engineering will produce professionals capable of applying in-depth knowledge and creativity to analyze, design, develop, and improve computer systems in technically demanding careers. Students interested in graduate work should refer to CSU's Graduate and Professional Bulletin and the website for the Electrical and Computer Engineering Department.

Part of state-wide agreement

Offered as: Main Campus Face-to-Face and Online
Remote Campus Face-to-Face and Online/DCE

Justification for Request

With heavy demand from current and prospective students for graduate level computer engineering coursework, combined with a substantiated need for computer engineers in the field, we believe there is a ripe opportunity to contribute to the long-term goals of the university, address an important societal need, and help fill a growing gap in the global workforce. In addition, most university ECE departments offer graduate degrees in both electrical engineering and computer engineering. We believe it is a natural and logical progression for our department to also offer the Master of Science degree in computer engineering – a vital move for remaining competitive among our academic peers.

Even more compelling is the demand for computer engineering coursework among prospective graduate students. Each year, hundreds of students around the world apply to our graduate program. As part of our pre-screening process, we ask applicants to indicate their primary area of interest within electrical engineering. Last year alone, 373 applicants specified computer engineering as their field of choice. Of the 165 computer engineering applicants who met our rigorous requirements and were accepted into our program, only 34

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Program Level Learning Objectives

1. Identify, formulate, and solve advanced engineering problems using fundamental computer engineering principles, methodologies, and tools
2. Apply in-depth knowledge and creativity in a variety of contexts to achieve a significant technical objective
3. Demonstrate professional behavior and understand the ethical, economic, environmental, and societal impacts of their work
4. Sustain a process of life-long learning
5. Demonstrate effective oral and written communication to convey technical concepts to both engineers and non-engineers

Program Requirements

Code	Title	Credits
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Select one group from the following:

Group A		
Regular Courses ^{1,2}		32
Group B		
Regular Courses ^{1,2}		27
<u>ECE 695</u>	Independent Study	3
Program Total Credits		30-32

¹ Select courses with approval of advisor and graduate committee. Courses not accepted as regular include all courses ending in the range -82 through -99.

² A maximum of 6 credits of 400-level undergraduate courses can be used toward the degree. Up to 8 credits at the 400-level are permitted when at least one course is a 4 credit course. Remaining credits must be in 500-level or higher courses.

Additional Information

As with the Electrical Engineering M.S. and Ph.D. degrees, in the Computer Engineering degrees there will be no core course(s) that all students are required to take. Given the breadth of content, and the ability to specialize even within a focus area, students are provided with a range of courses they can take to satisfy their degree requirements, while simultaneously ensuring they are receiving the specialized/individualized course set they desire.

Board of Governors of the Colorado State University System
Meeting Date: October 7, 2016
Consent Item

MATTERS FOR ACTION:

New Degree Program: Ph.D. in Computer Engineering

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Engineering to establish a new Ph.D. in Computer Engineering. If approved, this degree will be effective Spring Semester 2017.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The Ph.D. program will create the next generation of leaders in the thriving field of computer engineering. Under the tutelage of renowned computer engineering faculty, our Ph.D. students will dive deeper into the discipline, produce important contributions, and drive future advancements through original research. Going a step further than the master's program, Ph.D. graduates will be able to design a research project that tests a defined hypothesis. In contrast to M.S. thesis students who frequently will develop new applications for existing knowledge, Ph.D. students must create fundamentally new content, which has not previously existed, adding to the body of knowledge in their field. They will have the experience and skillset to develop new tools and methods to achieve higher performance in computer systems and components, while optimizing the design process.



Colorado State University

PROGRAM CHANGE REQUEST

NEW PROGRAM PROPOSAL

Date Submitted: 11/25/15 1:09 pm

VIEWING: PH.D. IN COMPUTER ENGINEERING

Program available to students: Spring 2017

College: Engineering

Department/Unit: 1373 - Electrical and Computer Engineering

Academic Level: Graduate

Program Type: Degree

Degree Type: PHD - Doctor of Philosophy

Program Title: Ph.D. in Computer Engineering

Program Description

The Ph.D. program will create the next generation of leaders in the thriving field of computer engineering. Under the tutelage of renowned computer engineering faculty, our Ph.D. students will dive deeper into the discipline, produce important contributions, and drive future advancements through original research. Going a step further than the master's program, Ph.D. graduates will be able to design a research project that tests a defined hypothesis. In contrast to M.S. thesis students which frequently will develop new applications for existing knowledge, Ph.D. students must create fundamentally new content which has never previously existed, adding to the body of knowledge in their field. They will have the experience and skillset to develop new tools and methods to achieve higher performance in computer systems and components, while optimizing the design process.

Program Catalog Copy

The Ph.D. program will create the next generation of leaders in the thriving field of computer engineering with a focus on hardware and software for a wide-range of applications, such as mobile and cloud computing, big data, medical devices, aerospace, and smart-grid systems. Students interested in graduate work should refer to CSU's Graduate and Professional Bulletin and the website for the Electrical and Computer Engineering Department.

Part of state-wide agreement: No

Offered as: Main Campus Face-to-Face

Justification for Request

With heavy demand from current and prospective students for graduate level computer engineering coursework, combined with a substantiated need for computer engineers in the field, we believe there is a ripe opportunity to contribute to the long-term goals of the university, address an important societal need, and help fill a growing gap in the global workforce. In addition, most ECE departments offer graduate degrees in both electrical engineering and computer engineering. We believe it is a natural and logical progression for our department to also offer a Ph. D. degree in computer engineering – a vital move for remaining competitive among our academic peers.

Even more compelling is the demand for computer engineering coursework among prospective graduate students. Each year, hundreds of students around the world apply to our graduate program. As part of our pre-screening process, we ask applicants to indicate their primary area of interest within electrical engineering. Last year alone, 373 applicants specified computer engineering as their field of choice. Of the 165 computer engineering applicants who met our rigorous requirements and were accepted into our program, only 34 computer engineering applicants were accepted. Without a graduate degree program in computer engineering, we believe we are losing talented students to other universities, as applicants who are searching for a more computer engineering-focused degree are unlikely to select Colorado State.

According to the most recent NACE Job Outlook Report in 2014, computer engineering graduates are among the most highly sought after new employees. Computer engineering was the number one degree in demand by employers at the doctoral level.

Currently, the University of Denver (DU) is the only institution in Colorado with an advanced degree program in computer engineering. DU offers a master's degree, but they do not offer a Ph.D. specifically in computer engineering. We see great value in providing a path to a Ph.D in computer engineering at Colorado State University.

Program Level Learning Objectives

1. Identify, formulate, and solve advanced engineering problems using fundamental computer engineering principles, methodologies, and tools
2. Apply in-depth knowledge and creativity in a variety of contexts to achieve a significant technical objective
3. Demonstrate professional behavior and understand the ethical, economic, environmental, and societal impacts of their work
4. Sustain a process of life-long learning
5. Demonstrate effective oral and written communication to convey technical concepts to both engineers and non-engineers
6. Be leaders in their respective field of research
7. Dive deeper into the discipline, produce important contributions, and drive future advancements through original research
8. Gain experience and skillsets needed to develop new tools and methods to achieve higher performance in computer systems and components, while optimizing the design process
9. Create fundamentally new content which has never previously existed, adding to the body of knowledge in their field through peer-reviewed, high-impact publications.

Program Requirements

Code	Title	Credits
M.S. EARNED		
M.S. Degree		30
Regular Courses ¹		18
<u>ECF 799</u>	Dissertation	24
Program Total Credits		72

¹ Courses not accepted as regular include all courses ending in the range -82 through -99. Students who have two or more papers accepted for publication in peer-reviewed journals or peer review conference proceedings may petition their Graduate Committee to approve an "Independent Study" (ECF 795) course to replace three of the required 18 credits of formal course work.

Code	Title	Credits
NO M.S. EARNED		
Regular Courses ^{1,2}		39
<u>ECE 799</u>	Dissertation ³	33
Program Total Credits		72

¹ Courses not accepted as regular include all courses ending in the range -82 through -99. Students who have two or more papers accepted for publication in peer-reviewed journals or peer review conference proceedings may petition their Graduate Committee to approve an "Independent Study" (ECE795) course to replace three of the required 18 credits of formal course work.

² A maximum of 6 credits of 400-level undergraduate courses can be used toward the degree. Up to 8 credits at the 400-level are permitted when at least one course is a 4 credit course. Remaining credits must be in 500-level or higher courses.

³ Students may take a combination of ECE699/ECE799.

Additional Information

As with the Electrical Engineering M.S. and Ph.D. degrees, in the Computer Engineering degrees there will be no core course(s) that all students are required to take. Given the breadth of content, and the ability to specialize even within a focus area, students are provided with a range of courses they can take to satisfy their degree requirements, while simultaneously ensuring they are receiving the specialized/individualized course set they desire.

Board of Governors of the Colorado State University System
October 7, 2016
Consent Item

Matters for Action

Graduate Certificate in Business Analytics.

Recommended Action

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve the Graduate Certificate in Business Analytics.

Explanation

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

The graduate Certificate in Business Analytics, a twelve credit-hour stand-alone program, is aimed at graduate students who would like to broaden their skills in designing, developing, and implementing enterprise-level business intelligence and analytics solutions for decision-making purposes. Courses cover an entire spectrum of business intelligence and analytics including introduction to business intelligence, data warehousing, business analytics, and enterprise performance management. Students interested in these courses should have a firm knowledge of basic computing skills as well as the ability to grasp and understand the fundamental principles of business intelligence and data analytics.

CIP Code: 52.1303

**CSU-Global Campus
Graduate Certificate in Business Analytics**

Overview

This proposal presents a stand-alone graduate Certificate in Business Analytics. The certificate provides students with an opportunity to gain industry ready preparedness and also allows them to later continue their studies in a CSU-Global Campus master's degree.

Market Assessment

According to eab.com, employers appreciate the niche skill sets that their employees can obtain through the continuing education of certificate programs related to analytics. A study by McKinsey Global Institute (McKinsey, 2011) indicated that by 2018 the U.S. will face a potential shortage of 140,000 to 190,000 professionals in the field of business intelligence and analytics. Similar graduate-level certificate programs are currently being offered at institutions such as University of Washington, Villanova University, University of Missouri – St. Louis, Capella University, University of California San Diego, and many others.

Program Description

The graduate Certificate in Business Analytics, a twelve credit-hour stand-alone program, is aimed at graduate students who would like to broaden their skills in designing, developing, and implementing enterprise-level business intelligence and analytics solutions for decision-making purposes. Courses cover an entire spectrum of business intelligence and analytics including introduction to business intelligence, data warehousing, business analytics, and enterprise performance management. Students interested in these courses should have a firm knowledge of basic computing skills as well as the ability to grasp and understand the fundamental principles of business intelligence and data analytics.

Proposed CIP Code: 52.1303

Credit Hours: 12

Learning Outcomes

1. Explore the complete business analytics field from requirement collection to emerging topics such as Big Data and Predictive Analytics
2. Understand the principles of database design, data warehousing, and advanced approaches for data storage, retrieval, and manipulation
3. Develop essential skills in applying data analytics techniques and interpreting analytical results
4. Design and implement business intelligence solutions that align with organizational strategies

Course Code	Title
ISM540	Introduction to Business Intelligence
ISM541	Data Warehousing in Enterprise Environments
ISM542	Business Analytics
ISM543	Enterprise Performance Management

Proposed Graduate Certificate in Business Analytics

Coursework - Certificate in Business Analytics

ISM540: Introduction to Business Intelligence (3 credit hours)

This course provides an overview of business intelligence and establishes the foundation for collecting data in cross functional areas including accounting, sales, production, customer data, and other elements. Students learn how data based decision making assists in achieving or maintaining competitive advantages for an organization.

ISM541: Data Warehousing in Enterprise Environments (3 credit hours)

This course provides an overview of data warehouses and how information is captured, analyzed, and translated in an enterprise for strategic decision making. Students learn to use tools such as dashboards and table reporting to combine and compare information from disparate systems in order to meet strategic operational objectives.

ISM542: Business Analytics (3 credit hours)

This course provides an overview of the tools and techniques for analyzing business data in order to develop comprehensive and functional solutions. Topics include forecasting, simulation, and data modeling for complex problem analysis in medium to large organizations.

ISM543: Enterprise Performance Management (3 credit hours)

This course provides an in-depth understanding of how business intelligence aligns with the realization of organizational strategy. Topics include key performance indicators, organizational goals, and the role of effective management in meeting enterprise objectives.

Board of Governors of the Colorado State University System
October 7, 2016
Consent Item

Matters for Action

Graduate Certificate in Cyber Security.

Recommended Action

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve the Graduate Certificate in Cyber Security.

Explanation

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

The graduate Certificate in Cyber Security is a 12 hour stand-alone program that provides advanced knowledge for the practical application of securing data and protecting digital assets. IT professionals will learn to mitigate malicious cyber activities through the implementation of security solutions within local and enterprise infrastructures by focusing on topics such as security management, risk and vulnerability controls, data encryption, and cybercrime prevention. Coursework aligns with 7 of the 10 Certified Information Systems Security Professional (CISSP) domains.

CIP Code: 11.1003

**CSU-Global Campus
Graduate Certificate in Cyber Security**

Program Description

These courses provide advanced knowledge for the practical application of securing data and protecting digital assets. IT professionals will learn to mitigate malicious cyber activities through the implementation of security solutions within local and enterprise infrastructures by focusing on topics such as security management, risk and vulnerability controls, data encryption, and cybercrime prevention. Coursework aligns with 7 of the 10 Certified Information Systems Security Professional (CISSP) domains.

Proposed CIP Code: 11.1003

Credit Hours: 12

Learning Outcomes

1. Evaluate internal and external threats and vulnerabilities to data assets in the enterprise and provide recommendations to mitigate or eliminate areas of weakness.
2. Compare and contrast the concepts of security and privacy and explain how the imperatives for each may compliment or interfere with the imperative for the other.
3. Describe and analyze the implications of major emerging technology trends, issues, and threats to the security and privacy of networks and information.
4. Analyze possible threats to organizational data and recommend course(s) of action to mitigate cybercrime attacks.
5. Analyze a network for vulnerabilities to common cyber-based attacks.

Course Code	Title
ISM527	Cyber Security Management
ISM529	Emerging Cyber Security Technology, Threats, and Defense
ISM530	Enterprise Cyber Security
ISM531	Cyber Security Defense and Countermeasures

Graduate Certificate in Cyber Security

Coursework – Graduate Certificate in Cyber Security

ISM527: Cyber Security Management (3 credit hours)

This course provides insight into the complex implementation and management of cyber security practices. Students perform risk assessments and recommend mitigations to protect digital assets in the workplace as well as discuss disaster recovery, incident handling, cyber security policy implementation, privacy, and legal issues related to cyber security.

ISM529: Emerging Cyber Security Technology, Threats, and Defense (3 credit hours)

This course provides students with the opportunity to explore and examine emerging trends and technology in cyber security. Students analyze organizations and review the feasibility of adopting new cyber security trends in order to provide competitive advantages in the workplace. This course also evaluates necessary policy and procedure changes within the context of the continued evolution of technology.

ISM530: Enterprise Cyber Security (3 credit hours)

This course provides students with insight into the cyber security issues surrounding an enterprise including securing organizational data, responding to cyber based security breaches, emerging technologies, and ensuring a secured computing environment for safeguarding company information. Recommended Prior Course: None

ISM531: Cyber Security Defense and Countermeasures (3 credit hours)

The Cyber Security Defense and Countermeasures course prepares students to defend enterprise networks from web based and internal attacks using techniques such as system hardening, encryption, policy enforcement and software/hardware intrusion detection systems to protect enterprise data assets. Recommended Prior Course: None

Board of Governors of the Colorado State University System
October 7, 2016
Consent Item

Matters for Action

Undergraduate Certificate in Cyber Security.

Recommended Action

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

Explanation

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

The undergraduate certificate in Cyber Security is an 18 hour, stand-alone program designed to advance the knowledge of IT professionals understanding of cyber threats, information assurance and digital crime investigation developing the knowledge, skills, and abilities to secure organizational data as information security experts in an information technology dependent enterprise. Coursework is aligned with some elements of the knowledge base for the CISSP® - Certified Information Systems Security Professional. Students interested in these courses should have a firm knowledge of basic computer skills and information security including the ability to grasp and understand the controls and concepts needed to safeguard organizational data.

Proposed CIP Code: 11.1003

CSU-Global Campus Undergraduate Certificate in Cyber Security

Program Description

These courses advance the knowledge of IT professionals understanding of cyber threats, information assurance and digital crime investigation developing the knowledge, skills, and abilities to secure organizational data as information security experts in an information technology dependent enterprise. Coursework is aligned with some elements of the knowledge base for the CISSP® - Certified Information Systems Security Professional. Students interested in these courses should have a firm knowledge of basic computer skills and information security including the ability to grasp and understand the controls and concepts needed to safeguard organizational data.

Proposed CIP Code: 11.1003

Credit Hours: 18

Market Summary

The undergraduate certificate in cyber security is positioned to provide new incumbents and exiting IT professionals with additional skills and competence in Cyber Security. The IT security sector continues to demand qualified and trained professionals to secure network and computer resources. This certificate program which is aligned with several IT certifications prepares students for such employment opportunities.

Job Demand and Employment Possibilities

Employment of information security analysts is projected to grow 18 percent from 2014 to 2024, much faster than the average for all occupations. Demand for information security analysts is expected to be very high, as these analysts will be needed to create innovative solutions to prevent hackers from stealing critical information or causing problems for computer networks.

Pay

The median annual wage for information security analysts was \$90,120 in May 2015.

Job Outlook

Employment of information security analysts is projected to grow 18 percent from 2014 to 2024, much faster than the average for all occupations. Demand for information security analysts is expected to be very high, as these analysts will be needed to create innovative solutions to prevent hackers from stealing critical information or causing problems for computer networks.

Source: <http://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm>

Learning Outcomes

Undergraduate Certificate in Cyber Security

1. Demonstrate the ability to differentiate between various types of systems security threats that can lead to the loss of a major system security goal.
2. Demonstrate comparative understanding of benefits gained from applying various security measures to enterprise infrastructure.
3. Evaluate the impact of hacker and computer espionage activities on the overall security of the organization
4. Describe and utilize methods and tools to maintain access to systems during penetration testing.
5. Identify the common attacks on IT networks and explain how the motivations behind them have evolved over time.

Course Code	Title	Aligned IT Certification
ITS315	Introduction to Networks	CompTIA Network+
ITS350	Information Systems and Security	CompTIA Security+
ITS360	Introduction to Cyber Security and Digital Crime	N/A
ITS415	Principles of Cyber Security	N/A
ITS425	Ethical Hacking and Penetration Testing	N/A
ITS455	Digital Forensics and Investigations	N/A

Coursework - Undergraduate Certificate in Cyber Security

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. Students are prepared for CompTIA Network+ and Testout Network Pro certification exams. Students are also presented topics in the area of wireless network and network security. The ability to diagnose and troubleshoot common networking problem and issues is also presented.

ITS350: Information Systems and Security (3 credit hours)

Education in the need for security, planning, cryptology, and security technologies. Prepares students for CompTIA Security+ certification exam.

ITS360: Introduction to Cyber Security and Digital Crime (3 credit hours)

Undergraduate Certificate in Cyber Security

This course provides students with an introduction to cyber security and digital crime to information technology professional interesting in information security. Students will learn about information security threats, dangers, and risks that organizations face in the workplace as well as the ability to analyze potential vulnerabilities that can have an adverse impact on digital assets.

ITS415: Principles of Cyber Security (3 credit hours)

This course provides students with an overview of Cyber Security which includes a comprehensive view of organizational issues involved with privacy, information security, and cyber crime focused on information networks

ITS425: Ethical Hacking and Penetration Testing (3 credit hours)

This course provides students with the experience needed to secure information systems against attacks such as viruses, worms, as well as other system weaknesses that pose a significant danger to organizational data by using ethical hacking and penetration testing to uncover common techniques used by cyber criminals to exploit system vulnerabilities.

ITS455: Digital Forensics and Investigations (3 credit hours)

This course provides students with an insight to cyber security professional intrusion detection methods, information security tools, and preventative measures to information security risks. Students will learn how to respond to cyber breaches which includes the recovery, preservation, analysis of digital crime scene evidence, and proper incident response to cyber criminals.

Board of Governors of the Colorado State University System
October 7, 2016
Consent Item

Matters for Action

Undergraduate Certificate in Data Management and Analysis.

Recommended Action

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

Explanation

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

The undergraduate Certificate in Data Management and Analysis, an 18 hour, stand-alone program, is aimed at undergraduate students who are not majoring in MIS and Business Analytics and would like to broaden their skills in data management and analysis. Courses cover an entire spectrum of data analytics and management including database management, statistics and SPSS, data mining, cloud computing, and Big Data. Students interested in these courses should have a firm knowledge of basic computing skills including the ability to grasp and understand new data processing and analytics concepts that relate to information systems.

CIP Code: 52.1303

CSU-Global Campus
Undergraduate Certificate in Data Management and Analysis

Overview

This proposal presents a stand-alone undergraduate Certificate in Data Management and Analysis. 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 Management Information Systems (MIS) and Business Analytics.

Market Assessment

According to eab.com, employers are increasingly seeking candidates with broader data analytics skills. Recent studies estimate that by 2018, between 290,000 and 340,000 jobs in data analytics will be created in the US alone (Job Trends in indeed.com). A study by McKinsey Global Institute (McKinsey, 2011) revealed that by 2018 the U.S. will face a potential shortage of 140,000 to 190,000 business analytics professionals.

Program Description

The undergraduate Certificate in Data Management and Analysis, a fifteen credit-hour stand-alone program, is aimed at undergraduate students who are not majoring in MIS and Business Analytics and would like to broaden their skills in data management and analysis. Courses cover an entire spectrum of data analytics and management including database management, statistics and SPSS, data mining, cloud computing, and Big Data. Students interested in these courses should have a firm knowledge of basic computing skills including the ability to grasp and understand new data processing and analytics concepts that relate to information systems.

CIP Code: 52.1303

Credit Hours: 18

Learning Outcomes

1. Explore different options of storing, manipulating, and analyzing data
2. Understand how to design, implement, and manage databases
3. Investigate the purpose, context, and relevance of data analytic tools or decisions
4. Apply statistical methods, regression techniques, and machine learning algorithms to analyze both large and small data sets
5. Conduct data-based analysis and interpret results within the context of issues

Course Code	Title	Aligned Certification
MIS407	Database Concepts	
ITS410	Database Management	Microsoft SQL Server Certification
ITS400	Information Technology Project Management	
MIS440	Cloud Computing and Big Data	
MIS445	Statistics and SPSS	
MIS450	Data Mining	

Proposed Undergraduate Certificate in Data Management and Analysis

Coursework - Certificate in Data Management and Analysis

MIS407: Database Concepts (3 credit hours)

This course examines the basics of relational databases including basic terminology, database integrity, and normalization. The relational model is covered to appreciate database structure, integrity, and manipulation. Current relational database management systems will be explored and contrasted. Basic SQL programming assignments are included.

ITS410: Database Management (3 credit hours)

This course teaches students to design, implement, and use database management systems. Students gain a working knowledge of available software packages, concepts of query languages, software integration services, and security considerations. Students will also learn fundamentals of structured query language (SQL) in developing common queries and reports.

ITS400: Information Technology Project Management (3 credit hours)

Prepares managers to develop an IT strategy that aligns business strategy with IT infrastructure for a competitive advantage. Prepares students for the CompTIA Project+ certification.

MIS440: Cloud Computing and Big Data (3 credit hours)

The promise of cloud computing technology to provide unlimited utility computing and storage capacity to organizations is investigated. The various types of current cloud computing services offered by the major service vendors are studied. The challenges of managing "big data" are reviewed, and the relationships of cloud computing, big data, and data mining are examined.

MIS445: Statistics and SPSS (3 credit hours)

A study of data analysis, data production, and statistical inference. Areas of study include: surveys and designed experiments, randomization, causation, regression, and inference using hypothesis tests. This course also explores using statistical methods for the analysis of, data for an enterprise performance and quality, effectiveness, and marketability. SPSS software will be utilized to conduct a predictive analysis, analyze the results, and document the findings. The preparation of input data for analysis from a relational database using SQL is also performed.

MIS450: Data Mining (3 credit hours)

Investigate various statistical approaches used for data mining analyses. The preparation of data suitable for analysis from an enterprise data warehouses using SQL and the documentation of results is also covered. A simple data mining analysis project using SPSS is performed to reinforce the concepts.

Board of Governors of the Colorado State University System
October 7, 2016
Consent Item

Matters for Action

Undergraduate Certificate in Information Technology Operations.

Recommended Action

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve the undergraduate Information Technology Operations.

Explanation

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

The undergraduate Certificate in Information Technology Operations is an 18 hour stand-alone program that provides students with the skills necessary to secure employment in the highly-dynamic and fast-growing technology industry. Students are prepared to apply broad problem solving solutions to information technology issues with an emphasis on service, operations, and maintenance. Additionally, students completing the certificate program are equipped to enter a variety of IT operations positions such as: network or computer system administrators, computer technicians, network technicians, and other technical roles.

Code: 11.0103

**CSU-Global Campus
Undergraduate Certificate in IT Operations**

Program Description

The Information Technology Operations Certificate provides students with the skills necessary to secure employment in the highly-dynamic and fast-growing technology industry. Students are prepared to apply broad problem solving solutions to information technology issues with an emphasis on service, operations, and maintenance. Additionally, students completing the certificate program are equipped to enter a variety of IT operations positions such as: network or computer system administrators, computer technicians, network technicians, and other technical roles.

Proposed CIP Code: 11.0103

Credits: 18

Learning Outcomes

1. Gain technology certification exam preparation.
2. Comprehend the theoretical and applied uses of information technology in various business applications for problem-solving.
3. Apply knowledge and skills in system analysis and design, network design and administration, database design and development, operating systems, software and web application development, and IT security.
4. Acquire technical skills in programming and technology trouble-shooting.

Course Code	Title	Aligned IT Certification
ITS310	Introduction to Computer-Based Systems	CompTIA A+
ITS315	Introduction to Networks	CompTIA Network+
ITS320	Basic Programming	N/A
ITS350	Information Systems Security	CompTIA Security+
ITS410	Database Management	Microsoft Exam 70-462: Administering Microsoft SQL 2012 Databases
ITS430	Network Enterprise Solutions	Microsoft Windows Server 2012 Enterprise Administrator certification exam

CSU-Global
Undergraduate Certificate in IT Operations

Coursework - Undergraduate Certificate in IT Operations

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. It prepares students 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. The use of a simulated lab environment will be incorporated into the course learning.

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. Students are prepared for CompTIA Network+ and Testout Network Pro certification exams. Students are also presented topics in the area of wireless network and network security. The ability to diagnose and troubleshoot common networking problem and issues is also presented.

ITS320: Basic Programming (3 credit hours)

This course provides a detail overview of fundamental programming, design and testing concepts using the Java object-oriented programming language. Students are introduced to common programming structures such as conditional statements, switches, loops, iteration, and error debugging. An emphasis on sound programming conventions and constructs is provided.

ITS350: Information Systems and Security (3 credit hours)

Education in the need for security, planning, cryptology, and security technologies. Prepares students for CompTIA Security+ certification exam. Recommended Prior Course: ITS310 or ITS315

ITS410: Database Management (3 credit hours)

This course teaches students to design, implement, and use database management systems. Students gain a working knowledge of available software packages, concepts of query languages, software integration services, and security considerations. Students will also learn fundamentals of structured query language (SQL) in developing common queries and reports. Access to a Windows-based operating system is required for this class.

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.

CSU-Global Undergraduate Certificate in IT Operations

Market Summary

Several certificate programs in related fields exist amongst premier schools. Stanford University offers a certificate in Operations, Information & Technology. Boston University offers a certificate program in Operations and Technology Management. Lastly, Northwestern Kellogg offers a certificate program in Operations and Technology. Most programs range from 16 to 18 units. CSU Global's program is within this range offering a 5 course (15 unit) certificate in IT operations. The program is designed to be fully online and caters to working adults needing an additional boost in their careers or even for potential career changers. A unique feature of this certificate program is that it ties to four (4) well recognized IT certifications. It is important to note that many positions require A+ and Network+ certifications as a hiring requirement.

Job Demand and Employment Possibilities

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.

Work Environment

Network and computer systems administrators work with the physical computer networks of a variety of organizations and therefore are employed in many industries.

How to Become a Network and Computer Systems Administrator

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**.

Pay

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

Job Outlook

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.

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

Board of Governors of the Colorado State University System
October 7, 2016
Consent Item

Matters for Action

Undergraduate Certificate in Management and Leadership Fundamentals.

Recommended Action

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

Explanation

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

The Management and Leadership Fundamentals Certificate, a 24 credit stand-alone program, will be provided jointly by Colorado State University-Global Campus (CSU-Global) and Guild Education, Inc., an education provider linking education with employment. This program leads to a Certificate in Management and Leadership Fundamentals and transfer opportunities toward Bachelor of Science degrees from Colorado State University-Global Campus.

CSU-Global
Undergraduate Certificate in Management and Leadership Fundamentals

EQUIP Experimental Site

This certificate is part of the EQUIP (Educational Quality through Innovative Partnerships) program which was created as an experiment by the U.S. Department of Education to better understand how to monitor the outcomes and quality of partnership programs. The experiment provides a waiver for Pell Grant funds to be applied to programs that exceed fifty percent of programming provided by the partner. The program also creates Quality Assurance Entities (QAE) to create third party validators of quality. As this certificate is part of a U.S. Department of Education program, the layout differs from the traditional proposal format.

Program Description

The Management and Leadership Fundamentals Certificate Program will be provided jointly by Colorado State University-Global Campus (CSU-Global) and Guild Education, Inc., a Denver-based education provider linking education with employment. This program leads to a Certificate in Management and Leadership Fundamentals and transfer opportunities toward Bachelor of Science degrees from Colorado State University-Global Campus.

CIP Code: 52.0201

Credit Hours: 24

Program Learning Outcomes

1. Demonstrate understanding of the best practices of modern management through the application of theory, research, and conceptual frameworks to organizational leadership.
2. Apply industry tools and frameworks to the management of people and teams in the workplace.
3. Analyze and reflect on their personal models of leadership and management.
4. Define and apply fundamental law and regulations that arise in a business context to inform business management and planning.

Students will earn a Certificate in Management and Leadership Fundamentals (24 credits) over 40 weeks, which includes 12 credits of lower division introductory management coursework from the Guild's leadership modules, and 12 credits of introductory leadership and management coursework through CSU-Global courses. Programs start dates will align with the CSU-Global campus start dates.

Program Partnership

The certificate strategically brings the two partner components together into a 40-week, integrated program.

Each of CSU-Global's 3-credit, 8-week courses for the program require approximately 14-20 hours per week engaged in reading, interacting on discussion boards, writing papers and completing projects. The Guild's curriculum consists of 8 total units taken over the course of 16 weeks comprised of 8-10 hours of online instructor interaction per week that includes 90-minute weekly live sessions, and approximately 10-15 hours of independent and/or peer-based work study that involves projects and self-assessments.

The Guild's 16-week, 8-unit, 12 credit online curriculum is structured around experiential learning opportunities, and as such, has capstone projects for each unit that capitalize on students' past and current work experiences. Roleplays through video access, simulations, short presentations, and immediate feedback characterize the type of interactions students have with one another, their instructors, and their success coach. Students can expect to receive detailed feedback on capstone projects within 48 hours, highlighting their strengths and areas of improvement. The curriculum was designed with strong influence from the top undergraduate, graduate, and workforce management programs in the U.S., along with primary research and interviews with dozens of employers, industry associations and institutions.

The Guild Program is designed to facilitate learning in introductory management and leadership fundamentals versus CSU-Global's freshman sequence program which features 24-credit hours in various subjects at the freshman level and is gTPathways-approved curriculum. The Guild Program's focus is on meeting the needs that employers require of their employees in the area of business management and leadership. It has alignment to Bloom's Taxonomy higher order of thinking in order to provide a unique introduction into higher education and to CSU-Global. Specifically, the program is designed to:

- a) meet market demand for formal learning with relevant work-oriented content and resources at the introductory level of college learning;
- b) provide structured coaching and advising to students before, during, and after program completion;
- c) blend competency-based mastery of leadership skills with academic learning for higher levels of workplace productivity;
- d) prepare students for a higher level of success in completion of a Bachelor's of Science degree.

Program Sequence

Module/Course	Provider	Guild Credits	CSUGC Credits
1. Guild Modules I. Knowing Yourself as a Manager II. Building Productive Relationships by Understanding Others	Guild	3	
2. ORG300 - Applying Leadership Principles	CSUGC		3
3. MGT300 - Principles of Management	CSUGC		3
4. Guild Modules III. Communicating Effectively	Guild	3	

IV. Mastering the Art of Difficult Conversations			
5. Guild Modules V. Managing People & Teams VI. Process Management	Guild	3	
6. COM300 - Effective Communication: Research and Writing	CSUGC		3
7. MGT315 - Business Law	CSUGC		3
8. Guild Modules VII. A New Look at Traditional Practices VII. Establishing a Vision	Guild	3	
	Total	12	12

The Certificate Program content has been designed to be fully executed by CSU-Global and Guild Education, Inc. Guild will be responsible for marketing the program and providing student support. CSU-Global will be responsible for student enrollment under its enrollment policies, financial aid services, and advising services, and for collection and auditing of student work as it relates to validating student engagement, learning and achievement.

The Certificate program for consideration under EQUIP combines the existing Management Program offered by Guild Education with opportunities for students to pursue CSU-Global's existing B.S. degrees. Simultaneous to the offering of the EQUIP program, Guild Education will continue to offer the same and other customized management programs to employers and students who are cash-pay and/or Title-IV ineligible, including non-U.S. citizens with work visas.

The Management and Leadership Fundamentals program is focused on meeting the needs of employers for their employee development while providing the employees with a pathway to their bachelor's degree completion. Based on the experiment's Department of Education restrictions, it is estimated that the program will serve 80 non-traditional adult students in the first year.

In Guild's current work with low- and middle-wage working adults looking to move up in their career, the student population is typically aged 20-35, most of whom have some community college credit but not degree completion, and approximately 60% of students are estimated to be Pell-eligible. Depending on the target industry, anywhere from 5-30% of the students are Veterans, with the majority of that population eligible for Veteran's benefits.

Based on the data of the CSU-Global current student base of non-traditional working adult learners, of whom 80% are employed upon entry, it is estimated that the program will serve 80 non-traditional adult students in the first year with demographics of:

- 40% are first in their families to attend college
- 20% are from underserved populations
- 16% are military members or from military families
- Have at least two years of work experience
- 80% are Pell-eligible

It is also expected that the students will be eligible for federal Pell Grant funds. CSU-Global's student body of approximately 15,500 reflects 58.8% receiving federal financial aid, of which 29.7% are receiving Pell Grant funds. The university has a current default rate of 4.8%.

Quality Assurance

Tyton Partners is establishing a non-profit organization that will serve as the QAE in partnership with Colorado State University-Global Campus (CSU-Global) and Guild Education (Guild) for the EQUIP program. We are establishing this QAE in partnership with three industry-leading organizations – Burning Glass Technologies, Professional Examination Service, and RSM – as we believe that the expectations and aspirations for the QAE role exceed the qualifications of any one organization today.

The Department of Education has asked that a QAE partner be identified that can perform the following responsibilities: Tyton will ensure CSU-Global a) fulfills measurable learning outcomes; b) ensures validity of assessments; c) shows student outcomes and outcomes specifically for low-income students; and d) manages, monitors, and reviews the overall CSU-Global EQUIP program.

CSU-Global Coursework

ORG300 - Applying Leadership Principles (3 credits)

This required first course for all majors provides an overview of leadership basics. Leadership skills are important to all fields of study because regardless of the role a person assumes in an organization he or she will need to influence others in order to accomplish the goals and tasks of their work. The course engages students in discussion, exploration and application of leadership skills, principles and practices. Students will learn about the relationships and connections among leaders, individuals and organizations. Topics include communication, motivation, problem solving, organizational change, and workplace conflict.

COM300 - Effective Communication: Research and Writing (3 credits)

Identify and examine formats, principles, and research tools necessary for effective written communication. A practical approach for leaders in managing the diversity and dynamics of communication needs to achieve desired results.

MGT300 - Principles of Management (3 credits)

An examination of the basic functions of management, including planning, organizing, leading, staffing, and controlling and how they can be utilized to strengthen management, employee and organizational performance.

MGT315 - Business Law (3 credits)

This course focuses on the tools for understanding the principles underlying the legal environment of business. The course identifies the current legal rules and regulations affecting businesses and students become familiar with the new developments and trends that will greatly affect future transactions. This course introduces the U.S. legal system, coverage of the major components of contract law, employment law, and an examination of business liability issues under tort law. In addition, the intellectual property issues of trade secrets, trademarks, patents, and copyrights will be covered. The impact of digital technology and business globalization will be integrated into each topic discussed.

Guild Coursework

Management Bootcamp (12 credit hours)

Course Description:

Management is everywhere. Documented as one of the fastest growing jobs in America, the role of manager is the heartbeat of businesses, organizations, and teams of all types. This course emphasizes the theory, practice, reflection and iteration of great management in action, designed for new and future managers in the workplace.

The Management Bootcamp is focused around three objectives.

- The first goal is to provide the theory, research and conceptual frameworks for understanding the best practices of modern management.
- The second objective is to provide opportunities and tools for analysis and reflection on a personal model of leadership.
- The third objective is to support in developing and practicing the practical skills of managing people and teams.

Management is often defined as “the process of reaching organizational goals by working with and through people and other organizational resources.” That process is both an art and science, and one which is taught best through an active learning process. Through the process of learning, reflecting, experimentation and iterating, this 16 week course aims to make the student a more effective manager. Students will engage in content, readings, videos and activities that will help them to better understand how to work with, lead and inspire others, at the individual and group level.

Course Learning Outcomes:

- Explore, identify, and discuss the key concepts, qualities, strategies, and skills needed to be a successful manager.
- Begin to strengthen and refine a management skillset through role play, improv, practice activities, and feedback opportunities with peers and coach.
- Strengthen awareness and skills for negotiating the relationships that exist between multiple elements of management including communication, time management, relationship building, and interpersonal dynamics within organizations.
- Reflect on current experience in management, strengths and weaknesses, and identify personalized goals for continued growth.
- Deepen an understanding of the complexity of management overall and how managers greatly impact an organization’s overall work culture.

- Design a plan for continuing to develop your management skills, and explore multiple resources available to help into the future.

Board of Governors of the Colorado State University System
October 7, 2016
Consent Item

Matters for Action

Undergraduate Certificate in Business Administration.

Recommended Action

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

Explanation

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

The Undergraduate Certificate in Business Management is an 18 credit hour offering, targeted toward students from a wide variety of disciplines. These courses provide the needed knowledge to gain a foundation in business management across key business management domains including leadership, management, legal and ethical environment of business, organizational innovation and change, and human resources development. The certificate is a way for students to demonstrate to future employers that they have knowledge of the foundational principles of management.

CIP Code: 52.0201

CSU- Global Campus

Undergraduate Certificate in Business Management

Overview

This proposal presents a stand-alone, 18 credit hour undergraduate Certificate in Business Management. The certificate provides students with an opportunity to gain industry-ready preparedness and also allows them to continue their studies to earn a full degree in the B.S. Business Management program.

CIP Code: 52.0201

Credit Hours: 18

Program Description

The Undergraduate Certificate in Business Management is an 18 credit hour offering, targeted toward students from a wide variety of disciplines. These courses provide the needed knowledge to gain a foundation in business management across key business management domains including leadership, management, legal and ethical environment of business, organizational innovation and change, and human resources development. The certificate is a way for students to demonstrate to future employers that they have knowledge of the foundational principles of management.

Learning Outcomes

1. Apply management skills in decision-making and analysis of the organizational structure.
2. Examine ethical behaviors and legal implications of an organization in social, environmental and corporate environs.
3. Evaluate the role of a manager in the global economy.
4. Develop critical thinking skills for analysis in strategic planning and innovation.
5. Explain and apply varied leadership styles and techniques for creating/enhancing organizational competitiveness and career plans.

The following are the required courses, in the recommended order to be taken:

<u>Course Code</u>	<u>Title</u>
ORG300	Applying Leadership Principles
MGT300	Principles of Management
MKG310	Introduction to Marketing
MGT320	The Legal and Ethical Environment of Business
MGT351	Organizational Innovation and Change
HRM400	Human Resources Development and Management

Courses: Certificate in Business Management

Undergraduate Certificate in Business Management**ORG300: Applying Leadership Principles (3 credit hours)**

This course provides an overview of leadership basics. Leadership skills are important to all fields of study because regardless of the role a person assumes in an organization, he or she will to influence others in order to accomplish the goals and tasks of their work. The course engages students in discussion, exploration and application of leadership skills, principles and practices. Students will learn about the relationships and connections among leaders, individuals and organizations. Topics include communication, motivation, problem solving, organizational change, and workplace conflict.

MGT300: Principles of Management (3 credit hours)

An examination of the basic functions of management, including planning, organizing, leading, staffing and controlling and how they can be utilized to strengthen management, employee and organizational performance.

MKG310 Introduction to Marketing (3 credit hours)

This course provides a general introduction to marketing principles and policies. Topics such as marketing functions, price policies and controls, distribution channels, merchandising, and market research as well as competitive practices and government regulations, product development, and integration of marketing with technology are presented. Students also gain a basic understanding of the 4Ps (product, place, price, promotion).

MGT320: The Legal and Ethical Environment of Business (3 credit hours)

An introduction to the legal influences upon and within businesses, including statutory, executive, administrative, and case law. Included are the roles and influences of contracts and regulations upon business operations as well as the ethical issues encountered within the business environment and the associated legal implications.

MGT351: Organizational Innovation and Change (3 credit hours)

Analysis of the dynamics of change and the importance of innovation within modern organizations. Emphasis on how managers can develop a culture receptive to new ideas, products, processes, and systems for improving organizational performance.

CSU- Global Campus**Undergraduate Certificate in Business Management****HRM400: Human Resources Development and Management (3 credit hours)**

This course provides an 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.

CSU- Global Campus

Undergraduate Certificate in Business Management

Supporting Data and Information

The Bureau of Labor Statistics projects six percent growth in employment for management occupations and eight percent growth in employment for business occupations from 2014 to 2024.

Students with Varied Professional Backgrounds (e.g., Health Care, Engineering) Pursue General Business Certificate Programs

All contacts agree that early-to-mid career professionals typically enroll in their programs, with an average age range of 30 to 50. Some students enrolled in the program at **Institution B** graduated with a technical degree (i.e., information technology (IT), engineering) and seek business acumen as they progress through their career. Other students work for local businesses, operate their own business, work for non-profit organizations, or work for government agencies. **Institution A** contacts explain that some students in the program possess non-business backgrounds (e.g., health care, history, chemistry). Others come from local small and medium sized enterprises and large manufacturing companies (e.g., General Electric, Michelin). These students may hold a bachelor's or master's degree in business from many years ago and seek to update their skills.

Bureau of Labor Statistics- <http://www.bls.gov/ooh/management/>



Board of Governors of the Colorado State University System
October 7, 2016
Consent Item

Matters for Action

Undergraduate Certificate in Marketing.

Recommended Action

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

Explanation

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

The Undergraduate Certificate in Marketing is a 18 credit hour offering, targeted toward students from a wide variety of disciplines. These courses are designed for students interested in career tracks in marketing through the application of product strategy, pricing, distribution and promotion. There is an emphasis on understanding the consumer needs through marketing research both domestically and internationally.

CIP Code: 52.1401

CSU- Global Campus
Proposed Undergraduate Certificate in Marketing

Overview

This proposal presents a stand-alone, 18 credit hour undergraduate Certificate in Marketing. The certificate provides students with an opportunity to gain industry-ready preparedness and also allows them to continue their studies to earn a full degree in the B.S. Marketing program.

Program Description

The Undergraduate Certificate in Marketing is a 18 credit hour offering, targeted toward students from a wide variety of disciplines. These courses are designed for students interested in career tracks in marketing through the application of product strategy, pricing, distribution and promotion. There is an emphasis on understanding the consumer needs through marketing research both domestically and internationally.

CIP Code: 52.1401

Credits: 18

Learning Outcomes

1. Apply current theory in the field of marketing, especially in terms of understanding buyer behavior, defining target markets, identifying and evaluating market segments, and in demonstrating knowledge about elements of the marketing mix.
2. Analyze the impact of global competition, market forces and other external factors on the success and failure of specific marketing programs.
3. Use market research tools and procedures to estimate market potential, conduct exploratory and descriptive research, forecast demand, and communicate research findings effectively, both orally and in appropriate written forms.
4. Explore ethical matters as they pertain to marketing.
5. Illustrate and explain marketing strategies that align with an organization's mission, goals, and objectives.

The following are the required courses, in the recommended order to be taken:

<u>Course Code</u>	<u>Title</u>
MKG310	Introduction to Marketing
MKG330	Consumer Behavior
MKG400	International and Multi-Cultural Marketing
MKG420	Digital Marketing
MKG470	Market Research
MKG440	Strategic Marketing

CSU- Global Campus
Proposed Undergraduate Certificate in Marketing

Courses: Certificate in Marketing

MKG310: Introduction to Marketing (3 credit hours)

This course provides a general introduction to marketing principles and policies. Topics such as marketing functions, price policies and controls, distribution channels, merchandising, and market research as well as competitive practices and government regulations, product development, and integration of marketing with technology are presented. Students also gain a basic understanding of the 4Ps (product, place, price, promotion).

MKG330: Consumer Behavior (3 credit hours)

This course prepares students to analyze consumer purchasing behavior as it relates to the development of marketing mix programs. Important considerations include economic, psychological, cultural, cognitive, and social factors.

MKG400: International and Multi-Cultural Marketing (3 credit hours)

This course provides a conceptual framework for marketing internationally. Students explore development of international marketing programs as well as the various macro-environmental factors that affect decision making in an international setting. This course also presents a multicultural view of marketing including the differences across diverse consumer segments to influence future consumption.

MKG420 Digital Marketing (3 credit hours)

This course provides the student with a theoretical and application-oriented understanding of the internet marketplace and its role in an overall marketing strategy. The course examines the vital daily functions a company performs with regards to digital marketing, to include email marketing, social media, mobile marketing, video marketing, and display advertising. Additionally, this course provides a basic understanding of how to measure the effectiveness of, and assess ethical issues associated with, digital marketing.

MKG470: Market Research (3 credit hours)

This course provides students with the knowledge and skills necessary to understand market research and apply best practices to marketing decision-making from both a consumer and a creator perspective. Topics such as research methodology, the difference between domestic and international research, and the value of both quantitative and qualitative data are presented. Students will also learn how statistical evidence can be utilized for organizational objectives.

MKG440: Strategic Marketing (3 credit hours)

This course provides students with advanced marketing theories and hands-on application of various new opinions in the marketing field. Students learn to formulate sales and marketing decisions while considering such factors as, consumer behavior/buying patterns, marketing variables, and global marketing issues from an integrated marketing communications perspective.

CSU- Global Campus
Proposed Undergraduate Certificate in Marketing

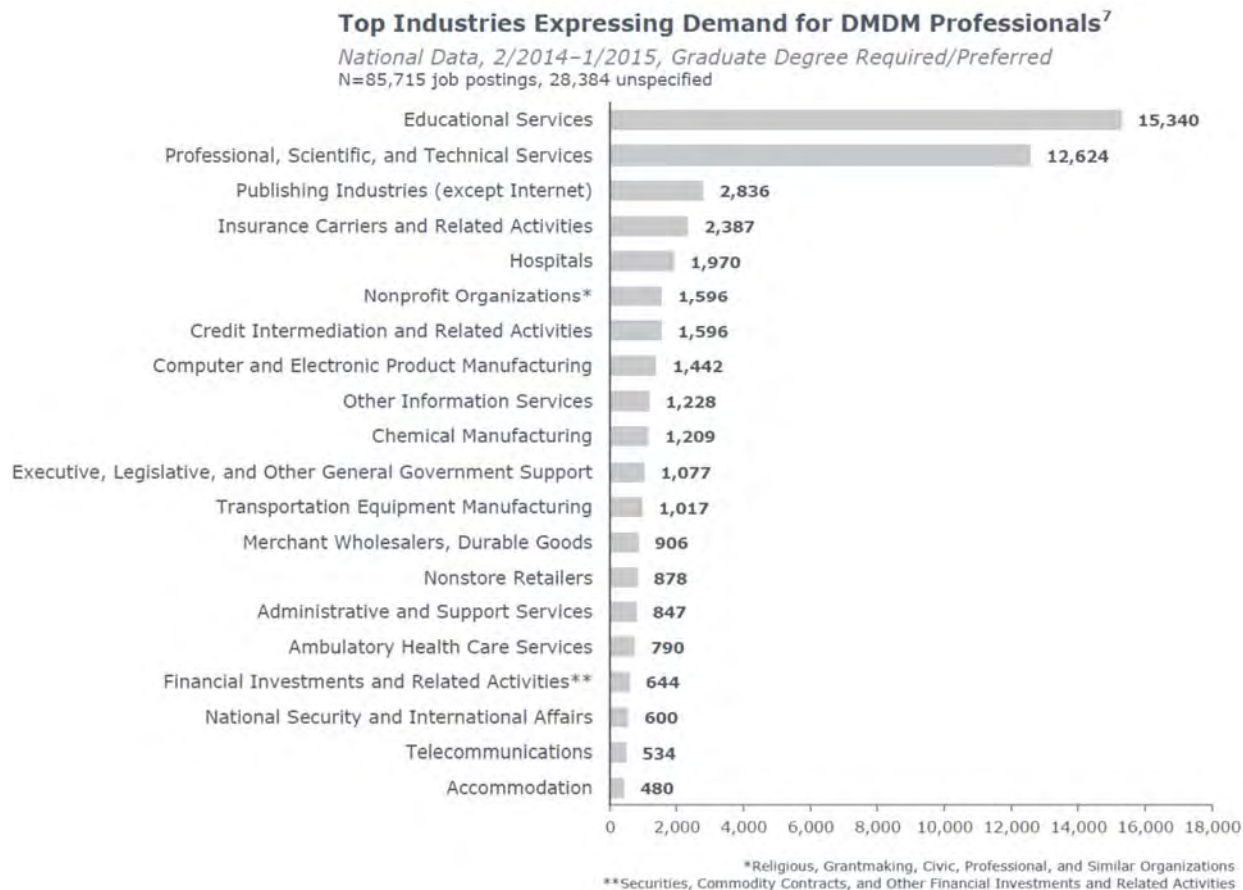
Supporting Information and Data

Source: EAB.com:

Certificates in marketing and digital media typically serve working professionals hoping to develop specific skillsets targeted to new or anticipated professional tasks or competencies.

These professionals have often recently transitioned into a new position or taken on additional responsibility to oversee or contribute to marketing, communication, or design functions. Additionally, entrepreneurs and other diverse professionals seek certificates for targeted skill-building in marketing, communication, and media.

(Digital Marketing Certificates)



CSU- Global Campus
Proposed Undergraduate Certificate in Marketing

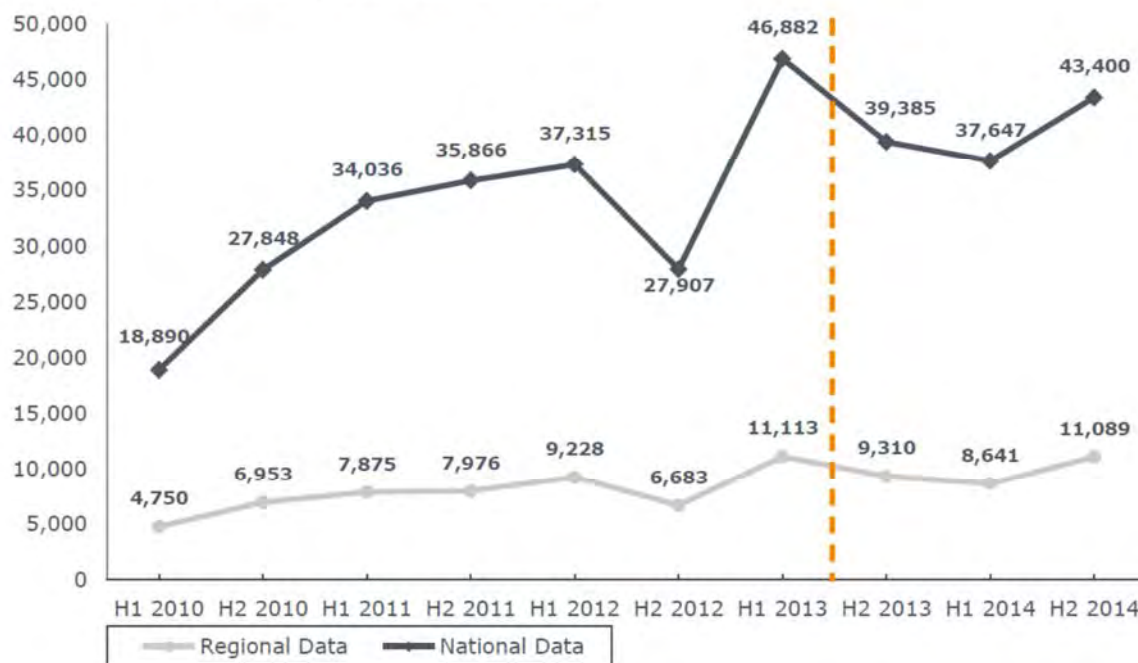
Employer Demand for DMDM Professionals Demonstrates Strong and Consistent Growth over Time

While national employer demand for DMDM professionals grew at a greater rate between 2010 and 2013, growth in regional employer demand outpaced national demand in more recent years (e.g., 2013 to 2014).

National employer demand for DMDM professionals grew 148 percent between H1 2010 and H1 2013, and 10 percent from H2 2013 to H2 2014. Regional employer demand for DMDM professionals grew 134 percent between H1 2010 and H1 2013, and 19 percent from H2 2013 to H2 2014.

Historic Employer Demand for DMDM Skills^{2*}

National and Regional Data, 1/2010 – 12/2014, Graduate Degree Required/Preferred
 N=85,715 job postings, 1,520 unspecified: National
 N=21,058 job postings, 372 unspecified: Regional



*Data collected for H2 2013 and after is not directly comparable to data collected before H2 2013 due to improvements in Burning Glass Labor/Insight's web spidering technology

Board of Governors of the Colorado State University System
Meeting Date: October 7, 2016
Consent Item

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, Section C.2.1.9.5.d Committee on Libraries

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

A fundamental role of the CSU Libraries is to serve the interests of the CSU research community, from undergraduate and graduate students to research scientists and faculty. Changes to CSU Libraries holdings, whether involving improvements and new directions, or alterations and deletions, affect the research community. New directions in research policy advocated by the administration and how those policies affect the CSU Libraries is of interest to the FC-COL. Thus, having a representative from the office of VPR on the committee will facilitate a timely flow of important information.

Board of Governors of the Colorado State University System
Meeting Date: October 7, 2016
Consent Item

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

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

C.2.1.9.5.d *Committee on Libraries* (~~last revised February 14, 2014~~)

The Committee on Libraries shall consist of one (1) faculty representative from each college, and the Libraries, the Dean of Libraries (*ex officio*), one (1) representative from the Office of the Vice President for Research (*ex officio*), one (1) graduate student, and one (1) undergraduate student. The duties of this standing committee shall be:

1. To recommend to the Faculty Council policies affecting or impacting the operation of the Libraries.
2. To advise the Committee on Strategic and Financial Planning of the Library's budgetary and service requirements.
3. To advise the Dean of Libraries:
 - a. On strategies and policies for services and collections;
 - b. On the allocation of funds to support Library services; and
 - c. On the needs of its patrons (students, faculty, staff, community at large.)

In Board of Governors of the Colorado State University System
Meeting Date: October 6-7, 2016
Consent Item

MATTERS FOR ACTION:

CSU-Pueblo Student Code of Conduct

RECOMMENDED ACTION:

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

EXPLANATION:

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

The Student Code of Conduct establishes the policies and procedures by which a variety of disciplinary and student judicial reviews are handled at CSU-Pueblo. It undergoes annual, typically *de minimus*, revisions. Revisions were made in 2015 and again for the 2016-2017 academic year. 2015 revisions to the Student Code of Conduct included requirements pursuant to The Violence Against Women Act. These changes define and delineate domestic violence, dating violence and stalking as violations of student conduct. Tables were added that demonstrate potential discipline for students based on a finding of a violation of the code. For easier access to the Title IX investigation process for students, a flow chart of the process was included. Other minor changes were made to further improve and clarify the processes. This version was developed in close consultation with the Office of General Counsel and in collaboration with CSU personnel, and was approved by President Lesley Di Mare on September 9, 2016.



The Student Code of Conduct 2016 - 2017

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Colorado State University-Pueblo

Student Code of Conduct**I. Purpose**

Colorado State University – Pueblo strives to achieve a campus community in which individuals demonstrate respect for others, for themselves, and for the University; uphold high standards of personal and academic integrity; are accepting of differences and gain an appreciation for living in a pluralistic society; understand the impact of their behavior both upon the University and the larger community; and freely accept the responsibility for and the consequences of their conduct.

To that end, while recognizing that freedom of expression and challenges to the status quo are inherent to the educational environment, the University expects all members of its community to uphold certain standards of conduct.

Upon admission to the University, students share in the obligation to protect the integrity of the institution, as well as to preserve and to promote its highest endeavors in education. Students retain their individual rights while accepting the responsibility neither to commit nor to tolerate any infringement of their rights, the rights of others, or the standards of conduct set forth by the University.

The learning outcomes of the Student Code of Conduct are that the student, through their experience in our process, will be able to:

- 1) Recognize the section of the Student Code of Conduct that they allegedly violated
- 2) Explain the impact that their behavior has on others and themselves
- 3) Explain their responsibility as a student to uphold the established standards and expectations for conduct
- 4) Summarize the potential impact of their behavior on their studies and future endeavors

II. Definitions

1. **University** means Colorado State University – Pueblo including all campuses, Extended Studies, etc.
2. **The Code** means this document, the Student Code of Conduct.
3. **Students** include all persons enrolled in courses at the University, either full- or part-time, pursuing undergraduate, graduate, continuing education or professional studies, as well as persons who are not officially enrolled for a particular term but who have a continuing relationship with the University.
4. **Faculty** members include any person hired by the University to conduct classroom or teaching activities, or who are otherwise considered by the University to be members of its faculty.
5. **Staff** members include any person hired by the University to conduct administrative duties, programming, and other various functions of the campus as a University employee.
6. **University officials** include any person employed by the University to perform assigned administrative or professional responsibilities.

7. **Student Organizations** include but are not limited to student clubs, club sports, and student government. This term also includes fraternities and sororities that are recognized by the University, even if such organizations are independently chartered.
8. **Members of the University community** include students, faculty, staff, administration and student organizations, as defined herein.
9. **University premises** include all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the University (including adjacent streets, vacant land, driveways, roadways, and sidewalks), including the Tower, Fort Carson, any branch campuses including, but not limited to Colorado Springs, etc.
10. **Complainant** means a person who submits a complaint to the University alleging misconduct on the part of one or more students or organization. A student who has been negatively impacted by the alleged actions of another student may be designated as a Complainant, even if another party submitted the initial complaint.
11. **Respondent** means any student accused of violating the standards of conduct outlined in this Code.
12. **Sexual Misconduct** means any act in violation of the University's published Sexual Misconduct Policy.
13. **Advisor** is any individual person that any student wishes to bring to the hearing as a person of support. The advisor may be an attorney. The advisor may only be present to counsel the student; she/he may not represent the student or speak on the student's behalf, and may not participate directly in the hearing.
14. **Hearing Authority** any staff member delegated as the person holding the hearing meeting typically the hearing authority defined in this document will be the Director of Student Conduct and Case Management or designee.
15. **Appeal Review Officer** is defined as the person responsible for reviewing a hearing appeal. A review officer can be the Dean of Students or designee depending on the nature of a case and whether or not a conflict of interest may be present.
16. **Appeal Committee** is defined as a group of mixed faculty and staff members trained to hear a case and determine if any policy violations exist.
17. **Consent** is knowing, active, voluntary, present and on-going.
18. **Persistent** and **pervasive** are used to describe the level of behavioral concerned as defined by federal guidelines. Persistent includes behavior that continues on a repeated basis, while pervasive is defined as any behavior that interrupts a student or staff member's regular daily activity.
19. **Interim Actions** are defined as any rule or regulation deemed appropriate by a university official to be used to protect the health and/or safety of a student prior to a hearing being conducted. These measures are considered temporary unless made permanent by a university official.

In order for individuals to engage in sexual contact/activity of any type with each other, there must be clear consent.

Consent must be all of the following:

- **Knowing:** consent must demonstrate that all individuals understand, are aware of, and agree to the “who” (same partners), “what” (same acts), “where” (same location), “when” (same time), and “how” (same way and under the same conditions) of the sexual activity.
- **Active:** consent must take the form of clearly understandable words or actions that reveal one’s expectations and agreement to engage in specific sexual activity. This means that silence, passivity, submission, or the lack of verbal or physical resistance (including the absence of “no”) should not be understood as consent.
- **Voluntary:** consent must be freely given and cannot be the result of force (violence, physical restraint, or the presence of a weapon), threats (indications of intent to harm, whether direct or indirect), intimidation (extortion, menacing behavior, bullying), coercion (undue pressure) or fraud (misrepresentation or material omission about the present situation in order to gain permission for sexual activity).
- **Present and ongoing:** consent must exist prior to and during all sexual activity. Consent to previous sexual activity does not imply consent to later sexual acts; similarly, consent to one type of sexual activity does not imply consent to other sexual acts. Consent may also be withdrawn at any time – provided the person withdrawing consent makes that known in clearly understandable words or actions.

Sexual activity with someone mentally or physically incapacitated, whether resulting from alcohol and/or other drug use, the taking of a so-called “date rape” drug, unconsciousness, involuntary physical restraint, or mental disability, is a violation of this policy.

- **“Incapacitation”** is a state where one cannot make a rational, reasonable decision because they lack the ability to understand the “who, what, when, where, why, or how” of their sexual interaction.
- Consent cannot be procured by use of physical force, compelling threats, intimidating behavior, or coercion. Coercion is unreasonable pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another. When someone makes it clear they do not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be considered coercive.
- Consent to one form of sexual activity cannot imply consent to other forms of sexual activity.
- Previous relationships or consent cannot imply consent to future sexual acts.
- In order to give consent, one must be of legal age.

III. Policy

A. Student Rights & Responsibilities

Throughout their involvement in the disciplinary process, all students have the following rights and responsibilities as outlined below. Students have the responsibility to notify the Director of Student Conduct and Case Management and/or the Dean of Student Affairs if they believe any of these rights has not been provided.

1. **The Right to Fair Treatment.** All students have the right to expect a fair and impartial disciplinary process in which it is the responsibility of the University to show that a violation has occurred before any sanctions are imposed, with the exception of interim sanctions. All students will be treated with respect throughout the disciplinary process. This includes the right to object to any member of a hearing authority based upon a demonstrable and significant bias.
2. **The Right to Privacy.** Students have the right to privacy with respect to all disciplinary action and records, subject to exceptions outlined in the Family Educational Rights and Privacy Act (FERPA).
3. **The Right to Written Notice.** Students have the right to proper written notification of allegations of misconduct, any conduct hearing and the right to written notification of the results of such hearings.
 - a. Written notification of a conduct hearing shall include the date, time and location of the hearing, the person or group conducting the hearing, the potential violations committed, a detailed description of the allegations to be considered, and a general timeline for the resolution of the disciplinary process.
 - b. Written notification of a decision shall include a specific finding of fact, the violations committed (if any), the sanctions imposed (if any), and the process by which an appeal may be filed.

Delivery of written notice to both a student's postal address on file with the University and/or University e-mail account shall be considered sufficient to meet this requirement. Students have the responsibility to ensure the University has been provided with accurate contact information so that their receipt of written notification is not unduly delayed.

Complainants also have the right to simultaneous notice of the hearing and of the subsequent decision when permitted by FERPA and/or required by law. Complainants shall receive notice regarding the Respondent's disciplinary process in writing by email, or physical mail.

4. **The Right to participate in a Conduct Hearing.** A conduct hearing is defined as a meeting in which there is an investigation of the allegations. Students have the right to be heard and to discuss the allegations brought forth against them. Students have the right to review and to respond to all information and/or documentation used by a hearing authority to reach a decision, and the right to provide information and/or documentation of their own to the hearing authority. These rights should not be construed to allow direct cross-examination of witnesses.

Students have the responsibility to arrange for the presentation of any witnesses, testimony, and other information at the time of the conduct hearing. Disciplinary proceedings will not be rescheduled to accommodate witnesses.

5. **The Right to an Advisor.** Students have the right to the presence of an advisor of their choice throughout the disciplinary process to assist them with their conduct proceedings. Advisors may freely consult with the students they advise, provided they do not disrupt the proceedings. Advisors may not examine witnesses nor advocate in this advisory role.

Students have the responsibility to arrange for the presence of their chosen advisor. Disciplinary proceedings will not be rescheduled to accommodate an advisor.

6. **The Right to Appeal.** Students have the right to request an appeal of a hearing authority's decision. The determination whether to implement a decision pending the outcome of any appeal is made at the discretion of the Director of Student Conduct and Case Management. Students have the responsibility to comply with all sanctions imposed, unless those sanctions have been modified or overturned as a result of an appeal. Complainants in certain cases (sexual misconduct, stalking, domestic or dating violence) also have the right to appeal the decision of the hearing authority. Complainants will be notified of this right at the time he or she receives notice of the decision made regarding the Respondent (see "The Right to Written Notice", above).

B. Jurisdiction

The Code of Student Conduct and the student conduct process applies to the conduct of individual students, both undergraduate and graduate, and all University-affiliated student organizations. For the purposes of student conduct, the University considers an individual to be a student when the student has initially enrolled for classes and thereafter as long as the student has a continuing educational interest in the University. The University may take jurisdiction over a student once admitted to the University, if the alleged act committed prior to enrollment is egregious enough that, if found responsible, suspension or expulsion would be warranted.

The University retains conduct jurisdiction over students who choose to take a leave of absence, withdraw or have graduated, for any misconduct that occurred prior to the leave, withdrawal or graduation and thereafter as long as the student has a continuing educational interest in the University. If sanctioned, a hold may be placed on the student's ability to re-enroll, obtain official transcripts, and/or graduate, and all sanctions must be satisfied prior to re-enrollment eligibility.

This Code applies to all conduct that occurs on University premises and at University-sponsored activities occurring away from campus, as well as to any off-campus conduct that adversely affects the University community and/or the pursuit of the University's educational mission. The decision whether to extend jurisdiction in a specific off-campus incident shall be made at the discretion of the Director of Student Conduct and Case Management.

The Director of Student Conduct and Case Management is not required to take jurisdiction over a student who has allegedly violated the policy manual of an individual academic program or who has allegedly committed a violation of academic policies as outlined in the Catalog. Academic programs may have separate codes of conduct and rules and policies that apply to the program that are separate and apart from the Student Code of Conduct. In those situations when the Director of Student Conduct and Case Management does not take jurisdiction, the student does not have the rights articulated within this code in relation to individual program violations. Pursuant to specific student codes within programs, a student may be dismissed from a program; however, an individual program may not suspend or expel a student from the University.

The Code of Student Conduct may be applied to behavior conducted online, via email or other electronic medium. Students should also be aware that online postings such as blogs, web postings, chats and social

networking sites are in the public sphere and are not private. These postings can subject a student to allegations of conduct violations if evidence of policy violations is posted online.

C. Standards of Conduct

The underlying philosophy of the disciplinary process is an educational and restorative one; however, the University reserves the right to take punitive action when appropriate. In enforcing reasonable expectations of its students, the University must maintain a careful balance between the needs of each individual and the rights of others to pursue their goals in a safe and welcoming environment.

1. **Disorderly Conduct.**

a. Conduct that is disorderly, lewd, or indecent, or otherwise breaches the peace on University premises or at University sponsored or supervised functions that occur off-campus.

b. **Disruptive Behavior:** Substantial disruption of interference with University activity. Classroom disruption may include, but not be limited to: non-approved use of electronic devices; cursing or shouting at others in such a way as to be disruptive or other violations of an instructor's expectations for classroom conduct.

c. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, and/or other University activities, including its public service functions on or off campus, or of other authorized Non-University activities that occur on University premises. Obstruction of the free flow of pedestrian or vehicular traffic on University premises or at University sponsored or supervised functions.

d. Participating in an on-campus or off-campus demonstration, riot or activity that disrupts the normal operations of the University and/or infringes on the rights of other members of the University community. Leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area.

2. **Prohibited Animals.** Animals are prohibited in campus buildings and athletic facilities), with the exception of service animals, assistance animals in the residence halls only and as permitted by University policy and by law.

3. **Animal Endangerment.** Threatening or endangering the health and safety of an animal is prohibited unless done for the safety of self or others.

4. **Harassment.**

a. Conduct directed at another student or University employee that is severe, pervasive, or persistent, and that is intended to or is reasonably likely to create an intimidating, hostile or demeaning environment which interferes with the student or University employee's ability to study, work, or participate in the educational and university community, including off campus, university sponsored activities. This conduct may occur through any means, including but not limited to e-mail, social media, and other technological forms of communication.

b. Unauthorized use of electronic or other devices to make an audio or video record of any person or persons without their knowledge, or without their effective consent when such a recording is made in a location where there is a reasonable expectation of privacy.

- c. Harassment of any member of the University community on the basis of race, age, color, religion, national origin, citizenship, gender/sex, pregnancy/parental status, marital status, disability, veteran status, genetic information, sexual orientation, gender identity, gender expression, and other applicable federal, state and local guidelines. Please refer to the University's Non-Discrimination, Sexual Misconduct Policy, and Anti-Harassment Policy for more information.
5. **Bullying and Cyberbullying.** Bullying and cyberbullying are repeated and/or severe aggressive behaviors that intentionally intimidate, harm or control another person physically or emotionally.
6. **Hazing.** Any act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, any University team or organization, even if performed with the consent of the victim(s). Members of the team or organization who are aware of hazing and fail to report it to the University are also in violation of this policy. Participation or cooperation by the person(s) being hazed is not a defense to the violation.
7. **Non-Compliance with University Directives.**
 - a. Failure to comply with directions of University officials or public officials acting in the performance of their duties, and/or failure to identify oneself to these persons when requested to do so.
 - b. Failure to abide by authorized signs and placards posted on University premises.
 - c. Failure to comply with assigned disciplinary sanctions.
8. **Retaliation.** Any intentional, adverse action taken by a Respondent, Complainant, or related third party, against a participant or supporter of a participant in a student conduct proceeding or other University grievance proceeding.
9. **Dishonesty.**
 - a. Furnishing false information to any University official, faculty member, office, or public official.
 - b. Initiating a complaint in bad faith against any member of the University community.
 - c. Forgery, alteration, or misuse of any University document, record, or instrument of identification and/or access to University facilities.
10. **Academic Dishonesty.** Any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own.
 - a. Cheating: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.

- b. Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise; or of documentation meant to excuse or justify adjustments related to attendance or completion of work (exams, exercises, etc.)
 - c. Facilitating Academic Dishonesty: intentionally or knowingly helping or attempting to help another commit academic dishonesty.
 - d. Plagiarism: the deliberate adoption or reproduction of ideas, words, or statements of another person as one's own without acknowledgment.
 - e. Unauthorized Collaboration: intentionally sharing information or working together in an academic exercise when such actions are not approved by the course instructor. See sanctioning table for academic dishonesty.
11. **Housing Violation:** Failure to follow Residence Life and Housing policies, rules, and regulations and/or a breach of the housing contract.
12. **Misuse of Technology.**
- a. Unauthorized access to University technology resources, such as through the use of another person's identification and/or password.
 - b. Accessing, modifying, or transferring electronic files belonging to another person, or to the University, without authorization.
 - c. Use of University technology resources in violation of copyright laws.
 - d. Unauthorized use of electronic or other devices to make an audio or video record of any person while on University premises without that person's prior knowledge, or without that person's effective consent when such a record is likely to cause injury or distress.
 - e. Any other act in violation of University policies on the use of technology resources.
 - f. Violation of any federal, state or local laws through the use of University technology resources, including University provided email.
13. **Property Violations.**
- a. Theft of University property, or of other personal or public property.
 - b. Any act causing, or intended or likely to cause, damage to University property, or to other personal or public property without the consent of the lawful owner.
14. **Abusive Conduct.** Physical abuse, verbal abuse, threats, intimidation, coercion, and/or other conduct which threatens the mental or physical well-being of any person.
15. **Domestic Violence.** Domestic violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the State of Colorado or other jurisdiction in which this policy applies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

16. **Dating Violence.** Dating violence means violence committed by a person:
- a. Who is or has been in a social relationship of a romantic or intimate nature with the impacted party; and
 - b. Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - i. the length of the relationship;
 - ii. the type of relationship;
 - iii. the frequency of interaction between the persons involved in the relationship.
17. **Stalking.** "Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; *repeated* conduct which reasonably and subjectively causes another person to fear for his/her safety or the safety of another, or repeated conduct which causes a person to alter his/her activities in response to the repeated conduct. Such conduct may include but is not limited to any of the following: following or approaching a person, someone with whom that person has or has had a continuing relationship, or a member of that person's family or household; contacting a person, someone with whom that person has or has had a continuing relationship, or a member of that person's family or household whether or not conversation ensues; and placing a person, someone with whom that person has or has had a continuing relationship, or a member of that person's family or household under surveillance.
18. **Alcohol Misuse.**
- a. Violation of the University's published Alcohol & Other Drug Policy.
 - b. Alcoholic beverages may not be used by, possessed by, or distributed to any person under twenty-one years of age.
19. **Drug Misuse.**
- a. Violation of the University's published Alcohol & Other Drug Policy.
 - b. Use or possession of marijuana on University premises, even if permitted by State law, is prohibited.
 - c. Abuse, misuse, sale or distribution of prescription medications. This includes possession, distribution, selling, sharing or use of another's prescription medication.
 - d. Use, possession or distribution of any illicit drugs.
20. **Endangerment.**
- a. Initiating any false report, warning, or threat of fire, explosion, or other emergency.
 - b. Tampering with, disabling, or removing fire extinguishers or other items intended for use in an emergency. Any other conduct which endangers the health or safety of any person.
21. **Weapons Violations.** Possession of a deadly weapon on University property or at University sanctioned events or activities, with the exception of a handgun if the person is a valid

Colorado concealed carry permit holder. Concealed carry is not permitted in University housing, including Walking Stick Apartments, and is a violation of this Code.

- a. Other weapons such as blades larger than pocket knives pursuant to Colorado law, ammunition or explosives, dangerous chemicals, substances, or materials, or bombs, or incendiary devices prohibited by law, are also prohibited.
- b. Use of any such item, even if legally possessed, in a manner that harms, threatens, or causes fear to others is also a violation of this Code.

22. Sexual Misconduct.

- a. Any act that violates the University's Sexual Misconduct Policy.
- b. Any act that is sexual in nature and performed without the consent of all involved parties.
- c. Any act that is sexual in nature and intentionally performed in view of one or more uninvolved persons without the consent of all parties. This includes, but is not limited to, the surreptitious recording and/or broadcasting of sexual acts.
- d. Any act that is sexual in nature and performed in a public setting or without the consent of all persons reasonably in a position to observe such conduct. This includes, but is not limited to, the public fondling and/or exposure of one's own genitalia, buttocks, or breasts.
- e. Any sexual act or conduct that would be considered a crime under state law, such as sexual assault or rape. Please refer to the University's Sexual Misconduct Policy for further information, including victim's rights, or contact the University's Title IX Coordinator (719-549-2310) for assistance.

All complaints or any concerns about conduct that may violate the Sexual Misconduct Policy should be filed with the Title IX Office:

Kaitlyn Blakey, Title IX Coordinator
Colorado State University Pueblo
Admin. 304
Pueblo, Colorado 81001
719-549-2223
Kaitlyn.Blakey@csupueblo.edu

Upon receiving a complaint, the Title IX Coordinator will follow the procedures described in Appendix A.

23. Violation of Community Standards.

- a. Violation of any University policy, rule, or regulation not otherwise specified in this Code.
- b. Violation of any federal, state, or local law.
- c. Failure to report any violations of this Code, University policies, and/or laws on the part of another student. Failure to immediately report any serious health or safety risk on campus to appropriate law enforcement and/or University officials.

BIAS-MOTIVATED INCIDENTS

Any violation of the Student Code of Conduct that is determined to have been motivated by consideration of sex, gender identity/expression, race, color, age, national origin, creed, disability, religion, sexual orientation, pregnancy, or veteran status may subject the student to the imposition of a sanction more severe than would be imposed in the absence of such motivation. All Bias Motivated Incidents should be reported to Jennifer Alanis, Director of Diversity & Inclusion (Jennifer.deluna@csupueblo.edu).

PROCEDURE

A. Relationship to Civil Litigation or Criminal Charges

Disciplinary action by the University is not intended to replace or conflict with other lawful means of accountability, including but not limited to criminal charges and/or civil litigation. Regardless of whether criminal charges are filed for the alleged behavior, the University may pursue disciplinary action under this Code as it deems appropriate. Such action will not normally be waived or postponed solely due to concurrent criminal or civil proceedings, nor shall the reduction or dismissal of criminal charges be taken as sufficient reason to defer disciplinary action. In exceptional circumstances, the University may deem it appropriate to delay formal disciplinary action due to the existence of external legal proceedings. Such decisions shall be made at the discretion of the Director of Student Conduct and Case Management.

B. Student Organizations

As an essential part of the University community, Student Organizations are expected to conduct their activities at all times in a manner that reflects the values, mission, and goals of Colorado State University – Pueblo. Student Organizations are subject to this Code in the same manner as individual students.

Alleged violations on the part of Student Organizations shall be investigated by the Office of Student Conduct in conjunction with the appropriate University offices or departments. Any incidence of misconduct may result in disciplinary action against a Student Organization as a whole as well as against one or more individual members, when violations of this Code:

- Take place at Organization-sponsored or co-sponsored events, whether sponsorship is formal or tacit;
- Have received the consent or encouragement of the Organization or of the Organization's leaders or officers; or
- Were known or should have been known to the membership or its officers.

Hearings for Student Organizations follow the same general student conduct procedures as individual students.

C. The Disciplinary Process

1. Complaints

Any person may file a complaint with the Office of Student Conduct alleging student misconduct. The University may serve as the Complainant in any action. Once a complaint has been received, the University retains the right to proceed with the disciplinary process, even if a Complainant later chooses to retract, rescind, or recant any or all of the report and/or chooses not to cooperate. Disciplinary action will only be taken without the consent of a Complainant if, in the judgment of the Director of Student

Conduct and Case Management, such action is necessary to protect the safety, security, and/or integrity of the University and/or any member(s) of its community.

The Office of Student Conduct may share or refer a complaint to other offices, agencies, and/or jurisdictions as appropriate (e.g. the Office of Equal Opportunity, Affirmative Action and Title IX Coordinator, Department of Residence Life & Housing, Pueblo County Sheriff's Office, Pueblo Police Department, etc.).

In addition to referral for potential disciplinary action, individuals are encouraged to report complaints of:

- Criminal activity that occurs on campus to the Pueblo County Sheriff's Office;
- Criminal activity that occurs off-campus to the Pueblo Police Department and/or other appropriate law enforcement agencies;
- Sexual harassment and/or discrimination to the Office of Equal Opportunity, Affirmative Action, and Title IX Coordinator, and/or the Office of Human Resources;
- Sexual misconduct, including rape and sexual assault, to the appropriate law enforcement agency (Pueblo County Sheriff's Office or Pueblo Police Department) and to the University's Title IX Coordinator.

In addition to the rights specified in Article III of this Code, students who make an allegation of sexual misconduct are entitled to assistance from campus authorities in reporting the incident to law enforcement, to have an advisor present during all disciplinary proceedings, to be notified simultaneously of the outcome of any hearing conducted as a result of their complaint, and to appeal the hearing decision. In addition, timely and appropriate modifications to housing assignments and/or academic schedules, or other interim actions may be made.

There is no time limit on reporting violations of the Code of Student Conduct; however, the longer someone waits to report an offense, the harder it becomes for University officials to obtain information and witness statements and to make determinations regarding alleged violations.

Though anonymous complaints are permitted, doing so may limit the University's ability to investigate and to respond to a complaint. Those who are aware of misconduct are encouraged to report it as quickly as possible to the Office of Student Conduct, the Pueblo County Sheriff's Office at CSU-Pueblo, and/or the Title IX office.

Academic Complaints. Academic faculty, departments, and colleges are responsible for establishing orderly procedures for academic and classroom discipline. Each faculty member is primarily responsible for communicating standards of academic integrity and classroom behavior, implementing University policies, and initially responding to behavioral issues.

When academic misconduct is suspected, the faculty member and/or academic unit involved should discuss these suspicions with the student and then come to a determination regarding appropriate academic consequences. Academic consequences are not subject to the appellate process outlined in this Code, but are instead governed by the Academic Appeals process as outlined in the University Catalog.

If a finding of academic misconduct is made, the faculty member and/or academic unit must report the findings, and the action taken (if any), to the Director of Student Conduct and Case Management. The intent of this reporting structure is to ensure a student is not committing the same transgression in multiple courses; and to maintain consistency with the University's responses to other forms of

misconduct. The Office of Student Conduct may impose additional sanctions as a result of the disciplinary hearing process.

Academic Dishonesty. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Students. Any student found to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate.

To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state their case to the department chair (or the dean if the department chair is the instructor of the course). A student may appeal a grade through the Academic Appeals Board.

Academic dishonesty is a behavioral issue as well as an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process. Whether or not punitive action has been implemented by the faculty, a report of the infraction should be submitted to the Office of Student Conduct which may initiate additional disciplinary action. The decision by the Office of Student Conduct may be appealed through the process outlined in the Student Code of Conduct.

2. Complaint Review & Investigation

Once a complaint has been filed, it shall be resolved in one of the following ways at the discretion of the Director of Student Conduct and Case Management:

- If it is found that there is no basis for the complaint, no further action shall be taken. The University may resume action on any complaint should further relevant information become available to substantiate the original complaint.
- Further investigation may be conducted by the Director of Student Conduct and Case Management or designee if it is determined that the complaint may be substantive, but enough information is not yet available to effectively hear the complaint.
- The complaint shall be referred to a hearing if the complaint is determined to be substantive and enough information is available to effectively hear the complaint.

Complaints involving harassment, stalking, domestic violence, dating violence, or sexual misconduct may be investigated by the Title IX Coordinator or designee. For more information about the investigation process, protective measures, anticipated timelines, etc., please review the University's Sexual Misconduct Policy and/or visit the website of the Title IX Coordinator. The complaint and investigation results will be referred to the Office of Student Conduct to determine if disciplinary action is warranted. All investigations will be conducted promptly, fairly and impartially, and in compliance with applicable law.

3. Hearings

The purpose of a disciplinary hearing is to evaluate the complaint, to determine whether any of the standards of conduct outlined in this Code may have been violated, and if so, what sanctions are to be imposed as a consequence.

Information. The Complainant and the Respondent may provide information to the hearing authority for consideration, including witness statements, emails, photographs, etc.

Standard of Proof. Determinations shall be made on the basis of a preponderance of the evidence, i.e. whether it is more likely than not that a Respondent committed the alleged violation(s). Formal rules of process, procedure, and/or technical rules of evidence, such as those applied in civil or criminal courts, are not utilized in student disciplinary proceedings.

Conduct Hearing Authorities. The following persons and groups have been empowered by the University to conduct hearings. The exact process by which each of these authorities convene, consider evidence, and determine sanctions is determined by the hearing authority in consultation with the Director of Student Conduct and Case Management.

- a. The Director of Student Conduct and Case Management is authorized to consider all forms of misconduct and impose all forms of disciplinary sanction, up to and including suspension or expulsion from the University.
- b. The Director of Residence Life & Housing may be authorized by the Director of Student Conduct and Case Management to consider certain complaints both originating on the greater University campus and within Residence Life and Housing. Generally, such incidents will include alleged violations of residence hall policies and/or violations of certain standards of conduct, such as alcohol use by a minor. The Director of Residence Life & Housing may not impose suspension or expulsion from the University.
- c. Residence Life Coordinators may be authorized by the Director of Student Conduct and Case Management to consider certain complaints/incidences originating in Residence Life and Housing; and other complaints as needed by the Director of Student Conduct and Case Management.
- d. Other Hearing Authorities. The Dean of Student Affairs may designate an alternative hearing authority at his or her discretion, including but not limited to, if a potential conflict of interest exists with another hearing authority.
- e. Academic Dishonesty Hearing Board. The Dean of Student Affairs may designate a Student Academic Dishonesty Board to consider certain complaints/misconduct regarding violations of academic dishonesty or integrity such as cheating, etc. This board will be made up of members of the Student Conduct Board, faculty and staff.
- f. Appeal Review Officer. The Dean of Student Affairs or designee is the Appeal Review Officer and is authorized to consider all requests for appeal.
- g. The Appeal Committee is designated by the Dean of Student Life/Affairs or designee to hear all appeals that have been granted by the Appeal Review Officer. The Appeal Committee consists of three members: (1) the Chief Justice of Associated Students' Government or designee; (2) one faculty member; and (3) one staff member, who will chair the committee. The Appeal Committee will be selected as needed by the Director of Student Conduct and Case Management as needed or the Dean of Students.

The Appeal Committee will review the conduct hearing and proceedings. After a review the Chair of the Appeal Committee will compile the Appeal Committee report summarizing the alleged violation(s) of the code of conduct, the committee's findings as to each allegation, and the sanctions, if any, and will forward the report within five business days to the Director of Student Conduct and Case Management/or Appellate Authority. A letter will be generated with the sanctions to be implemented, if any. The decision of the Appeal Committee is final.

4. Decisions

Decisions made as a result of any hearing shall be provided in writing to the Respondent. Decisions will also be provided to the Complainant simultaneously with the Respondent in cases involving sexual misconduct, domestic violence, dating violence, stalking, or crimes of violence, or as otherwise provided by law. If the Complainant is deceased as a result of the offense, the next of kin will be provided with the decision.

D. APPEALS

Respondents may request an appeal of a decision made by any hearing authority; Complainants also have this right as required by law and in cases of crimes of violence, sexual misconduct, stalking, and intimate partner/dating violence. All sanctions imposed by the original hearing authority remain in effect during the appeal process. When applicable, all parties will be timely informed of the status of request(s) for appeal, the status of appeal consideration, and the results of the appeal decision.

Any party submitting an appeal request must do so in writing to the Office of Student Conduct no later than five business days following the day the student was notified of the decision of the original hearing authority. A student has been notified of the decision of the original hearing authority at the day and time the decision was emailed to the student. A business day is considered Monday through Friday, excluding University closure days.

Requests for Appeal are limited to the following grounds:

- A procedural error occurred that significantly impacted the outcome of the hearing. Deviation from established procedures shall not be a basis for appeal unless that deviation resulted in significant prejudice or harm to the Respondent or Complainant.
- The information presented in the initial disciplinary hearing was insufficient to establish that violation(s) of the Code occurred.
- The sanction(s) imposed in the initial disciplinary hearing were substantially disproportionate to the severity of the violation(s) committed.
- New information is now available, sufficient to alter the decision, which was not known at the time of the initial disciplinary hearing. Failure to provide information during or to participate in an investigation or a hearing, even resulting from concern over pending criminal or civil proceedings, does not make information “unavailable” at the time of the hearing.

The Office of Student Conduct will share the Request for Appeal by one party with the other party when appropriate under procedure or law. If the Request for Appeal is shared with the Complainant, the Complainant may also file a response or request an appeal on the same or different grounds no later than five business days following the day and time the student was notified of the Respondent’s Request for Appeal. The Director of Student Conduct and Case Management will also draft a response memorandum to the Request(s) for Appeal. The Director of Student Conduct and Case Management will refer the Request for Appeal with the student’s disciplinary file and all responses to the Appeal Review Officer. The Appeal Review Officer will conduct an initial review to determine if the Request for Appeal meets the limited grounds for appeal and is timely. The student may consult with the Director of Student Conduct and Case Management for any questions that arise.

If the Request for Appeal is not timely or does not state a sufficient basis for appeal, the original finding and sanction will stand and the decision is final with no further right to appeal.

If the Request for Appeal has merit, the Appeal Review Officer may:

- Return the case to the original hearing authority for additional consideration; or
- Refer the case to the Appeal Committee.

Efforts should be made to return the case to the original hearing authority whenever possible, with clear instructions for reconsideration only in light of the granted appeal grounds.

The Appeal Committee may resolve the appeal in one of the following ways:

- Uphold the decision of the initial hearing authority.
- If the information presented was not sufficient to support the decision of the initial hearing authority, the Appeal Committee may order a new hearing on the complaint with the hearing authority. The results of a new hearing may be appealed once.
- If the sanction(s) imposed were not appropriate for the violation(s) committed, the Appeal Committee will return the complaint to original hearing authority with specific directions, who may then increase, decrease, or otherwise modify the sanctions. This decision is final.
- If prejudicial procedural errors are found and/or new information is presented that may reasonably call into question the validity of the decision of the original hearing authority, the Appeal Committee may return the complaint to the original hearing authority with instructions to cure the error and/or consider new information. The decision of a reconvened hearing is final.

The decision of the Appeal Review Officer (if the Request for Appeal is denied) or of the Appeal Committee (if the Request for Appeal is granted) shall be considered final.

E. SANCTIONS

When a student has been found responsible for violation of the standards set forth in this Code, one or more disciplinary sanctions shall be imposed. Sanctions are assessed for an entire incident, not for each violation. Although the University may publish recommended sanctioning guidelines to be consulted in various circumstances, the exact sanction(s) to be imposed shall remain at the discretion of each hearing authority.

1. Disciplinary Sanctions

Disciplinary sanctions are those which define the University's official response to student misconduct. In considering the appropriate sanction for a particular incidence of misconduct, any or all of the following factors may be considered:

- The circumstances surrounding the misconduct, including the Respondent's intent when committing the offense.
- The actual and potential consequences of the misconduct.
- The precedent established by the University for similar misconduct.
- The previous disciplinary history of the student, if any.
- The student's attitude throughout the disciplinary process.

- Whether the conduct was directed at a person due to that person's sex, race, age, national origin, sexual orientation, gender identity, gender expression, religion, disability or veteran status.
- Whether conduct was directed at a University officer in the performance of her/his duties.

Disciplinary sanctions include the following:

A student found responsible for a violation shall be subject to sanctions relative to the offense with consideration given to any aggravating and mitigating circumstances, including, but not limited to, the student's conduct record. It is the student's responsibility to review his or her conduct record, and the student will be deemed to have knowledge of his or her record of previous conduct violations and sanctions, whether or not the student chooses to review the record. Sanctions include one or more of the following penalties, unless otherwise expressly provided:

Informal Warning	Oral or written warning to the student that he or she is violating university regulations. No official record of an informal warning shall be maintained.
Official Warning	Official warning in writing that continuation or repetition of specified conduct may be cause for more severe conduct action. A record of an official warning shall be maintained.
Parental/Guardian Notification	In cases of violation of university alcohol and drug policies involving students under 21 years of age at the time of the violation, the university may notify the student's parent or guardian of the violation. The university also reserves the right to notify parents of a student's conduct regardless of the student's age, in the event that they are a threat to self or others.
Conduct Probation	Conduct probation is for a designated period of time and includes the probability of more severe conduct sanctions, including suspension or expulsion from the university if the student is found responsible for violating specific and/or any university regulation(s) during the probationary period. Additional stipulations that are consistent with the nature of the violation may also be imposed.
Loss of Privileges	A limitation is placed upon selected privileges for a specific period of time. Loss of privileges may include, but may not be limited to, denial of the right to represent the university, a denial of the use of campus facilities or access to areas of campus, or denial from participation in co-curricular activities.
Campus and/or Community Service	Requirement that services be offered for a specified period to an appropriate non-profit community agency and/or to a university office.

Educational Assignment	A student is required to complete a specified educational assignment related to the violation committed. Such educational assignments may include completion of a workshop or seminar, class, report, paper, project, writing a letter of apology, seeking academic counseling or substance abuse screening, alcohol or drug program and/or consultation, counseling consultation, psychological or psychiatric evaluation. It may also be a requirement to sponsor or assist with a program for others on campus to aid them in learning about a specific topic or issue related to the violation for which the student or organization was found responsible.
Fines	Reasonable fines may be imposed.
Residence Hall Transfer or Removal	A student is required to transfer residence halls or leave the residence halls for a specified or indefinite period of time.
No Contact Order	A No Contact Order is a directive to refrain from any intentional contact, direct or indirect, with one or more designated persons or group(s) through any means, including personal contact, electronic, telephone, or third parties. Violating a No-Contact Order may result in suspension from CSU-Pueblo.
Restitution	Reimbursement for damage or loss of property or expenses of others as a result of the misconduct.
Suspension	Exclusion from classes and other privileges in the university community for a specified period of time.
Expulsion	Permanent termination of student status in the university community.

1. A **warning** is given to notify a student that past behavior has been inconsistent with the expectations of the University. A warning has no immediate effect upon a student's standing at the University. However, once given a warning, students should expect more serious sanctions to result from any subsequent violations.
2. **Probation** serves to notify a student that further transgressions must be avoided for a finite and specified period in order for the student to remain a part the University community. During a student's probationary period, that student is not in good disciplinary standing with the University; as a result, certain co-curricular activities may be prohibited, eligibility for participation in certain activities including study abroad programs, attending conferences, maintaining office in any student organization, or representing the University at official functions, events or intercollegiate competition as a player, manager or student coach may be restricted. Any further violations while on probation may result in a student's suspension or dismissal from the University.
3. During a **deferred suspension** the student will be suspended from the University, but the suspension will be deferred, meaning that the student may continue to attend classes. However, the suspension will be automatically enforced if the student fails to complete any assigned sanctions by the deadline and/or for any subsequent violations of the Code. If the student is found responsible for any subsequent violations of the Code the student will be automatically suspended from the University in addition to the other sanctions imposed for the subsequent violation. During a student's deferred suspension period, that student is not in good disciplinary standing with the University; as a result, certain co-curricular activities may be prohibited, eligibility for participation in certain activities including study abroad programs, attending conferences, maintaining office in any student organization, or representing the University at official functions, events or intercollegiate competition as a player, manager or student coach may be restricted.
4. A student who has been **suspended** from the University may not participate in any University activities, academic or otherwise, for a specific period, and may be restricted from University premises. A suspended student who wishes to re-enroll must apply for re-entry to the University and must also petition the Director of Student Conduct and Case Management, who shall determine whether any and all requirements for readmission have been satisfactorily completed. This sanction will be noted as a Suspension on the student's official academic transcript and the student will be withdrawn from all courses.
5. **Expulsion** is permanent separation and removal from the University. A student who has been **expelled** from the University is permanently prohibited from participating in any University activities, academic or otherwise, and will be restricted from all University premises and activities. This sanction will be noted as Expelled on the student's official academic transcript and the student will be withdrawn from all courses.

Colorado State University-Pueblo Alcohol and Other Drug Sanctions

These are minimum sanctions for CSU-Pueblo students. Sanctions may be increased based on past disciplinary record, the severity of behavior and/or impact upon the community. The University encourages students to engage in healthy decision-making and report inappropriate behavior that is in violation of our Code of Student Conduct.

			Fine & Restitution	Service/ Activity	Coach Referral (if student athlete)	Parental Notification	Educational Sanction (CHOICES, eCheckup, StepUP)	Assessment by HEP Coordinator	Probation With or Without Restrictions	Housing Status	University Status	
Alcohol	Level 1	<ul style="list-style-type: none"> Being in the presence of alcohol Alcohol container Possession of binge drinking paraphernalia 	First Offense				X					
			Second Offense	\$50 & restitution if any	X	X		X				
			Third Offense	\$100 & restitution if any	X	X	X Made by student	X	X	1 semester possible		
	Level 2	<ul style="list-style-type: none"> Underage possession or consumption of alcohol Actively drinking alcohol in the Residence Halls Public intoxication Organized drinking games Positive urine analysis 	First Offense	\$50 & restitution if any	X	X		X	X	1 semester possible		
			Second Offense	\$100 & restitution if any	X	X	X Made by student	X	X	1 year until age 21	Suspension possible	
			Third Offense	\$200 & restitution if any	X	X	X Made by student	X	X		Expulsion	Suspension
	Level 3	<ul style="list-style-type: none"> Transported to the hospital; as a result of intoxication Severe intoxication Driving under the influence (DUI) or Driving with Ability Impaired (DWAI) Irresponsible serving of alcohol 	First Offense	\$100 & restitution if any	X	X	X	X	X	1 year until age 21	Suspension possible	
			Second Offense	\$200 & restitution if any	X	X	X	X	X	1 year until age 21	Suspension	Suspension possible
			Third Offense	\$400 & restitution if any	X	X					Expulsion	Suspension or Expulsion
Marijuana	<ul style="list-style-type: none"> Being in the presence of marijuana and/or paraphernalia Smoking in a campus building (tobacco, smokeless tobacco, vape pens, e-cigarettes, marijuana, etc.) Possession of marijuana or marijuana paraphernalia Use of marijuana 	First Offense	\$75 & restitution if any	X	X		X	Possible	1 year until age 21			
		Second Offense	\$150 & restitution if any	X	X	X Made by student	X	X	1 year until age 21	Suspension possible		
		Third Offense	\$300 & restitution if any		X	X Made by student				Expulsion	Suspension or Expulsion	
Illicit Substance	<ul style="list-style-type: none"> Possession or use of drugs (not marijuana) Sale or distribution of drugs (including marijuana) 	First Offense	\$200 & restitution if any	X	X	X	X	X	Until graduation	Suspension	Suspension possible	
		Second Offense	\$400 & restitution if any	X	X	X	X	X		Expulsion	Suspension or Expulsion	

QUESTIONS?

Contact the Student Life Office (719) 549-2586

2. Sanctioning Guidelines Table for Academic Dishonesty:

Academic Dishonesty Offenses Conduct Sanctioning Table	
<p>Level I:</p> <p>Minor laboratory exercise, homework, or class assignment</p>	<p>Sanctions:</p> <p>Written warning up to Probation</p>
<p>Level II:</p> <p>Major project, paper, test or exam, plagiarism</p>	<p>Sanctions:</p> <p>Probation up to Deferred Suspension</p>
<p>Level III:</p> <p>Presenting false data in a major project, senior thesis, a master's thesis, a doctoral dissertation, a scholarly article submitted for publication, or any other work represented as his or her own by a graduate or professional student</p>	<p>Sanctions:</p> <p>Deferred Suspension up to Suspension</p>

3. Interim Actions

All students have the right to continue their education free from the threat of harassment, abuse, retribution, and/or violence. The University may take whatever immediate measures it deems necessary in order to protect the safety, security, and/or integrity of a Complainant, the University, and/or any member(s) of its community.

The Director of Student Conduct and Case Management, the Dean of Student Life/Affairs or designee, may impose restrictions and/or separate a student from the community pending the completion of a campus hearing on the alleged violation(s) of the Code of Student Conduct when a student represents a threat of serious harm to others, is facing allegations of serious criminal activity, to preserve the integrity of an investigation, to preserve University property and/or to prevent disruption of, or interference with, the normal operations of the University.

Such measures may include, but are not limited to, suspension from the University, involuntary removal from a course, academic or athletic program, or co-curricular activity, denial of access to all or portions of University property, modifications to living arrangements, and/or prohibitions from contacting individual members of the University community.

At the discretion of the Director of Student Conduct and Case Management and with the approval of, and in collaboration with, the appropriate Dean(s), alternative coursework options may be pursued to ensure as minimal an impact as possible on the Respondent.

During an interim suspension, students may be denied access to University premises and/or all University activities or privileges for which the student might otherwise be eligible, as may be deemed appropriate. Whenever an interim suspension is imposed, a disciplinary hearing shall be conducted in a timely manner. Students who have been suspended on an interim basis and whose suspension upon hearing or appeal is found to have been unwarranted, shall be provided full opportunity to re-establish their academic and student standing to the extent possible within the abilities of the University, including the opportunity to take examinations, make up class assignments or otherwise complete course assignments missed due to the Interim Suspension. Students who have been suspended on an interim basis and then found to be in violation of the Code do not have the right to any refund or reimbursement for tuition, fees, room and board or any other expense associated with attending the university. Any reimbursable funds made available to a student found not responsible will be determined on a case by case basis.

VI. IMPLEMENTATION & APPROVAL

A. Interpretation & Revision

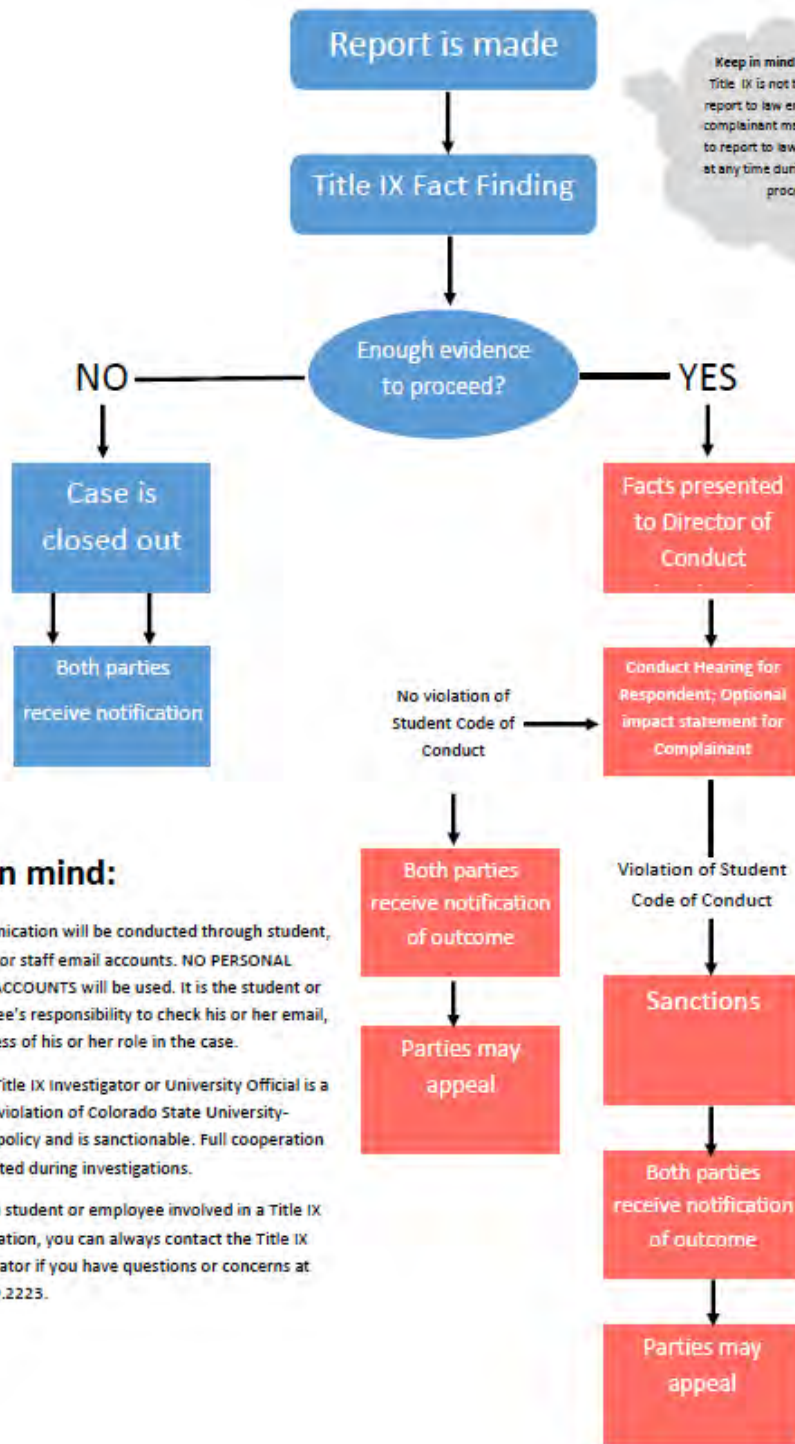
Any question regarding the interpretation and/or application of this Code shall be referred to the Dean of Student Affairs, who shall have the discretion to interpret the Code and make a final determination. The University reserves the right to amend this Code in writing at any time as may be determined by the President. This Code shall be subject to annual review by the Director of Student Conduct and Case Management, who shall recommend to the Dean of Student Affairs those changes deemed necessary and/or expedient. Any substantive change, alteration or amendment to the Code shall be subject to approval by the President of the University and Board of Governors. Minor changes may be made subject to the approval of the Dean of Student Affairs.

B. Disciplinary Records & Notice

The Office of Student Conduct shall maintain records of all disciplinary action in accordance with University policies and Federal legislation. All conduct records are maintained by the University for seven years from the time of their creation, except those that result in separation from the University (suspension or expulsion) which are kept indefinitely.

1. **Parental Notification.** The University may notify the parents or guardians of any dependent student under the age of twenty-one who has been found in violation of University alcohol and/or drug policies. The University may also notify the parents or guardians of any dependent student who has been found in violation of University policies related to the health and safety of the campus community.
2. **Public Notification.** The University does not normally make disciplinary records public, even in cases where such notification is permitted by law. However, the Dean of Student Affairs may notify the community of the University's response to behavior that had a significant impact on the safety and security of the campus. Victim names will not be released.
3. **Victim Notification.** The University shall notify victims of alleged crimes of violence, domestic violence, dating violence, stalking, and Title IX violations, as required by state and/or federal law, of the results of any disciplinary action taken against the alleged perpetrator(s), in accordance with the Federal Educational Rights and Privacy Act (FERPA).

TITLE IX STUDENT PROCESS



Keep in mind: a report to Title IX is not the same as a report to law enforcement. A complainant may also choose to report to law enforcement at any time during the Title IX process.

Keep in mind:

- All communication will be conducted through student, faculty, or staff email accounts. NO PERSONAL EMAIL ACCOUNTS will be used. It is the student or employee's responsibility to check his or her email, regardless of his or her role in the case.
- Lying to a Title IX Investigator or University Official is a serious violation of Colorado State University-Pueblo policy and is sanctionable. Full cooperation is expected during investigations.
- If you are a student or employee involved in a Title IX investigation, you can always contact the Title IX Coordinator if you have questions or concerns at 719.549.2223.

Contact Information

Dr. Marie Humphrey
Dean of Student Affairs
719-549-2586
marie.humphrey@csupueblo.edu

Ms. S. Nicole Ferguson
Director of Student Conduct and Case
Management
719-549-2092
nicole.ferguson@csupueblo.edu

Ms. Kaitlyn Blakey
Associate Director of Equal
Opportunity/Affirmative Action and Title IX
Coordinator
719-549-2223
kaitlyn.blakely@csupueblo.edu

Ms. Jennifer Alanis
Director of Diversity and Inclusion
719-549-2658
jennifer.deluna@csupueblo.edu

Ms. Jami Hinshaw
Director Residence Life and Housing
719-549-2602
jami.hinshaw@csupueblo.edu

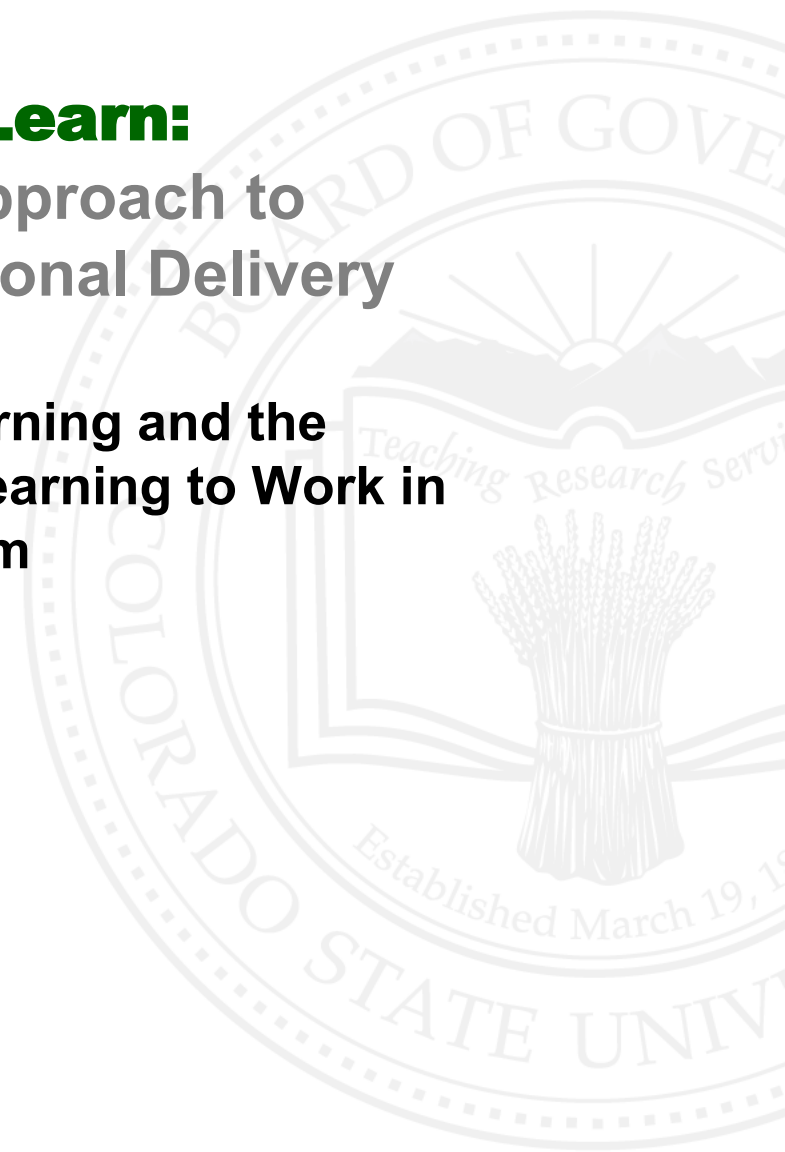
Pueblo County Sheriff's Office at CSU-Pueblo
719-549-2373 (non-emergency)

Pueblo Police Department
719-553-2538 (non-emergency)

How Students Learn: A Research-Based Approach to Curriculum and Instructional Delivery

**Putting the Science of Learning and the
Scholarship of Teaching and Learning to Work in
the CSU System**

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM



Learning Then, Learning Now

- Learning in 1986
 - Lecture-based
 - One-size-fits-all
 - Longer attention spans presumed
 - Technology users = technology proponents
 - Multitasking distracts learners and decreases academic achievement
 - Social interactions occur virtually and in person
- Learning in 2016
 - Engages attention by requiring action (educational technologies; active learning)
 - Provides structured practice tailored to the student's needs through virtual platforms
 - Digital data shows shorter attention spans
 - Users choose specific technologies to fit context
 - Multitasking distracts learners and decreases academic achievement
 - Social interactions occur virtually and in person

Research-Based Learning Types

Robust Learning	Integrative Learning	Self-Regulated Learning
<ul style="list-style-type: none"> • Long-term recall • Transfer knowledge across contexts • Accelerated future learning 	<ul style="list-style-type: none"> • Make connections across courses, disciplines, contexts; relevance to students' lives, future, society • Apply knowledge in co-curricular and non-academic contexts 	<ul style="list-style-type: none"> • Understand and use effective study approaches • Manage choices and life circumstances to support learning

Implications for Educational Practices

Robust Learning	Integrative Learning	Self-Regulated Learning
<ul style="list-style-type: none"> • Spaced practice • Interleaved learning • Individualized feedback 	<ul style="list-style-type: none"> • Apply knowledge to solve meaningful problems • Collaborate to develop solutions • Dialogue substantively with diverse others 	<ul style="list-style-type: none"> • Monitor study approaches and learning strategies • Evaluate outcomes • Revise behavior, use new strategies

Linking Learning Types



Integrative/Robust/Self-Regulated Learning:³²² basic tactics

- Understand what students do and don't know: frequent assessments
- Pose questions, or guide students to pose questions
- Ask the right questions to challenge students (with systematic progression, repeated focus on next/deeper/higher levels)
- Know students' working memory limitations (e.g. reduce jargon)
- Be cognizant of harmful misconceptions/ improper or rudimentary mental frameworks
- Understand the testing effect
- Let students make mistakes
- Require reflection (Experiential Education, but emphasize writing in non-typical areas like math)

These undergird the innovations and approaches at all three campuses!



Colorado State University
GLOBAL CAMPUS

- CSU Global's research based, faculty led approach to curriculum and learning:
 - Designed to ensure that the institution promotes student engagement and provides the tools and information needed for student success.
 - Involves continuous quality improvement that is student-centered, faculty and data-driven, and implemented via an industry analysis and peer-review process.
 - Alignment of learning outcomes, assessments, resources, student engagement, and technology all contribute to the success of each student.
- 3 P Model
 - Purposeful
 - Participatory
 - Project-Based

Science of Learning Curricular Initiatives in Progress at CSU-FC



Psychology 152: Science of Learning

Adaptive Learning Platforms

Integrating Learning Assistants

Promoting Research on Learning and Teaching:
Faculty Fellows

Science of Learning Co-Curricular Initiatives in Progress at CSU-FC



Key Communities

Alternative Break

President's Leadership Program

Resiliency and Growth Mindset Training

Science of Learning Planned Initiatives at CSU-FC



High-Impact Practices

Sophomore-Level Learning Community

Learning Collaboratory

Peer Learning to Promote Welcoming
Department Cultures

Simon Initiative Learning Engineering Ecologies

Mechanisms to encourage enhancements to pedagogy

NEW Center for Teaching and Learning

(5-year US Dept of Education grant-funded Title V project).

Example activities over past 9 months: half-day workshops (e.g. E. Mazur from Harvard, C. Wieman from Stanford on active and interactive learning in groups/peer instruction, flipped classrooms; students generally learn less from lectures than we professors may have expected); curriculum redesign including hybrid courses, team-teaching within courses as well as aligning courses (writing, math, history) in intensive summer bridge program; faculty grants to implement strategies (e.g. ipads for prelabs in chemistry)

Program assessment has also led to **revamped curriculum** (e.g. freshmen sequences for majors have been redesigned; use of historical texts has been used in STEM areas, i.e. not just in the humanities; use of upper-level undergraduate TAs to allow for more enhanced feedback across variety of disciplines; supplemental instruction where appropriate)

How students learn: CSU-Pueblo

Sample curricular initiatives in progress

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- **Flipping classes** (e.g. by use of journals for readings of historical texts in introductory history classes, enhanced by undergrad TAs; group/peer learning)
- **Cross-disciplinary learning** – e.g. use of writing in math courses (lower-level as well as upper-level) (for latter, use of primary historical sources to learn upper-level pure math to provide context/excitement about the topic development in NSF-funded project)
- **Experiential education** as a pedagogy tool in the classroom and outside of class (e.g. having students pose the questions/problems, adding reflective component, and closing-the-loop with existing hands-on-activities; increased emphasis on student research projects)
- **First year student experience courses** (orientation to college and major in part provides context)
- STEM focus on **sustainability** (also provides context/motivation)
- **High Impact**: capstone courses/service-learning requirements/internships for context and synthesis

Sample co-curricular initiatives in progress

- **Field trips** for beginning students (e.g. in summer ‘boot camp’ for new incoming students, where students apply what they have learned, e.g. math in the field)
- **Experiential education** (e.g. competitions outside of class, such as engineering and business)
- **Study abroad** (synthesis)
- **President’s Leadership Program**
- Honors program **service learning** requirements
- **Internships** (synthesis, context)

Frame	Actualization and Research Support
Purposeful	<p>Predictable course structure builds academic self-efficacy (Spinks, 2007³³⁰). Design promotes engagement with students and faculty (Ferguson & DeFelice, 2010). Students are able to maximize instructional time and work toward career goals in 8 week terms to promote retention and success (Bowen, Chingos, & McPherson, 2009; Ho & Polonsky, 2012). Compressed courses aid in maintaining self-efficacy (Hodges, 2008; Liaw, 2008).</p>
Participatory	<p>Student participation and engagement supports Dewey's (1916) classical mantra of "education as life itself" with practical, applied learning, and also supports Darling-Hammond's (2001) belief that good instruction is connected to practice and theory. Students participate by connecting to prior knowledge (Samuels, Beach, & Palmer, 2012) and engaging in critical thinking and problem solving. Such engagement is closely tied with degree completion and student retention (Scott, Bailey, & Kienzl, 2006).</p>
Project-Based	<p>Students engage in <u>sustained, cooperative investigation</u> through learning focused on <u>solving realistic problems that promote different perspectives and deep knowledge</u> (Bransford & Stein, 1993). Students use personalized feedback from the instructor to promote <u>mastery learning</u> as demonstrated in the final course assignment, internships, and capstones (Gallien & Oomen-Early, 2008). Meyer and McNeal (2011) noted improvement in student learning occurs when students <u>revisit course content and expectations</u>. The combination of intense focus (Anastasi, 2007) and <u>interaction throughout the course</u> promote student success (Kucsera & Zimmaro, 2010; Lee & Horsfall, 2010).</p>

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



President Daniela Pineda Soracá
Student Representative-CSU Fort Collins Campus

Academics

- Electronic Course Survey Platform Development in Collaboration with the University Technology Fee Advisory Board(UTFAB)
 - *Measuring Teaching Effectiveness in the 21st Century*
- Fall Leadership Forum with Campus & Academic Leadership
 - *What Does Research Look Like Across the Disciplines?*
 - *All University Core Curriculum Requirements- Where Can We Improve?*
- Open Educational Resources (OER):
 - *Gave Opening Remarks for Open Textbook Workshops for Faculty participants on 9/28*
 - *Key Points: Access, Affordability, Resource Longevity*

Diversity and Inclusion

- CamUnity Block Party with City Government Officials
 - *First Day of School; setting the tone for the year*
- Discrimination in the Workplace Forum
 - *Due to recent events in the Fort Collins, and CSU Community*
- Student Food Security Initiatives with SLiCE
 - *Expansion of Rams without Hunger Program & Mobile Food Pantry*
- Collaborations with Kathy Sisnero's Team
 - *Reviewing Diverse Representation in Student Senate & Addressing the Student Climate on Campus with rising Race/Identity Relations*

Environmental

- Alternative Transportation: Transfort Bus System
 - *Launched the new Transfort Shuttle (Route #33) to the Foothills Campus*
 - *August Ridership Data displays significant growth in ridership*
 - *Working with Alternative Transportation Fee Advisory Board & Campus Partners at Large*
 - *Expanding Existing Bike Share Program Resources*
- 2030 Renewable Energy Initiative
 - *Over 4,000+ Student Signatures*
- Shared Governance Efforts: *Student Sustainability Center, President's Sustainability Committee, Collaborations with Stacey Baumgarn of the CPC, The Coalition for Student Sustainability Organizations (Led by ASCSU Environmental Department)*
- Sustainability in Athletics: *Game Day Experience Committee*

Health

- ASCSU/Student Mentoring Programs & Committees

- Chronic Health Mentoring Program
- Mental Health Committee
- Student Health Advisory Committee
- Additional Efforts
 - Expanding Access to Feminine Products on Campus
 - Campus + Community Health Symposium and Fair
 - Spring 2017 prior to the opening of the new Health Center

Marketing/Outreach

- Partnership with Division of External Relations
 - Increased collaboration with the CSU Social Media Team to increase student engagement: Take Over Tuesdays & Homecoming Marketing
 - Tackling Hot Topics: Press Inquiries as a collective University
- Reaching New Audiences as a Student Government
 - CSU Online Students
 - Semester at Sea + Study Abroad Students
 - Leadership Exchange Program with Autonomous University of Baja California
- Bringing Academic Leaders+ Students Together
 - Donuts with the Deans & Coffee with the Cabinet: November 1st, 2016

State and Local Policy

- Election Season 2016
 - New Era Colorado + ASCSU Partnership to Increase Voter Registration
 - Hosting Debates between various Political Student Organizations,
 - Informing Students of Deadlines, Debate Watch Parties on and off campus
 - Addressing Free Speech Policies on the LSC Plaza & Student Safety
- Local Affairs
 - U+2 Occupancy: Tackling the facts as a community & moving forward
 - Gentrification/Marginalized Community Impact, Supply & Demand, Neighborhood Livability & Student Education
 - What will Become of Hughes? Rising Student Inquiry
 - CSU Day Proclamation

Traditions and Programs

- Pacesetters & Misner Scholarships
- Homecoming 2016: Successes and Room for Growth

University Affairs

- Game-Day Operations/Student Programming
 - CSU Visit to the University of Minnesota 2016
 - Re-Park Program Considerations
 - Importance of Student Affairs+ Athletics Partnership
 - Current Student/Alumni: Co-Existing & Sustainable Future in Ram Pride
 - Strategic Measures to Ensure a First Season Success in Fort Collins
- Establishment of CSU Campus Safety Advisory Committee
 - Co-Chairing with Mark Gill
 - ASCSU Liaison to City of Fort Collins Citizen Review Board

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

October 6-7, 2016, Fort Collins, CO.

Below I provide a summary of the September 6, 2016 Faculty Council meeting (full meeting minutes are posted on the CSU Faculty Council web site). For the record, I also include the Faculty Council annual report from last year.

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

Faculty Council meeting - September 6, 2016

- 1) Elections to Faculty Council standing committees and University panels (Grievance Panel, University Benefits Committee, Committee on Intercollegiate Athletics, Committee on Responsibilities and Standing of Academic Faculty, Committee on Scholastic Standards) occurred.
- 2) Reports
 - a. Provost Miranda
 - i. Dr. Kathy Rickard, Department of Psychology, has been hired as the Faculty Ombuds, in the Office of Ombuds
 - ii. Process for approving new degree programs is being streamlined. New timelines will synchronize the submission of new program proposals.
 - iii. Major initiatives this year include research investments, evaluating teaching and service effectiveness, curriculum improvements (e.g., All University Core Curriculum, High Impact Practices), Committee on Non-Tenure Track Faculty proposal for appointments and promotion pathways, and budget review process.
 - iv. For draft incremental budget planning, expenditures have been reorganized into 7 categories: multi-year strategic investments, faculty/staff compensation, academic incentive funding, financial aid, mandatory costs, quality enhancements, and reallocation.
 - v. Miranda gave a summary of the Facilities Retreat, and presented capital construction and renovation projects that were recently completed, in progress, or planned for the near future.
 - b. Chair Stromberger
 - i. Re-Envision CSU – over 500 ideas have been submitted and the ideas are being organized into themes
 - ii. Living Wage discussion - What would it take for there to be a minimum salary of \$30,000 for full-time employees?
 1. Council leadership, Benefits Committee, Community Resource Coordinator, HR, and Budget Office are developing a financial report that considers direct costs (salaries and fringe) and indirect costs (compression and cliff effects).
 - iii. Student recommendations for diversity courses - Working with VP Undergrad. Affairs Kelly Long and Univ. Curriculum Chair Carole Makela, to review our core curriculum and the courses within the AUCC category 3E, Global and Cultural Awareness.
 1. Working under the umbrella of a larger initiative to redesign our core curriculum, with longer-term goal to create horizontal and vertical integration of diversity competencies throughout the entire curriculum.
 - iv. Big issues/initiatives this year
 1. Faculty Diversity: Recruit and hire more minority faculty, and then retain them.
 2. Evaluating Teaching and Service Effectiveness
 3. Proposal from Committee on Non-Tenure Track Faculty to create new appointment titles, promotion pathways, professional development, and increase shared governance
 4. Parking Plan
 5. Research Success Initiatives – VPR Alan Rudolph
 6. Legislative Issues – CORA, Hospital Provider Fee
 7. Budget and prioritization of expenses

3) Actions

- i. The proposed revisions to the Graduate and Professional Bulletin, Continuous Registration (CR), was approved
 1. Clarifies the purpose of continuous registration, and when and how it should be used.
Limits the number of semesters a graduate student can use CR to 10 semesters
 2. Requires graduate students and their committees to review student's progress over time
- ii. A new degree, PhD in Computer Engineering, was approved and is pending final approval by the Board of Governors
- iii. New degrees, M.S. Plan A and Plan B in Computer Engineering, were approved and are pending final approval by the Board of Governors
- iv. The proposed revision to the Manual, Section C.2.1.9.5.d Committee on Libraries, was approved and is pending final approval by the Board of Governors
 1. Adds a representative from office of the Vice President for Research as an ex officio, non-voting member
- v. The Academic Calendars for 2016-2022 were revised to include Sunday commencements

**COLORADO STATE UNIVERSITY
FACULTY COUNCIL ANNUAL REPORT
TO THE BOARD OF GOVERNORS
July 2015 - May 2016**

Current Faculty Council Officers:

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

Incoming Faculty Council Officers for 2016-2017:

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

Faculty Council acts as a representative body for the academic faculty and performs duties delegated to the faculty by acts of the legislature. The Faculty Council, subject to statutes of the State and regulations and policies of the Board of Governors (BOG), has jurisdiction over the general educational policies of the University and passes all rules and regulations necessary to University government. Faculty Council membership consists of one elected representative from each academic department and the Libraries, and a proportionate representation from each college as voting members. Upper-level administrators are *ex officio* non-voting members. The 2015-16 membership for the Faculty Council is attached. Below is a list of Faculty Council business during the 2015-16 academic year.

Action Items Requiring BOG Approval – 2015-16 Academic Year:

Academic Faculty and Administrative Professional Manual Revisions 2015-16:

Section D.2.1 – Benefits Committee
Section C.2.1.4 - Electorate for Faculty Council and Election Procedures
Section C.2.4.2.1.m - Department Codes
Section C.2.3.1 - Colleges and Academic Departments
Section E.2.1.5 - Temporary Appointments
Sections C.2.8, C.2.3.3 and E4.2
Preface of the *Academic Faculty and Administrative Professional Manual* - APC
Section F.3.16 – Parental Leave and Catastrophic Circumstances Leave
Section F.3.17 – Catastrophic Circumstances Leave

Proposed revision to the Colorado State University Academic Calendar:

Fall Semester 2014 through Summer 2016

Department Name Change:

Change name of Foreign Languages and Literatures to *Languages, Literature and Cultures*

Candidates for Degrees:

Fall Candidates 2015
Spring Candidates 2016
Summer Candidates 2016

New Degree Programs:

Master of Finance, Plan C - Department of Finance and Real Estate (2/19/16)
Master of Science in Computer Engineering, Plan A and Plan B – Department of Electrical and Computer Engineering (4/29/16)
Ph.D. in Communication – Department of Communication Studies (3/25/16)
Ph.D. in Computer Engineering – Department of Electrical and Computer Engineering (4/29/16)

New Graduate Certificates:

Power and Energy – Department of Electrical and Computer Engineering (8/21/15)
 Computer Systems Engineering – Department of Electrical and Computer Engineering (9/04/15)
 Embedded Systems – Department of Electrical and Computer Engineering (9/4/15)
 Campus Crisis Management – School of Education (9/4/15)
 Student Affairs Administration – School of Education (9/4/15)
 Student Affairs Management of Auxiliary Enterprises – School of Education (9/4/15)
 Data Analysis – Department of Statistics (12/11/15)
 Systems Engineering Practice – College of Engineering (2/12/16)
 Conflict Resolution and Mediation – School of Social Work (2/12/16)
 Theory and Application of Regression Models – Department of Statistics (2/19/16)
 Nonprofit Administration – School of Social Work (3/25/16)
 Applied Global Stability: Agriculture – School of Global Environmental Sustainability (4/8/16)
 Applied Global Stability: Water Resources – School of Global Environmental Sustainability (4/8/16)
 Applied Global Stability: Natural Resources – School of Global Environmental Sustainability (4/8/16)
 Military and Veteran Culture – School of Social Work (4/15/16)
 French Linguistics and Literary Studies – Department of Languages, Literature and Cultures (4/15/16)
 Spanish Linguistics and Literary Studies – Department of Languages, Literatures and Cultures (4/15/16)
 Gender, Power and Difference – Department of Ethnic Studies (4/29/16)

2015-16 General Catalog Revisions (BOG Approval Not Required)

Freshman Accelerated Fresh Start Policy
 Change the Arts and Humanities and Engineering Science concentration and Social Sciences and Engineering Science concentration to a dual degree with a major in Interdisciplinary Liberal Arts (B.A. degree) and a major in Engineering Science (B.S. degree)

2015-16 Curricular Policies and Procedures Handbook

No change

2015-16 Graduate & Professional Bulletin Revisions (BOG Approval Not Required)

D.5 – Application: International Students
 E – Graduate Study; E.4 Collaborative Degree Program
 F.2.2 – Assistantships
 The Advisory System
 Scholastic Standards
 Application: U.S. citizens or Permanent Residents
 Evaluation of Graduate Students and Graduate School Appeals Procedure

New Centers, Institutes and Other Special Units

Global Diversity Center
 Center for Meaning and Purpose
 CSU Early Childhood Center
 The Center for the Analytics of Learning and Teaching

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

Confirmation of Faculty Council Parliamentarian and Secretary
 Elections:
 Faculty Council Officers
 Standing Committee Members
 Graduate and Undergraduate Student Representatives to Standing Committees
 Grievance Panel

Discipline Panel
 Annual Reports (2015-16):
 Faculty Council Standing Committees
 University Benefits Committee
 University Grievance Officer Annual Report

Changes in Curriculum – 2015-16
 Recommendations for Continuance or Discontinuance of Centers, Institutes, and Other Special
 Units

Faculty Council Discussion Items 2015-16:

October 2015 - Shared governance and service recognition – Mary Stromberger, FC Chair; Rick Miranda,
 Provost/Executive Vice President; Gwen Gorzelsky
 November 2015 - Re-envisioning CSU – Teaching with High Impact Practices - Kathleen Pickering; Jeni
 Cross; Jen Krafchick, Toni Zimmerman; Gwen Gorzelsky, Director of TILT
 December 2015 – FY17 budget – Rick Miranda, Provost/Executive Vice President
 April 2016 – Evaluating Teaching Effectiveness and Course Survey Redesign – Matt Hickey; Anton Betten

Faculty Council Special Reports 2015-16:

Semester at Sea – September 2015
 Course Survey Redesign – November 2015
 Athletic Director (Joe Parker) – November 2015

Faculty Council Campus Issues 2015-16:

2016-17 Budget Planning Issues
 Course Survey Redesign
 Non-Tenure Track Faculty
 Bullying in the Workplace Policy
 On-Campus Stadium and Athletic Budget

**MEMBERSHIP OF THE FACULTY COUNCIL
2015-2016**

OFFICERS

Chair: Mary Stromberger
Executive Assistant: Rita Knoll
Registered Parliamentarian: Lola Fehr

Vice-Chair: Stephanie Clemons
BOG Representative: Paul Doherty

ELECTED MEMBERS	REPRESENTING	TERM
Agricultural Sciences		
Gregory Perry	Agricultural and Resource Economics	2016
Stephen Coleman	Animal Sciences	2018
Scott Nissen	Bioagricultural Sciences & Pest Management	2018
Bradley Goetz	Horticulture & Landscape Architecture	2016
Francesca Cotrufo	Soil and Crop Sciences	2017
Milt Thomas	College-at-Large	2016
Jason Ahola	College-at-Large	2017
Health and Human Sciences		
Stephanie Clemons	Design and Merchandising	2016
Brian Tracy	Health and Exercise Science	2018
David Sampson	Food Science and Human Nutrition	2016
Allison Bielak (Substituting for Lisa Daunhauer – Sabbatical)	Human Development and Family Studies	2018
Scott Glick	Construction Management	2017
Barb Hooper	Occupational Therapy	2017
Tom Chermak	School of Education	2018
Eunhee Choi (Substituting for Jennifer Portz Fall 2015)	School of Social Work	2016
Business		
Margarita Lenk	Accounting	2016
Stephen Hayne	Computer Information Systems	2018
Timothy Gallagher (Substituting for Patricia Ryan-Spring 2016-Sabbatical)	Finance and Real Estate	2016
Ray Hogler (Substituting for Troy Mumford Fall 2015)	Management	2018
Tuba Ustuner	Marketing	2018
Engineering		
Russ Schumacher	Atmospheric Science	2018
David Wang (Substituting for Travis Bailey – sabbatical)	Chemical and Biological Engineering	2016
Rebecca Atadero	Civil and Environmental Engineering	2018
Steve Reising	Electrical and Computer Engineering	2016
Azer Yalin	Mechanical Engineering	2017
J. Rockey Luo	College-at-Large	2016
Jose Chavez	College-at-Large	2016
Ted Watson	College-at-Large	2018
Liberal Arts		
Michael Pante	Anthropology	2017

Marius Lehene	Art	2017
Elizabeth Williams	Communication Studies	2016
Robert Keller	Economics	2016
Sue Doe	English	2018
Ernesto Sagas	Ethnic Studies	2017
Antonio Pedros-Gascon	Languages, Literatures and Cultures	2018
Adrian Howkins	History	2017
Jangyul Kim	Journalism and Technical Communication	2017
Gary Moody	Music, Theater, and Dance	2016
TBD	Philosophy	2018
Kyle Saunders	Political Science	2018
Ken Berry	Sociology	2016
Eric Aoki	College-at-Large	2016
Mohammed Hirchi	College-at-Large	2017
Jared Orsi	College-at-Large	2018
Angela Christian	College-at-Large	2018
Lori Peek	College-at-Large	2018

Natural Resources

Monique Rocca	Ecosystem Science and Sustainability	2017
Julie Savidge (thru Spring 2016)	Fish, Wildlife, & Conservation Biology	2016
Maria Fernandez-Gimenez	Forest and Rangeland Stewardship	2017
William Sanford	Geosciences	2017
Stuart Cottrell	HDNR in Warner College	2017

Natural Sciences

Tom Santangelo	Biochemistry and Molecular Biology	2016
Melinda Smith	Biology	2018
George Barisas	Chemistry	2017
Ross McConnell	Computer Science	2016
Iuliana Oprea	Mathematics	2017
Mingzhong Wu	Physics	2017
Zinta Byrne	Psychology	2016
Mary Meyer	Statistics	2016
Ed DeLosh	College-at-Large	2017
Christos Papadopoulos	College-at-Large	2016
Janice Moore	College-at-Large	2018
Brad Conner	College-at-Large	2018
Alan Van Orden	College-at-Large	2018

Veterinary Medicine & Biomedical Sciences

Elaine Carnevale	Biomedical Sciences	2016
Howard Seim	Clinical Sciences	2016
Lucas Argueso	Environmental & Radiological Health Sciences	2017
Alan Schenkel	Microbiology, Immunology and Pathology	2018
Ryan Ferris	College-at-Large	2017
Gerald Callahan	College-at-Large	2017
Pete Hellyer	College-at-Large	2016
David Gilkey	College-at-Large	2016
E.J. Ehrhart	College-at-Large	2016
DN Rao Veeramachaneni	College-at-Large	2018
C.W. Miller	College-at-Large	2018
Stuart Tobet	College-at-Large	2018

University Libraries

Nancy Hunter	Libraries	2017
Rachel Erb	At-Large	2016

Ex Officio Voting Members

Mary Stromberger	Chair, Faculty Council/Executive Committee	2016
Stephanie Clemons	Vice Chair, Faculty Council	2016
Paul Doherty, Jr.	BOG Faculty Representative	2016
Don Estep, Chair	Committee on Faculty Governance	2016
Todd Donovan, Chair	Committee on Intercollegiate Athletics	2016
Jerry Magloughlin, Chair	Committee on Libraries	2016
Jennifer Aberle, Chair	Committee on Non-Tenure Track Faculty	2016
Bill Hanneman, Chair	Committee on Responsibilities & Standing of Academic Faculty	2016
Donald Samelson, Chair	Committee on Scholarship Research and Graduate Education	2016
Liba Pejchar, Chair	Committee on Scholastic Standards	2016
Katharine Leigh, Chair	Committee on Strategic and Financial Planning	2016
Anton Betten, Chair	Committee on Teaching and Learning	2016
Eric Prince, Chair	Committee on University Programs	2016
Carole Makela, Chair	University Curriculum Committee	2016

Ex-Officio Non-Voting Members

Anthony Frank	President
Rick Miranda	Provost/Executive Vice President
Brett Anderson	Vice President for Advancement
Mary Ontiveros	Vice President for Diversity
Louis Swanson	Vice Provost for Engagement/Director of Extension
Robin Brown	Vice President for Enrollment and Access
Dan Bush	Vice Provost for Faculty Affairs
Patrick Burns	Vice President for Information Technology/Dean Libraries
Jim Cooney	Vice Provost for International Affairs
Tom Milligan	Vice President for Public Affairs
Alan Rudolph	Vice President for Research
Blanche M. Hughes	Vice President for Student Affairs
David Gilkey (Interim)	Vice Provost for Undergraduate Affairs
Amy Parsons	Vice President for University Operations
Ajay Menon	Dean, College of Agricultural Sciences
Jeff McCubbin	Dean, College of Health and Human Sciences
Beth Walker	Dean, College of Business
David McLean	Dean, College of Engineering
Jodie Hanzlik	Dean, Graduate School
Ann Gill	Dean, College of Liberal Arts
Jan Nerger	Dean, College of Natural Sciences
Mark Stetter	Dean, College of Vet. Medicine & Biomedical Sciences
John Hayes	Dean, Warner College of Natural Resources
Toni-Lee Viney	Chair, Administrative Professional Council

COLORADO STATE UNIVERSITY PRESIDENT'S REPORT

Board of Governors of the Colorado State University System
October 7, 2016

I. TEACHING AND LEARNING: ASSURE EXCELLENCE IN ACADEMIC PROGRAMS

A. CSU welcomes largest incoming class while maintaining high rate of student success

Colorado State University enrollment for fall 2016 includes 5,036 students – a 5.9 percent increase over the previous record of 4,737 achieved in 2015. Add in 1,674 transfer students and the total number of new CSU students is 6,630. This record number pushes CSU's total enrollment to 33,198 students – a 3 percent increase over the previous high of 32,236 in 2015. In addition, CSU continues to be Colorado's school of choice, with the most recent state reports showing more freshman students from Colorado high schools attending CSU than any other university in the state. This enrollment success comes as CSU students see greater efficiency to graduation, success in the job market following graduation, and overwhelmingly say they would choose CSU again. CSU continues to add more diversity to its student body, with 24.6 percent of the new class racially diverse. And the new class includes students from every state and the District of Columbia, illustrating the University's broad national appeal. More than 67 percent of students graduate within six years of starting at CSU, a good indicator of student success because it takes into account student involvement in education abroad programs, internships, and service learning, which can delay graduation. Even with these factors, 44.8 percent of CSU graduates complete in four years and 53.2 percent graduate within four-and-a-half years.

B. CSU among the nation's best according to *U.S. News & World Report*

The *U.S. News & World Report* annual "America's Best Colleges" list released Sept. 13 ranked CSU No. 61 among the top U.S. public universities. The University has climbed six spots since 2012 thanks to a continuous commitment to boost faculty excellence, expand student scholarships and invest in significant capital improvements across campus. According to *U.S. News* data, 43 percent of CSU students do not take on student loan debt and among those who do, the amount is about \$23,000 – among the lowest debt loads nationwide. The magazine included CSU on its list of A-plus schools for students who want to be part of a university with a broad, engaged student body while displaying their individuality and seriousness of purpose. CSU, along with Harvard, Brown and Cornell, is among only a handful of universities noted for making writing a priority at all levels of instruction and across the curriculum. *U.S. News* also has ranked the university as one of the "Best for Veterans." *U.S. News* noted in its summary that CSU is considered "one of the leading research universities, and faculty and students work together to explore fields such as atmospheric science, infectious diseases, clean energy technologies and environmental science."

C. CSU joins United Nations tourism program

Colorado State University in July became an affiliate member of the United Nations World Tourism Organization, an agency responsible for promoting responsible, sustainable, and accessible tourism. It's a move that demonstrates the strength and scope of the University's Master of Tourism Management program in the Warner College of Natural Resources and underscores CSU's commitment to sustainability. Colorado State joins a handful of other U.S.-based universities, including California University of Pennsylvania, Fairleigh Dickinson University, George Washington University, and the University of Hawaii at Manoa. More than 130 universities worldwide are affiliate members in the program.

D. CSU offers new online master's degree for fish and wildlife conservationists

Starting this fall, Colorado State University is offering 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. With the construction sector experiencing a period of sustained growth worldwide, and human population steadily on the rise, lands that may once have been a habitat for wildlife species are being developed at unprecedented rates. Master's students in this online program will be able to study current issues such as maintaining biodiversity, endangered species management, and potential impacts of climate change on species management. Understanding human-wildlife interactions from animal damage and zoonotic diseases such as avian influenza and West Nile virus also will be a point of discussion. As a non-thesis master's degree, this program offers applicable training for professionals in careers at natural resources agencies, firms, and non-governmental organizations.

E. Women Faculty Spearhead Creation of New Faculty Ombuds Position

Thanks to the leadership of the President's Commission on Women and Gender Equity and the Standing Committee on the Status of Women Faculty, CSU's Office of the Ombuds and Employee Assistance Program is expanding to include a part-time ombuds dedicated to serving faculty needs. Associate Professor Kathy Rickard from the psychology department will serve as an additional resource for faculty who seek informal resolution to workplace conflicts and concerns. The university ombuds office is a confidential, informal, and impartial resource for all employees who are seeking solutions to workplace conflict, concern and issues. In her role as faculty ombuds, Rickard will assist faculty members in resolving workplace conflicts by listening to concerns, exploring informal and formal options, providing information about relevant policies and procedures, facilitating conversations about solutions, and informally mediating disputes. The President's Commission is chaired by Dr. Sue James, head of mechanical engineering, and the Standing Committee is chaired by Irene Vernon, chair of Ethnic Studies.

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

A. Edible wax coating slicks liquids with ease

A Colorado State University lab offers a fix to sticky foods that leave residue in a bottle: a nontoxic, nonstick coating that lets loose every last drop. Materials scientists led by Arun Kota, assistant professor in the Department of Mechanical Engineering and the School of Biomedical Engineering, announced Aug. 8 they have created a “superhydrophobic” coating that easily slicks away viscous liquids like syrup, honey, and ketchup. They detail the engineering feat in *Applied Materials and Interfaces*, published by the American Chemical Society. The paper describes synthesizing and testing coatings made from beeswax and carnauba wax, which are edible and nontoxic. Superhydrophobic coatings are not new, but they’re typically fabricated with fluorocarbons. These materials, while generally safe in low doses, are labeled as “emerging contaminants” because of their potential decomposition into perfluorooctanoic acid, a known human toxin, according to the paper. The use of coatings in food-related applications is regulated by the Food and Drug Administration.

B. Anticipatory stress of after-hours email exhausting employees

A new study co-authored by Samantha A. Conroy, assistant professor of management in Colorado State’s College of Business, shows it’s not just the amount of time spent on work emails, but the anticipatory stress and expectation of answering after-hours emails that is draining employees. The study was presented in August at the annual meeting of the Academy of Management. Using data collected from 297 working adults, the study looked at the role of organizational expectation regarding “off”-hour emailing and found it negatively impacts employee emotional states, leading to “burnout” and diminished work-family balance. The study breaks new ground in focusing not primarily on mail volume and the extra time it adds to the workday but on a little-explored aspect of the problem: the expectation that workers will respond to email in their off hours. Conroy co-authored the study with Liuba Belkin of Lehigh University and William Becker of Virginia Tech.

C. Colorado State vice president publishes research in *Nature*

Colorado State University Vice President for Research Alan Rudolph is among a team of researchers whose work in support of neurological recovery for paraplegic patients was published in August in *Nature*. The study, “Long-Term Training with a Brain-Machine Interface-Based Gait Protocol Induces Partial Neurological Recovery in Paraplegic Patients,” is the result of 18 years of work by the multi-disciplinary team.

III. RESEARCH AND DISCOVERY: IMPROVE DISCOVERY CAPABILITIES

A. With Keck Foundation support, CSU researchers to study how viruses attack

Within the tiniest of spaces – single molecules in single cells – Colorado State scientists are aiming for something huge: illuminating in never-before-seen detail exactly how viruses hijack their host

cells. Life science researchers Tim Stasevich and Brian Munsky have received a four-year, \$1.2 million grant from the W.M. Keck Foundation for a project that combines sensitive microscopes and sophisticated computation to quantify protein expression in single cells. Their project, “Multiplexed Real-Time Quantification of RNA to Protein Translation in Live Cells” is bolstered by additional support from CSU. Stasevich is an assistant professor in the College of Natural Sciences’ Department of Biochemistry and Molecular Biology, and Munsky is an assistant professor in the College of Engineering’s Department of Chemical and Biological Engineering and in the School of Biomedical Engineering. Together, they are seeking to quantify the translation and expression of up to 100 different RNA transcripts in real time, in living cells.

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

A. School is Cool celebrates 25 years

For the 25th consecutive year, Colorado State University volunteers stuffed backpacks with school supplies for Poudre School District K-12 students. This year, the School is Cool program distributed more than 2,500 backpacks to students in need. Since 1992, School is Cool has provided supplies to nearly 40,000 local students.

V. RESOURCES AND SUPPORT: EXPAND FUNDRAISING

A. CSU, New Belgium Brewing create New Belgium Porch at on-campus stadium

Two Fort Collins stalwarts – Colorado State University and New Belgium Brewing Company – announced Aug. 8 that the iconic brewery is donating \$4.3 million to CSU’s on-campus stadium project. The agreement gives New Belgium – creator of Fat Tire Belgian ale and other popular craft beers – naming rights to the north end zone hospitality area at the stadium, which will be called the New Belgium Porch. The agreement builds on an already-robust relationship between Colorado State and New Belgium. In 2015, New Belgium co-founder and former CEO Kim Jordan announced a \$1 million gift to update and renovate facilities for CSU’s Fermentation Science and Technology program. The New Belgium gift continues CSU’s powerful momentum in fundraising for the \$220 million on-campus stadium. More than \$51 million has been raised since the project was approved in December 2014.

B. Orthopaedic & Spine Center of the Rockies names stadium field club

A decades-long relationship between Colorado State University and the Orthopaedic & Spine Center of the Rockies will be taken to another level when CSU’s on-campus stadium opens in 2017. CSU officials announced Aug. 29 an expanded partnership with the Orthopaedic & Spine Center of the Rockies, which began treating Rams student-athletes in 1969. The expanded partnership will include naming the Field Club at the new on-campus stadium. The fan-friendly space will be unique in college football, located on the field level of the west stands between the Rams’ locker room and the home team sideline, providing fans a player’s-eye view of game action along with access to premium food and beverages just steps away from the field. Overhead doors facing the football field will create an open gathering space. The expanded partnership establishes

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OCR as the exclusive official Sports Medicine Team Physicians for Rams Athletics. The relationship between CSU and OCR spans six decades, since the founding doctors at OCR first started caring for CSU student-athletes.

C. Major Gift Report

	August 2016	FY17	(July	-FY16	(July	-
	Amount	Count	Amount	Count	Amount	Count
Contributions	\$7,965,015	3,844	\$22,228,294	5,905	\$12,304,443	5,321
Irrevocable Planned Gifts	-	-	\$2,500,000	2	\$162,019	1
Revocable Gifts and Conditional Pledges	\$2,146,750	5	\$3,399,250	10	\$4,087,800	15
Payments to Commitments Prior to Period	(\$562,881)	497	(\$1,661,056)	914	(\$2,387,660)	646
Total Philanthropic Support	\$9,548,884	3,588	\$26,466,488	5,342	\$14,166,602	4,912
Private Research	\$641,057	9	\$2,965,811	31	\$7,949,547	47
Net Private Support	\$10,189,941	3,597	\$29,432,299	5,371	\$22,116,149	4,953

Major Gifts Not Previously Reported

\$7,500,000 pledge to support the *Gary and Kay Smith Global Food Innovation Center*, College of Agricultural Sciences

\$2,500,000 pledge to support the *WCNR Building*, Warner College of Natural Resources

\$4,188,628 in pledges designated as \$1,500,000 pledge to support the *CSU Stadium* and \$2,688,628 to support the Athletic Discretionary, Athletics

\$1,100,750 revocable commitment to support the *C.P. Gillette Museum of Arthropod Diversity*, College of Agricultural Sciences

\$1,000,000 revocable commitment to support the *College of Natural Sciences*, College of Natural Sciences

\$700,000 pledge to support the *Gary and Kay Smith Global Food Innovation Center*, College of Agricultural Sciences

\$463,395 in pledges to support *Football Premium Seating*, Athletics

\$400,000 revocable commitment to support the *Kano-Kiewit Scholarship in Biochemistry Endowment*, College of Natural Sciences

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\$403,434 gift to support the *Human Development and Family Studies - Community Outreach*, College of Health and Human Sciences

\$303,795 gift to support the *Agricultural Archive*, Morgan Library

\$255,000 gift to support the *Herbert Allen Innovative Equine Orthopaedic Therapies*, College of Veterinary Medicine & Biomedical Sciences

\$250,000 gift to support *College of Agricultural Sciences Enrichment*, College of Agricultural Sciences

\$250,000 revocable commitment designated as \$125,000 to support the *Animal Cancer Center*, College of Veterinary Medicine & Biomedical Sciences, and \$125,000 to support the *Veterinary Teaching Hospital*, College of Veterinary Medicine & Biomedical Sciences

\$246,000 revocable commitment designated as \$123,000 to support the *Alice Nyitray Chemistry Scholarship Endowment*, College of Natural Sciences, and \$123,000 to support the *John K. Stille Chair in Chemistry Endowment*, College of Natural Sciences

\$221,331 in gifts to support the *Reisher Scholars*, Student Affairs

\$205,191 gift to support *Human Development and Family Studies - Community Outreach*, College of Health and Human Sciences

\$200,000 revocable commitment designated as to \$100,000 to support the *Walter C. Wittich Memorial Scholarship Endowment*, and \$100,000 to support the *Carol L. Baird Memorial Scholarship Endowment*, College of Natural Sciences

\$185,108 in gifts in kind to support *Horticulture and Landscape Architecture*, College of Agricultural Sciences

\$150,000 planned gift to support the *Dean Homer J. Henney Memorial Scholarship Endowment*, College of Agricultural Sciences

\$150,000 revocable commitment to support the *Students First Scholarship Endowment*, Enrollment & Access

\$148,305 pledge to support *Football Premium Seating*, Athletics

\$148,305 pledge to support *Football Premium Seating*, Athletics

\$107,000 gift to support the *Phelps Internship Placement Program Endowment*, College of Health and Human Sciences

\$105,267 pledge to support *Football Premium Seating*, Athletics

\$105,000 gift to support the *Center for New Energy Economy*, Research & Interdisciplinary

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Programs

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

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

\$100,000 pledge to support the *Gary and Kay Smith Global Food Innovation Center*, College of Agricultural Sciences

VI. RESOURCES AND SUPPORT: NURTURING HUMAN CAPITAL

A. CSU Community Open House and Employee Appreciation event

The annual CSU Community Open House and Ice Cream Social held Aug. 10 doubled with the addition of the CSU Employee Appreciation event. All campus and community members were invited to attend the extravaganza. The CSU Employee Appreciation event was held an hour before the Community Open House and Ice Cream Social began on the east lawn of the Student Recreation Center, located on the corner of Meridian and Plum streets. The event supports the university's promise of service and engagement with the community.

B. Student-athletes earn academic recognition

Coach Brian Bedard and the Rams men's cross country team and Coach Bill Hempen and the women's soccer team were honored as recipients of the NCAA Public Recognition Award in July. The award is bestowed on teams with an NCAA Division I Academic Progress Rate in the Top 10 percent of all teams in their respective sports.

VII. RESOURCES AND SUPPORT: INCREASING AWARENESS

A. CSU ranked 11th in *Sierra* magazine's "Coolest Schools" green ranking

Colorado State University is among the top sustainable universities in the U.S., according to *Sierra* magazine, the national magazine of the Sierra Club, which released its 10th annual "Cool Schools" ranking of America's greenest colleges and universities. Each of the schools ranked in the top 20 have displayed a strong commitment to protecting the environment, addressing climate change, and encouraging sustainability, *Sierra* officials said on Sept. 6, when the rankings were released. CSU is a stand-out in sustainability research and academics. All eight colleges at CSU offer at least one sustainability-related major or minor at the undergraduate or graduate level. More than 200 schools participated in *Sierra*'s extensive survey about sustainability practices on their campus.

B. CSU, Fort Collins, BolderBoulder to create new 10K race

Colorado State University and City of Fort Collins officials announced Sept. 9 the FORTitude Labor Day 10K Classic – a brand new Fort Collins road race that will showcase several city

landmarks and classic neighborhoods. The race will end at CSU's new on-campus stadium, making the FORTitude 10K the first official event in the much-anticipated, multi-use facility. The race will begin near Moby Arena, at the corner of Shields and Elizabeth streets. BolderBoulder, which organizes a Memorial Day race, also will organize FORTitude. Race organizers expect to attract nearly 10,000 runners and walkers from throughout the region for the inaugural FORTitude 10K. A separate race for elite runners is expected to attract top runners from around the region.

C. CSU alumna took winding road in her bid to become Miss America

Before earning the chance to represent Colorado in the 2016 Miss America Pageant, Shannon Patilla had to overcome adversity, including losing her father unexpectedly her freshman year in high school. But the 2015 Colorado State University graduate persevered, relying in part on her love of music to get her through. When she got to Colorado State, Patilla decided she had taken her study of music as far as it could go, so she pursued an academic path related to health care instead. She started out studying sports medicine in the Department of Health and Exercise Science. She is now working on a master's degree in health care administration from CSU-Global.

D. CSU president leads community tours to Colorado cities

CSU President Tony Frank in August and September led a community outreach visit to Colorado's northeast and southeastern plains, along with a visit to the southern Front Range and Southern Colorado. President Frank visited Greeley, Fort Morgan, Yuma, Sterling, La Junta, Colorado Springs, and Durango and was joined by CSU officials including Kristi Bohlender, executive director of the Alumni Association, and Tom Milligan, vice president for external relations. They met with county commissioners, Rotary clubs, Extension staff, Forest Service personnel, and Agricultural Experiment Station employees, as well as hosting public events for alumni, Ram supporters, and community members.

E. Segal inducted into Hall of Fame

Professor Ron Segal, director of CSU's System Engineering Program, will be among the first group inducted into the new Colorado Space Heroes Hall of Fame during World Space Week in October. Segal, a retired Major General and former Under Secretary of the U.S. Air Force, was a NASA astronaut and logged more than 420 hours in space. The Space Heroes Hall of Fame is a project of the non-profit Space Foundation, dedicated to igniting interest in STEM education and inspiring the next generation of space heroes.

F. Frank delivers Fall Address to campus community

Thousands of CSU faculty, staff, students, and alumni gathered on the Oval Aug. 31 for President Frank's annual Fall Address and the all-University Picnic. Frank's speech, one of the traditional kick-offs for the academic year, highlighted progress made by the university and the importance of continuing to focus on the fundamentals of upholding the land-grant mission. Text of the speech is online at <http://www.president.colostate.edu/speeches/2016-fall-address.aspx>.

**STANDARD & POOR'S
HIGHER EDUCATION - PUBLIC COLLEGES**

**Colorado State University System Board of Governors
Fort Collins, CO**

	2010	2011	2012	2013	2014	2015	2016
TOTAL UNIVERSITY ENROLLMENT							
Total Headcount	29,932	30,450	30,647	31,514	31,725	32,236	33,198
<i>Percent Change</i>	4.9%	1.7%	0.6%	2.8%	0.67%	1.61%	2.98%
Total FTE Enrollment	23,298	23,615	23,721	23,882	23,843	24,333	25,117
<i>Percent Change</i>	9.7%	1.4%	0.4%	0.7%	-0.2%	2.1%	3.2%
ENROLLMENT BREAKDOWNS							
Undergraduate Headcount	21,953	22,300	22,412	22,565	22,506	23,009	23,768
<i>Percent Change</i>	3.5%	1.6%	0.5%	0.7%	-0.3%	2.2%	3.3%
Undergraduate FTE	20,462.9	20,819.4	20,983.9	21,080.8	20,944.4	21,422.6	22,188.6
<i>Percent Change</i>	9.5%	1.7%	0.8%	0.5%	-0.6%	2.3%	3.6%
Graduate Headcount	4,401	4,434	4,356	4,466	4,578	4,557	4,529
<i>Percent Change</i>	5.3%	0.6%	-2.0%	3.1%	2.5%	-0.5%	-0.6%
Graduate FTE	2,835.5	2,795.9	2,737.0	2,801.2	2,898.8	2,910.4	2,928.7
<i>Percent Change</i>	11.6%	-1.4%	-2.1%	2.3%	3.5%	0.4%	0.6%
FRESHMAN ADMISSIONS INFORMATION							
Freshman Applicants	14,685	16,559	17,886	18,014	16,655	18,556	21,781
<i>Percent Change</i>	-3.7%	12.8%	8.0%	0.7%	-7.5%	11.4%	17.4%
Freshman Acceptances	11,825	12,564	13,351	13,916	13,404	14,997	16,963
<i>Percent Accepted (selectivity)</i>	80.5%	75.9%	74.6%	77.3%	80.5%	80.8%	77.9%
Freshman Matriculants	4,472	4,504	4,544	4,443	4,353	4,737	4,956
<i>Percent Matriculated</i>	37.8%	35.8%	34.0%	31.9%	32.5%	31.6%	29.2%
SAT Scores	1,134	1,157	1,167	1,139	1,149	1,144	1,140
ACT Scores	24.5	24.7	24.8	24.7	24.9	24.9	25.2
STUDENT CHARACTERISTICS							
Retention rate (fresh to soph year)	84.6%	83.5%	84.7%	86.6%	86.0%	86.6%	86.1%
Graduation rate (within 5 years)	59.7%	59.6%	60.5%	63.0%	63.5%	63.3%	64.4%
Graduation rate (within 6 years)	64.7%	64.6%	63.8%	65.2%	66.6%	67.6%	67.1%
% In-State students	80.3%	79.4%	78.1%	76.6%	74.4%	72.9%	71.7%
Alumni Participation Rate %	7.2%	8.3%	8.3%	9.3%	9.7%	10.3%	10.7%

**STANDARD & POOR'S
HIGHER EDUCATION - PUBLIC COLLEGES**

Colorado State University System Board of Governors

TRANSFER ADMISSIONS INFORMATION

Transfer Applicants	2,472	3,447	3,347	3,352	3,240	3,302	4,707
<i>Percent Change</i>	-19.4%	39.4%	-2.9%	0.1%	-3.3%	1.9%	42.5%
Transfer Acceptances	2,021	2,278	2,081	2,167	2,133	2,467	2,838
<i>Percent Accepted</i>	81.8%	66.1%	62.2%	64.6%	65.8%	74.7%	60.3%
Transfer Matriculants	1,422	1,573	1,429	1,447	1,426	1,657	1,674
<i>Percent Matriculated</i>	70.3%	69.1%	68.7%	66.8%	66.9%	67.2%	59.0%

GRADUATE ADMISSIONS INFORMATION

Graduate Applicants	4,712	4,296	4,329	4,074	4,774	4,524	5,372
<i>Percent Change</i>	1.1%	-5.0%	-4.2%	3.1%	17.2%	-5.2%	18.7%
Graduate Acceptances	1,975	2,010	1,904	2,046	2,153	2,141	2,217
<i>Percent Accepted</i>	40.8%	43.2%	41.9%	43.7%	45.1%	47.3%	41.3%
Graduate Matriculants	1,082	1,076	1,053	1,002	1,058	1,022	1,203
<i>Percent Matriculated</i>	56.0%	54.0%	57.4%	56.6%	49.1%	47.7%	54.3%

STUDENT CHARGES

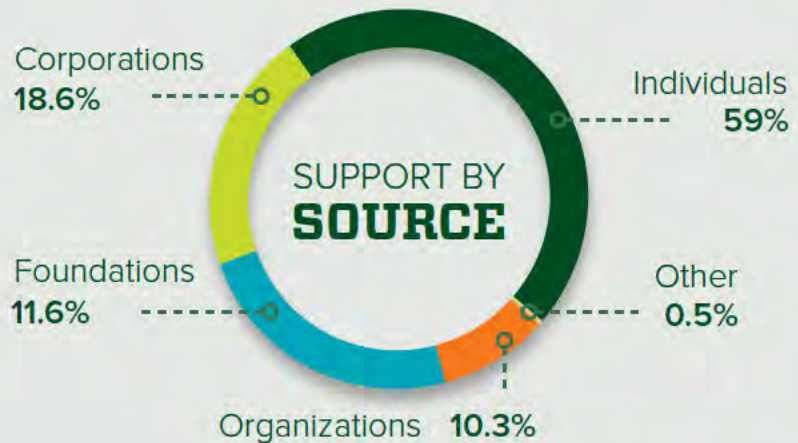
Tuition-Resident	5,265	6,307	6,878	7,494	7,868	8,301	8,716
<i>Percent Change</i>	9.2%	19.8%	9.1%	9.0%	5.0%	5.5%	5.0%
Tuition-Nonresident	21,366	22,007	22,667	23,347	24,048	25,010	26,010
<i>Percent Change</i>	3.0%	3.0%	3.0%	3.0%	3.0%	4.0%	4.0%
Room & Board (20 meals)	8,424	8,836	9,364	10,192	10,488	10,794	11,110
<i>Percent Change</i>	4.5%	4.9%	6.0%	8.8%	2.9%	2.9%	2.9%
Other Fees & Charges	1,729	1,735	1,774	1,819	2,029	2,257	2,336
Total Costs Charged - Resident	15,418	16,878	18,016	19,505	20,385	21,352	22,162
<i>Percent Change</i>	7.5%	9.5%	6.7%	8.3%	4.5%	4.7%	3.8%
Total Costs Charged - Nonresident	31,519	32,578	33,805	35,358	36,565	38,061	39,456
<i>Percent Change</i>	4.1%	3.4%	3.8%	4.6%	3.4%	4.1%	3.7%

PURPOSE

It's what gives life definition and direction. It's what ignites that flame and passion burning deep inside. It's what compels you to give and drives another record-breaking fundraising year for Colorado State University.

FY2016

Thank you to all 38,696 donors who gave a record-breaking \$197.8 million in cash, pledges, planned gifts, and gifts-in-kind to support Colorado State University.



SUPPORT BY PURPOSE

CSU continues to rely more on gifts from individuals than any other source. Your gift makes a difference in the lives of our students, faculty, and staff.

36.1%

14.6%

Undergraduate Experience

Through student organizations, internships, and experiential learning, the Undergraduate Experience is a priority for both CSU and our donors.

24%

Research & Technology

Research and Technology gifts enable the University to support the research enterprise, promote scholarship and artistry, and address global challenges.

25.3%

Student Support

Gifts to Student Support areas benefit our students through scholarships and graduate fellowships. As state support decreases and more of the burden of tuition falls to our students, scholarships help maintain an avenue to access – an important part of our land-grant mission.

Facilities

Private support for Facilities at CSU enables the University to provide an environment conducive to learning and research that keeps our students and faculty at the cutting edge of innovation and discovery.

FY16 FUNDRAISING BY THE NUMBERS

\$197.8 million
combined donations from
38,696 donors



Best fundraising year for
ACADEMICS, ATHLETICS, AND THE ALUMNI ASSOCIATION
CSU has ever seen



5 out of 8 colleges
each raised more than

\$10 million

4X PRIVATE SUPPORT

increase over the last 5 years



10.71% alumni participation
highest rate in CSU history

EVERY GIFT MATTERS

Large and small gifts have a tremendous impact. The collective strength of gifts from all of our donors is what allows Colorado State University to continue to pursue the highest levels of excellence in all that we do.

Thank you for your continued commitment to our world-class research University.

To learn more or to make a gift to CSU, please visit giving.colostate.edu.



All contributions to Colorado State University are subject to the gift policies in place at the time of the gift. For more information, please visit: giving.colostate.edu/gift-stewardship. CSU is an equal-access and equal-opportunity University.

**CSU's Multi-Purpose Stadium
Report – October 2016**

Construction Budget and Schedule

Budget		
	Stadium	Academic & Alumni
Fixed Limit of Construction Construction Management General Contractor Guaranteed Maximum Price (CMGC GMP)	\$172,701,598	\$14,125,790
Other Hard Costs (miscellaneous construction, furniture, fixtures, equipment, technology, testing, inspections, utilities)	\$22,846,515	\$1,969,232
Design and Professional Services	\$17,915,775	\$1,693,439
Owner Contingency	\$6,875,257	\$711,539
Total Stadium Budget	\$220,339,145	\$18,500,000
Contingency Status*		
	Original	Remaining
• Project Owner Contingency	\$8,462,045	\$7,586,796
• CMGC Bidding Contingency (in CMGC GMP)	\$1,118,380	\$740,773
• CMGC Construction Contingency (in CMGC GMP)	\$5,591,902	\$3,991,898
*Cost evaluation of issued 100% Construction Documents ongoing. Cost will not exceed remaining budgets.		
Project is currently within budget		

Schedule	
Substantial Completion Date	June 2017 (stadium), July (A/A)
<ul style="list-style-type: none"> • Seating benches and metal railing installation started in September, 2016 • Permanent Power to be energized within stadium in October 2016 • Precast Stadia in progress with a scheduled complete of October 2016. • Interior wall installation in progress. CMU walls substantially complete on lower two levels. Production drywall being installed also on lower two levels. • Extensive Mechanical, Plumbing, Fire Protection and Electrical rough-in installed. Work is ongoing and will continue through project completion. • Stadium tower dry-in scheduled for November 2016. Full enclosure anticipated in February 2017. • Field Installation to begin December 2016 with anticipated completion in May 2017 	
Project is currently on schedule	

CSU Multi-Purpose Stadium on Main Campus

One Year to Go: Milestones

- 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 nine meetings since October 2015. The most recent meeting was held August 29, 2016. Doug Wilson with ICON and Fred Haberecht with CSU conducted a stadium site tour for SAG members which included a timeline and progress update. SAG members found the tour very beneficial and requested another tour of the east side of the stadium as the project advances. The August meeting also included a phone conference with Stephen Banks, a member of the University of Minnesota's Stadium Advisory Group. Gary Ozzello, CSU Director of Community Outreach and Engagement, facilitated the discussion. SAG members asked Banks about game day impacts on adjacent neighborhoods and how Minnesota allocated its Good Neighbor Fund. Banks said he felt the greatest benefit of Minnesota's SAG was that it opened up a critical line of communication among neighborhoods, the university and the city.

Following the phone conference, SAG members discussed the need for the City of Fort Collins to develop policy for mitigating event parking spillover in neighborhoods, and made a request for the City to involve neighborhoods in formulating such policy. Upon discussion it was determined that, since the City sets and implements public parking policies and works directly with individual neighborhoods through the Residential Parking Permit Program, the City will manage resolution of this issue outside SAG. At the September meeting, SAG will shift its focus toward developing a process for soliciting and making recommendations to CSU regarding allocation of the Good Neighbor Fund.

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.

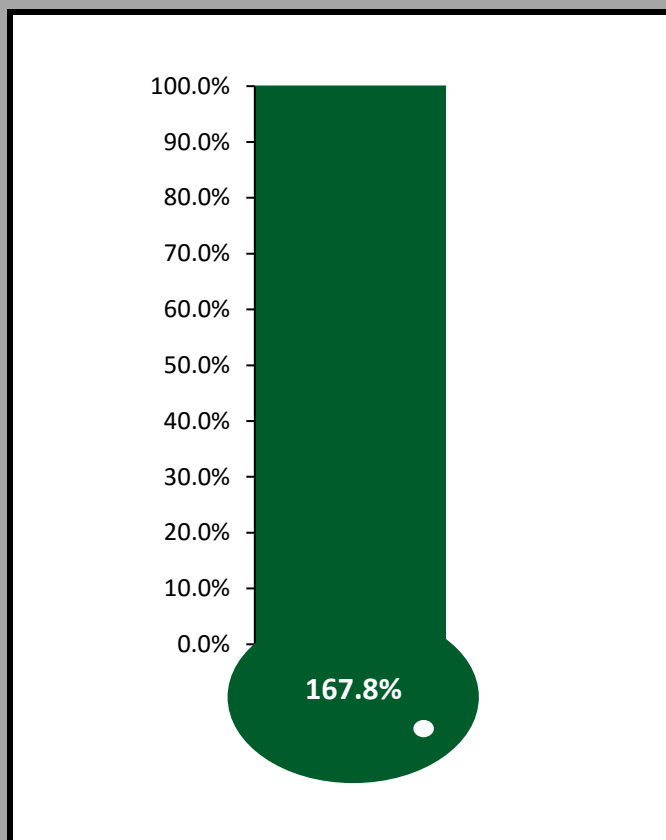
IGA (Intergovernmental Agreement) with City of Fort Collins

Twenty-six projects were identified in the IGA: fifteen are now complete, eight remain active with full funding and another three have partial funding to complete the design work. An RFQ-RFP procurement was completed for the underpass project and the University selected Connell Resources to complete the work. Design for the underpass is well underway with construction scheduled to start in December pending successful entitlement and ROW agreements. Neighborhood meetings and associated coordination with the affected business has been well attended, deemed highly successful and is winding down. Right of Way negotiations and associated entitlements are underway with the goal of completing transactions by the end of October. Completing the real estate transactions or letters of intent is required by end of October to maintain the fall 2017 delivery dates. All projects associated with the IGA are either complete or are progressing well with remaining projects scheduled for completion late summer and early fall 2017.

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 future 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. An initial planning meeting with the city occurred with representatives of the City of Fort Collins on September 6, 2016. The 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.

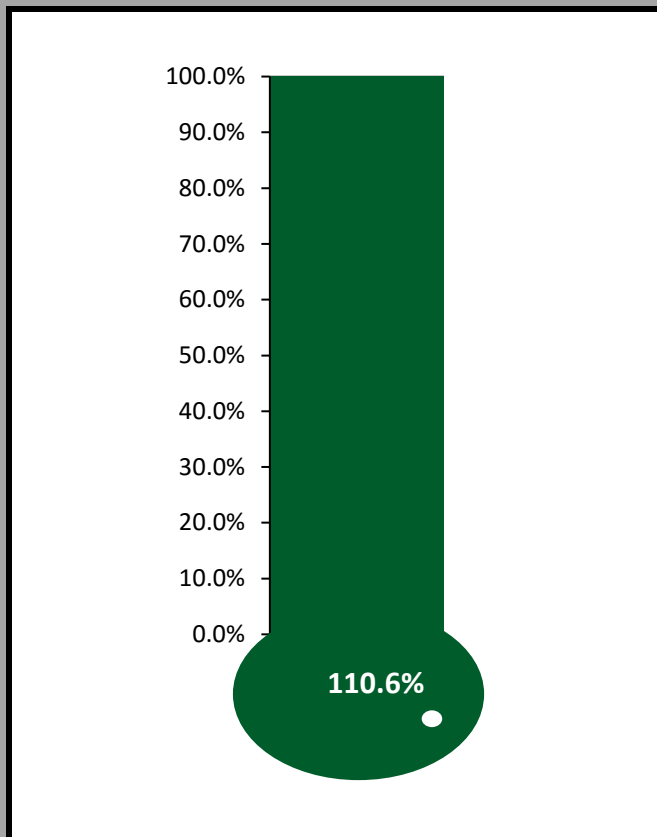
Stadium: Naming Rights + Sponsorships toward Pro Forma



	FY18 \$	Pro Forma	% Met
Naming Rights	1,060,167	500,000	212.0%
Sponsorships	2,700,000	1,741,162	155.1%
	3,760,167	2,241,162	167.8%

*The sponsorship pro forma amount used on this chart is the net amount of sponsorship revenue less sponsorship expense from the 2012 CSL study. Earlier versions of this chart used the 2012 CSL study gross revenue number for the sponsorship pro forma amount. The CSL study pro forma also included a sponsorship expense line equal to approximately 50% of gross revenue that accurately reflected the revenue share contract then in place with Nelligan Sports. CSU's recent contract extension with Learfield moved the sponsorship model from a revenue share model to a guaranteed rights fee model. As a result, the full guaranteed rights payment is comparable to the CSL net number now set forth on this chart as the sponsorship pro forma amount.

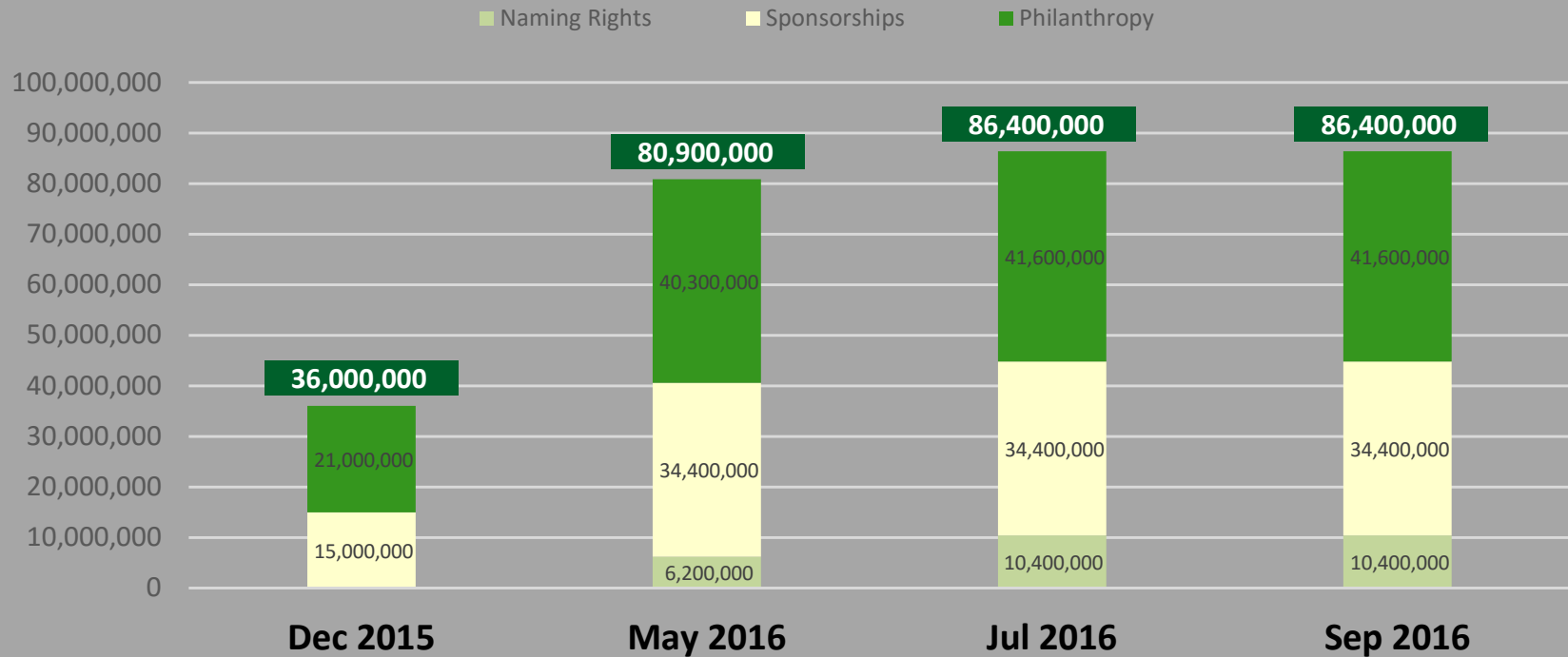
Stadium: Naming Rights + Sponsorships toward CSL High



	FY18 \$	CSL High	% Met
Naming Rights	1,060,167	750,000	141.4%
Sponsorships	2,700,000	2,650,000	101.9%
	3,760,167	3,400,000	110.6%

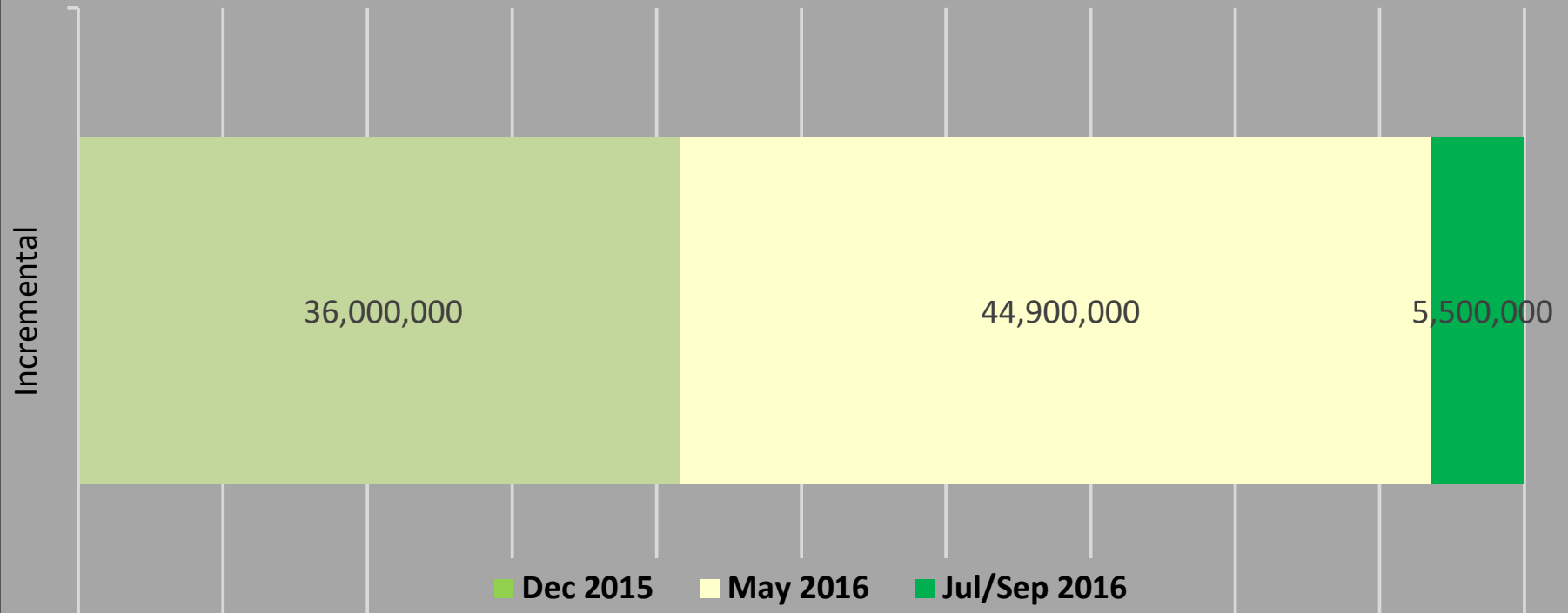
*The sponsorship CSL High amount used on this chart is the net amount of sponsorship revenue less sponsorship expense from the 2012 CSL study. Earlier versions of this chart used the 2012 CSL study gross revenue number for the sponsorship CSL High amount. The CSL study pro forma also included a sponsorship expense line equal to approximately 50% of gross revenue that accurately reflected the revenue share contract then in place with Nelligan Sports. CSU's recent contract extension with Learfield moved the sponsorship model from a revenue share model to a guaranteed rights fee model. As a result, the full guaranteed rights payment is comparable to the CSL High net number now set forth on this chart as the sponsorship CSL High amount.

Stadium Total: Naming Rights + Sponsorships + Philanthropy



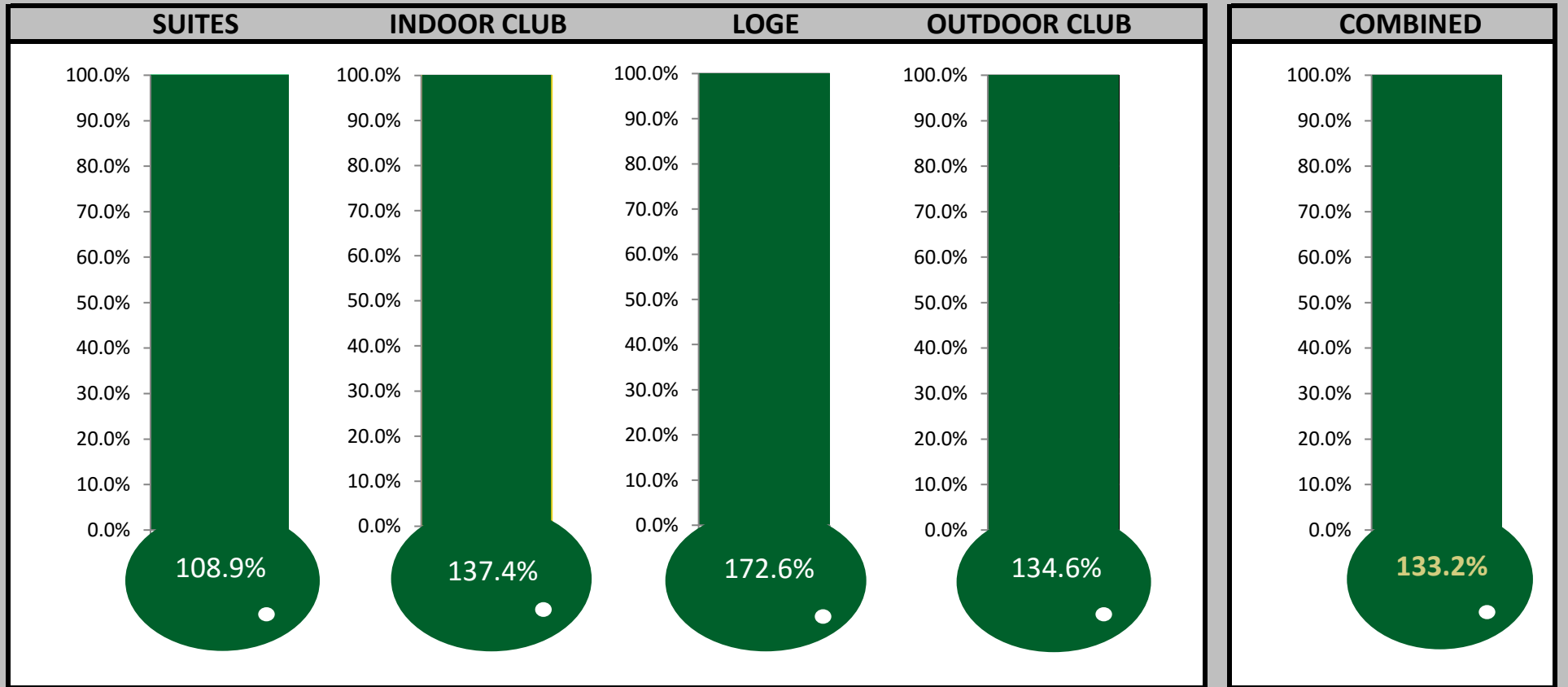
*Note: Donations for naming rights for fiscal years 2018-2027 are included in "Naming Rights" total.
 Donations for naming rights receivable for fiscal years 2028+ are included in "Philanthropy" total.
 The Philanthropy total represents the philanthropic reserve coverage to service the stadium bonds, if needed.

Stadium Total: Naming Rights + Sponsorships + Philanthropy \$86,400,000



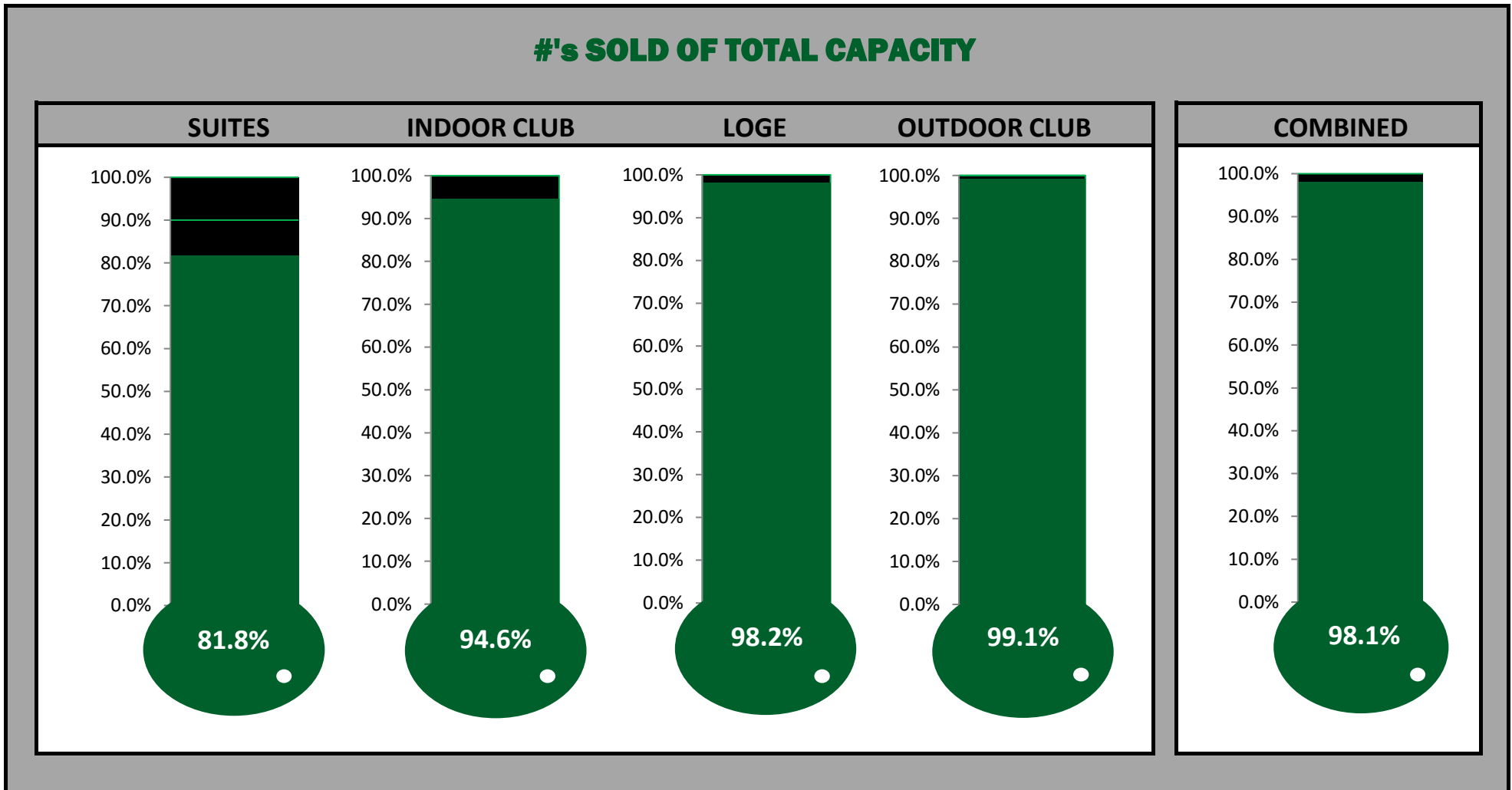
*Note: Donations for naming rights for fiscal years 2018-2027 are included in "Naming Rights" total.
Donations for naming rights receivable for fiscal years 2028+ are included in "Philanthropy" total.

\$'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					

Board of Governors of the Colorado State University System
 Meeting Date: October 6-7, 2016
 Report Item

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
Antonelli, Lara	Health Network Medical	8/1/16	8/17/16
Ben Musa, Zobaida	Apartment Life	7/7/16	unknown
Benn, Mark S	Health Network Medical	8/1/16	9/1/16
Berndt, David	Health Network Medical	8/5/16	8/24/16
Bontadelli, Johnna	Health Network Medical	8/17/16	8/20/16
Dahlke, Mark G	Statistics	8/16/16	5/15/17
Dallas, Tiffany H	Admissions	7/1/16	8/8/16
DeLeon, Sylwia A	Continuing Ed - Admin	8/1/16	8/8/16
Ding, Yanni	CIRA	8/16/16	unknown
Elffner, Terri R	Health Network Medical	8/8/16	9/1/16
Elhaddad, Aymn	Civil & Enviro Engineering	7/1/16	9/1/16
Feldpausch, Nora	Health Network Medical	7/19/16	7/30/16
Feldpausch, Nora	Health Network Medical	8/4/16	8/17/16
Gerlitzki, Elizabeth Anne	Health Network Medical	8/1/16	8/17/16
Hoenig, Mark	Health Network Medical	8/2/16	8/31/16
Homrighausen, Darren W	Statistics	8/16/16	5/15/17
Jorgensen, Sarah E	Health Network Medical	7/1/16	7/30/16
Jorgensen, Sarah E	Health Network Medical	8/1/16	8/17/16

Board of Governors of the Colorado State University System
Meeting Date: October 6-7, 2016
Report Item

NAME	DEPARTMENT	FROM	TO
Kim, Jangul	Journalism & Media Communication	8/16/16	5/15/17
Leary, Holly D	Continuing Ed - Admin	7/11/16	7/12/16
Markle, Brittney Michelle	CEMML	8/1/16	1/30/17
Matthews, Jon Stephen	Health Network Medical	8/3/16	9/1/16
Mellon, April	Health Network Medical	8/1/16	8/27/16
Morse, Emily	Health Network Medical	8/1/16	8/17/16
Orswell, Forrest M	Student Legal Services	7/26/16	7/2/16
Ortiz, Darwin Danilo	CEMML	8/16/16	2/16/17
Petrick, Holley A	CSU Extension	6/15/16	7/1/16
Petrick, Holley A	CSU Extension	7/25/16	unknown
Smallwood, Stacy J	CEMML	7/18/16	7/21/16
Smith, Stephanie L	Food Sci & Human Nutrition	7/29/16	8/1/16
Smyth, Jennifer S	English	8/16/16	1/1/17
Swift, Katie E	ERHS	7/1/16	10/3/16
Vesty, Jill C	Health Network Medical	8/1/16	8/17/16
Whitesell, Julie C	Health Network Medical	7/1/16	7/30/16
Whitesell, Julie C	Health Network Medical	8/1/16	8/17/16
Wolfelt, Susan J	Health Network Medical	8/8/16	8/17/16

Section 12

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
October 2016**

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

The Dean's Advisory Councils (DAC) are for the different colleges on campus. All DAC's have been set up.

Recent DAC events were the CHASS BBQ and CSM Chili Cook Off.

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.

Account Balance: \$4,729

We will be working with the CSU-Pueblo Foundation and their new Crowd Funding software to raise money for the Student Emergency Fund.

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.

We are in the process of planning our first meeting. My goal is to have at least two different organizations have events every week. I would especially like to have events planned on Discover CSU-Pueblo days and scheduled college visits.

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.

There is a new director of dining services and we are working hand in hand with her to review student experiences while eating on campus.

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 event that CAB produced was Packfest. This is a new back to school event that had activities such as live music, a Ferris wheel, mechanical bull, bounce house, henna, photo booth, free food, and even featured our very first beer garden. I am hopeful that Packfest will continue and become a yearly tradition. We had over 1000 students in attendance which is nearly 25% of our whole student population.

Student Discount Program

Last year's administration worked on growing the Student Discount Program to make sure students were aware of the discounts. We have continued to raise awareness by putting up posters, handing out flyers, and are also asking 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.

One major step is that my Director of Student Affairs is working on a logo and decal to put on restaurant/store windows. We also have a contract that restaurants and stores will sign to keep the discount for a full calendar year or longer.

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 currently meeting with a representative from the Pueblo Chamber of commerce to help promote Destination Pueblo.**

Internal Initiatives and Projects

New ASG Positions

We added Legislative Aids and Cabinet Aids to our Associated Students' Government last year. These will be 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. This will also count as professional development for not only the senate aides but also to the students within ASG. **To make this position more enticing, we are including a monthly stipend for these positions.**

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 are planning monthly forums that will help us to be transparent to the students 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 the strength of the wolf is the pack.”

**Colorado State University System
Board of Governors**

**CSU-Pueblo Faculty Representative Report
submitted by David Volk
September 25, 2016**

Faculty Talking to Faculty session at Fall Convocation (Wednesday, August 17, 2016)

Sponsored by the CSU-Pueblo Chairs Council, this open forum provided faculty an opportunity to discuss pressing topics and develop actionable items for the Council in 2016-2017 (or items that the Council will submit to other groups or individuals for consideration as appropriate).

The topics raised and discussed at the forum included:

1. Need to fill IRB Chair vacancy (this has since been resolved)
2. Equity Study
 - i. AAUP is developing template for faculty to submit equity requests to FCC
 - ii. Chairs Council could consider hosting a workshop for filling out the AAUP template, or encourage AAUP to hold a workshop
 - iii. (Need for on-going COLAs in addition to equity adjustments was raised at the Faculty Senate Retreat)
3. Budget
 - i. Council will extend invitations to meet with Provost, President, and VPFA
 - ii. Discuss budgetary authority of Deans
 - iii. Chairs to discuss possibility of developing a joint budget proposal
 - iv. Invite UBB Faculty representatives to meet with Chairs Council
4. Defining Mission – updating Mission Statement (or Vision Statement, etc.) to include:
 - i. Masters I designation
 - ii. Emphasis on research
 - iii. Clarification as arts resource for the region (inconsistently listed)
 - iv. Emphasis on experiential education and community engagement
5. Highlighting Faculty Work:
 - i. Including faculty accomplishments page in Commencement Program
 - ii. Have BOG Reports published campus wide and on the website
 - iii. Improving faculty activities information on the website
 - iv. Developing “talking points” for administrators and others regarding faculty activities
6. Faculty Involvement in Recruiting
 - i. Invite VP for Enrollment Management and Student Affairs to meet with Chairs Council
 - ii. Invite STS teachers to come campus at least once a year

Additional topics of conversation among faculty this Fall:

1. APRs
 - i. Faculty Senate tabled FPPC proposal for permanent changes to the APR process.
 - ii. Chairs Council discussed proposal following Faculty Senate meeting and forwarded recommendations to FPPC. Chairs and FPPC are meeting jointly at the end of September to review changes before Faculty Senate revisits proposal.

2. Presidential Search
 - i. Faculty Senate will extend invitation to Chancellor Frank to discuss details of Presidential Search with CSU-Pueblo constituents

PRESIDENT'S REPORT

I. ACADEMIC EXCELLENCE

A. CSU-Pueblo professor Janet Barnett earns national teaching award

Colorado State University-Pueblo Mathematics Professor Janet Heine Barnett has been selected to receive the 2017 Deborah and Franklin Tepper Haimo Award for Distinguished College or University Teaching of Mathematics by the Mathematical Association of America (MAA).

Established in 1991 by the MAA, the Haimo Award annually honors up to three U.S. college level mathematics teachers who have been widely recognized as extraordinarily successful and whose teaching effectiveness has been shown to have had influence beyond their own institution. The largest professional society that focuses on mathematics accessible to undergraduate students, the MAA provides support for learning in the mathematical sciences by encouraging effective curriculum, teaching, and assessment at all levels.

The Haimo Award will be presented to Barnett at the Joint Mathematics Meetings Prize Session in Atlanta on January 5, 2017. In addition to receiving \$1000 and a certificate of recognition, Barnett receives an invitation to deliver a presentation at the 2017 Joint Mathematics Meetings in Atlanta. She also will be honored at the MAA President's Reception in Atlanta.

B. Engineering program ranks among Nation's Top 100

Colorado State University-Pueblo's undergraduate engineering program was ranked among the nation's top 100 by U.S. News and World Report. The undergraduate rankings include schools that do not offer a doctoral degree in engineering. CSU-Pueblo tied for 97th with 13 other schools across the country. The U.S. Air Force Academy was the only other Colorado school in the list at #7.

Dr. Jane Fraser, chair of engineering, is familiar with four of the 14 programs with which CSU-Pueblo is tied, having served on the advisory board of one of them for five years and as an evaluator for ABET at three of the others.

"Our engineering programs have strong theoretical foundations and real-world hands-on labs. Employers tell us that our graduates are ready to work," Fraser continued. "We have tripled our enrollment in the last 10 years and doubled our retention. Our faculty are

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involved in local and national organizations and our students contribute to many local companies through their projects.”

The U.S. News rankings of the undergraduate engineering programs accredited by ABET are based solely on the judgments of deans and senior faculty at peer institutions. U.S. News surveyed engineering school deans and faculty members in spring 2016 and asked them to rate each program they were familiar with on a scale from 1 (marginal) to 5 (distinguished) for these rankings. Two peer assessment surveys were sent to each ABET-accredited engineering program.

II. STUDENT ACCESS AND SUPPORT

A. Project SEED Scholar Earns National Award

CSU-Pueblo sophomore and former Project SEED participant Brooklynn Trujillo has received a prestigious three-year national scholarship from the American Chemical Society (ACS). Trujillo was awarded one of three \$15,000 2016 Ciba Specialty Chemicals Scholars scholarships (\$5,000 for three years awarded per year by the ACS), with renewal based on her grades, her status as a chemistry major, and recipient of a first year, non-renewable Project SEED Scholarship. Since 2008, faculty in the Chemistry Department have helped to spark a passion for research among disadvantaged area high school students through Project SEED sponsored by the ACS. CSU-Pueblo is the only Project SEED site in Colorado.

B. Students Take Third in Livewell Challenge

A team of student filmmakers from CSU-Pueblo took third place in the LiveWell Colorado Film Challenge, a new statewide competition for short films on the importance of ensuring access to healthy eating and active living. At a public screening and awards event on August 18, emceed by CBS-4 Weekend Anchor and Health Reporter Kathy Walsh, the team of senior mass communication majors Spencer Daniels, (Saugus, Calif.), Kieren Kuiper, (Anchorage, AK), Avery Lewis, (Rye), and Josh Smith, (Colorado Springs), placed third for their film, *Taking Life Into Your Own Hands*. Student filmmakers were asked to produce a compelling one- to three-minute film of any genre. Finalists were selected by a panel of judges representing the film industry, health advocacy, and civic leaders. Judges screened and rated the films based on effectiveness in illustrating how a health barrier impacts people, persuasiveness in driving action, and resourcefulness in production. The CSU-Pueblo Team took home a \$1,000 cash prize (split between the team members) plus \$500 for the University’s Mass Communications Department.

III. DIVERSITY

A. CSU-Pueblo fall enrollment sees increases in diversity, freshman

Colorado State University-Pueblo officials announced positive 2016 fall retention and enrollment figures, which significantly exceeded budget projections and included a 5.4 percent increase in the freshmen class. The University's overall student population is the most diverse in its history at 49.3 percent minority.

CSU-Pueblo President Lesley Di Mare said 835 freshmen enrolled this fall, an increase of 5.4 percent over the prior year. The freshmen class hails from 30 states and 12 countries and includes 44 additional non-resident students, with notable increases in New Mexico, Arizona, and Hawaii. More than 55 percent of the freshmen class reported being from a minority group. The overall student population represents 43 states and 35 countries.

Di Mare said administrators had conservatively projected an overall decline of 4.7 percent based on national trends for regional comprehensive universities as well as the University's demographics and enrollment trends with feeder high schools and community colleges. Overall headcount enrollment was flat. The University serves more than 10,000 students annually (many of whom are not included in the reportable figures), including those in high school concurrent enrollment classes, the English Language Institute, teacher certification, extended studies courses, and online programs.

The retention rate at census was 66 percent, the highest rate reported in the last 13 years.

V. COMMUNITY OUTREACH

A. CSU-Pueblo hosts freshmen at Discover Downtown

Colorado State University-Pueblo partnered with a variety of community businesses and organizations to host nearly 900 freshmen and their parents at a Discover Downtown event in August. The event was sponsored by CSU-Pueblo, Historic Arkansas Riverwalk of Pueblo, the Pueblo Arts Alliance, and El Pueblo History Museum.

All CSU-Pueblo students, staff, faculty and the Pueblo community were invited to welcome the new freshmen to our community and introduce them to all that Pueblo has to offer. The students and their parents picked from 10 different restaurants and food trucks for their evening meal, including Angelos Pizza Parlor, Bingo Burger, Brues

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Alehouse, Gold Dust Saloon, Graham's Grille, The Place, Rosarios, The Senate, as well as Mauro's Kitchen and PassKey Food Trucks.

Scheduled activities included a farmer's market, free excursion and pedal boats along the Riverwalk, shopping with discounts and samples, free admittance to the Heritage Museum and El Pueblo History Museum for CSU-Pueblo students, paddle board yoga by StudioShare, pottery painting through Fire Playce, games with CSU-Pueblo's Outdoor Pursuits in the AMR Confluence Plaza, and live music, including vocalist Patrick Kratzer and Playing with Fire. The Center for American Values also held an open house/reception.

B. CSU-Pueblo sponsors alumni, student events at Colorado State Fair

Colorado State University-Pueblo sponsored events for alumni and area students as part of the 11-day Colorado State Fair, which ran Aug. 26 - Sept. 5.

CSU-Pueblo sponsored Back to School Fridays at the Colorado State Fair, August 26 and Sept. 2, offering free admission to students K-12 from Pueblo County schools and the surrounding areas on those two days along with a free ThunderHill ticket to the RED OUT Sept. 10 home opener versus West Texas A & M, a free drink from Loaf N Jug, and half price carnival band.

Award-winning student operated radio station, Rev 89.5 FM, broadcasted live from the Colorado State Fair just outside the Carnival area Aug. 26, 27, 28 and 30 (for alumni night outside the Budweiser Rodeo Arena) as well as Sept. 2-4.

The Alumni Association also sponsored Alumni Night at the State Fair Rodeo on Tuesday, Aug. 30 on the stage of the Rodeo Arena at the Colorado State Fairgrounds.

C. CSU-Pueblo hosts 2001 Nobel Prize winner in Physics

Colorado State University-Pueblo hosted its first Nobel Prize winner, physicist Carl Wieman, to present a scientific approach to teaching as part of a speaker series sponsored by the CSU-Pueblo Center for Teaching and Learning (CTL).

A 2001 Nobel Prize winner in physics, Wieman led a closed workshop for faculty and an open lecture, "Taking a scientific approach to teaching science (and most other subjects)." Wieman holds a joint appointment as professor of physics and of the Graduate School of Education at Stanford University. He has done extensive experimental research in both atomic physics and science education at the university level.

VI. RESOURCE MANAGEMENT

A. Foundation Celebrates Completion of Campaign

President Lesley Di Mare and Russell DeSalvo, chair of the CSU-Pueblo Foundation, announced August 31 the successful conclusion of the three-year *On the Move* capital campaign with 13,517 pledges and gifts received totaling more than \$28.4 million. The CSU-Pueblo Foundation exceeded the \$25 million goal of the campaign by nearly \$3.5 million. According to DeSalvo, the Foundation exceeded its goal thanks to gifts and pledges of \$28,449,472. He reported that donations to the campaign came from all 50 states and the District of Columbia. Of the individual donors, more than 34 percent were alumni of the institution. As part of a faculty/staff giving campaign, 100 percent of the faculty from the Hasan School of Business and the College of Humanities and Social Sciences donated to the On the Move campaign.

B. Foundation Awards Record Number of Scholarships

The CSU-Pueblo Foundation awarded \$2.5 million totaling more than 900 individual scholarship awards to CSU-Pueblo students for the 2015-2016 academic year. 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 to \$1.68 million in 2015. 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. With an increase in scholarships comes an increase in scholarship application submittals from highly qualified students. Each year of the *On the Move* campaign, the number of students completing the CSU-Pueblo Foundation Scholarship Application has grown. This year 1,323 students completed the CSU-Pueblo Foundation Scholarship Application and of the 1,323 applicants, 1,127 of them hold a B or higher grade point average boasting an impressive 85 percent 3.0 or higher GPA.

C. Parkview Gifts \$1 million for Nursing Department

The CSU-Pueblo Foundation received a monumental gift from the Parkview Medical Center and Parkview Foundation, garnering funds to help the University increase the number of nurses with advanced degrees in Southeastern Colorado. Through a joint effort, Parkview Medical Center and Parkview Foundation will provide the CSU-Pueblo Foundation with a three-year gift totaling nearly \$1 million. This collaboration will support the CSU-Pueblo nursing department by providing funds for student scholarships and faculty and staff salaries needed to provide additional nursing programming. The collaborative effort between CSU-Pueblo and Parkview Medical Center aims to increase

graduates with advanced training in nursing specialties. The gift allows the University's nursing department to train, educate, and ultimately graduate more nurses with advanced degrees in the Pueblo community and Southeastern Colorado.

D. Talent Search Grant Awarded

CSU-Pueblo has been awarded a five-year, \$1.2 million grant from the U.S. Department of Education to fund Talent Search as part of its TRiO programs, beginning Sept. 1. Talent Search will help up to 500 middle and high school students annually at three Pueblo high schools and three Pueblo middle schools with career exploration and secondary school success initiatives as well as transition into post-secondary education. The program will be one of just five in the state, including CSU-Fort Collins, Fort Lewis College, the Denver Scholarship Fund, and the Greeley Dream Team. The Talent Search program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education. Pueblo schools included in this grant will be Central, East, and South high schools, and Risley International Academy of Innovation, Roncalli STEM Academy, and Pueblo Academy of Arts (formerly Pitts Middle School). The program also will complement the work in progress through the University's Upward Bound program.

Section 13

CSU-Global Campus Reports

- CSU-Global Campus Student Representative's Report
- CSU-Global Campus Faculty Representative's Report
- CSU-Global Campus President's Report

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The Importance of the CSU- Global Discussion Boards

The discussion board is a vital piece of the CSU-Global On-Line program. Each discussion board assignment begins with a thought provoking statement and ends with a challenging question (or two). Opinions do not count; scholarly responses backed by peer-review research are the standard. Last week's assignment was this: *Explain the difference between Universal Health Coverage and Single Payer. What is the difference based on what you have read in the literature? Take a position regarding the policy implications related to enacting either a Single Payer system or adopting a Universal Health System.* As you can see, this is not just a question, but also a topic that demands research, analysis, intellectual thought, and processing. Conducting literature reviews, reading, interpreting, and processing scholarly articles are just the beginning of the discussion board assignments. Application of the new knowledge into a coherent discussion board post helps solidify the concepts and bring those concepts into real life application.

The second part of each discussion board assignment is to respond to at least two other students initial post. The same rules apply; no opinions, but factual statements backed by research. Prompting and open ended questions by both the students and instructors lead to multiple students chiming in, and with the diversity of each class, a robust discussion occurs allowing each participant the opportunity to learn. I would venture to say that just as in a regular classroom, the discussion board classroom provides thought provoking conversation. The difference is in the writing. Putting persuasive and challenging ideas in a scholarly discussion board provides opportunity to not only solidify the new knowledge, but an opportunity to improve writing skills.

Below are some guidelines that I follow to get the most learning out of the discussion board.

- Read the discussion board assignment and then read all assigned materials which include many current scholarly articles.
- Perform the literature search and read more articles. It is not unusual to pull 2-4 additional articles per discussion board post.
- Clearly address the discussion board assignment in APA format.
- Do not read other students posts until your post is written. This allows for unbiased research and writing and allows for thorough expression of facts and ideas.
- Post early and post often. Although the post is not due until Thursday at midnight, posting early allows for a deeper engagement and more opportunity to have a discussion.
- Think in an unbiased manner and challenge classmates to do the same. Think beyond the literature and the facts and take the discussion into real life application.

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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 Professional Development Opportunities and Updated Graduate Faculty Expectations.

Faculty Professional Development Opportunities

- Enhancement of Grants Program:
 - Good standing
 - Support faculty research
 - participation in research,
 - professional development
 - discovery of new knowledge
 - Encouraged to apply for at least one grant type per year
- Expansion of Grant Opportunities:
 - Professional Development Grant: Reimbursement of online teaching and learning training, conferences, and events specific to the faculty member's scholarly discipline or online teaching at CSU-Global.
 - Scholarly Association Grant: Reimbursement of registration fees for academic paper presentations and lectures at conferences and seminars specific to the faculty member's scholarly discipline at CSU-Global.
 - Research Presentation Grant: Faculty may be eligible for reimbursement of registration fees, travel, and hotel for academic paper presentations at peer reviewed conferences.
 - Publication Stipends: Faculty who publish in peer reviewed journals may be eligible for a stipend. Pre-approval required.

Updated Graduate Faculty Expectations

- Differentiation between undergraduate and graduate level courses:
 - Videos and Live Sessions: Personal video introduction by graduate faculty that provides an overview of the course as well as the individual faculty member's educational and professional expertise and experience. Live Sessions offered early in the course (weeks 1-2) with a focus on enriching content. Live session recordings are posted in the updates.
 - Inclusion of required interactive audio and video weekly updates shared with students.
 - Additional professional and peer reviewed materials shared in the course to encourage and guide students in critical thinking and analysis.
- The University has recently added these Graduate Faculty Related Support Structures:
 - The implementation of a standing Graduate Committee structure to review and approve actions related to graduate level course development and teaching.
 - The creation of a graduate faculty performance rubric and use of that rubric to further differentiate undergraduate and graduate teaching.
 - Selection of an Associate Director of Graduate Education to support these expectations.

This overview focused on CSU-Global's commitment to support faculty scholarship and best practices in teaching through the implementation of a grants program for professional development and related updated graduate faculty expectations.

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CSU System Strategic Goals: Service, Fiscal Health, Student Success
CSU-Global Transformation Plan Goal: Utilize Evidence-based Practices

- CSU-Global's Institutional Research Department in collaboration with the university's Business Intelligence team, has developed automated processes which will allow university personnel to more easily examine data on individual and collective student attributes regarding retention and graduation rates. The increased access to the data will be used towards new programs and activities designed for enhanced student success.
- The CSU-Global Library librarian is identifying feasible alternative purchasing models designed to cut costs, provide students with access to a larger base of research materials, and to allow for collection customization. The librarian is also now working more closely with CSU librarians from the Morgan Library to investigate opportunities to leverage System purchasing power.
- The Accounting and Finance department has completed its integration with NetSuite software and is now working with the CSU accounting leadership to provide automatic downloads of information into CSU's Kuali platform. Additionally, the department is working to implement the budgeting, forecasting, and modeling modules of NetSuite so that by the end of October the university will have increased ability and accuracy of its forecasting capabilities to aid in managerial decision making.
- In August, CSU-Global's Letter of Intent was accepted by the Global Accreditation Center for Project Management Education Programs (GAC). The acceptance initiates the accreditation processes for the university's B.S. in Project Management and Master of Project Management programs.
- New courses have been added to the university's collection of faculty training programs to further facilitate the faculty's understanding and participation in CSU-Global's policy creation, instructional technology, classroom excellence, publishing, teaching and learning, and student resume review.

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CSU System Goals: Service, Fiscal Health, Student Success

CSU-Global Transformation Plan Goal: Develop Innovative Stakeholder Engagement

- In achievement of its mission to facilitate workforce success through education, in September CSU-Global launched its partnership with Chick-fil-A as part of Chick-fil-A's Educational Assistance Program which is available to all franchisees, corporate staff and 'teammates'/restaurant staff. The university has also begun enrolling students from Chipolte Mexican Grill's nationwide educational initiative which provides tuition support to all restaurant workers and staff.
- In its Fall trimester, the university enrolled approximately 3,250 students which is a new high in CSU-Global's history. Accordingly, the Registrar's Office reports that during that period, 98.27% of all official transcripts received for the Fall trimester terms were reviewed and entered into the CSU-Global system within one business day. Notwithstanding, the Tuition Planning team worked with a total of 3,297 prospective students to help with their financial onboarding and for receipt of their personalized financing plans; and the team reported that 13,060 activities were accomplished of which 98.2% of the activities were completed within 24 hours of the time they were received.
- Over the last year, CSU-Global faculty and faculty leadership conducted pilot studies related to graduate level teaching and learning. Different forms of engagement and feedback were introduced and measured and both faculty and students were surveyed. Based on the recommendations, CSU-Global approved and began the new 2016-2017 academic year with enhanced graduate instructional and faculty-interaction expectations and graduate faculty compensation. Data regarding changes in student retention, graduation, and workplace success will be shared with the Board of Governors on an ongoing basis.
- The Student Advising Department has completed its implementation of new software for Student Advisors for automation of their workflows. The new functionality will assist advisors in managing their student outreach efforts and allow CSU-Global leadership to more fully understand the work and progress of advisors in their interactions with students. Additionally, the Enrollment department deployed its first enterprise gamification system for counselor training engagement, production, and employee development. The gamification platform is believed to be the first for employees in a higher education institution.

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- CSU-Global has fully launched its Mobile App for students (“CSU-Global Campus”). The App allows students to manage their student accounts, search the CSU-Global knowledge base for answers, and provides students with access to their courses. Within the first 45 days, the university witnessed over 3000 app downloads via iTunes and Google Play.

CSU System Strategic Goal: Student Success

CSU-Global Transformation Plan Goal: Sharing for Global Good

- CSU-Global’s application for the U.S. Department of Education’s EQUIP Experiment was one of eight selected for acceptance into the nationwide Experiment. The proposed Program partners the university with Guild Education, Inc., to provide workforce readiness learning with academic curriculum, for which the Department of Education will provide enrolled students with access to Pell Grant funds.

Section 14

Annual Research Reports

- Colorado State University Research Report
- CSU-Pueblo Research Report

Research Report 2016

Continuing the Land Grant Adventure into the Landscape of our Imagination

CSU Researchers will advance the frontiers of knowledge and discovery, provide cultural and intellectual leadership, and make an impact in our communities and around the world

2016 “By the Numbers”

388

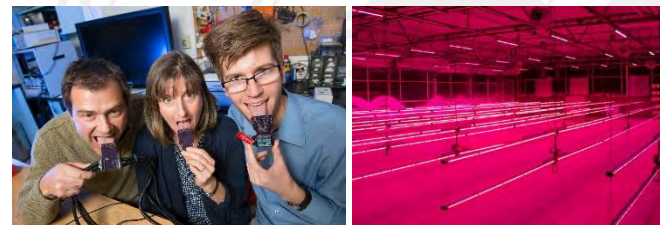
From FY15 to FY16:

- Overall Awards - \$282 million. 5.1% **increase**
- Federal Awards - \$214 million. 3.6% **increase**
- Industry Awards - \$14 million. 12.9% **decrease**
- Other Non-Federal – \$54 million. 18.3% **increase**

- Proposals Sent - 2,211 (\$885M)
3.6% (9.4%) **decrease**

- Expenditures - \$331.9M – 4.6% **increase**

- Active Patents & Patent Applications - **622**
- Record Number of License Agreements – **46**



**301 Research Stories in
Source since January 2015**



D-PLACE



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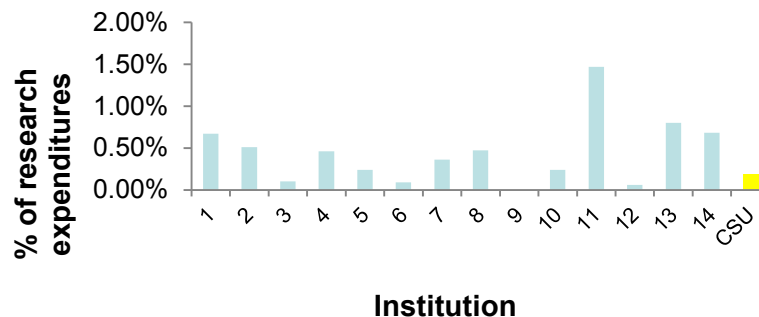
Behind the Numbers



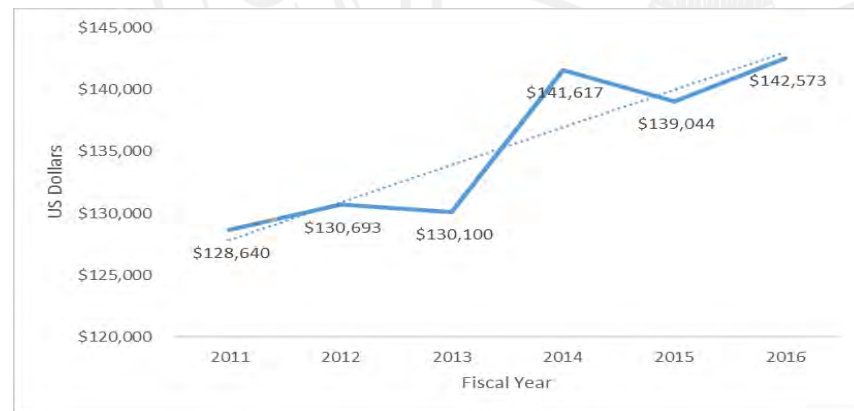
Research and Scholarly Success Initiative: Restoring ³⁹⁰ the Foundations To Sustain and Grow Research Impact

- Great people and ideas need great facilities and strong administrative support
- Focused efforts to sustain and grow impact and revenue driven from publications, patents, rankings, awards
- Sustain and grow scholars that integrate teaching and research mission with well trained students

Survey of 14 Peer Institutions Comparing Investment in Shared Research Facilities



Award Size Trends



Transformational Core Research Investments: Medical Imaging



Equine 3T Imaging planned
For Institute for Translational
Biological Therapies

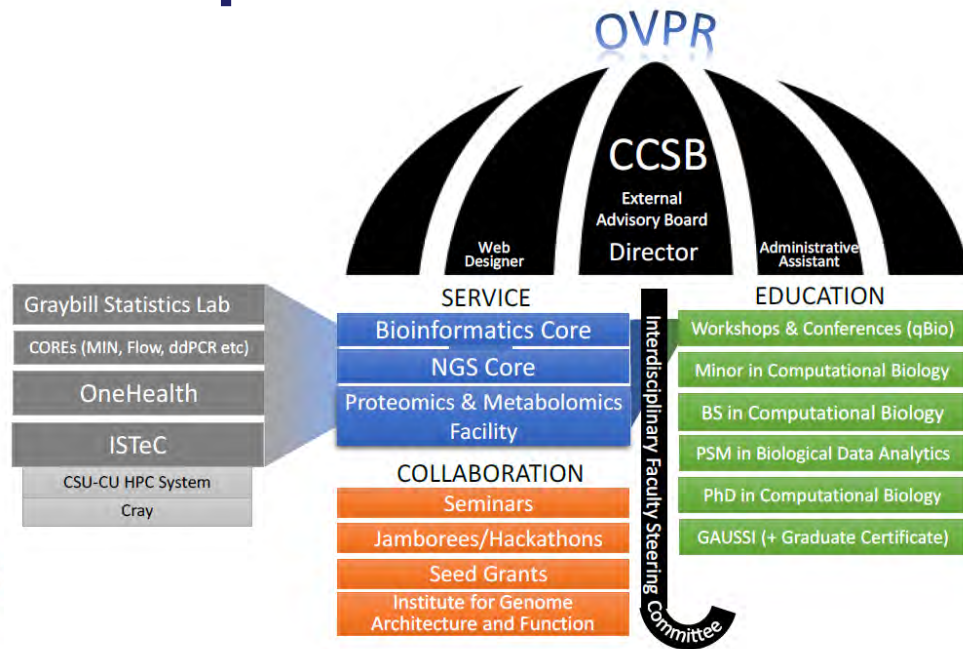
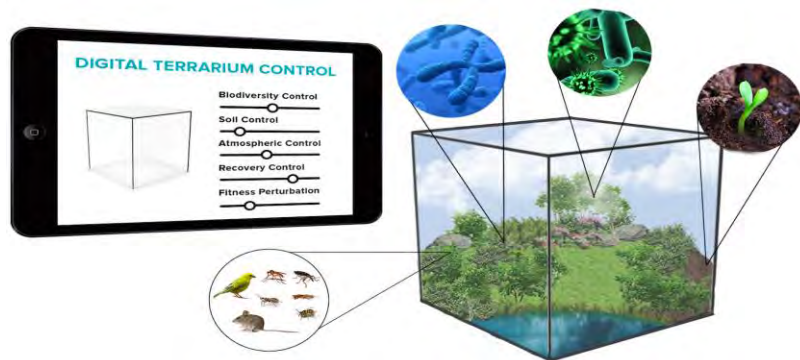


Desired Human Imaging for
Expanded Human Research
Impacts

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Example Needs in Shared Enabling Facilities that can Enable Research Impacts

Data Analytics and Computational Systems Biology in Era of Big Data Across Sectors and linked to NWC



Ecosystem Engineering of Climate Controlled Novel Environments

Safe Gene Study and Application

Linked to improved field outcomes and countermeasures in human animal and plant health, food and biosecurity

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Leveraging Resources for Greater Impact 395

“Big Bet”
Funding

- Driving towards multidisciplinary, multi-partner proposals of impact in excess of \$10M
- Diverse funding base: Federal, Industry, Foundation, Private Donor

Cluster
Hires

- Synchronized with Air Quality and Climate Team
- 5 new positions, linking social and physical sciences

Science
Of Teams

- Research network formation, organization, impact on interdisciplinary research
- CPN case study, expanding to all of CIP

Leveraging
Relationships

- Engagement with Advancement/Corporate Relations, Foundation Relations, International Programs, Extension, looking at innovation networks
- Cathay Biotech, Coke, Leprino, Mars, National Western Center, Starbucks, etc.

For the
Future

- Research Development Office
- Institutionalizing bottom up program for team formation and infrastructure support



New Emerging Strategic Opportunities²⁰²⁴ and Prioritized Investments

- One Health Institute (Food Systems, Urbanization, Climate)
- Center for Healthy Aging (Neuroscience, Exercise Sciences, Nutrition)
- Microbiome Discovery and Applications (Antimicrobial Resistance, Gut Health, Disease Outbreaks)
- Smart Agriculture (Precise, Predictive, Productive)
- Sustainability Research and Outcomes (Future Earth, Ecodistricts)

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM



Colorado State University Partnership for Air Quality, Climate, and Health

395

Our Goal: A Wildfire Smoke Warning System



If wildfire were an industry, it would emit more cancer causing benzene than all other U.S. industries *combined*.



Each year, smoke (visible and invisible) from wildfires affects the health and welfare of millions.

2020

By 2020, particulate emissions from wildfires will overtake that from coal burning as the dominant source of particulate matter in the U.S.

Predicting smoke movement and preventing smoke health effects remains an unsolved problem

The CSU Partnership for Air Quality, Climate, and Health (PACH) is working to develop a national wildfire smoke health warning system to protect people from this growing public threat.

National Western Center: Align Research Enterprise with Strategic Growth 396

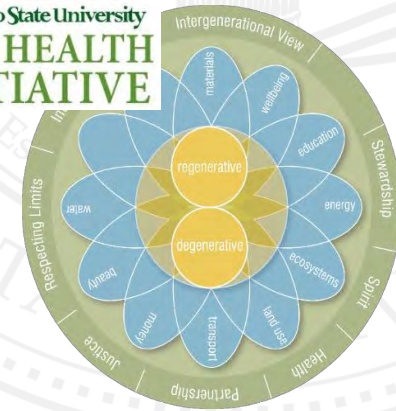


Convening/Facilitating/Fundraising

- One Health Partnership
- Institute for Built Environment/Ecodistricts
- Energy Institute
- National Renewable Energy Laboratory
- One Water Institute
- Ag Innovation



Colorado State University
ONE HEALTH INITIATIVE



ENERGY INSTITUTE

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Working to Solve Issues of Today – Zika ³⁹⁷

\$22M Proposed Research Funding



50,000 sq ft Biosafety Labs



BioMARC



GMP Manufacturing of Zika Vaccine



A new proposed facility for Vector Borne disease research

CSU Innovation Ecosystem Impact

Student Engagement & Education

Faculty & Community Education & Assistance

College of Business



CSU Collegiate Challenge

CSU Undergraduate Entrepreneurship Education



Financing Assistance

Entrepreneurship Education & Training

Start-up Assistance



BOARD OF GOVERNORS of the COLORADO STATE UNIVERSITY SYSTEM

Proposed Research and Scholarship Success Initiative³⁹⁹

Phase I: Restoring the Foundation

- Accelerate Facilities Renovations
- Improve Research Administration (IT, Processes, Staffing, Training)
- Increase Investments in Existing Core Facilities
- Invest in Early Career Investigator Initiatives
- Invest in Student Initiatives for Undergraduate and Graduate Research
- Implement Safety Initiative

Phase II: Building a Framework for Success

- Establish New Core Facilities
- Engage in Teaming Activities
- Increase Faculty Start-Up for Research
- Invest in Existing Faculty Success
- Grow Research Development Activities
- Create New Workshops and Professional Development Activities

Phase III: Sustainable Growth

- Establish More Centers and Institutes
- Secure Investments in New Team Science Buildings
- Complete Foothills Master Planning
- Launch New Cluster Hiring Initiatives
- Prioritize Key Faculty Hiring
- Promote Translational Research
- Explore International Opportunities

Research Report 2016

Questions

Thank You

Research Report

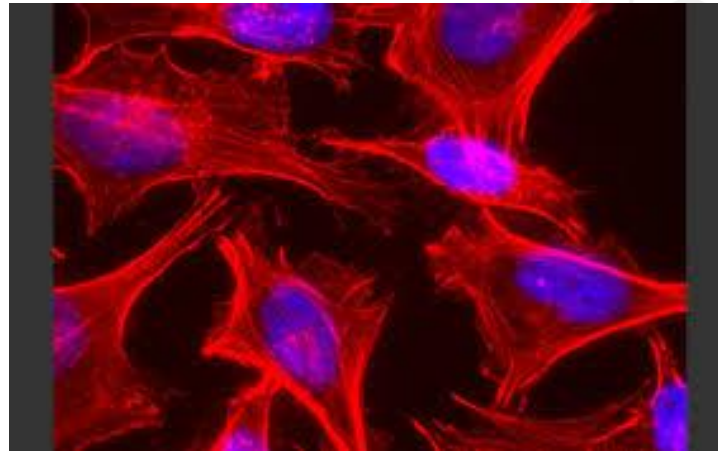
Colorado State University – Pueblo

October 6-7, 2016
Dr. Rick Kreminski
Provost/Executive VP for Academic Affairs

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM



- (1) Summary data of grants in recent past
- (2) Some grant highlights
- (3) Faculty research activity
- (4) Campus-wide dissemination events



(1) Summary of external grant submissions⁴⁰³

FY2013

# submitted	41		
# funded	22 (54%)	\$ funded	\$1.739M

FY2014

# submitted	26		
# funded	10 (39%)	\$ funded	\$85K

FY2015

# submitted	21		
# funded	15 (71%)	\$ funded	\$3.774M

FY2016*

# submitted	32		
# funded	16 (50%)	\$ funded	\$4.077M

*Some still pending

(2) Some grant/contract/appropriation highlights

- Institute of Cannabis Research - \$270K from Pueblo County, \$900K from legislature (all for research)
- US Department of Education Title V grant (“MAESTRO”) PI Dr. Donna Souder for Center for Teaching and Learning (\$2.2M over 5 years – ends 9.30.2020)
- Other US Dept of Education grants: two new awards within past year, PI Mike Manos (\$1.2M, \$2.2M over 5 years – both end 8.31.2021). Several others near completion in fall 2016 or spring 2017.
- NSF: Cyberinfrastructure, CSU-Pueblo PI/CSU coPI (\$307K over 2 years)



National Science Foundation
WHERE DISCOVERIES BEGIN

BOARD OF GOVERNORS *of the*
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(2) Some grant highlights

Internally funded SEED and SURP grants:

- SEED grants – seed monies for faculty research, to lead to journal article submission and/or sufficient research data that can then lead to external grant submission. Typically ~10 awarded per year, ~\$5K-\$8K each
- SURP grants – summer undergraduate research program grants, to fund students and supplies. Typically ~10-15 awarded each summer (12 last year, \$1K-\$2K).

(3) Sample of recent faculty activity (CY2015)⁴⁰⁶

Of 122 tenured/tenure-track faculty...

- 36 had a peer-reviewed journal article, book chapter, or book published (does not include many peer-reviewed conference proceedings publications nor contracted technical reports)
- 5 had books published; several have book contracts
- These totals do not include several fine arts faculty who had juried showings or invited performances (including one documentary)



(3) Sample of recent faculty activity (CY2015)⁴⁰⁷

Book contracts during last year (and ongoing) include the following publishers:

- University of Illinois Press
- University of Utah Press
- Bloomsbury



(4) Campus dissemination

Fourth Annual campus-wide Student Works Symposium April 8 2016

- 41 posters (some with 2-3 student coauthors)
- 39 oral presentations (50% increase from last yr)
- Student participants from art, art history, biochemistry, biology, business administration, chemistry, engineering, english, exercise science, history, mass communications, math, music, nursing, political science, psychology

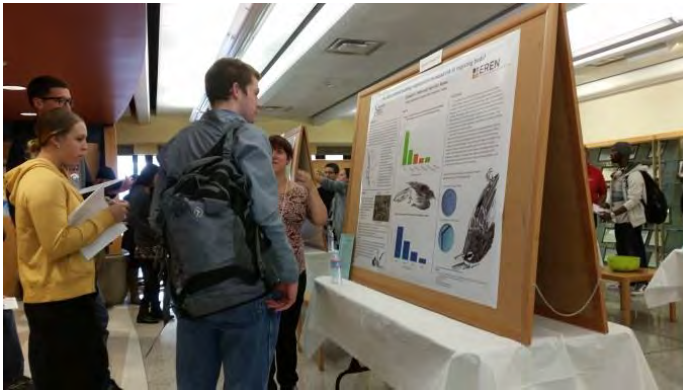


BOARD OF GOVERNORS *of the*
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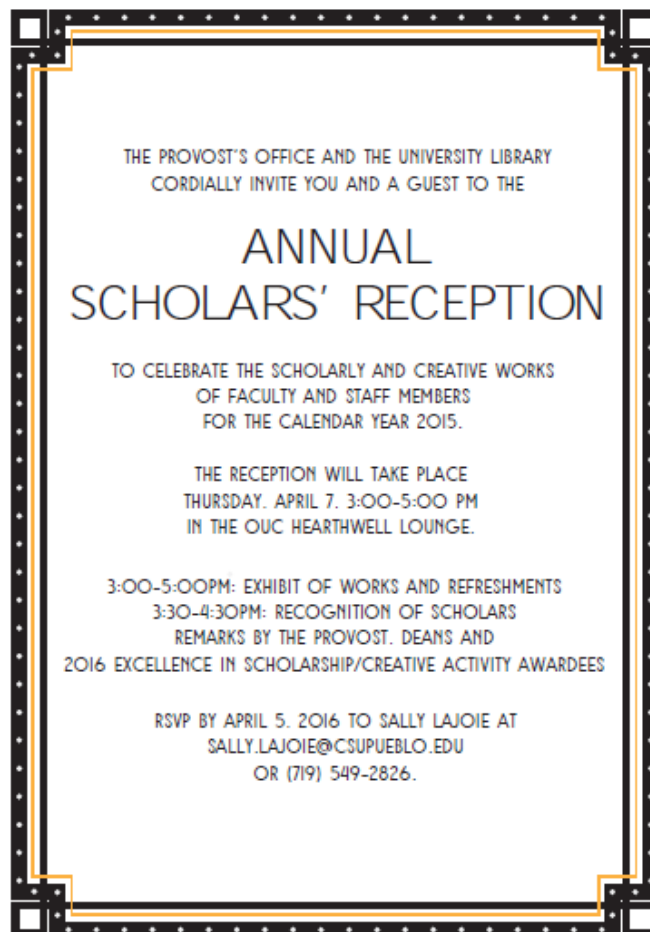
(4) Campus dissemination

College and departmental activities – examples:

- Annual spring psychology student research forum
- Annual fall College of Science and Mathematics student research symposium (11th annual fall 2015)



(4) Campus dissemination



Annual Scholars reception –
Faculty and staff with
scholarly/creative activity within
the past year invited to reception;
works on display, guest speaker,
dean introductions of faculty/staff

14 faculty from CEEPS, 25 from
CHASS, 19 from CSM, 16 from
HSB, 4 from library, 4 staff

Other

Conferences hosted include...

- 13th annual Pike's Peak Regional Undergraduate Math Conference February 2016 (rotates among front range colleges)
- NEW: First annual Southern Colorado Conference for the Humanities, Arts, & Social Sciences, held April 1-2, 2016
- NEW UPCOMING: Institute of Cannabis Research, first annual conference, ICR2017, April 28-30, 2017
- UPCOMING: 100th anniversary meeting of the Rocky Mountain Section of the Mathematical Association of America, April 21–22, 2017



BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

Questions?

Section 15

Consent Agenda

- Colorado State University System
 - Minutes of the August 4-5, 2016, 2016 Retreat, Board and Committee Meetings
- Colorado State University
 - MS Computer Engineering
 - Ph.D. Computer Engineering
 - Faculty Manual Change – Section C.2.1.9.5.d
- Colorado State University-Pueblo
 - CSU-Pueblo Student Code of Conduct Handbook
- Colorado State University Global Campus
 - Business Analytics (Graduate)
 - Cyber Security (Undergraduate, Graduate)
 - Data Management and Analysis (Undergraduate)
 - Information Technology Operations (Undergraduate)
 - Management and Leadership Fundamentals (Undergraduate)
 - Business Administration (Undergraduate)
 - Marketing (Undergraduate)

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM MEETING
Colorado State University-Pueblo, Occhiato University Center
August 4, 2016**

CALL TO ORDER

Chair Mosher called the meeting to order at 8:36 a.m.

ROLL

Governors present: William Mosher, Chair; D. Rico Munn, Vice Chair (by phone/Evaluation Committee meeting); 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 Soracá, Student Representative, CSU; Stephanie Quinn, Faculty Representative, CSU-Global Campus; 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: Rick Callan, Senior Real Estate Analyst, CSURF; Helen Caprioglio, Assistant Provost, CSU-Pueblo; Nick Coltrane, Reporter, Coloradoan; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Chris Fendrich, Director of Auxiliary Services, CSU-Global Campus; Blanche Hughes, Vice President of Student Affairs, CSU; Nancy Hurt, Managing Director, CSURF; Jason Johnson, Deputy General Counsel, CSU; Todd Kelly, Executive Director, CSU-Pueblo Foundation; Rick Kreminski, Executive Vice President of Academic Affairs and Provost, CSU-Pueblo; Karl Spiecker, Vice President for Finance and Administration, CSU-Pueblo; Jason Warr, Vice President of Operations, CSU-Global Campus.

PUBLIC COMMENT

Chair Mosher convened the meeting and ask if there was any public comment of which there was none.

AUDIT AND FINANCE COMMITTEE

Committee Chair Tuor convened the meeting and asked Ms. Horn for her report.

Status of FY 2016-17 Audit Plan and Audit Reports: Ms. Horn reported there are nine audits in progress of which two evolved from special reviews of the Lory Student Center Operations and the CSU Early Childhood Center. She reviewed the four reports issued since the last meeting that include the Confucius Institute with no findings; the CSU Dept. of Occupational Therapy with three findings related to internal controls and no red flags; CSU Ram Card Office with suggestions for improvements in internal controls; and CSU-Pueblo Residence Life and Housing with nine recommendations agreed to by management.

Past Due Recommendations: Ms. Horn commented on the tension with setting achievable target dates and implementation of the recommendations. Seven of the seventeen past due recommendations listed have been implemented since the report was submitted and some of the recommended corrective actions have evolved since the audit reports were issued. Internal Auditing has an effective tracking system and the audits are kept open until the actions are completed.

In response to questions on the CSU Conflict of Interest audit, Ms. Horn explained that, due to the amount of financial activity at the university, there needs to be assurance conflict of interest is appropriately addressed. The recommendations relate to continual monitoring to ensure effectiveness and, with the office currently restructuring, the recommendations will be held open until the staffing changes are in place. When asked if the consultant's evaluation of CSU Risk Management and Insurance would be shared with the Board, Ms. Horn responded the target date is the end of FY 2017 and detailed information would be available.

Higher Education Funding and Model Update: Ms. Johnson explained that Colorado higher education is in the second year of the current outcomes-based funding model. At the July CFOs meeting, the CCHE brought forward recommendations for the next fiscal year based on the current model with no expectation of major modifications to the model. The DHE developed the model last year to help inform what level of tuition increases each higher education institution would need based upon cost structures and there is no indication at this time as to what changes might occur in the level of state funding. A chart outlining the tuition recommendation process was provided.

Campus Budget Presentations with Tuition Discussion: Committee Chair Tuor noted there is no action item and the presentation is only for discussion.

Colorado State University: Ms. Johnson explained how the budget was reformulated to be static and based on 1.2% inflation in order to be more transparent on the deployment of resources and to more cohesively align with the strategic plan. She reviewed the new resources, new expenses and base assumptions, and explained how revenue from any potential enrollment growth in the current year would be included in the subsequent year's budget.

Dr. Frank noted the draft budget is only a starting point for discussions and was designed to illustrate the fundamental challenges of balancing the budget including the impact of no enrollment growth and the tension between keeping tuition increases down with low state support while trying to make progress on faculty salaries. He commented on the fundamental flaw with the cost driver analysis embedded into the state funding formula that does not allow for quality improvements which creates another tension.

In response to a question, Ms. Johnson explained the Triple Crown scholarship program for non-resident undergraduate students with increases in non-resident undergraduate financial aid tied to enrollment growth and not tuition rate. When asked about quality enhancements, Ms. Johnson responded the budget line was blank at this point and will be populated later in the budgeting process with the institution already committed to at least some quality enhancements that have multi-year funding.

General feedback was positive on the baseline application of inflation to the budgeting process and the simplicity of the categories. Dr. Frank recounted how last year, based on direction from the Board, budget scenarios with tuition increases in the three to six percent range were presented at the October meeting and he asked for the Board's guidance for this year's budget planning process.

CSU-Pueblo: Mr. Spiecker explained the budget was constructed with the same parameters and basic assumptions as the CSU budget and includes two conservative scenarios of flat enrollment and flat freshmen enrollment that could result in an overall decline in enrollment. He commented on the huge

impact of enrollment on financial viability of institutions such as CSU-Pueblo and indicated better budget numbers will be available after the fall census. Applications and deposits for fall have increased by 10% since the previous year.

Mr. Spiecker explained the draft budget is only the E&G budget and does not include quality enhancements or the housing issues. He reviewed a summary of the CSU-Pueblo housing fund balance that is unrelated to the E&G budget with the expectation of growth in the negative balance. Mr. Spiecker recounted the policy changes that have been implemented to assist with the housing challenges. Dr. Frank mentioned the financial sustainability plan endorsed by the Board at the May meeting and indicated updates on the housing issues and the repayment of the CSU-Global Campus loan will be provided at an upcoming meeting.

CSU-Global Campus: Mr. Warr explained the budget was developed on the baseline and the projected new enrollment growth with examination of each operating category in terms of historic and trend percentages, and the alignment with the strategic initiatives. He reviewed the basic assumptions, new resources with no tuition increase, and expenses with a projected incremental net of \$5.8 million. With initiatives and strategies focused on student support, outreach and retention growth, retention was reviewed across four separate demographics with an overall 75% retention rate.

Guaranteed Tuition Models: Dr. Frank provided historical context on guaranteed tuition models and noted the University of Colorado has started a guaranteed tuition program. He noted that fees and other items are generally not guaranteed in such programs.

Dr. Miranda explained the presentation was designed to explain the basics and challenges with implementation and not to advocate for a guaranteed tuition program. He provided an overview of how tuition guarantees work; examples from a student's perspective; revenue estimates from CSU and CSU-Pueblo's perspectives; and a wide range of issues that would need to be considered before implementation. Following discussion, the general feedback was there was no interest in moving forward with a guaranteed tuition program at this time. Dr. Frank indicated the issue will continue to be monitored at the national level.

Institutional Plan for Student Fees: Ms. Johnson explained that, as required by statute, the CSU and CSU-Pueblo plans must be approved and then submitted to CCHE for review and approval. There were minor adjustments to the CSU-Pueblo plan. The CSU plan was relatively the same as the previous year with an additional section on the alternative transportation fee that was approved by ASCSU. Representatives from ASCSU were engaged to review the plan. **Motion/Action:** Governor Singleton made the motion to approve; Governor Gustafson seconded; and the motion carried unanimously.

Approval of Revised 2-Year Cash Funded Project List: Ms. Johnson reported the updated list includes six projects with five of the program plans to be discussed during the Real Estate/Facilities Committee meeting and the Warner College of Natural Resources addition that was approved in December 2013. Based on timing of the Board meeting, the list has been submitted to the CCHE and DHE for approval. Ms. Johnson explained the approval of program plans is for the scope of the project and not the financing plan which is submitted later for Board approval before proceeding with construction. Dr. Frank noted the approval of the list is endorsement that the projects are worthy of consideration by the Board. Action on the list was deferred until after the Real Estate/Facilities Committee meeting.

Reserves Policy: Action was tabled to allow for additional review and revisions of the policy.

CSU System Treasury Update: Ms. Johnson reported that an employment offer for the new CSU System Treasurer position has been extended to and accepted by Margaret Henry who will start in the middle of

September. Due to an existing commitment, Ms. Henry will not be present at the October meeting and will be introduced at the December meeting.

FY 2018 Budget Follow-Up: Feedback indicated that providing different scenarios was helpful the previous year and modeling based on 3% and 4% would be appropriate. Dr. Frank indicated scenarios could be prepared for October based on fixed expenditure amounts and the impact on tuition rates with any changes in state funding. By December and February, the budget modeling can be refined based on the Governor's budget recommendation and the JBC, and the budget would then be finalized in May after the Long Bill is approved by the state legislature.

The meeting recessed for a break at 10:29 a.m. and reconvened at 10:48 a.m.

REAL ESTATE/FACILITIES COMMITTEE

Committee Vice Chair Flores convened the meeting and asked Dr. Frank for introductory remarks. Dr. Frank explained that the Board, by approving the program plans, endorses the general scope and scale of the project. The university can then fundraise and develop the plan of finance to be approved by the Board before a project moves forward to construction.

Dr. Frank recounted that the rating agencies will likely consider a downgrade for the CSU System at the next bond issuance. The rating agencies have positively acknowledged CSU's deployment of the debt capacity in line with a long-term strategic plan. The decision eight years ago to aggressively revitalize the campus during turbulent financial times through a purposeful decision to physically improve the campus is reflected positively with enrollment, philanthropy and investment growth. In context of role and mission, through the Commitment to Colorado, low-income Pell-eligible students have not seen an increase in tuition in eight years with the university covering tuition and fees for those students through packaging of state, federal and institutional financial aid.

Dr. Frank noted the importance of continuing to deploy the debt capacity to finish the campus renovations and to start addressing critical deferred and controlled maintenance issues, including the research infrastructure, through a reasonable long-term business plan. A ratings downgrade in today's market in fiscal terms would be relatively minimal.

Committee Vice Chair Flores clarified that the Board would be asked to approve the program plans, but not the commitment to go forward with the projects. The suggestion was made to provide the Board with an overview of the projects represented by the debt service.

Approval of Program Plans: Ms. Johnson indicated there were five program plans for approval.

Richardson Design Center: Ms. Johnson noted the name is basically a misnomer for the project used by the campus as the Board has not formally approved a naming for the facility. She reviewed the scope of the project including cost, location, size and usage. With the addition of this facility, the university would create a design district that would provide a "maker's space" which would be available to the entire CSU community.

Shields and Elizabeth Underpass: Dr. Frank clarified that negotiations with one of the landowners is still underway and there is optimism for a positive outcome. He also clarified that this project is one of several non-stadium related projects included in the IGA with the City of Fort Collins. As with the College Avenue underpass and the new Prospect and Center underpass under construction, the project is based on safety concerns for pedestrian and bicycle traffic and is not part of the scope and scale of the new on-campus stadium.

In response to a question, Ms. Johnson explained the underpass becomes property of the city when completed with ongoing collaboration for maintenance and CSU branding components. Part of the cost is additional work for drainage due to the water table in that area. Based on traffic studies, the location is where the majority of the bicycle and pedestrian traffic enters the campus and the determination was made that an underpass would be more cost effective than an overpass. Discussions are planned with the tenants adjacent to the project to address any concerns and to receive additional input.

Temple Grandin Equine Center: Ms. Johnson reviewed the cost, location and components for an integrated research and education facility focused on equine-assisted activities and therapies. The construction cost for the facility is slated to be 100% covered by donors.

JBS Global Food Innovation Center: Ms. Johnson explained the center will be an addition to the existing Animal Sciences building to provide hands-on instruction in the areas of food animal handling and meat processing. In addition to a meat processing facility, classrooms, and research space, there will be a small retail space to sell meat and a livestock holding facility. The project is slated to be 100% donor funded; however, depending on fundraising results, institutional resources may need to be utilized.

Athletic Practice Fields and Heritage Garden: Ms. Johnson explained the challenges for the various athletic and recreational programs with the existing outdoor practice fields. The new football practice field would be located directly west of the new stadium and allow the existing practice field to be repurposed for NCAA women's soccer. The heritage garden addition would celebrate and demonstrate CSU's agricultural history and provide a gateway to the arboretum. Donor funds were initially used to start the design development and schematic work for the stadium. With the issuance of the stadium bonds, those funds were pulled back into an account and could be utilized for this project. There are also resources residing in the CSU Foundation that could be utilized.

Dr. Frank noted this is a stadium-related project and, as such, will be funded from appropriate revenue sources related to the stadium. He recounted the campus input process to determine how to utilize the area that includes some of the last remaining agricultural land of the original campus and will honor the land-grant university heritage.

General Counsel Nosler listed the five program plans that, along with the two-year cash list brought forward from the Audit and Finance Committee, would be approved by one motion. **Motion/Action:** Governor Tuor made the motion; Governor Robbe Rhodes seconded; and the motion passed unanimously.

Telecommunications Contract Authority Delegation: Ms. Johnson explained how CSU has been identified as an attractive place for cellular phone companies to locate their towers. Currently there are ten agreements that generate \$375,000 annually for the university. The resolution is to delegate authority to either the President or the Vice President of University Operations to approve agreements that are greater than five years and up to fifty years due to the importance of longer term agreements for the providers. The authority is currently for up to five years. **Motion/Action:** Governor Gustafson moved to approve; Governor Robbe Rhodes seconded; and the motion carried unanimously.

Hughes Stadium Update: Dr. Frank reviewed the location and size of the four CSU campuses in Fort Collins and Hughes Stadium. Discussion on how to utilize Hughes Stadium was postponed until Board approval was given to move forward with the new on-campus stadium and the real estate assets of the existing stadium were included as one of the buffers in the financial model that did not include any state funds, tuition or fees. A variety of proposals have come forward and an open transparent process to receive public input has been established to assist the Board in fulfilling its fiduciary responsibilities to the citizens of Colorado in disposition of the site.

Ms. Parsons reported Icon Venue Group has been engaged to assist with the assessment over the next year through the open process with involvement of all stakeholders. She reviewed the timeline with the expectation that a recommendation will be made to the Board at the May 2017 meeting. Dr. Frank indicated city staff have reviewed the process, and the City Council and County Commissioners will also be engaged.

In response to questions, Dr. Frank recounted that, based on independent real estate assessments for Hughes Stadium, \$15 million was included as a buffer in the financial model. He noted the Board's real estate policy stipulates that revenue from the sale of a long-term real estate asset can only be utilized for acquisition of other long-term real estate assets and cannot be used for operational purposes. The basic cost for renovation of Hughes Stadium was projected to be \$30 million; there was no significant donor interest; and the renovation would have required sale of E&G-backed revenue bonds.

CSU-Pueblo Foundation Commercial Development: Vice Committee Chair Flores introduced Mr. Kelly, the Executive Director of the CSU-Pueblo Foundation. Mr. Kelly reported the foundation is in the exploratory phase of the project that is anticipated to increase enrollment, create student life, and better connect the campus to the community. He reviewed the location and the site development plan. There are currently three signed letters of intent from locally owned businesses that include a pizzeria, a casual dining restaurant and a coffee shop. A purchasing signing agreement has been executed with the current land owner and the due diligence process is underway with an anticipated November closing.

Mr. Kelly explained how the foundation sold out-of-state commercial properties three years ago and will utilize the profit to invest in the project and the renovation of the Occhiato University Center. The RFP process for general contractors is underway and a July 2017 opening is anticipated. Dr. Di Mare and Governor Huerta expressed appreciation to the foundation for the project that will help the campus have a more residential atmosphere with the adjacent retail space.

Executive Session: Committee Vice Chair Flores indicated there was one remaining item to be discussed in executive session. General Counsel Nosler read the meeting into executive session for the purpose of consideration of gift and naming opportunities, confidential pursuant to statute as set forth in the meeting notice. **Motion/Action:** Governor Tuor made the motion to convene in executive session. Governor Singleton seconded and the motion carried unanimously. The meeting convened in executive session at 11:55 a.m. and reconvened in open session at 12:02 p.m.

Open Public Session: Committee Vice Chair Flores asked for a motion to approve the CSU naming opportunity as discussed in executive session. **Motion/Action:** Governor Robbe Rhodes made the motion; Governor Tuor seconded; and the motion carried unanimously. The meeting then recessed at 12:04 p.m. for lunch with the leadership of the CSU-Pueblo Faculty Senate, the Associated Students' Government, the Classified Staff Council, and the Administrative Professional Council.

EXECUTIVE SESSION

Chair Mosher reconvened the meeting at 12:52 p.m. and explained the Board would convene in executive session to receive the litigation report. Upon the completion of the executive session, the Evaluation Committee composed of the voting members would then convene in executive session. General Counsel Nosler read the meeting into executive session for the purposes of receiving the litigation report or to receive legal advice for specific legal questions, all confidential pursuant to statute as set forth in the meeting notice. **Motion/Action:** Governor Zimlich made the motion; Governor Flores seconded; and the motion carried unanimously. The meeting convened in executive session at 12:55 p.m. and reconvened in open session at 1:27 p.m.

EVALUATION COMMITTEE

Chair Mosher reviewed the activities for the evening's social event and then the non-voting members were excused. 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. **Motion/Action:** The motion to convene in executive session was made, seconded and carried unanimously. The Evaluation Committee convened in executive session in the Cottonwood Room at 1:37 p.m. and then adjourned for the day at the conclusion of the committee meeting.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM MEETING
Colorado State University-Pueblo, Occhiato University Center
August 5, 2016**

CALL TO ORDER

Chair Mosher called the business meeting to order at 9:07 a.m.

ROLL

Governors present: William Mosher, 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 Soracá, Student Representative, CSU; Stephanie Quinn, Faculty Representative, CSU-Global Campus; 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: Jon Bellum, Provost, CSU-Global Campus; Rogelio Arreguin-Mancera, Student, President's Leadership Program, CSU-Pueblo; Dianne Archuleta, History Student, CSU-Pueblo; Helen Caprioglio, Assistant Provost, CSU-Pueblo; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Courtney Ewing, Biology Research Student, CSU-Pueblo; Joe Folda, Athletic Director, CSU-Pueblo; Jason Johnson, Deputy General Counsel, CSU; Christopher Irwin, HSB, Student/Alumnus, CSU-Pueblo; Sylvester A. Kalevla, Dean, CEEPS, CSU-Pueblo; Rick Kreminski, Executive Vice President of Academic Affairs and Provost, CSU-Pueblo; Fawn Montoya, Associate Professor, Chicano Studies, CSU-Pueblo; Jose Ortega, History Student/Alumnus, CSU-Pueblo; Joe Parker, Athletic Director, CSU; Bruce Raymond, Dean, HSB, CSU-Pueblo; Erika Retzlaff, Student, President's Leadership Program, CSU-Pueblo; Annica Roberts, Student, Healy Center, CSU-Pueblo; Juan Rodriquez, Student, CSU-Pueblo; Tracy Samara, Director, Alumni Relations, CSU-Pueblo; Trent Schaelling, Student, CSU-Pueblo; Karl Spiecker, Vice President for Finance and Administration, CSU-Pueblo; Lou Swanson, Vice President of Engagement, CSU.

BREAKFAST PRESENTATION

Chair Mosher convened the breakfast presentation at 8:01 a.m. and asked Dr. Kreminski for his remarks. Dr. Kreminski reviewed the schedule for the February 2017 Higher Learning Commission (HLC) reaffirmation of accreditation process for CSU-Pueblo. The HLC has instituted open pathways as part of the process and institutions have been asked to select a quality initiative for three to five years that is a grassroots effort unique to every campus.

CSU-Pueblo received thirteen proposals through various campus open forums for a quality initiative. Experiential education, both curricular and co-curricular, was selected and has been incorporated as part

of the campus strategic plan. The following students shared their personal experiences in experiential education during the past year: Christopher Irwin, Dianne Archuleta, Jose Ortega, Courtney Ewing, Juan Rodriquez, Trent Schaelling, Annica Roberts, Rogelio Arreguin-Mancera, and Erika Retzlaff.

STRATEGIC MAPPING UPDATE

Chair Mosher reconvened the regular business meeting at 9:07 a.m. and asked Ms. Parsons for the update. Ms. Parsons reviewed the refreshed strategic map based on the work at the June retreat that has three overarching strategies with related work areas and outcomes. The institutional strategic plans support the overall CSU System strategic plan. She then reviewed the activities to be undertaken in each of the three work areas.

Ms. Parsons indicated Hispanic Serving Institutions (HSIs) was the discussion topic for this meeting. She reviewed statistics on HSIs and noted the number of HSIs has more than doubled in the past 21 years. Dr. Di Mare recounted the congressional hearings in the early 1980s that created the HSI designation for higher education institutions serving underrepresented Latino groups and, in the 1990s, the designation of Minority Serving Institutions (MSIs) was added.

Dr. Di Mare explained how CSU-Pueblo as an HSI embeds in the curriculum a focus on the culture and history of Pueblo County and the local community. Over the past three to four years, CSU-Pueblo has increased Hispanic student enrollment from the required 25% FTE to 33% FTE, and the graduation and retention rates are higher than the overall student body. During the past five years, the institution through its HSI designation has received over \$10 million in federally funded educational grants that provide opportunities for all CSU-Pueblo students. Dr. Di Mare shared descriptions of grants that have been received.

Governor Huerta commented on the relationships built through HACU. He expressed pride in CSU-Pueblo as an HSI and remarked that the university's culture provides "a feeling of attending school with family."

In response to questions, Dr. Di Mare commented on other institutions that are leaders with HSI designations. When asked if the CSU-Pueblo faculty mirror the Hispanic student population, Dr. Di Mare commented on faculty recruitment challenges and efforts to increase that faculty demographic. The suggestion was made to emphasize activities that support the HSI designation in the strategic plan updates.

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Committee Chair Robbe Rhodes convened the meeting and asked Dr. Miranda to report.

Approval of New CSU Degree Program – Ph.D. in Communication: Dr. Miranda reviewed the rationale, components and funding for the new degree program. Approval would be on the consent agenda.

Approval of CSU Graduate Certificates: Dr. Miranda recounted the approval process to qualify for Title IV funding and reviewed the eight graduate certificates presented for Board approval on the consent agenda.

Approval of CSU-Global Campus Undergraduate and Graduate Certificates: Dr. Miranda reviewed the undergraduate and graduate certificates being brought forward for Board approval on the consent agenda.

Approval of CSU Academic Faculty and Administrative Professional Manual Changes: Dr. Miranda explained the manual is a codification of the policies, procedures and benefits for those two classifications

of employees. There are certain processes, such as curricular changes, and promotion and tenure, pertaining only to faculty. The following revisions were submitted for Board approval on the consent agenda.

- Preface: Amended to require new policies and changes that apply to administrative professionals be approved by the Administrative Professional Council prior to Faculty Council approval.
- Section F.3.16: Amends the parental leave policy to clarify and incorporate new federal regulations and removes the reference to catastrophic leave which is now in Section F.3.17.
- Section F.3.17: The amendments expand and clarify the existing catastrophic leave policy and terms.
- Sections C.2.3.3, C.2.8, and E.4.2: The amendments will address issues identified with practices in establishing and operating Special Academic Units (SAUs). The changes pertain to administrative structure relative to supervision and to allow the SAUs to hire non-tenure track faculty.

Approval of CSU Program Review Schedule: Dr. Miranda reported there are five programs in the College of Business that will be reviewed in AY 2016-17. Board approval would be on the consent agenda.

Approval of CSU Academic Calendar – Fall 2016 through Summer 2022: Dr. Miranda recounted the Board had previously granted testing the installation of one commencement for Spring 2016 on Sunday morning. Based on the positive results, blanket approval for Sunday commencements is being sought on the consent agenda and the dates will be incorporated in the formal university calendar.

Annual Approval of Degree Candidates: Dr. Miranda recounted the change to an annual approval for each of the campuses to award the degrees to the graduates as they are earned during the year. The three campus approvals are on the consent agenda. Graduation statistics for the past year were provided for CSU and CSU-Pueblo.

Approval of CSU-Global Campus Latin Honors: Dr. Miranda reported a task force researched and developed the proper criteria to award Latin honors for students graduating with distinction. The proposal to be approved on the consent agenda includes retroactively awarding the honors to graduating cohorts since 2013. Dr. Bellum added that this action was primarily driven by student demand.

Approval of CSU-Pueblo Program Review Schedule: Dr. Miranda reported the campus is on a six-year cycle and listed the six programs to be reviewed in AY 2016-17. Board approval is on the consent agenda.

Faculty Activity Reports: Dr. Miranda indicated there were three separate campus reports that include comprehensive data on faculty evaluations; promotion and tenure; demographics; workload; and compensation. CSU and CSU-Pueblo have established hiring practices that include national searches, rigorous reviews by committees, faculty input, external reference letters, and campus interviews for finalists culminating in hiring new faculty. CSU-Global Campus has a different but equally rigorous onboarding process.

Dr. Miranda explained the annual performance review process for all faculty that is especially rigorous for non-tenured tenure-track faculty. CSU and CSU-Pueblo utilize five commonly used levels of evaluation with the goal that all faculty either meet or exceed expectations. Overall the majority of reviews are positive and development plans are implemented where appropriate. CSU-Global Campus does not have tenured/tenure-track faculty and utilizes a different process for evaluating faculty, and the results from the annual faculty satisfaction survey are very positive. Governor Tuor commended CSU-Pueblo on the hard work and progress made to address issues previously raised by the Board.

Dr. Miranda reported there were 55 cases of promotion and tenure at CSU this past year with one denial and nine cases at CSU-Pueblo with one denial. Each year there are cases that are withdrawn for a variety of reasons. Additionally, each year a certain number of promotions for non-tenure track faculty are considered. CSU is currently revising the non-tenure track faculty roles to reflect a more comprehensive array of faculty titles and a better understanding of promotion career ladders for these faculty members.

Tenure occurs in the sixth year with ongoing annual reviews for tenured faculty and a comprehensive review every five years. During the past year 128 CSU tenured faculty underwent comprehensive five-year reviews with four recommendations for professional development plans of which one case went to a phase two peer review committee. At CSU-Pueblo there were ten cases which were all deemed to be positive and no professional development plans implemented.

Metrics were provided on faculty workload. For CSU, undergraduate student-faculty ratios are comparable to peers; degrees awarded per faculty are higher than peers; and research expenditures are significantly higher than peers. For CSU-Pueblo, undergraduate student-faculty ratios are higher than peers; degrees awarded per faculty are comparable to peers; and research expenditures are significantly higher than peers. For CSU-Global Campus, the metrics are primarily related to student credit hours. The number of credit hours per faculty member has risen during the past four years which reflects the growing class sizes and a student FTE equivalent to CSU and CSU-Pueblo.

Compensation metrics indicate overall CSU has held steady over the last five years at 93% to 94% of peer salaries with some differences in the various ranks. With several years of no or low raises at CSU-Pueblo, all faculty ranks are approximately \$10,000 lower than peer averages. CSU-Global Campus applies a different compensation algorithm to all faculty.

CSU faculty demographics indicate the number of women and minorities are at an all-time high level and the number of tenured/tenure-track faculty has increased during the past five years. Gender statistics are stable at CSU-Pueblo and the number of minority faculty is at an all-time high level.

In addition to the faculty activity report, a separate CSU promotion and tenure report with statistics from the past year was provided.

CSU-Pueblo Degree Proposal Process: Dr. Kreminski recounted the grassroots effort undertaken to develop new degree programs that would build on existing programs with the potential to develop into cornerstone programs. The programs should reflect community needs and, where possible, leverage system resources and collaboration with the other campuses. Eight proposals were initially submitted and the internal review committee has reduced the number to five with two at the undergraduate level and three at the graduate level. Dr. Kreminski reviewed the five proposals currently under consideration and commented on the potential to create additional centers for excellence.

Dr. Miranda summarized the activity occurring during the past two months as proceeding in three directions: the grassroots proposals from faculty utilizing other system level resources; due diligence on needs assessment; and development of strategic thematic areas with multiple programs. Dr. Kreminski recounted that CSU-Pueblo has a National Security Agency designation as a Center for Excellence in Cyber Defense Education that has potential for grant funding and creates opportunities for program enhancements and synergies.

Dr. Di Mare acknowledged the support of the Board, the Chancellor and the community to assist the university in moving forward with the new degree programs. CSU-Pueblo recently received a \$1 million donation to assist with the nursing program and efforts continue to secure revenue for other programs. Dr.

Frank noted the new academic cornerstone programs are an important component of the financial sustainability plan previously presented to the Board.

The meeting recessed for a break at 10:33 a.m. and reconvened at 10:48 a.m.

CSU-PUEBLO CAMPUS REPORTS

Student Report: Governor Huerta provided updates from the written report on additional Dean's Advisory Councils; fundraising for the student emergency fund; collaboration between the President's Council and student organization presidents on campus events; the new Campus Activity Board; the student discount program; new volunteer ASG positions; and monthly ASG open forums. When asked about the student emergency fund, Governor Huerta responded approximately \$10,000 has been raised and the CSU-Pueblo Foundation has assisted with creating an account for the fund.

Faculty Report: In addition to the written report, Governor Volk shared reflections on how to be the most effective in his role as the faculty representative and the challenges undergone by CSU-Pueblo during the past few years. He commented on the progress made by the university and the positive direction in moving forward with the equity study to address salary inequities.

President's Report: Dr. Di Mare acknowledged the work accomplished in completing the equity study and commented on the challenges with peer comparisons for administrative professional categories. An estimated \$3 million would be needed to make all the necessary salary adjustments to remain competitive with peer institutions. A revenue sharing policy is being drafted to create an equity account to begin the adjustments. The equity study results indicated no gender or ethnic bias. In response to questions, Dr. Di Mare commented on the retention and hiring issues with non-competitive salaries.

Mr. Spiecker explained how the first draft of the study was completed in fall 2014 and, with the initial data collection complete, the second phase to develop a strategy and methodology for the salary adjustments is underway. The suggestion was made to present an equity study report at the October meeting to assist the Board in understanding the issues and to begin factoring the adjustments into the budget process over multiple years.

Dr. Di Mare reported the *On the Move Campaign* has raised approximately \$19 million of the \$25 million goal and there will be a press conference on August 31st to announce a new campaign focused solely on academic programs. She thanked the Friends of Football, initially created in 2008 to help reinstate football, who have contributed \$3.3 million from more than 83 donors during the past year to expand and upgrade the athletic facilities.

Ms. Parsons provided an update on the competitive RFP process for a private partner to assist with CSU-Pueblo housing operations. Two finalists were interviewed and due diligence is underway for the firm selected. An update will be provided at the October meeting. Dr. Di Mare indicated that, with the new policy requirements, 40 additional students are projected to live in the residence halls this fall. When asked about Belmont, she responded the cost to renovate the facility is projected at \$18 million and the facility is closed due to numerous issues.

CSU-GLOBAL CAMPUS REPORTS

Student Report: In addition to the written report, Governor Buchmeier remarked that her reasons for choosing CSU-Global Campus to pursue her Masters of Health Care Administration included the high faculty standards, the cutting edge course curriculum, and the reputation of the university and the CSU

System. With a specialization in strategic innovation and change management, she expressed appreciation for the availability of the degree program.

Faculty Report: Governor Quinn commented on how a faculty member's personal satisfaction can impact effectiveness as an instructor and retention. She provided an overview of the faculty mentor program that, in lieu of traditional annual reviews, began earlier in the year with a six-month pilot program utilizing best practices. Goals for the program include faculty success, improved communication, and increased student satisfaction and retention. The program is equitable with a common rubric for course expectations.

President's Report: Dr. Takeda-Tinker explained the written report is a wrap-up of the accomplishments for Fiscal Year 2016 with the information and data points aligned with the strategic plan. She reported the generic language approved for the Aurora public schools bond initiative stipulates that bond money, in addition to providing funds for the schools, will be used for constructing a building that the school district may lease to a state institution of higher education. While CSU-Global Campus is not referenced in the bond initiative, the university will be referenced in the marketing campaign. Dr. Takeda-Tinker described the location and flexibility that the new building would provide.

As part of the university's outreach and strategic initiatives, Dr. Takeda-Tinker reported three sets of 30-second and one minute television/web commercials have been developed to be shown across the U.S. in markets strategically identified with military populations in the 25-64 age group who have college coursework without a degree. One of the new 30-second commercials was viewed by the Board.

COLORADO STATE UNIVERSITY CAMPUS REPORTS

Student Report: Governor Pineda Soracá reported she spent the summer bridging relationships with the City of Fort Collins. She provided highlights from the written report that included updates on marketing initiatives, university relations, governmental affairs, communications with other universities, environmental initiatives, and traditions and programming. Governor Zimlich shared that the mayor of Fort Collins was very complimentary of Governor Pineda Soracá's efforts to work with the city.

Faculty Report: Governor Doherty indicated the written report includes activities from the May Faculty Council meeting. The Faculty Council will continue work during the coming year on development of career and position pathways for non-tenure track faculty and teaching effectiveness. Accomplishments include progress on parental leave including extending some parental leave benefits to graduate students and the new ombuds program to help with faculty conflict issues. Faculty will be teaching for the first time this year in the Semester at Sea program and a search is underway for a new James C. Kennedy Endowed Chair in Wetland and Waterfowl Conservation.

President's Report: Dr. Frank reviewed highlights from the written report including CSU had a new fundraising record of \$197.8 million; recognition of the environmental science and engineering research programs and the Department of Design and Merchandising reflects the high quality of the university's faculty and academic programs; student-athletes graduate at a higher rate than the general student population and 102 student-athletes earned academic recognition for Spring 2016; Kelly Long has been hired as the new Vice Provost for Undergraduate Affairs; and CSU has been designated as an innovation and economic prosperity university by the APLU. In response to a comment on a potential shortfall for the new JBS Global Food Innovation Center, Dr. Frank indicated there are still issues to be resolved with the financing plans for the various program plans brought forward for Board approval.

Stadium Update: Ms. Parsons reported the project is within budget and on schedule. She reviewed milestones that will be achieved during the remaining year of construction. Mr. Parker reported naming rights and sponsorships have exceeded the base case at 104% of the pro forma. The total amount for

stadium naming rights, sponsorships and philanthropy has progressed from \$36 million in December 2015 to \$86.4 million in July 2016. The premium seating is at 120% of the base case pro forma and total capacity is now at over 91%.

National Western Center: Ms. Parsons reported the first annual report was submitted to the Governor's Office and the legislature as required by HB 1344. The city is preparing to issue five large RFPs that include project and program management and CSU will participate in the decision-making process. CSU has also been participating in public outreach on the project. Updates will be provided at upcoming Board meetings. Governor Gustafson who serves on the National Western board provided an update on land acquisitions for the project.

CHANCELLOR'S REPORT

Dr. Frank indicated the written report would stand as submitted. He reported the CEO of Beyond Campus Inc. (BCI) has stepped down. Based on conversations with the BCI and the CSU System Foundation boards, Dr. Takeda-Tinker will serve as the interim CEO of BCI and a conflict of interest management plan prepared through the Office of General Counsel has been executed.

Government Relations Update: Ms. Parsons reported there has been limited activity on both the federal and state levels due to the upcoming November elections. The federal legislature has recessed for the August break and will probably need to pass a continuing resolution to keep the government operational past the end of the fiscal year. The Colorado Dept. of Higher Education will be reviewing the state authorization that may affect online education. Ms. Parsons announced she will be serving on Senator Bennett's new Council on Cuba, a 30-member commission that is part of a nationwide effort to engage Cuba state-by-state, to assist with education and agriculture issues.

The meeting then recessed for lunch at 12:11 p.m. and reconvened at 12:51 p.m.

CSU EXTENSION REPORT

Dr. Frank explained how CSU Extension, a critical aspect of the university dating back to 1912, has undergone changes through the years. Upon becoming President, one of his highest priorities was to re-engage county commissioners and make extension relevant and vibrant.

Dr. Swanson provided an historical overview of CSU's extension that serves all 64 counties and reviewed the distribution of programming that includes 4-H in every county. He recounted the changes that have occurred with the vision of creating a 21st Century land-grant university. Extension has been reorganized with incorporation into Engagement across the campus and is locally housed in the counties with demand-driven programs in three geographic areas. The CSU Extension model is nationally unique with a college model that devolves program development and management across the regions and counties, and utilizes expertise from across the campus. Additional expertise is available through a national eXtension program.

The hiring of extension agents is regionally driven with inclusion of local stakeholders and programming has been reduced to ten program reporting units focused on local and regional relevancy. Presently there are 13,618 volunteers working with CSU Extension and 40% of funding is from the counties. Examples of blended and integrated programs include the online certified gardener program and water programs through the Colorado Water Institute. There has been interest from other countries in creating similar university-based extension programs.

ATHLETICS REPORTS

Dr. Frank commented on how the Board has chosen to follow AGB guidelines with an annual report to ensure institutional control, oversight including finances, and regulatory compliance. He introduced Mr. Folda, the CSU-Pueblo Athletic Director.

CSU-Pueblo: Mr. Folda reviewed the primary goals of the Athletics Department; academic performance with an overall 3.0 GPA for all student-athletes and a 76.8% retention rate; academic recognitions of student-athletes; graduation rates with student-athletes graduating at a higher rate than the general student population; and academic success by sports program and team GPAs. He recapped 2015-16 athletic program highlights, individual athletic and coaching achievements, and athletic performance by team. New sports facilities include the new soccer/lacrosse stadium and the strength and conditioning facility. Pack quick facts include CSU-Pueblo is part of the NCAA Division II RMAC conference with 22 sports programs and 574 student-athletes. Mr. Folda commented on the NCAA Division II philosophy with athletics as the front porch for the universities.

Colorado State University: Mr. Parker explained how the mission of the CSU Athletics Dept. could be defined in five words: to educate, engage and excel. He reviewed academic performance by federal graduation rates and NCAA graduation success; graduation comparisons to peers; single and multi-year academic progress rate by sport with all teams performing well and two teams in the top 10% of their cohort group of sports; team GPAs with a slightly higher GPA than the overall student population; accomplishments in terms of GPA; and academic recognitions and awards.

Highlights of athletic performance for the past year include CSU was ranked #1 in combined winning percentage over the last two years in the four top revenue-generating sports; four teams earned Mountain West championships; and three student-athletes were recognized as the best in their sport at the conference level. Mr. Parker explained the budget preparation is a collaborative effort and reviewed the 2015-16 financial report.

CONSENT AGENDA

Chair Mosher listed the items for approval on the consent agenda. **Motion/Action:** Governor Johnson made the motion; Governor Tuor seconded; and the motion carried unanimously.

EVALUATION COMMITTEE

Chair Mosher reported the Evaluation Committee conducted evaluations for the five direct reports to the Board. Overall the results were positive with discussions on the past year and goals for the coming year and there is a good leadership team in place. For the General Counsel and Director of Internal Auditing, there is no further action to be taken and follow-up letters will be sent.

Chair Mosher noted there is no standardized contract for the presidents and each president has a contract with different terms on salary and incentive compensation. For Dr. Di Mare, the Evaluation Committee recommends awarding the maximum incentive compensation provided in her agreement of \$15,000. For Dr. Takeda-Tinker, the recommendation is to award the maximum incentive compensation in her employment agreement of \$100,000 and an increase in her annual salary from \$200,000 to \$225,000. For Dr. Frank, in the dual role of Chancellor and President of CSU, the recommendation in accordance with his employment agreement is approval of a \$100,000 incentive compensation, a portion of which will be funded by donor-directed monies in the CSU Foundation Leadership Excellence Fund. **Motion/Action:** Governor Singleton made the motion to approve the incentive compensation awards. The motion was seconded and carried unanimously.

BOARD MEETING EVALUATION

Chair Mosher indicated efforts will be made to include more targeted discussions on specific issues during the Academic and Student Affairs Committee meetings.

The next meeting will be held October 6-7, 2016, at Colorado State University. With no further business to come before the Board, the meeting was adjourned at 1:58 p.m.

Board of Governors of the Colorado State University System
Meeting Date: October 7, 2016
Consent Item

MATTERS FOR ACTION:

New Degree Program: MS in Computer Engineering, Plan A and Plan B

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Engineering to establish a new MS in Computer Engineering, Plan A and Plan B.

If approved, this degree will be effective Spring Semester 2017.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The Master of Science Degree in Computer Engineering will produce professionals capable of applying in-depth knowledge, creativity, and research experience to analyze, design, develop, and improve computer systems in technically demanding careers. All master's students will gain new knowledge through advanced level coursework that prepares them to achieve significant technical objectives in a variety of contexts. Students will focus on hardware and software for a wide-range of applications, such as mobile and cloud computing, big data, medical devices, aerospace, and smart-grid systems.

Board of Governors of the Colorado State University System
Meeting Date: October 7, 2016
Consent Item

MATTERS FOR ACTION:

New Degree Program: Ph.D. in Computer Engineering

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Engineering to establish a new Ph.D. in Computer Engineering. If approved, this degree will be effective Spring Semester 2017.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The Ph.D. program will create the next generation of leaders in the thriving field of computer engineering. Under the tutelage of renowned computer engineering faculty, our Ph.D. students will dive deeper into the discipline, produce important contributions, and drive future advancements through original research. Going a step further than the master's program, Ph.D. graduates will be able to design a research project that tests a defined hypothesis. In contrast to M.S. thesis students who frequently will develop new applications for existing knowledge, Ph.D. students must create fundamentally new content, which has not previously existed, adding to the body of knowledge in their field. They will have the experience and skillset to develop new tools and methods to achieve higher performance in computer systems and components, while optimizing the design process.

Board of Governors of the Colorado State University System
Meeting Date: October 7, 2016
Consent Item

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, Section C.2.1.9.5.d Committee on Libraries

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

A fundamental role of the CSU Libraries is to serve the interests of the CSU research community, from undergraduate and graduate students to research scientists and faculty. Changes to CSU Libraries holdings, whether involving improvements and new directions, or alterations and deletions, affect the research community. New directions in research policy advocated by the administration and how those policies affect the CSU Libraries is of interest to the FC-COL. Thus, having a representative from the office of VPR on the committee will facilitate a timely flow of important information.

Board of Governors of the Colorado State University System
Meeting Date: October 7, 2016
Consent Item

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

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

C.2.1.9.5.d *Committee on Libraries* (~~last revised February 14, 2014~~)

The Committee on Libraries shall consist of one (1) faculty representative from each college, and the Libraries, the Dean of Libraries (*ex officio*), one (1) representative from the Office of the Vice President for Research (*ex officio*), one (1) graduate student, and one (1) undergraduate student. The duties of this standing committee shall be:

1. To recommend to the Faculty Council policies affecting or impacting the operation of the Libraries.
2. To advise the Committee on Strategic and Financial Planning of the Library's budgetary and service requirements.
3. To advise the Dean of Libraries:
 - a. On strategies and policies for services and collections;
 - b. On the allocation of funds to support Library services; and
 - c. On the needs of its patrons (students, faculty, staff, community at large.)

In Board of Governors of the Colorado State University System
Meeting Date: October 6-7, 2016
Consent Item

MATTERS FOR ACTION:

CSU-Pueblo Student Code of Conduct

RECOMMENDED ACTION:

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

EXPLANATION:

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

The Student Code of Conduct establishes the policies and procedures by which a variety of disciplinary and student judicial reviews are handled at CSU-Pueblo. It undergoes annual, typically *de minimus*, revisions. Revisions were made in 2015 and again for the 2016-2017 academic year. 2015 revisions to the Student Code of Conduct included requirements pursuant to The Violence Against Women Act. These changes define and delineate domestic violence, dating violence and stalking as violations of student conduct. Tables were added that demonstrate potential discipline for students based on a finding of a violation of the code. For easier access to the Title IX investigation process for students, a flow chart of the process was included. Other minor changes were made to further improve and clarify the processes. This version was developed in close consultation with the Office of General Counsel and in collaboration with CSU personnel, and was approved by President Lesley Di Mare on September 9, 2016.

Board of Governors of the Colorado State University System
October 7, 2016
Consent Item

Matters for Action

Graduate Certificate in Business Analytics.

Recommended Action

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve the Graduate Certificate in Business Analytics.

Explanation

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

The graduate Certificate in Business Analytics, a twelve credit-hour stand-alone program, is aimed at graduate students who would like to broaden their skills in designing, developing, and implementing enterprise-level business intelligence and analytics solutions for decision-making purposes. Courses cover an entire spectrum of business intelligence and analytics including introduction to business intelligence, data warehousing, business analytics, and enterprise performance management. Students interested in these courses should have a firm knowledge of basic computing skills as well as the ability to grasp and understand the fundamental principles of business intelligence and data analytics.

CIP Code: 52.1303

Board of Governors of the Colorado State University System
October 7, 2016
Consent Item

Matters for Action

Graduate Certificate in Cyber Security.

Recommended Action

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve the Graduate Certificate in Cyber Security.

Explanation

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

The graduate Certificate in Cyber Security is a 12 hour stand-alone program that provides advanced knowledge for the practical application of securing data and protecting digital assets. IT professionals will learn to mitigate malicious cyber activities through the implementation of security solutions within local and enterprise infrastructures by focusing on topics such as security management, risk and vulnerability controls, data encryption, and cybercrime prevention. Coursework aligns with 7 of the 10 Certified Information Systems Security Professional (CISSP) domains.

CIP Code: 11.1003

Board of Governors of the Colorado State University System
October 7, 2016
Consent Item

Matters for Action

Undergraduate Certificate in Cyber Security.

Recommended Action

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

Explanation

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

The undergraduate certificate in Cyber Security is an 18 hour, stand-alone program designed to advance the knowledge of IT professionals understanding of cyber threats, information assurance and digital crime investigation developing the knowledge, skills, and abilities to secure organizational data as information security experts in an information technology dependent enterprise. Coursework is aligned with some elements of the knowledge base for the CISSP® - Certified Information Systems Security Professional. Students interested in these courses should have a firm knowledge of basic computer skills and information security including the ability to grasp and understand the controls and concepts needed to safeguard organizational data.

Proposed CIP Code: 11.1003

Board of Governors of the Colorado State University System
October 7, 2016
Consent Item

Matters for Action

Undergraduate Certificate in Data Management and Analysis.

Recommended Action

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

Explanation

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

The undergraduate Certificate in Data Management and Analysis, an 18 hour, stand-alone program, is aimed at undergraduate students who are not majoring in MIS and Business Analytics and would like to broaden their skills in data management and analysis. Courses cover an entire spectrum of data analytics and management including database management, statistics and SPSS, data mining, cloud computing, and Big Data. Students interested in these courses should have a firm knowledge of basic computing skills including the ability to grasp and understand new data processing and analytics concepts that relate to information systems.

CIP Code: 52.1303

Board of Governors of the Colorado State University System
October 7, 2016
Consent Item

Matters for Action

Undergraduate Certificate in Information Technology Operations.

Recommended Action

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve the undergraduate Information Technology Operations.

Explanation

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

The undergraduate Certificate in Information Technology Operations is an 18 hour stand-alone program that provides students with the skills necessary to secure employment in the highly-dynamic and fast-growing technology industry. Students are prepared to apply broad problem solving solutions to information technology issues with an emphasis on service, operations, and maintenance. Additionally, students completing the certificate program are equipped to enter a variety of IT operations positions such as: network or computer system administrators, computer technicians, network technicians, and other technical roles.

Code: 11.0103

Board of Governors of the Colorado State University System
October 7, 2016
Consent Item

Matters for Action

Undergraduate Certificate in Management and Leadership Fundamentals.

Recommended Action

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

Explanation

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

The Management and Leadership Fundamentals Certificate, a 24 credit stand-alone program, will be provided jointly by Colorado State University-Global Campus (CSU-Global) and Guild Education, Inc., an education provider linking education with employment. This program leads to a Certificate in Management and Leadership Fundamentals and transfer opportunities toward Bachelor of Science degrees from Colorado State University-Global Campus.

Board of Governors of the Colorado State University System
October 7, 2016
Consent Item

Matters for Action

Undergraduate Certificate in Business Administration.

Recommended Action

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

Explanation

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

The Undergraduate Certificate in Business Management is an 18 credit hour offering, targeted toward students from a wide variety of disciplines. These courses provide the needed knowledge to gain a foundation in business management across key business management domains including leadership, management, legal and ethical environment of business, organizational innovation and change, and human resources development. The certificate is a way for students to demonstrate to future employers that they have knowledge of the foundational principles of management.

CIP Code: 52.0201

Board of Governors of the Colorado State University System
October 7, 2016
Consent Item

Matters for Action

Undergraduate Certificate in Marketing.

Recommended Action

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

Explanation

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

The Undergraduate Certificate in Marketing is a 18 credit hour offering, targeted toward students from a wide variety of disciplines. These courses are designed for students interested in career tracks in marketing through the application of product strategy, pricing, distribution and promotion. There is an emphasis on understanding the consumer needs through marketing research both domestically and internationally.

CIP Code: 52.1401

Section 16

Public Comment

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Section 17

Meeting Evaluation

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APPENDICES



- Appendix I: Construction Reports
- Appendix II: Correspondence
- Appendix III: Higher Ed Readings

APPENDIX I



Construction Status Reports






CSU FORT COLLINS-CONSTRUCTION STATUS OF BOND FUNDED PROJECTS

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 9/16
Aggie Village North Total Budget: \$120,400,000	\$112,265,000 Housing and Dining Services Remaining funds from HDS reserves		Phased through Aug 2016	This project is a redevelopment from the low density Aggie Village married student housing to high density undergraduate and international student apartments. Project is occupied. Contractor is on site to address punch list items.
Multipurpose Stadium Total Budget: \$220,000,000	\$220,000,000 Stadium Revenue		Aug 2017	This project will construct a multi-use stadium on main campus. Project is in budget and on schedule. Construction is approximately 52% complete. GMP in place with associated contract amendment fully executed.

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 9/16
Stadium Alumni and Academic Space Total Budget: \$18,500,000	\$18,500,000 General Fund and Alumni		August 2017	This project consists of approximately 82,000 gsf of classroom, advising and Alumni Center space. Design documents are complete. Construction to be concurrent with the Stadium project.
South College Avenue Garage Total Budget: \$16,500,000	\$16,500,000 Parking and Transportation Services		August 2016	This project constructed a 650 car parking garage. Project is substantially complete with all levels open.

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 9/16
<p>Health and Medical Center</p> <p>Total Budget: \$56,100,000</p>	<p>\$49,000,000</p> <p>Hartshorn Health Center</p> <p>Remaining funding from donations - 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. Interior framing and MEP underway. Construction is approximately 41% 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.</p> <p>Project is in budget and on schedule. Interior framing and MEP underway. Construction is approximately 50% complete.</p>

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 9/16
<p>Prospect Road Underpass</p> <p>Total Budget: \$6,000,000</p>	<p>\$6,000,000</p> <p>Parking and Transportation Services</p>		<p>Phased through October 2016</p>	<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>
<p>Chemistry Building</p> <p>Total Budget: \$56,566,618</p>	<p><u>State funding:</u> \$51,166,618</p> <p><u>CSU Match:</u> \$5,400,000</p>		<p>July 2017</p>	<p>This project will construct an approximately 61,000 gsf chemistry building.</p> <p>All phases of state funding have been received. Project is on schedule and in budget. Concrete frame is complete and MEP is underway. Construction is approximately 46% complete.</p>

COLORADO STATE UNIVERSITY - PUEBLO					
CONSTRUCTION PROJECT STATUS REPORT					
Project	Total Budget & Funding Source	Construction Start	Scheduled Completion	STATUS as of 09/20/2016	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) 85% complete for occupancy November 28, 2016. Phase 2 (Renovation) begins Dec. 1, 2016. Entire project approximately 37% overall complete to date. Project 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	

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>
July 29, 2016	Email	Nick Nordstrom	Mandatory Fees	August 2, 2016
August 2, 2016	Email	John Young	Use of Hughes Stadium Property	
August 6, 2016	Email	Frank Holzworth	Tony Frank's Salary	
August 31, 2016	Email	Mike Pruz	Focus on Fundamentals	PD and GC

Geary, Melanie

From: Whitaker, Niki M. <niki.whitaker@csupueblo.edu>
Sent: Tuesday, August 02, 2016 3:58 PM
To: Nordstrom, Nick
Cc: Di Mare, Lesley; Geary, Melanie; Huerta, Antonio C. (Student Employee); Spiecker, Karl F
Subject: RE: Mandatory Fees CSU Pueblo

Dear Nick,

We received your email inquiry regarding mandatory fees at CSU-Pueblo. I have included a link to the 2016-2017 Academic Year Mandatory Student Fee Rate Schedule below:

<http://www.csupueblo.edu/BFS/TuitionFees/Documents/2016-2017/CSU-Pueblo-MandatoryStudentFees-FY17.pdf>

To answer your questions about the athletic, student affair, and facility fees you can see in the table that each fee includes a description of how those funds are used/allocated for those programs.

Additionally, the fees paid by all CSU-Pueblo students are discussed each year by the Student Fee Governing Board (SFGB). This committee, appointed by Associated Students' Government and University administration, is responsible for recommending permanent student purpose fees, including the activities portion of the Student Affairs Fee.

<http://www.csupueblo.edu/ASG/Committees/StudentFeeBoard/Docs/Documents/sfgb%20bylaws%204-22-13.pdf>

According to *Article II: General Purpose*, a description of the process is detailed below:

The Student Fee Governing Board (SFGB) is the student driven board that facilitates student governance and input into the student fee process at CSU-Pueblo. The SFGB provides student involvement in assessing and setting the amount of fees and in determining the purposes for which the institution shall use the revenues obtained from fees. Within this process, and subject to the responsibilities and powers of the President and the Board of Governors, the SFGB has the primary responsibility for:

1. annual review of the success and outcomes of student fee driven operations. This review may include budget reports and analysis of revenues and expenses, and
2. allocation and use of student fee reserves, and
3. allocation of student fees as defined in this document, and
4. endorsement and recommendation of requests for new, elimination of existing, or changes in existing, campus wide Permanent Student Purpose, Academic Facility Purpose, Academic Purpose and Administrative Purpose fees.

The SFGB shall represent the interests of all students and ensure that student needs, as well as the levels and types of services they desire, are being maximized.

Lastly, you can view the tuition rates and other fee schedules (room and board, mandatory, and program and course fees) at the following site:

<http://www.csupueblo.edu/BFS/TuitionFees/Pages/default.aspx>

I am hopeful that I have answered your questions regarding the mandatory fee policy at CSU-Pueblo. If you have further questions, I am happy to discuss them at your earliest convenience. If you have questions regarding the Mandatory Student Fee Rate Schedule, please contact ASG President Antonio Huerta (cc'ed on this message).

Thank you!

Niki Whitaker, Executive Assistant to the President
Colorado State University–Pueblo
ADM 301
2200 Bonforte Blvd.
Pueblo, CO 81001
Phone: (719) 549-2951
Cell: (719) 671-8676
Fax: (719) 549-2650
niki.whitaker@csupueblo.edu



From: Nordstrom, Nick [<mailto:n.nordstrom@pack.csupueblo.edu>]
Sent: Friday, July 29, 2016 1:44 PM
To: CSUS Board <csus_board@Mail.Colostate.edu>
Subject: Mandatory Fees CSU Pueblo

Hello,

I was taking a look at my itemized fees for summer 2016 at CSU Pueblo and I noticed that the fees comprised roughly 20% of my bill.

I've attached a screenshot for you reference.

Could you please explain the athletic fee, including it's purpose and allocation, as well as the purpose and allocation of the facility and student affair fee? I contacted student billing and they informed me that the Board of Governors voted for these fees, so I'm sure you'll be able to give me a detailed explanation of each.

Thank you!
-Nick Nordstrom

Geary, Melanie

From: John Young <jyoungcolumn@gmail.com>
Sent: Tuesday, August 02, 2016 3:23 PM
To: CSUS Board
Subject: Use of Hughes Stadium property

Board members:

As you will be discussing the future of the Hughes property this week, please know what there is local interest in this suggestion of an amphitheater as a way to save a "piece" of Hughes and provide for a very special venue for CSU and community events.

<http://www.coloradoan.com/story/opinion/2016/07/19/young-long-live-amphitheater-hughes/87288088/>

Might the CSU system consider this to make the most of a precious public asset in a stunning part of Greater Fort Collins?

John Young
columnist
Coloradoan.com

Geary, Melanie

From: Frank Holzworth <FHolzworth@slb.com>
Sent: Saturday, August 06, 2016 7:10 PM
To: CSUS Board
Subject: Tony Frank's Salary

First a stadium that makes no sense.

Now... \$700K salary!
Are you kidding?

That's twice CU Boulder President.

Ridiculous.

Sent from my iPhone

Geary, Melanie

From: mikepruz@gmail.com
Sent: Wednesday, August 31, 2016 4:49 PM
To: CSUS Board
Subject: CSU to 'focus on fundamentals' in 2016-17

<http://www.coloradoan.com/story/news/2016/08/31/franks-csu-plan-2016-17-focus-fundamentals/89651164/>

Fundamentals begin with leaders that have honor and integrity, not ones that enable, support, conduct, or cover-up violence against law abiding citizens. As long as CSU refuses to admit and fix the mistakes Troxell made at the FRA meeting that led to the violence, it cannot have continuous improvement that leads to high performing government. On the other hand, a sincere apology with proper follow-up is nontarnishable.

Use this as an opportunity to show you meant, "We were created to serve others", by serving those that were harmed on your campus, with a sincere apology and proper follow-up.

REFERENCES:

<http://eyes.pruz.org/wwbb.htm>

PROOF:

<http://dume.pruz.org/temp/2015-09-16.polis-apology-accepted.jpg>

APPENDIX III

Higher Ed Readings

Colleges partner with training boot camps and online course providers for federal experiment

The Washington Post; 8/16/2016

Eight public and private colleges, including UT Austin and Northeastern in Boston, are teaming up with nontraditional training companies on a pilot program to allow students access to online job training and boot camps with the aid of federal grants and loans. Called the Educational Quality through Innovative Partnerships, the program is working with the Education Department to enroll an estimated 1,500 students in the first year, as well as with independent third parties to ensure the programs meet high standard and quality expectations.

Three ways to fix college tuition pricing

The Washington Post; 8/26/2016

On most campuses, few students pay the listed “sticker price” for tuition thanks to scholarships and other discounts. Navigating these discounts in order to determine which colleges provide the best value can be confusing for students and parents. Three ways to fix transparency and tuition pricing are:

1. List the net price averages (what students pay after factoring for financial aid) based on income bracket, list how many students the college enrolls in each income bracket (in order to give context to the net price averages), and list tuition price by major.
2. Guarantee a four-year price with a consistent aid package to allow parents and students to plan more efficiently and reduce the number of students who drop out for financial reasons.
3. Discuss new ideas for pricing college that aren’t rooted in models built in the 1970s. Subscription models and differential tuition are just two such ideas that have been floated as new alternatives.

Clinton ‘free’ plan would swell college enrollments

Inside Higher Ed; 9/2/2016

A recent study by Georgetown’s Center on Education and the Workforce put forth a “best informed guess” on the impact of Hillary Clinton’s proposed plan to eliminate public college tuition for families with incomes up to \$125,000. While the study is dependent on how the policy would be implemented, which can’t be known yet, and lacks previous precedent past evidence, the “best informed guess” estimates that enrollment at public colleges would increase between 9 and 22 percent under the plan. Community colleges and open-access four-year institutions are estimated to be the main beneficiaries and could see enrollment rise between 13 and 31 percent. On the flip side, enrollment at private institutions could drop by between 7 and 15 percent, with less selective and non-selective private colleges bearing the brunt. Some involved in the study has expressed concern that as upper tier private and public institutions were enabled to become more selective, diversity at these institutions could drop as test scores are typically correlated with race/ethnicity and family income. But others have pointed to Clinton’s proposed \$25-billion-a-year fund for minority serving institutions and institutions with a proven track record of graduating significant numbers of underrepresented students as a possible check on this trend.

How to do a better job of searching for diversity

The Chronicle of Higher Education; 9/11/2016

On average at American institutions, out of every 100 full-time faculty members, only five are black, four are Hispanic, and less than one is Native American. While most are committed to changing this fact, the barriers to more diversity remain stubborn and are often borne out of implicit biases and poor search practices. Many institutions have begun taking steps to address the flaws in their search processes. Oregon State, for instance, created the position of “search advocate” and trained more than 15 percent of their current faculty and staff to take on the role. Searches in 2014-15 that took place with a search

advocate resulted in hiring candidates from underrepresented groups 25 percent of the time, as opposed to 11 percent of the time in searches without a search advocate.

Disability experts debate merits of universal design

The Chronicle of Higher Education; 9/18/2016

As more and more students are coming to campus with a diagnosed disability (11 percent according to Education Department figures) and an increasing number with more than one, institutions have been working out how to best accommodate a wide range of physical disabilities, learning disabilities, and mental health issues. One idea – the concept of universal design, where, for instance, test times are extended for all or all videos are close captioned – has gotten a lot of support recently, but it's not without its controversy. Some critics say question whether the benefit received by non-disabled students will be worth the extra effort, while critics from the disabled community suggest those resources could be better spent on individual, personalized efforts or more counseling.

Fancy dorms aren't the main reason tuition is skyrocketing

FiveThirtyEight; 9/13/2016

While the increase in campus construction, administrative roles, and faculty salaries has not gone unnoticed by those critical of rapidly increasing tuition rates across the country, all of those trends combined have only contributed to about one quarter of that rising cost since 2000. The other three quarters is attributed to a decline in state support from state legislatures and the federal government.

Todos Santos Center August Newsletter

Check out our latest newsletter chronicling all the latest happenings and stories at the CSU Todos Santos Center!

**COLLEGES PARTNER WITH TRAINING BOOT CAMPS AND ONLINE COURSE
PROVIDERS FOR FEDERAL EXPERIMENT**

The Washington Post

Eight colleges will team up with companies that run computer coding boot camps or online courses for an experiment that lets students pay for nontraditional training programs with federal grants and loans, the Education Department said Tuesday.

Short-term courses, such as coding boot camps, have become a popular model for acquiring skills and credentials without spending years in school, yet they've only been available to people who can afford thousands of dollars for six-week classes. The objective of the experiment, dubbed the Educational Quality through Innovative Partnerships, is to provide people with modest means access to innovative education and to ensure that they receive quality training.

“While America has some of the best colleges and universities in the world, as a system, we’re still catching up to the needs of today’s college student ... who may be a 24-year-old returning veteran, a 36-year-old single mother or a part-time student juggling work and college,” Ted Mitchell, undersecretary of education, said on a call with reporters Tuesday. “The faces we picture as our college hopefuls can’t be limited by any factor, including inflexible or unaffordable higher education options.”

Mitchell said the department anticipates the eight teams should have their proposed programs ready for final approval this fall. Providers expect to enroll about 1,500 students in the first year. Costs will vary by program, though students eligible for Pell grants, which cover up to \$5,815 in tuition, books and fees, will be able to use the award to knock out the full cost of some programs, according to the department. Mitchell said the department plans to allocate no more than \$5 million in Pell grants in the first year of the program.

As a part of the experiment, the department will waive a ban on colleges in the federal financial aid program outsourcing half of their instruction and course content to organizations without any accreditation. Still, the eight participating teams will be reviewed and monitored by independent, third parties for quality assurance. The monitors, including the American Council on Education and Quality Matters, will assess the management of the programs as well as whether students land jobs.

“Our role is ... to ensure students’ experience and outcomes are meeting the claims of the program, students interests are protected and the federal financial aid award is merited,” said Deb Adair, executive director of Quality Matters, the company selected to oversee the partnership between Thomas Edison State College and Study.com. “The end goal is to provide the criteria and transparency for the program to demonstrate how well it can meet rigorous standards and how it can improve on the measures that define and support student success.”

The department selected a mix of public and private universities to participate in the pilot, including the University of Texas at Austin and Northeastern University in Boston. Each school

is partnering with companies that offer a variety of training in manufacturing, coding, programming and business administration.

Northeastern, for instance, is teaming up with General Electric to offer an accelerated bachelor of science in advanced manufacturing. GE will provide hands-on training, while the university will co-develop the curriculums and provide support services. The degree will initially be open to GE employees in the spring, with plans to extend enrollment to the broader population, explained Northeastern President Joseph Aoun.

“We are facing a shortage of people skilled in advanced manufacturing, and in order to bring manufacturing back to the United States, we need to focus on the advanced aspects that requires skills, that requires expertise,” Aoun said on the call with reporters. “Higher education cannot keep doing things the way it has for the past 300 years. We have to integrate the classroom experience with the world experience and the work experience.”

At UT Austin, MakerSquare, a coding and software boot-camp provider, will offer a 13-week certificate program in Web development. Students who enroll will learn programming skills, including JavaScript, to prepare for jobs as mid-level software engineers.

The Dallas County Community College District, meanwhile, is working with online course provider StraighterLine to offer associate degrees to students with either a business or criminal justice concentration. The programs are aimed at students with some college experience who have yet to complete their degree. Participants will be able to earn up to three quarters of the credits needed to graduate through StraighterLine.

The education and philanthropic communities have been buzzing about the need to deliver credentials that employers recognize and value. Companies often use a bachelor’s degree as a screening mechanism to identify people likely to have the skills they need, which critics say bars competent people from jobs for which they might otherwise qualify.

But some higher education experts worry that welcoming more private companies into the sector could result in the same problems that have emerged within for-profit colleges, which stand accused of delivering very little value for the billions of dollars they accepted in federal student aid. The pilot is designed to address those concerns with quality assurance monitors and insisting private companies partner with established colleges and universities.

The Obama administration is using its authority to create limited experiments in the deployment of federal student aid. Other recent experiments include extending Pell grants to high school students enrolled in college course and prison inmates.

THREE WAYS TO FIX COLLEGE TUITION PRICING

The Washington Post

In a Washington Post [opinion column last week](#), Danielle Allen was right to say that the tuition number the federal government requires colleges to publish is useless. On most campuses, few students pay that sticker price because of discounts in the form of “scholarships.”

But Allen’s solutions to this problem would largely fail to bring transparency to the tuition bill that confuses most students and parents. While her ideas might work at elite universities that enroll mostly upper middle-class and wealthy students like the two institutions where Allen has served as a trustee (Amherst College and Princeton University), they wouldn’t provide much help to most students and parents struggling to make sense about which colleges provide the best value.

Here are three ways we can fix tuition pricing for the majority of parents and students:

1. Publish tuition information by family income and academic program. Allen’s idea that colleges should release five numbers related to how much they spend on education and how much parents contribute is a good one, but they shouldn’t be based on averages, as she suggested.

Such averages are skewed at many schools based on the socio-economic status of their student body. The federal government already requires schools to release the net price — what students pay after financial aid is factored in — and to display that net price by income bracket. You can find those numbers on [College Navigator](#) and the [College Scorecard](#).

But the averages listed are useless unless you know how many students the college enrolls in each income bracket. A [recent report from the Education Trust](#) found that half the universities with endowments above \$500 million rank in the bottom 5 percent of schools when it comes to enrolling students on Pell Grants (most Pell recipients have family incomes below \$40,000).

The College Scorecard can make it seem to students and parents that a particular school is generous with financial aid to families of a certain income level, but you would never know if it just has a handful of such students. Schools should be required to release more detailed information about the economic background of their students so families can make better sense of the averages Allen suggests they publish. (This number is actually buried in federal data, but so much so that few people see it).

And because many schools discount tuition based on academic program — they give bigger price breaks to boost enrollments in some majors, for instance — colleges should also share tuition prices by major.

2. Release a four-year tuition figure. Let’s face it, the United States doesn’t suffer from a widespread college access problem; it suffers from a completion problem. Nearly 70 percent of

high school graduates go right on to college the following fall, but just about half graduate in four years.

There are many reasons students don't graduate on time or at all. Financial issues play a large role in many cases. No one *plans* to go to college just for one year, so there's no reason colleges should just release tuition for one year. Just like institutions have invested in advising in recent years to help students better plan their four years through college, they should do the same on the financial side.

Right now, colleges don't set their tuition prices for the following academic year until the spring, just weeks before students need to decide where to enroll or if they'll return for another year. Some colleges front-load their financial aid, so first-year students get better packages in the hope that they will like the campus so much they'll return for their sophomore year no matter the price.

The time has come to make tuition and financial aid more predictable for students and parents by guaranteeing a four-year price up front and all in (including fees and living expenses), as well as aid packages that will remain consistent so long as family circumstances don't change.

3. Build a new pricing model for the 21st century. The current tuition discounting model that much of higher education follows was built in the 1970s, for a different type of student and certainly for an economy in which a family's income was better able to handle college costs out-of-pocket each year.

Today, 20 percent of families pay 100 percent or more of their annual income to cover the net price of college, according to an analysis by Robert Kelchen, an assistant professor of higher education at Seton Hall University. In 1996, just 10 percent did. So even with discounts, college is out of the financial reach for one in five families.



We need new ideas in pricing college. We need to eliminate the tuition-discounting model that confuses families and makes the sticker price a useless figure.

One model likely won't replace the current scheme, but there are plenty of ideas floating around, from a subscription model that allows students to pay a lower price up front and pay a subscription for access to courses throughout their lifetime to differential tuition that charges students for the real cost of their degrees so that English majors in large lecture classes won't have to subsidize biology students in small labs.

College is perhaps the largest investment we'll make in our lifetimes. If we hope to get more students into — and through — college, we need to give them more insight into what they are paying before they begin the journey.

CLINTON 'FREE' PLAN WOULD SWELL COLLEGE ENROLLMENTS

Inside Higher Ed

Hillary Clinton's plan to eliminate public college tuition for families with incomes up to \$125,000 would lift enrollment at two- and four-year public institutions by between 9 and 22 percent -- in part by draining as many as 15 percent of students away from private nonprofit colleges, a new analysis predicts.

[The study](#) by officials at Georgetown University's Center on Education and the Workforce is, they acknowledge, no more than a "best informed guess" given the "unprecedented" nature of the proposal and the "sketchy" information the campaign has released publicly so far.

But the findings by the center -- a well-respected and largely independent source of policy analysis -- will likely provide fodder to supporters and critics of the Clinton plan alike.

Advocates of the candidate's proposal will be cheered by the predictions that it would spur enrollment by hundreds of thousands of students who are now deterred by the price of college (or at least perceive it to be out of their reach). Officials at private colleges will be alarmed by estimates that as many as one in seven students at their institutions will be lured to public colleges by the elimination of tuition for many students.

And those without a dog in the fight might be just plain interested in other findings in the center's analysis -- including the assertion that the Clinton plan could diminish racial and socioeconomic diversity at the most selective public institutions by increasing the number of students vying for admission slots there.

Few Precedents

The center's director, Anthony P. Carnevale, said in an interview that numerous people had asked the center for projections of the impact of the Clinton plan -- or offered their own, most of which, he said, were "wildly high." So the center produced its own, which he calls a "lowball estimate."

The biggest obstacle to crafting an estimate is "the lack of comparable previous policy changes," the report says. While past policies and research have clearly shown that enrollments are sensitive to price, most have made only "marginal" changes to price (usually going up). "We posit that the effects of making college 'free' would be much more powerful than marginal changes in price, up or down. Economists and marketers have grasped the powerful behavioral lure of making something 'free.'"

For past evidence, the report cites [the Tennessee Promise program](#), which boosted enrollments at community colleges by about 20-25 percent in the first year. (Terry Hartle, a senior vice president at the American Council on Education, offered up as another example the City University of New York's 1969 shift to open admissions -- CUNY was already free -- which produced a 28 percent enrollment gain in two years.)

The other difficulty in offering predictions is that much remains uncertain about how the program would work and how lawmakers might implement it. The numbers in the Georgetown estimate that follow are designed to show the impact at "full implementation," which would probably be over a period of several years, said Martin Van Der Werf, associate director of editorial and postsecondary policy at the center.

The top-line finding is that [Clinton's plan](#) -- which meshed her initial "debt-free" college plan with [the free college plan](#) of her Democratic primary challenger, Bernie Sanders -- would increase enrollment at public colleges and universities by between 9 and 22 percent, or 16 percent as a median. Given that there are 16 million students enrolled in public two- and four-year colleges now, that could mean an additional 2.5 million enrollees at the median estimate.

Roughly three-quarters of that increase would result from people entering higher education for the first time, many of them because making tuition simply and clearly "free" (as opposed to providing more financial aid or cutting prices modestly) would break through the information and other barriers that deter many on the margins from going to college.

Many of those new students, the Georgetown analysis predicts, would flow to community colleges and open-access four-year institutions, which would see their enrollments surge by 13 to 31 percent (23 percent median estimate). That's partly because those institutions tend to have more capacity and turn away few if any students, because many of the students who are entering higher education mainly because it is free could not qualify for admission at more selective institutions, and because of the "cascading effect" that would occur as more students flood more selective institutions and fill spots that may now go to less qualified students.

"In making these projections, we assume that selective public institutions will not increase capacity, or will increase it very little," the report stated. (Carnevale said in the interview that he assumed that many midlevel public institutions might use such a policy change to become *more* selective, not to significantly expand enrollments.)

"The most selective colleges and universities would have their pick of the most qualified and highest-achievement students from their expanded pool of applicants. Then, the midtier public universities would have their pick of the students who were well qualified but couldn't get into the flagships," the report stated. "The result is that, in a cascading effect, less qualified candidates would get bumped down the chain into less selective and open-access colleges. California's three-tiered public university system has demonstrated this effect for years, and we would expect it to be mirrored in other states."

The effects on private institutions would be significant, with large numbers of students "lured to transfer to public colleges because they would no longer have to pay tuition." Enrollment at the colleges would drop by 7 to 15 percent, with a median of 11 percent, the Georgetown center estimates.

The most selective private colleges and universities would barely be affected, the report said; "even when faced with free competition, we believe that a sizable number of consumers would still elect to pay tuition at a highly ranked private university. The question would be where does

that perceived value of prestige begin to dissipate? Is it after the top 250 private universities? The top 100? The top 20?"

Less and nonselective private colleges -- some of which are already struggling with enrollments and financial troubles -- would bear the brunt of that 7-to-15 percent decline. "That number is not evenly distributed, and small private institutions would probably get hit hardest," said Hartle of ACE.

While many of the students who would flow into higher education as a result of a plan such as Clinton's would be from low-income backgrounds or members of minority groups, the policy might not make higher education more equitable, the Georgetown analysis suggests, especially at highly selective institutions.

"Since test scores are correlated with race/ethnicity and family income, increased selectivity based on this factor would likely negatively impact diversity at the top tier of public institutions," the report says.

And private institutions that lost students from upper-middle- and higher-income families to public institutions would presumably seek to replace those students with other full-tuition-paying students, many of whom would be white.

Mark Huelsman, an analyst at Demos who has written supportively of the Clinton plan, took issue with some of the Georgetown analysis via email.

He said the plan would "make the ranks of collegegoers much more representative of the U.S. population as a whole," by drawing more working-class students into higher education.

Huelsman also challenged the suggestion that students who cascaded into community colleges and other open-access institutions would suffer, since "a key component of the Clinton higher education plan is a federal-state partnership to reinvest in public colleges. If done right, community colleges and open-access institutions would see more of the public funding (state and federal) that they've lost over the past generation or so," strengthening them as student destinations.

And the Clinton plan contains a \$25-billion-a-year fund for minority-serving and private institutions that successfully educate significant numbers of underrepresented students, he said, "so I do think that, if the full plan is enacted, we would see capacity increase at public colleges and many private institutions at the same time."

HOW TO DO A BETTER JOB OF SEARCHING FOR DIVERSITY

The Chronicle of Higher Education

As the members of the search committee gather for the first time, their goal seems straightforward: create a shortlist of finalists for the tenure-track position in their department. It's agreed that anyone receiving one or more "outstanding" votes will be considered for a phone interview, and the rest will be dropped.

Alice, a recently hired associate professor, really likes one candidate, but the other members tell her they've met him and he's "a disaster," with a "terrible personality." He's eliminated. Two postdoctoral fellows in the department have applied, but only one advances, because his mentor, Jane, is on the committee and vouches for him. A third candidate is held in reserve because someone heard she'd resigned from her job to follow her spouse, and the committee isn't sure it can close the deal with both of them. A candidate from a prestigious Ph.D. program is granted a phone interview despite having no teaching experience, while someone from a lesser university who has taught is put on the back burner.

Sound familiar? Anyone who has sat on a faculty-search committee knows how fraught the process can be, as this case study illustrates. It is often rife with personal biases, groupthink, power dynamics, rushed judgment, and potential conflicts of interest, while relying on imperfect measures of intelligence, experience, and ability.

The process may also be why the professoriate has a diversity problem. If whom you know, where you got your degree, and "fit" — a vague characteristic that often does little more than reflect how comfortable we feel about someone — are what get people in the door, where does that leave job seekers who are different from those who do the hiring?

The fact is that academe remains a predominantly white enclave for people with Ph.D.s, a situation that student protesters have drawn attention to in recent months. [On average](#), out of every 100 full-time faculty members only five are black, four are Hispanic, and fewer than one is Native American. These figures [barely changed](#) from 2009 to 2013 (the latest year for which figures are available), even as the student body became more diverse.

That growing gap has driven a number of colleges to rethink the faculty-search process. After all, there is no other place on campus where a single hire can turn into a 30-year commitment. Some institutions train professors to avoid the kinds of implicit bias that lead to discounting experiences different from our own, they employ recruiters to help search committees cultivate a more diverse applicant pool, or they use data and internal reviews to examine hiring patterns down to the departmental level.

To be sure, creating a more racially and ethnically diverse faculty has serious structural challenges. Only 13 percent of people who earned doctorates in 2014 came from [underrepresented groups](#). In science, technology, engineering, and math, the showing is often worse. How can you hire people who aren't there?

Yet colleges that have rethought the search process found that some of these barriers can be overcome through more-active recruiting combined with more openness toward nontraditional candidates. And while it may be hard to move the needle nationally, any one institution, they note, can do a lot to improve its numbers.

"There is a small pool, but we are building a community that will attract people to be a part of it," says Scott A. Ashford, dean of the College of Engineering at Oregon State University. "And if we develop that, then the small pool doesn't concern me, because we'll be the place people want to be."

Few institutions have embraced this rethinking as ambitiously as Oregon State, which created the position of "search advocate" about a decade ago to help hiring committees design a fair and inclusive process. The university has trained more than 800 people, or about 15 percent of the current faculty and staff, to become search advocates. While search advocacy is just one tool that Oregon State is using to improve hiring outcomes, it shows some promising early results. According to reviews of searches that took place in 2014-15, those with search advocates resulted in the hiring of candidates from underrepresented groups in 25 percent of the cases, compared with 11 percent for those without advocates.

"We're seeing a groundswell of interest from deans and departments chairs," says Anne Gillies, the search-advocate program director, who created the program at Oregon State. "They have noticed that complaints about searches are mainly about those that do not have advocates on them."

One hot August morning, while the rest of the campus is in a summer lull, Ms. Gillies welcomes a new class of recruits to search-advocacy training. A mixture of faculty and staff members from Oregon State and Mount Hood Community College, longtime employees as well as new hires, have signed up. Some are here because their departments require search chairs to be trained; others simply have an interest in making the campus more diverse.

The two-day program delves into the problems of implicit bias, the legal environment, and enhanced recruiting and screening strategies, among other things. It's also packed with research and data. Ms Gillies knows her audience: "Why would a faculty member agree to engage in the process," she asks, "without evidence to suggest that what they're doing may not be as effective as they think?"

One of her favorite tools is the case study, in which she asks the class to break down a real-life example — in this case the search with Alice, a professor she knows at another university. The group is quick to see the many ways in which this search failed to be either thoughtful or objective. The committee moved through applications too quickly. Candidates were rejected based on feelings or intuition. Others were advanced because of favoritism or bias toward elite institutions.

The search advocate, Ms. Gillies reminds participants throughout the workshop, is not there to criticize, judge, or steer committee members toward particular candidates. Rather, the advocate is there to help them test their thinking. Asking people why they value certain qualifications or how

they will measure required skills, she says, can be a powerful tool for getting them to consider a broader set of options.

In the session and during breaks, participants talk about how hard it is to recruit racial and ethnic minorities to Corvallis. "Welcome to one of the palest places in America," jokes one participant. That is not an exaggeration. About 88 percent of Oregon residents are white, far above the national average, the legacy of racial-exclusion laws on the books as recently as the 1920s.

Oregon State remains challenged by those demographics and further limited by its rural location, a 90-minute drive from Portland. Yet both the state and the campus are changing, shaped by a growing number of Latino residents, international students, and first-generation collegegoers. Those changes have accelerated diversity and equity initiatives on campus, including the creation in 2014-15 of about 40 tenure-track positions designed to [improve student success as well as faculty diversity](#).

When she ran her first workshop, in 2008, Ms. Gillies was greeted with suspicion: Was she training spies to report back to human resources? Since then the campus has warmed to the advocates' role, she and others say, particularly as the benefits of a diverse work force and an understanding of unconscious bias have entered into a national conversation.

Workshop participants are encouraged to take a series of [online tests](#) that measure implicit bias, to show that most of us absorb ideas that lead us to stereotype people based on the group they are in. Ms. Gillies segues into a discussion of two types of thinking: fast and slow. When search-committee members are stressed, tired, or short on time, they often default to the more emotional, less neutral forms of judgment found in fast thinking. The job of the search advocate is to slow everything down, she says, so that people have time to think carefully.

At one point, Ms. Gillies flashes a series of grids on the screens around the room, outlining a detailed matrix against which a hypothetical search committee can measure each candidate's experience, credentials, and skills. By taking a methodical approach, she says, members are less likely to use superficial reasons for rejecting or advancing applicants.

"It's a messy process, it's difficult, it takes time," she says. "That's what a search is."

A 2008 [report](#), "Breakthrough Advances in Faculty Diversity," by the academic-consulting firm EAB, concluded that many diversity efforts falter because colleges fail to drive a sense of ownership down into academic units. The report's recommendations for senior leaders echo those being tried by a number of colleges today: Engage faculty members, share data on how peer institutions are performing, prime the pump by creating networks of potential candidates, review the diversity of candidate pools as searches progress, and be prepared to respond to red flags.

"One of the things I've realized is it really doesn't seem to happen on its own," says Lee C. Bollinger, president of Columbia University, who has long [led campus-diversity efforts](#). "Everybody says to themselves, We really want to have more diverse faculty, we think it's good

for a variety of reasons ... and the fact is, very little happens. You have to wonder what it is that leads to that."

Mr. Bollinger and his former provost, Claude Steele, determined that the search process had to be more closely examined after they saw how "certain patterns and practices and outlooks and perspectives that people have lead to a replication of existing characteristics," Mr. Bollinger says. That's true not just of racial, gender, and ethnic diversity, he says, but of intellectual diversity as well. "You have to break down a lot of things about your thinking, and that turns out not to be an easy process for people — and it may be even harder for many people in the academy."

Columbia last year added \$33 million to \$30-million faculty-diversity efforts, including expanding pipeline programs into the professoriate and improving support systems for diversity in hiring.

The Faculty of Arts & Sciences, for example, recruited Susan Drange Lee from the University of California at Los Angeles as director of faculty development and diversity. She will work committee by committee, she says, to provide research and data to improve searches. That includes comparing the composition of applicant pools with national data that show the available number of candidates in a given field. At UCLA, she says, "that alone was very eye-opening for many, if not most, of the faculty."

Rethinking the search process helps dismantle the add-on approach to diversity that has plagued academic hiring for so long, says Mary B. James, dean for institutional diversity and a professor of physics at Reed College. "A lot of search committees still think of diversity as this little pebble, and the 'real criteria' are separate," she says. "It's an extra thing you add at the end. When do I put the pebble on the scale? How big is the pebble if it's race? If it's gender?"

If colleges instead begin conversations about hiring long in advance of when positions come open, says Ms. James, not only will they start building networks of potential recruits, but they'll also be forward-thinking in their outlook. She works with search committees to develop a process similar to what Ms. Gillies recommends at Oregon State: Discuss your discipline's future, recruit widely, and agree on what you're measuring before you open up that first application. "It's the act of doing it that really changes you," she says.

Renee Baker, executive director for faculty recruitment at the Rochester Institute of Technology, says campuswide search training and monitoring is critical to success. "If you don't build the culture and prepare them for the people you're bringing in, you're going to have a revolving door" with minority hires, she says. "We have to deal with climate, repeatedly."

Job candidates say they can tell the difference. In every interview on six campuses, Matthew Anderson, an assistant professor in the department of microbiology at Ohio State University, gauged the institution's interest in diversity. His Eastern Cherokee heritage may not directly affect his research, he says, but he wanted to work in a place that welcomed him.

The search committee at Ohio State "did an amazing job" of introducing him to people involved in Native American issues, which enabled him to envision what it would be like to work there. The search committee at a similarly ranked campus, which he declines to name, deflected his questions on diversity and cultural life, telling him at one point that it didn't have time to fit that into his schedule. Ohio State isn't particularly diverse, he notes, but the openness he found signaled to him that it wanted to change. "Not only did they acknowledge it's part of who I am," he says, "it's part of what I do."

At Oregon State, search advocates are usually placed on committees in departments outside their professional fields, allowing them the freedom to ask a lot of questions. What are the emerging fields in a particular discipline? That opens the door for candidates whose research and teaching reflect America's changing interests and demographics. Can the job ad be written broadly and with a minimum of required qualifications? That can attract unconventional applicants, such as those who came up through the community-college system or transitioned from nonacademic careers. Do the venues where the department normally advertises attract a diverse set of scholars? That encourages faculty members to tap their professional networks and create new ones.

Denise Lach, director of the university's School of Public Policy and a search advocate, says that, for the most part, people enjoy being challenged. "You start with the job description," she says, "and try to take out hot-button words or words that look like code."

One search committee, for example, wanted candidates who had secured a particular kind of grant. Ms. Lach asked who typically gets that kind of financing. "So what it means is that they had a good mentor who is connected to the funding agency and is also a good grant writer," she says of the conversation that followed. "They were talking about it and started to realize that what they were doing was privileging the people who had already been privileged in their graduate program." The committee ended up writing a more general statement, in which candidates could reflect their resourcefulness in a variety of ways.

Oregon State is one of a growing number of colleges that ask applicants to demonstrate their own commitment to diversity and inclusion. But that can present a challenge. Linda Bruslind, a senior instructor in the department of microbiology, nods knowingly when Ms. Gillies says many candidates still ignore that requirement. Is it because they don't understand the request, Ms. Bruslind wonders, or that they don't take it seriously? She recalls one applicant's saying that the fact that he had moved the date of a department potluck dinner after he learned that it fell on a colleague's religious holiday showed he was committed to diversity.

Another challenge, search advocates say, is to get committees to think beyond past performance, toward future possibilities. "Invariably I see search committees have the problem of, Well, we have a recent Ph.D. with three publications compared to an associate professor with 30 publications. And they can't get beyond that," says Dan Edge, associate dean of the College of Agricultural Sciences. "You really need to focus on trying to glean the potential as opposed to what people have actually done. That's a tough one."

Still, Ms. Bruslind and other faculty members say they're seeing a culture shift. Part of that is Oregon State's increased commitment to hiring people interested in supporting diversity. And part of that is generational. Younger faculty members have come of age in a more diverse environment and are often quicker to understand why it's an important conversation to have with candidates. Seeking new hires who contribute to diversity, advocates say, also forces departments to reflect on their own actions.

"As we start the conversation about who we hire, it changes the conversation about who we are," says Ms. Lach. "How come we're not doing the kind of outreach to underrepresented communities that we expect new hires to do? In that way, we're training ourselves how to become better teachers, better mentors, better grant writers."

The university's work shows signs of paying off, with the number of members of underrepresented groups inching upward across the campus. About 15 percent of assistant professors come from underrepresented groups, compared with 9 percent of associate professors and 5 percent of full professors.

"The hardest part," says Mr. Ashford, dean of the engineering school, "is the constant involvement to enable this process to be successful. It takes the committee members, it takes the faculty to help recruit, it takes the school head to be engaged in the search. It takes me as the dean to be engaged in the search."

One chair, he says, was removed when he didn't go through search-advocacy training. A search was rejected because the committee hadn't asked candidates to submit diversity statements. Mr. Ashford, who recently appointed an associate dean for faculty advancement to help with this work, says that while diversifying the faculty has been a slow process, he's convinced that his college has become a more welcoming place.

Ingrid Arocho, a new assistant professor of civil and construction engineering, agrees. During her telephone interview, she says, "it was really obvious they cared about it."

"It wasn't enough for me to say I love diversity because I am diverse," says Ms. Arocho, who is from Puerto Rico. Instead, she talked about how it was important to encourage students to see that construction careers were possible for women and minorities. During her on-campus interviews, the search committee introduced her to professors and staff members from different backgrounds. The experience persuaded her that she'd fit in.

Now that she's begun participating in faculty searches, she sees what it's like on the other side of the table. If committee members want to reject a candidate, for example, they must clearly state why. "You can't go with, 'I don't feel it's the right person.' You have to justify it," she says. "Even though that sounds small, sometimes that's what you need to be open to someone who looks different."

DISABILITY EXPERTS DEBATE MERITS OF UNIVERSAL DESIGN

The Chronicle of Higher Education

A generation after the passage of the Americans With Disabilities Act of 1990, the process by which students request accommodations — adjustments such as extra time on exams or flexibility on attendance, meant to help level the playing field — continues to frustrate students, administrators, and faculty members alike.

That helps explain why the principles of "universal design" — an elegant philosophy advocating accessibility for all — are in vogue among those who deal with college disability issues.

Roughly 11 percent of college students have a disability, according to Education Department figures, and about two-thirds of that group suffer from one or more so-called invisible disabilities, such as learning disabilities, ADHD (attention-deficit hyperactivity disorder), and mental-health and emotional disabilities. According to [the latest data](#) from UCLA's annual Freshman Survey, 3.3 percent of first-year students at four-year institutions reported having a learning disability, 5.9 percent said they had ADHD, 7.4 percent reported a psychological disorder such as depression, 0.7 percent said they were on the autism spectrum, and 3.7 percent cited a physical disability.

An increasing number of students are arriving at college with more than one condition, disability-services administrators say, making the accommodations process more complicated than ever.

Other problems abound. Students who need help don't always ask for it — nationwide, only 17 percent of college students with learning disabilities receive accommodations, according to the National Center for Learning Disabilities. Students who do seek assistance sometimes complain that administrators aren't identifying the kinds of practices that would help them the most. And some professors question the research — or lack of it — justifying certain accommodations, like extra time on exams.

Universal design promises a way out of the accommodations morass — or does it?

The term originated in architecture. The Center for Universal Design, at North Carolina State University, describes the concept as "the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design." The curb cut is a classic example — designed to help people who use wheelchairs, it also aids cyclists and parents pushing strollers.

Wendy Harbour, an instructor at St. Catherine University, in Minneapolis, and director of the National Center for College Students with Disabilities, regularly gives talks on how professors and colleges can use universal design to improve education.

Captioning all videos is one step faculty members can take, says Ms. Harbour, who is deaf. It helps deaf students the most but benefits others as well.

Distributing lecture notes to all students is another such step. Some colleges provide note takers for, say, students with learning disabilities or ADHD who have trouble focusing when a professor talks. By handing out the notes, a professor helps all students and eliminates the need for stand-in note-takers. That not only helps the student with a disability avoid embarrassment but also sharply cuts the cost of the accommodation.

"I think of universal design as a philosophy," Ms. Harbour says. "There isn't a list of things you have to do. You just need to think about what's really essential in your course — and then the rest is all up for discussion."

More than 40 organizations, including associations focused on students with disabilities, but also broader groups, like the National Education Association, have formed a coalition urging the use of universal-design concepts in setting federal, state, and local education policy. At this summer's annual meeting of the Association on Higher Education and Disability, known as Ahead, universal design was among the most-discussed topics, surpassing even emotional-support animals, a controversial subject as more students seek to bring their pets to campus.

When the State University of New York's Buffalo State College and Empire State College [jointly offered a MOOC](#) last spring about how to use universal design in courses, more than 1,600 people registered. At Buffalo State, the disability-services office and the instructional-design team work together to encourage professors to incorporate universal-design concepts into their courses. Lisa T. Morrison-Fronckowiak, director of disability services, says making courses as accessible as possible is smart, since plenty of students need help but might not ask for it, including veterans with brain injuries, students with partial vision loss, and older students.

Salt Lake Community College's Universal Access Committee, whose members include an associate provost, academic deans, and faculty members, advocates including universal-design principles in courses and throughout the campus.

"My ultimate goal is that fewer and fewer students need to come to us — that courses are open and accessible from the get-go," says Candida Darling, director of the college's disability-resource center.

Universal design becomes controversial in the realm of graded assignments and testing. ["Universal design for learning,"](#) a framework developed at the Harvard Graduate School of Education, is the most commonly used application of the concept at all education levels. It calls for a curriculum that lets students use "multiple means" to express what they know.

At Landmark College, a Vermont institution whose mission is to serve students with learning disabilities, those with ADHD are often given the option of creating a wiki online instead of writing a term paper. "Allowing them to create a wiki affords that creativity that many students enjoy," says Manju Banerjee, an associate professor who oversees a Landmark research center on learning disabilities.

Ms. Harbour suggests that for courses in which writing isn't the central focus, professors should consider permitting oral presentations in place of term papers. That change would be welcomed

not only by students whose disabilities, like ADHD, make writing difficult, but also by all students who struggle with writing.

Some disability experts believe that a professor at Lewis & Clark Law School was embracing universal-design principles, perhaps unwittingly, when he gave all students extended time to complete an environmental-law exam in a disability-accommodation case that dates back to 2009. The professor had designed a three-hour test and found that the average law student could complete the exam in that time. But after a few years of giving the test, he increased the allowed time to five hours, to reduce student anxiety and give students time for breaks.

"They can take their time, go to the bathroom, have a snack, have a nap if they want," the professor said, according to an investigation by the Education Department's Office for Civil Rights. "All they have to do is hand it in in five hours."

One student was already receiving "time and a half" on exams because of a condition that made it difficult for her to write and type. In a complaint filed with the civil-rights office, she argued that she should have received the same accommodation on the environmental-law test, despite the professor's assertion that the extra time he had already allocated would accommodate everyone. The department sided with the student, finding that she should have been given time and a half — 7.5 hours — to complete the exam.

"It's hard to universally design an assessment that you'll put a time limit on," says Jamie Axelrod, director of disability resources at Northern Arizona University and president of Ahead's board of directors. "The question is, what are the other students doing with the extra time that the student with disabilities didn't get to do?"

Some argue that universal design calls for doing away with in-class testing altogether. In an essay in *Vitae*, *The Chronicle's* career hub, David Perry, an associate professor at Dominican University, announced that he would begin assigning [only take-home tests](#). He insisted that everyone, not just students with disabilities, would benefit from quiet spaces and extra time.

"In-class tests are the antithesis of universal design," Mr. Perry wrote. "They're built to serve only those people who can: (a) hold a writing implement; (b) see written text; and (c) concentrate in a crowded room for an extended period of time." That essay drew a mixed response: Some liked the idea, but professors in a variety of subjects objected. An engineering professor feared widespread cheating. A foreign-language professor wondered how he would assess speaking proficiency.

Universal design has some skeptics in higher education's disability community, too. L. Scott Lissner, the ADA coordinator at Ohio State University, says that while the philosophical concept is good, universal design is oversold as a way to eliminate the need for accommodations.

"I'm a firm believer in universal design," he says, "but nothing in my closet says 'one size fits all.' "

Some students with disabilities argue that instead of focusing on universal accessibility, colleges should invest more time and resources in identifying the right individual accommodations.

Omoefe Ogbeide was singled out for "impulsivity" in classrooms by age 6, she says, but her parents, who immigrated to the United States from Nigeria, never thought to have her formally assessed. Brandeis University helped diagnose her as having ADHD, but Ms. Ogbeide says the university was unable to help as she struggled with writing and time management while enrolled there from 2008 to 2011. Her Brandeis transcript shows A's or withdrawals, she says; professors would see that she was capable of good-quality work, and their expectations deepened her anxieties, which made writing even more difficult.

"A lot of people cared and were well intentioned, but they didn't understand how to help me, and that was just devastating," Ms. Ogbeide says. (Beth Rodgers-Kay, Brandeis's director of disability services, declined to comment on Ms. Ogbeide's case, but she said that the university had experienced a fourfold increase in the number of students with diagnosed disabilities in the past decade, and that it was committed to helping such students "earn their Brandeis degree and to achieve at an impressive level.")

Ms. Ogbeide ultimately transferred to Landmark, in Vermont, and acquired skills that allowed her to be successful. She began using a smart pen during lectures so that she could review the lecture later if she got distracted. (The pen tapes the lecture with an embedded recorder, and a student can jot down a "prompting word" on digital paper that allows her to return to the section where she lost focus.)

Ms. Ogbeide tried writing papers using voice-recognition software but found the process too stressful. After two years of experimenting and incorporating suggestions from Landmark professors, she finally found a writing system that worked. Now she orally records her thoughts, then writes her essays out in longhand on unlined paper as she listens to her recorded comments.

This spring Ms. Ogbeide earned a bachelor's degree from Landmark. She is now an intern in Washington at the U.S. Department of Agriculture.

Debbie Spinney, who oversees disability services at the University of Indianapolis, says she shares universal-design concepts with university employees, especially with new instructors. "Universal design will help," she says. "But I don't think it will make accommodations unnecessary."

Since 1990, UIndy has been providing extra help to learning-disabled students, beyond that required by the Americans With Disabilities Act, through a fee-based program called Baccalaureate for University of Indianapolis Learning Disabled, or Build.

Scott McGuire, who was diagnosed by age 6 with dyslexia and ADHD, says he decided to attend UIndy because of the support he expected to receive from Build. For an extra \$5,000 per year (a state vocational-rehabilitation program picked up some of the cost), he had access to tutors several hours each week who helped him prepare for tests and write papers. During his junior year, Build connected him to an outside "life coach" at a local nonprofit group called Tangram,

who helped him learn how to get organized and create a financial budget. He began using electronic calendars and reminders to get to appointments on time.

Mr. McGuire earned a bachelor's degree in social work in 2015. He now has a job at AccessAbilities, a company in an Indianapolis suburb, where he helps students with autism and intellectual disabilities work on social skills.

"I still struggled to get my degree," Mr. McGuire says. "But if I hadn't had these supports, I wouldn't have been able to do it."

FANCY DORMS AREN'T THE MAIN REASON TUITION IS SKYROCKETING

FiveThirtyEight

In 2000, Temple University was primarily a commuter school. On-campus dorms could house fewer than 4,000 students out of a total student body of more than 30,000. Most facilities were badly outdated, and the average student paid \$12,800 a year (in 2016 dollars) in tuition to attend.

Today, Temple, where I work, looks very different. Beautiful new buildings are the norm rather than the exception. A recently built 24-story dorm and adjoining dining center highlights the university's transition to a residential campus. Each of the dorm's apartment-style suites comes equipped with a flat-screen TV and other amenities. The number of administrators in management and executive positions has grown by 40 percent to over 900. Oh, and tuition now runs \$19,000 for the typical student after accounting for scholarships and other aid.

It's tempting to blame Temple's shiny buildings and new administrators for the big increase in tuition. But there's another, much more important reason for the rising costs: Over the same period, Pennsylvania's state government cut its per-student appropriations by \$6,000 in inflation-adjusted dollars.

The rapid increase in the cost of college in recent decades — and the associated explosion in student debt, which now totals nearly \$1.3 trillion nationally — is all too familiar to many Americans. But few understand what has caused the tuition boom, particularly at the public institutions that enroll roughly two-thirds of all students at four-year colleges. Many commenters, [particularly](#) in the [popular press](#), focus on ballooning administrative budgets and extravagant student amenities. Those elements have played a role, to be sure, but by far the single biggest driver of rising tuitions for public colleges has been declining state funding for higher education.

It is true that today's students enjoy better amenities — usually in the form of nicer gyms, dorms and dining halls, though some campuses feature [lazy rivers and climbing walls](#) — than I or, especially, my parents did during our time in college. It is also true that today's universities employ far more administrators and staff who don't have any direct role in either research or instruction. When my father attended the University of Florida¹ in the 1970s, professors were required to also serve as academic advisors and meet individually with students to plan their schedules. Today, schools retain many staffers whose role is to assist both faculty and students. Some of those jobs are easy to mock: One [frustrated grad student](#) built a [job-title generator](#) that spits out bloated titles such as vice executive for the committee on dining relations.

And it is also true that professors (at least those on the tenure track) are paid better than the people who held those same jobs years ago. Average salaries for full professors (the highest rank) at [top public institutions exceed](#) \$160,000 annually. Salaries for full professors have risen 12 percent in excess of inflation since 2000.

All of those trends add to the cost of college, but not by that much. At most, about a quarter of the increase in college tuition since 2000 can be attributed to rising faculty salaries, improved

amenities and administrative bloat. By comparison, the decline in state support accounts for about three-quarters of the rising cost of college.

Consider Pennsylvania's four public research institutions,² one of which is Temple.³ Average tuition revenue per student (adjusted for inflation) increased by \$5,880 between the 2000-01 and 2013-14 academic years (the most recent available data). State appropriations per student have declined nearly \$4,000 over the same period, from about \$7,750 to \$3,900. Put another way, if Pennsylvania restored funding for higher education to its 2000 levels, Pennsylvania's public research institutions could reduce tuition by nearly \$4,000 per year without altering their budgets. For students, the impact could be even greater once loan fees and interest were taken into account.

By contrast, imagine that each of these institutions cut per-student spending for student services, administration and instruction back to 2000 levels, then passed those savings on to students in the form of lower tuition. How much would students save? Reducing student services would save each student \$380 per year. Dropping all those new administrators would save \$150 per student per year. And rolling back spending on faculty salaries would save \$850 per year for the average student. Together, those three categories have added \$1,380 to the cost of attendance since 2000, about a quarter of the total increase. At least some of that spending benefits students directly: Student-service spending has been found to increase the [likelihood of graduating](#), and increased spending on instruction leads to [higher earnings](#) later in life.

National trends for all public four-year schools mirror those from the research institutions of Pennsylvania, although there are sizable differences across states, as the table below shows. In the median state, South Carolina, the decline in state appropriations explains 81 percent of the increase in tuition revenue. Only three states — Alaska, North Dakota and Wyoming — have kept funding for higher education on pace with inflation and enrollment growth (represented by negative numbers in the table). In 17 states, the price of college would have actually *declined* since 2000 (states with a share greater than 100 percent in the table) if funding had been kept constant and the schools applied that money entirely to students' tuition bills. While state funding has rebounded somewhat during the economic recovery following the Great Recession, most states' increases have not kept pace with enrollment growth.

Changes in funding and tuition at public universities

STATE	CHANGE FROM 2000-2014			
	CURRENT TUITION	INCREASE IN TUITION	STATE FUNDING PER STUDENT	SHARE OF TUITION HIKE EXPLAINED BY CUTS
Colorado	\$15.8k	+\$7.7k	-\$7.8k	101.3%
Arizona	10.8	+5.4	-6.0	111.3
California	9.0	+4.6	-5.6	123.2
Florida	7.0	+3.7	-5.6	153.1
Iowa	10.0	+5.0	-5.5	110.9
South Carolina	11.5	+6.4	-5.3	83.0

Georgia	7.2	+3.5	-5.1	147.9
Washington	9.6	+4.2	-4.8	114.3
Mississippi	5.8	+2.1	-4.4	211.2
Michigan	11.3	+4.7	-4.0	85.4
Rhode Island	11.5	+5.1	-3.9	76.4
Texas	7.5	+3.2	-3.9	121.2
Oregon	8.5	+3.5	-3.9	111.2
New Mexico	5.2	+2.6	-3.7	142.5
Ohio	10.6	+3.9	-3.6	91.2
Wisconsin	7.1	+2.7	-3.4	123.3
Hawaii	9.2	+4.0	-3.3	84.1
Massachusetts	9.0	+4.1	-3.3	79.9
Missouri	6.3	+2.2	-3.3	151.3
Pennsylvania	11.0	+3.4	-3.2	92.9
Indiana	8.1	+3.0	-3.2	106.7
Minnesota	8.0	+3.7	-3.2	86.0
Tennessee	8.3	+3.7	-3.1	84.6
Idaho	7.2	+3.1	-3.1	101.2
New Jersey	12.5	+5.5	-3.0	54.8
Connecticut	8.0	+2.4	-2.8	119.1
Kansas	6.6	+2.8	-2.8	98.1
Delaware	14.1	+4.9	-2.6	54.0
Nevada	6.0	+2.5	-2.6	106.0
New Hampshire	13.7	+4.7	-2.6	55.2
Kentucky	8.0	+4.2	-2.5	60.1
Virginia	9.4	+4.2	-2.4	56.6
Alabama	8.6	+4.0	-2.0	49.3
Utah	6.1	+2.9	-1.9	66.6
Maine	8.3	+3.2	-1.6	50.1
North Carolina	7.1	+3.9	-1.6	41.5
Louisiana	5.9	+2.5	-1.5	57.8
Oklahoma	5.4	+3.1	-1.5	47.5
South Dakota	6.7	+2.8	-1.4	50.5
Arkansas	5.1	+2.3	-1.2	52.4
West Virginia	5.6	+2.2	-1.1	49.7
Vermont	12.1	+4.7	-0.9	19.0
Nebraska	4.8	+1.8	-0.8	48.3
Maryland	8.3	+2.0	-0.8	37.9

Illinois	9.0	+4.5	-0.4	8.5
New York	6.7	+1.2	-0.4	30.9
Montana	7.0	+2.9	-0.2	8.3
North Dakota	7.2	+3.3	+1.1	—
Alaska	6.3	+2.6	+3.4	—
Wyoming	5.1	+0.7	+7.6	—

Tuition figures are from the most recent year for which data is available.

Source: Department of Education

All of this assumes that colleges would have used all their extra funding (or reduced spending) to lower tuition. That's almost certainly untrue. If schools had more funding available, they likely would have used at least some of it to expand other programs or avoid other cuts. For example, public higher education been staffing many classes with cheaper adjunct and non-tenure-track faculty in recent years. In a world with more generous state funding, many schools almost certainly would have resisted this change, passing part of the cost of additional full-time faculty on to students.

Even given this significant caveat, however, it is clear that state budget cuts dwarf administrative bloat as a cause for rising tuitions. If funding had held steady, universities could have built new buildings, hired more administrators and tended to other priorities while *still* keeping tuition hikes in check. With huge budget cuts, big tuition increases were inevitable.

The picture is a bit different at private schools, which do not receive state funding but have nonetheless seen substantial tuition increases. At private nonprofit colleges, the spending categories described above — student services and faculty and administrative salaries — together explain most of the tuition increase over the past two decades. Among for-profit institutions, it is much more difficult to pin down a reason for tuition increases, though [recent research](#) suggests that one big cause is the generosity of federal student aid: Some institutions may be raising tuition in order to capture as much government-backed money as possible.

The overarching message is that there is no single cause of the tuition boom. The reason for rising costs differs based on the type of institution and the state it's in, and even varies over time. But, at least among public institutions, the dominant factor has been a steady decrease in support for higher education on the part of state legislatures.

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Education is the best opportunity for the world to become a better, healthier, and [more] peaceful place to live. As a local scientist and advocate for education, I can see the great educational opportunity that CSU brings to the local community of Todos Santos region and the State of Baja California Sur (BCS).

The role of CSU Todos Santos Center as a hub for education, cultural exchange and community engagement is unique. This blend is leading to different opportunities and possibilities that benefit both



the local and regional communities of BCS and the CSU community.

CSU Todos Santos Center lives a continuous process of learning and understanding the social, economic, environmental and cultural realities of the local communities; an initial effort was a participatory-based community assessment conducted last summer to listen and learn about the priorities from the community of Todos Santos region. We learned that the top community priorities (in no specific order of priority) are youth engagement, language classes (English and Spanish), education system, valuing the environment, water, waste management, proposed mines, public health, sustainable development, business training and alternative models. (The full report of this research can be found online [here](#).)

The findings of the Todos Santos community assessment are of great value and have been very helpful for the CSU community to focus and orient ongoing and future educational programs and research projects towards addressing those needs. Most importantly, we have engaged directly with members of the local and regional communities, including educators, researchers, government officials, civilians and non-profits to co-create and collaborate in diverse activities and initiatives that aim to fulfill the CSU vision of thriving communities through collaboration.

The invitation is for you to make the educational opportunity that CSU Todos Santos Center represents a reality of significant learning experience, as it has been to me during this last year of collaboration with the Center.

- Aines Castro-Prieto, PhD., Local Partner and Research Associate

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Donna Baily

Senior Legal Counsel for the CSU Research Foundation (CSURF)

"I hope to return [to Todos Santos] at least once a year – always to work on perfecting the operations of the Center, the effectiveness of our programs and the interactions with our community there."

[Read more about Donna's experiences.](#)

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