

**BOARD OF GOVERNORS**  
**May 2-3, 2017**  
**Colorado State University, Lory Student Center, Longs Peak**

**TUESDAY, MAY 2, 2017**

BOARD OF GOVERNORS BREAKFAST, <i>Longs Peak</i>	8:30 a.m. – 9:00 a.m.
<b>COMMENCE BOARD MEETING – CALL TO ORDER</b>	<b>9:00 a.m. – 4:15 p.m.</b>
<b>1. PUBLIC COMMENT</b>	9:00 a.m. – 9:15 a.m.
<b>2. EXCELLENCE IN TEACHING AWARDS</b>	9:15 a.m. – 9:25 a.m.
<b>3. ELECTION OF OFFICERS</b>	9:25 a.m. – 9:30 a.m.
<b>4. AUDIT AND FINANCE COMMITTEE</b>	9:30 a.m. – 12:00 p.m.
<u>Nancy Tuor, Chair</u>	
<i>Audit Items</i>	
<ul style="list-style-type: none"><li>• Status of FY 2016-2017 Audit Plan</li><li>• Status of past due recommendations</li><li>• Approval of FY 2017-18 Audit Plan</li></ul>	
<i>Finance Items</i>	
<ul style="list-style-type: none"><li>• Third Quarter Financials</li><li>• State Budget Update</li><li>• Adoption of CSU Parking Fees and Citation Fine Changes</li><li>• Adoption of FY 2017-18 E &amp; G Budget and Related Items</li><li>• Adoption of the FY 2017-19 Combined campuses Capital Construction Priority List</li></ul>	
<b>LUNCH – SHARED GOVERNANCE – <i>Room 304/306</i></b>	<b>12:00 p.m. – 1:00 p.m.</b>
<b>5. COLORADO STATE UNIVERSITY REPORTS</b>	1:00 p.m. – 1:50 p.m.
<ul style="list-style-type: none"><li>• Student Representative’s Report – Presented by Daniela Pineda-Soracá</li><li>• Faculty Representative’s Report – Presented by Paul Doherty</li><li>• President’s Report – Presented by Tony Frank</li></ul>	
<b>6. STRATEGIC MAPPING UPDATE</b>	1:50 p.m. – 2:00 p.m.
<b>7. CHANCELLOR’S REPORT</b>	2:00 p.m. – 2:15 p.m.
<b>8. CSU SYSTEM FOUNDATION AND BCI UPDATE</b>	2:15 p.m. – 2:45 p.m.
<b>9. REAL ESTATE/FACILITIES COMMITTEE</b>	2:45 p.m. – 3:05 p.m.
<u>Scott Johnson, Chair</u>	
<ul style="list-style-type: none"><li>• Program Plan: Updated Shepardson Hall Addition and Renovation</li><li>• Program Plan: Updated JBS Global Food Innovation Center</li></ul>	
<b>10. EVALUATION COMMITTEE (<i>executive session</i>)</b>	3:05 p.m. – 3:45 p.m.
<u>Rico Munn, Chair</u>	
<b>11. EXECUTIVE SESSION</b>	3:45 p.m. – 4:15 p.m.

**BOARD DINNER - Aggie Village North (social event)**

**5:30 p.m.**

**WEDNESDAY, MAY 3, 2017**

**BOARD OF GOVERNORS BREAKFAST, Room 304/306**

8:00 a.m. – 9:00 a.m.

**12. CSU-PUEBLO REPORTS**

9:00 a.m. – 9:30 a.m.

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

**13. ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

9:30 a.m. – 11:00 a.m.

Jane Robbe Rhodes, Chair

- New Degree Programs
  - CSU: M.S. Materials Science and Engineering (Plan A & B)
  - CSU: Ph.D. Materials Science and Engineering
  - CSU: B.A. Women's and Gender Studies
  - CSU: Ph.D. Anthropology
- New Graduate Certificates
  - CSU: Adventure Tourism
  - CSU: Agritourism Management
  - CSU: Business Analytics & Accounting Systems
  - CSU: Conservation Actions with Lands, Animals, and People
  - CSU: Facilitating Adult Learning
  - CSU: High Impact On-Demand Learning Solutions
  - CSU: Nutrition Sciences
  - CSU: TESOL Education
- Faculty Manual Changes (CSU, CSU-Pueblo)
- Emeritus Request Summaries (CSU, CSU-Pueblo)
- Sabbatical Revisions Summaries (CSU, CSU-Pueblo)
- Program Accreditation Schedule AY17-18 (CSU-Pueblo)
- Campus Reports
  - Course (Re)Design

**BREAK (15 min)**

**14. CSU-GLOBAL CAMPUS REPORTS**

11:15 a.m. – 11:45 a.m.

- Student Representative's Report – Presented by Andrea Buchmeier
- Faculty Representative's Report – Presented by Tony Vrba
- President's Report – Presented by Becky Takeda-Tinker

**15. APPROVAL OF CONSENT AGENDA**

11:45 a.m. – 11:50 a.m.

A. Colorado State University System

- Minutes of the February 1-3, 2017 Retreat, Board and Committee Meetings
- Minutes of the April 6, 2017 Special Board meeting

B. Colorado State University

- New Degree Programs
  - M.S. Materials Science and Engineering (Plan A & B)
  - Ph.D. Materials Science and Engineering

Colorado State University System  
Board of Governors Meeting Agenda  
May 2-3, 2017

- B.A. Women's and Gender Studies
- Ph.D. Anthropology
- New Graduate Certificates
  - Adventure Tourism
  - Agritourism Management
  - Business Analytics & Accounting Systems
  - Conservation Actions with Lands, Animals, and People
  - Facilitating Adult Learning
  - High Impact On-Demand Learning Solutions
  - Nutrition Sciences
  - TESOL Education
- Faculty Manual Changes
- C. Colorado State University-Pueblo
  - Faculty Handbook Changes

**16. BOARD CHAIR'S AGENDA**

11:50 a.m. – 12:20 p.m.

**17. BOARD MEETING EVALUATION**

12:20 p.m. – 12:25 p.m.

**ADJOURNMENT**

**12:25 p.m.**

**Next Board of Governors Board Retreat/Meeting:** June 14-16, 2017, Colorado Springs

**APPENDICES**

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

# Section 1

## *Public Comment*

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# Section 2

## *Excellence in Teaching Award*

**2017  
Excellence in Undergraduate  
Teaching Award  
May 2, 2017**



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

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

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

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

The Board believes,

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

**Dr. Shrideep Pallickara**  
Colorado State University



Dr. Shrideep Pallickara joined the CSU faculty as an assistant professor in the Department of Computer Science in August of 2009. He was promoted to associate professor with tenure in 2013, and was named a Monfort Professor in 2016.

Dr. Pallickara brings an attention to detail and a pursuit of excellence to all areas of the land-grant mission; his teaching, research, and outreach are informed by a common theme of a generosity of spirit and a willingness to be a lifelong learner himself. Dr. Pallickara received the Effective and Innovative Teaching Award in the Department of Computer Science in 2012 and the Faculty Excellence in Undergraduate Teaching Award from the College of Natural Sciences in 2014. His teaching outreach includes a National Science Foundation - funded summer camp, “Math in Action in Computer Science,” which serves middle school Native American students.

In his classrooms, Dr. Pallickara consistently uses “Microsurveys” at the end of each class session, asking students to list three concepts they understood and three they did not. He then sorts and processes responses to inform adjustments to course delivery on a day-to-day basis. This attention to student comprehension and commitment to “real-time” adjustments to reinforce student learning requires significant investment of time as well as a focus on student learning outcomes. Student feedback regularly praises both the rigor and the quality of his courses, noting that they are “*the hardest and the best*” courses they have taken.

Evidence of his research excellence includes Dr. Pallickara’s receipt of a Monfort Professorship and an NSF CAREER award, authorship of more than 100 peer-reviewed publications, and receipt of more than \$6 million in extramural research funding. Dr. Pallickara comments on how his research activities inform his approach to teaching, noting, “*I am a teacher first and foremost. Research requires taking a holistic view of the problem being solved, not losing sight of the big picture, and paying attention to details –teaching requires this same rigor. My research has helped me be a better teacher.*”

Dr. Pallickara has also made significant contributions to curricular design in Computer Science. This includes the development of the Distributed Systems track at CSU, which includes a 400-level capstone course, a graduate course, and an advanced research seminar course. He also serves on the College of Natural Science’s new Data Science Major planning committee.

Dr. Pallickara’s colleagues observe that “*He has a powerful blend of skills and talents: developing innovative solutions, understanding and directing multidisciplinary projects, communicating complex ideas effectively, and pushing the boundaries of discovery. These are evident in his outstanding academic accomplishments, and he transfers these skills to the students in his classes.*” Dr. Shrideep Pallickara embodies the ideal of a teacher-scholar through innovation and a commitment to student learning in his research, his teaching and mentoring, and his outreach efforts.

# Section 3

## *Election of Officers*

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# Section 4

## *Audit and Finance Committee*

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
AUDIT and FINANCE COMMITTEE MEETING AGENDA  
May 2017**

Audit

- |  |        |
|--|--------|
| 1. <i>Discussion/Presentation</i> – Status of FY 2016-2017 Audit Plan        | 5 min  |
| 2. <i>Discussion/Presentation</i> – Status of past due recommendations       | 5 min  |
| 3. <i>Discussion/Presentation/Action</i> - Approval of FY 2017-18 Audit Plan | 15 min |

Finance

- |  |        |
|--|--------|
| 4. <i>Discussion/Presentation</i> – Third quarter financials   | 10 min |
| 5. <i>Discussion/Presentation</i> – State Budget Update  | 5 min  |
| 6. <i>Discussion/Presentation/Action</i> – Adoption of CSU Parking Fees and Citation Fine Changes  | 10 min |
| 7. <i>Discussion/Presentation/Action</i> – Adoption of FY2017-18 E&G incremental budget, tuition, fees, and other schedules and policies as required by statute, the Board, and CCHE for CSU, CSU–Pueblo, CSU Global Campus, and the CSU System. | 90 min |
| 8. <i>Discussion/Presentation/Action</i> – Adoption of the FY 2018-2019 combined campuses capital construction prioritization list for presentation to CCHE.   | 10 min |

# Finance & Audit Committee Presentation

May 2, 2017

# Agenda Item 1: Status of FY2016-17 Audit Plan

## Discussion

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

<b>Institution</b>	<b>Audit Area</b>	<b>Reporting Area</b>	<b>Status</b>
<b>Carried Forward from FY 2015-2016</b>			
CSU	Data Centers (IT)	VPIT	Fieldwork
CSU	Social Media (IT)	VP External Relations	
CSU	Disaster Preparedness (IT)	VPIT	
CSU	Recharge Centers	Business & Financial Services	Report 17-03
CSU	CEMML	WCNR/Provost	Report 17-05
CSU	Athletics (Compliance areas) FY 15-16	President	Planning
CSU	College of Business - transition	COB/Provost	Report 17-02
CSU	Early Childhood Center (Special)	College of Health & Human Sciences	Report 17-01
CSU	Natural Resources Ecology Lab	WCNR/Provost	Report 17-09
CSU	Electrical & Computer Engineering Dept	College of Engineering/Provost	Report 17-07
CSUP	Cashier Operations	Business Financial Services	Report 17-10
<b>New for 2016-2017</b>			
CSU	Fringe Pool	Budget Office/VPUO	Report 17-08
CSU	Data Security-Advancement	VP Advancement	
CSU	Management of Financial Commitments	President/Provost/VPUO	
CSU	Export Control	VP Research	Report 17-06
CSU	Human Resources/Hiring Process	VPUO	Fieldwork
CSU	Office of Sponsored Programs - transition	VP Research	Fieldwork
CSU	Facilities-Campus design and Construction	VPUO	
CSUP	Human Resources		
CSUP	Office of International Programs		Fieldwork
CSUGC	Financial Reporting		Fieldwork
All	Continuous Auditing		Ongoing
CSU	Special Project-CSU Bookstore		Report 17-04
CSU	Special Projects		
CSUP	Special Projects		





## Colorado State University System

### Audit of the Center for Environmental Management of Military Lands – Colorado State University

#### EXECUTIVE SUMMARY

January 24, 2017

#### Background Information

Within the Warner College of Natural Resources (WCNR), the Center of Environmental Management of Military Lands (CEMML) employs about 400 full-time experts in natural resources, cultural resources, environmental planning and compliance, and spatial analysis on campus and at Department of Defense installations across the conterminous United States, Hawaii, and Alaska. CEMML also supports or collaborates with the National Park Service, other federal and state agencies, academia, and the private sector. In fiscal year 2016, CEMML's extramural funding for service, education, and research was \$45 million—16% of Colorado State University's total external research support.

After discovering a weakness in its administrative processes, fiscal year 2016 was a transition year for CEMML. CEMML changed leadership and reorganized its administrative procedures. With the support of WCNR, CEMML emerged in fiscal year 2017 with a new Director and an administrative function centralized within the college. Its highly trained and specialized staff has the infrastructure in place, once again, to enable it to realize the “dual imperatives of mission readiness and conservation stewardship.”

#### Scope and Objectives

The CEMML activity was evaluated primarily during the period July 1, 2015 through June 30, 2016, although financial activity beyond this scope was considered.

The audit objectives were to:

1. Determine if a strategic planning/objectives setting process exists that is regularly evaluated and integrated with the College and University plan.
2. Determine if administrative and financial policies exist and are in compliance with University policy.
3. Evaluate whether internal controls exist and are operating effectively to assure compliance with State, University, College and auditee policies.
4. Evaluate whether internal controls exist for contract/grant activities and are operating effectively to assure compliance with sponsor agreements and regulations.

#### Results and Conclusions

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

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

1. The CEMML Director should develop a strategic planning control to assure CEMML's operation aligns with college objectives, it has measurable goals, and the plan is used to guide CEMML's management decisions.
2. As part of its strategic planning control, the CEMML Director should develop a continuity plan to mitigate the risk of adverse events preventing CEMML from meeting its strategic objectives.
3. To assure effective internal control, the B&FS Fiscal Officer of Quali Financial System Account 21-00800 should regularly reconcile the Research Leave account.
4. To create an efficient process, the WCNR Business Officer and Information Technology Director should collaborate with the Fiscal Officer of Quali Financial System Account 21-00800 to develop reconciliation procedures. The reconciliation should be performed by the Fiscal Officer.
5. In accordance with cost accounting standards, the HR Assistant Director should ensure that salary costs are assigned in a consistent manner among different leave types. The cost of research leave (also known as Fringe 2 leave) and other types of employee leave should

be estimated using the same method. Other types of employee leave include: parental leave, leave covered by short term disability insurance, leave covered by worker's compensation insurance, and leave without pay.

6. To assure that 100% and not more than 100% of employee time is allocated amongst University financial accounts, the WCNR Human Resource Liaison should document all "activities" of CEMML employees in one "time document" each month.
7. To verify accuracy of the leave processed, the WCNR Human Resources Liaison should reconcile research leave hours in the "time document" with Research Leave expense (Kuali 21-00800).
8. To verify accuracy of the sponsor bill, the WCNR Business Office should reconcile the sponsor service allocation in the "time document" with the sponsor billing.
9. The CEMML Director should ensure CEMML complies with University policy for cost transfers.
10. The CEMML Director should ensure CEMML operates using best practices in project management.
11. Upon notice of employee separation from the University, the WCNR HR Liaison should immediately request the University Travel Desk, the University Procurement Card Administrator, and the federal sponsor to deactivate or cancel any cards issued to the employee.
12. The CEMML Director should ensure that CEMML complies with the University's Conflict of Interest policy.

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 17-05 issued the same date as this Executive Summary. Implementation has already been completed for Recommendations 4 and 11.

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



Colorado State University System

Audit of Export Control – Colorado State University

## EXECUTIVE SUMMARY

February 3, 2017

### Background Information

Export control refers to regulations of several federal agencies, which are designed to protect sensitive materials, equipment, software and technology, and to promote US national security interests and foreign policy objectives. The export control regulatory environment is extensive, including guidance and regulations from several federal agencies. The Colorado State University (CSU) public website identifies the official University policy in regard to export control. The policy explains that all CSU personnel are responsible for complying with federal export control regulations. For FY 2015-2016, CSU had approximately \$320 million in research expenditures. Senior Management and the Export Control Administrator estimate that a relatively small portion of CSU research falls under export control regulation (restriction). The Office of Export Control is relatively new at CSU having existed for four years, and is in the developmental stages of implementation. The current Administrator for this organization has been in this position for about two years and spends about half of his time on export control conducting training, and meeting with researchers and other administrative personnel. This position is within the Office of the Vice President for Research.

### Scope and Objectives

The objectives of the audit were to evaluate a risk self-assessment prepared by the Export Control Administrator to ensure that controls not in place were prioritized and pursued, and that collaboration among various CSU Offices was in place to ensure understanding of and compliance with regulations.

The initial risk assessment process calculated this as HIGH risk operation.

### Results and Conclusion

During the audit, we assessed controls, processes and procedures designed to mitigate risks. Based on the audit, we concluded that the risk mitigation activities provide a MEDIUM residual risk level.

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

1. The Office of the Vice President of Research should continue to work with Information Systems to evaluate the feasibility of recording information from the export control module so that information related to export control can be analyzed and reported.
2. The Export Control Administrator should complete the documentation of policies and procedures related to export control, including roles and responsibilities for the individuals responsible for compliance with regulations.
3. The Export Control Administrator should work with the Director of Procurement Services to review and modify documents, as necessary, so that items received through a purchase order include disclosure by the vendor of any export control restrictions.
4. The Export Control Administrator should work with the Director of Central Receiving and PIs to ensure shipments to and from CSU comply with regulations.

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 17-06 issued the same date as this Executive Summary.

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

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Allison A. Horn – Director, Internal Auditing



Colorado State University System

Audit of Electrical and Computer Engineering Department – Colorado State University

## EXECUTIVE SUMMARY

March 17, 2017

### Background Information

The Electrical and Computer Engineering (ECE) Department is one of eight departments/ programs of the Walter Scott, Jr. College of Engineering (College). The department educates and prepares students for careers in the electrical and computer engineering industries and academia, and generates new knowledge through research in selected areas. There are over six hundred ECE students pursuing graduate/undergraduate degrees. ECE operates with twenty-eight faculty members, twenty-six research staff, and five administrative staff. Several administrative tasks are handled and controlled at the College level.

### Scope and Objectives

The audit scope included information related to ECE's financial activity and policies and procedures for fiscal years 2015, 2016, and 2017 (through September 30, 2016). Our audit objectives were to:

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

### Results and Conclusions

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

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

Control over purchasing transactions (including PCards) resides in the Engineering Business Office (EBO). To improve PCard controls, the Assistant Dean of Engineering should ensure that the following recommendations are implemented by the EBO:

1. In accordance with University procurement rules, require Engineering PCard holders to determine if the needed goods or services should be obtained using an APO or DV.
2. Decrease the cycle spending limit for most of the 52 PCards held in ECE in accordance with Internal Audit's analysis and base the spending limit on projected need rather than the current default amount.
3. Provide the University PCard office with the name of the supervisor charged with "approver" responsibilities for each of the 52 ECE PCards.

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 17-07 issued the same date as this Executive Summary.

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

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Allison A. Horn – Director, Internal Auditing



## Colorado State University System

### Fringe Pool Audit – Colorado State University

#### EXECUTIVE SUMMARY

March 30, 2017

#### **Background Information**

In FY 1995, the University moved to central management of fringe benefits for Education and General (E&G) subfunds by moving the fringe portion of the E&G base budget from the colleges/units to central administration. The remaining appropriated subfunds were moved to central administration in FY 2002. Centralizing fringe benefits allows colleges/units to retain salary savings resulting from unfilled positions, while central administration assumes the savings from the fringe portion of the unfilled positions. This was intended to create a potential resource for central administration to use to meet critical needs of the University. The centralized fringe budget is referred to at the University as the fringe pool, which is overseen by the Office of Budgets (Budget Office). The structure of the central fringe pool has inherent financial risk and creates unique budgeting challenges for colleges and VP units, as salary expenses for appropriated subfunds are recorded in college- or departmental-level accounts, but related fringe expenses are recorded in central accounts that are managed by the Budget Office.

#### **Scope and Objectives**

Activities for the central fringe pool were evaluated primarily for Fiscal Years 2015 and 2016, though other fiscal years were evaluated for comparison purposes.

The audit objectives were to:

1. Determine if controls over fringe pool budgeting provide for efficient and effective management of the budgets.
2. Determine if departments are provided adequate tools with which to manage their fringe budgets.

#### **Results and Conclusions**

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

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

4. The Budget Office Director should ensure that best practices for monitoring salary control are shared with all colleges/VP units to avoid common fringe pool pitfalls at year-end.
5. The Budget Office Director should discuss information that is needed to support salary control changes, as well as best practices for performing independent reconciliations.
6. The University Provost should define and communicate the process and factors considered when establishing fringe pool policies and determining how critical one-time needs are identified and funded.

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 17-08 issued the same date as this Executive Summary. Implementation has already been completed for Recommendation 3.

We would like to express our appreciation to the Budget Office, senior administration, and college/VP units for their assistance and cooperation during the audit.

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Allison A. Horn – Director, Internal Auditing





Colorado State University System

Natural Resources Ecology Laboratory Audit – Colorado State University

## EXECUTIVE SUMMARY

April 4, 2017

### Background Information

The Natural Resources Ecology Laboratory (NREL) is a department at Colorado State University (CSU) that is part of the Warner College of Natural Resources (WCNR). The NREL is an interdisciplinary ecology research program whose mission is to improve understanding of the complex interactions between ecosystems, humans, and management activities.

The NREL research efforts are integrated assessments linking ecosystem studies to socioeconomic concerns to form an expanded basis for environmental management and policy development. NREL research also focuses on the global consequences of modifying the chemistry of the atmosphere and mitigation strategies to overcome potential problems.

The NREL sponsors several programs, including the African Ecosystem and Societies Program, Global Environmental Sustainability Program, Greenhouse Gas Mitigation Program, Rocky Mountain Environmental and Society Program, ECO Core Analytical Services and the UV-B Monitoring and Research Program. The NREL conducts over 100 research projects annually.

### Scope and Objectives

The audit scope included information related to NREL financial activity and policies and procedures for fiscal years 2015 and 2016 and the first six months of 2017. The audit objectives were to:

- Determine whether the NREL's mission, goals and objectives are measurable, evaluated and that they significantly support University strategic objectives, and

- Evaluate the NREL's system of internal controls and whether the system is currently functioning as designed.

### Results and Conclusions

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

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

1. The Fiscal Officer/Business Manager should expand NREL's reconciliation of accounts to include all aspects of the WCNR reconciliation requirement and we recommend that NREL document its reconciliation process.
2. The NREL Fiscal Officer/Business Manager should expand the cash receipt process to include independent review and approval of these transactions.
3. The NREL Fiscal Office/Business Manager should consider reducing procurement card spend limits for the personnel with spending limits that do not reflect the expected usage of the card.

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 17-09 issued the same date as this Executive Summary. Implementation has already been completed for Recommendation 3.

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

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Allison A. Horn – Director, Internal Auditing



## Colorado State University System

### Audit of Cashier Operations – Colorado State University-Pueblo

#### EXECUTIVE SUMMARY

April 11, 2017

#### Background Information

Business Financial Services' (BFS) cashier office at Colorado State University-Pueblo (CSU-Pueblo) is responsible for processing payments that come through the mail and in person at the cashier window. In FY 2015, the cashier's office processed 5990 transactions totaling \$19.8 million. In FY 2016, 6854 transactions (an increase of 14.4%) totaling \$20.5 million (an increase of 3.5%) were processed.

#### Scope and Objectives

The audit covered BFS cashiering operations at CSU-Pueblo for FY 2015 and FY 2016. The objectives of the audit were to:

1. Ensure cashier receipts are received and processed accurately and in a timely manner;
2. Ensure adequate internal controls related to cashier receipt processing exist; and
3. Ensure compliance with governing policies and procedures.

#### 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 remains HIGH. Implementation of the audit recommendations should reduce the risk to medium.

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

1. The VPFA and Controller should develop a strategic plan for BFS to set goals and objectives, communicate priorities, and define roles and responsibilities.
2. The Controller should ensure departmental policies and procedures are updated and posted on the BFS website so they are accessible to the campus. Desk procedures should be developed for each job function performed in BFS including surprise cash counts; opening and distributing mail; access to the cage, vault, and safe; and performing user access reviews in AIS and KFS. This is a recurring issue.
3. The Controller should ensure all checks are endorsed upon receipt. This is a repeat recommendation.
4. The Controller should streamline the mail distribution process to minimize the handling of payments received in the mail.
5. The Controller should ensure checks received through the mail are processed daily.
6. The Controller should ensure the log is compared to the daily deposit to verify all payments received were deposited.
7. The Cashier Supervisor should ensure there is a second review of data entry performed by the cashiering staff. This is a repeat recommendation.
8. The Cashier Supervisor should ensure deposits are sent from the cashier to the bank in a timely manner. The supervisor should also ensure cash procedures document how often cashier deposits should be sent to the bank, and how the timeliness of deposits will be tracked.
9. The Cashier Supervisor should ensure the cash in the cashier drawer are verified by someone other than the employee.
10. The head cashier should review the overages and shortages recorded by the cashiering staff on their daily balancing sheet (DBS). The Cashier Supervisor should review the head cashier's overage and shortages. The Cashier Supervisor should also review the over/under and holding accounts in the GL on a periodic basis to ensure account postings are appropriate.
11. The Cashier Supervisor should review the miscellaneous account for payments posted by the cashiers, and follow up with periodic reviews to ensure payments are credited to the proper account, and research is performed in a timely manner.
12. The head cashier should review each cashier's DBS, and the Cashier Supervisor should review the head cashier's. The review should be

thorough, timely and include verifying mathematical accuracy. The reviewer should initial and date the DBS to provide evidence a review was performed. This is a repeat recommendation.

13. The Controller should ensure duties are adequately segregated for the backup cashier and staff access to the vault and safe. This is a repeat recommendation.
14. The Parking Manager should reconcile the number of passes sold to the amount of revenue received on a periodic basis.
15. The Vice President of Finance and Administration (VPFA) should review the SSLF policy to ensure it reflects current management's intent. This recommendation was previously relayed to management in a memo dated March 27, 2015.
16. The Controller should develop written procedures for the SSLF which includes reconciliations and cash counts. The cash balance of the SSLF should also be reviewed to determine the level necessary to fulfil expected needs of the program. This recommendation was previously relayed to management in a memo dated March 27, 2015.
17. The VPFA should add at least one security camera to the cashier's office to ensure activity in the cashier area is recorded which will deter theft and improve safety for the cashiers.
18. The Controller should ensure an emergency training program for the cashiering staff is in place, and emergency procedures are documented.
19. The Controller should perform background checks on all employees that handle cash including student workers.
20. The Controller should ensure periodic AIS and KFS user access reviews are performed. User access to financial functions should be limited to individuals needing access to perform their job duties. This is a repeat recommendation.

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 17-10 issued the same date as this Executive Summary. Implementation has already been completed for Recommendations: 6, 7, 9, 10, 12, 18, and 19.

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

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Allison A. Horn – Director, Internal Auditing



# Agenda Item 2: Status of Past Due Recommendations

## Discussion Item



## All Overdue Recommendations

Audit Number	Audit Name	Institution	Rec No	Recommendation	Audit Report Response	Target Completion Date	Revised Target Date	Current Response
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	7/31/2017	
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 Controllers office will ensure that the rental rates are updated for the FY 2016-17 operating year.	5/31/2016	07/01/2017	
16-04	Athletics	CSU-P	26	The Vice President of Finance and Administration should amend the CSU-Pueblo Administrative/Profession 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	06/01/2017	
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	

Audit Number	Audit Name	Institution	Rec No	Recommendation	Audit Report Response	Target Completion Date	Revised Target Date	Current Response
16-13	Residence Life and Housing	CSU-P	2	Establish billing internal controls for Housing and perform the resulting duties consistently.	Agree. The Controller will work with housing staff to establish internal controls over billing performed at housing. In the event that additional resources are required, the CFO will work collaboratively with cabinet to secure additional resources.	1/1/2017	06/01/2017	
16-13	Residence Life and Housing	CSU-P	6	Ensure Housing properly reconciles the amount of security deposits in Kualii on a regular basis.	Agree. The Controller will work with housing staff to ensure a system is put in place to periodically reconcile Housing deposits at the end of each semester.	2/1/2017	06/01/2017	
16-13	Residence Life and Housing	CSU-P	7	Review Facilities overhead charges and the chargeback process to ensure Housing maintenance and utilities expenses accurately reflect the actual costs incurred.	Agree. BFS and Facilities are currently in the process of adopting CSU – Fort Collins’ methodology of direct billing facilities costs. As a result, facilities expense will be removed from the overhead charge.	10/1/2016	07/01/2017	
16-13	Residence Life and Housing	CSU-P	8	Ensure total costs of maintenance and utility expenses are available, accurate, and consistently recorded over time. Total costs would include amounts paid directly by Housing and amounts charged by Facilities to Housing.	Agree. At the start of FY16-17, Colorado State University – Pueblo will be changing the billing process for Housing maintenance and utility expenses. The process will more closely follow the current process used by CSU-FC.	9/30/2016	07/01/2017	

# Agenda Item 3: FY 2017-18 Audit Plan

## Action Item

Colorado State University System  
Board of Governors Meeting – May 2, 2017  
Action Item

MATTER FOR ACTION:

Approval of the FY 2017-2018 Audit Plan for the Colorado State University System

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed FY 2017-2018 Audit Plan, as presented to and approved by the Board's Audit and Finance Committee, for Colorado State University, Colorado State University Pueblo, and Colorado State University Global Campus.

EXPLANATION:

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

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

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

The approval of the FY 2017-2018 Audit Plan is in accordance with Bylaw VII of the Colorado State University System Board of Governors, as supplemented by Board Policy 111, and will provide the authority for the Department of Internal Auditing to address its charge to provide the Board of Governors and the Chancellor with an independent and objective evaluation of the internal controls necessary to accomplish System objectives in compliance with policies and procedures, regulatory requirements, and sound business practices.

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

\_\_\_\_\_  
Secretary

Board of Governors of the Colorado State University System

\_\_\_\_\_  
Date

**Colorado State University System  
Department of Internal Audit  
Proposed Audit Plan 2017-2018**

<b>Institution</b>	<b>Audit Area</b>	<b>Reporting Area</b>
	<b>Carried Forward from 2016-2017 Plan</b>	
CSU	Social Media (IT)	VP External Relations
CSU	Disaster Preparedness (IT)	VPIT
CSU	Data Security-Advancement	VP Advancement
CSU	Facilities-Campus Design and Construction	VPUO
CSU	Financial Commitments-Controls and Tracking	Provost/VPUO
CSUP	Human Resources	VPFA
	<b>New for FY 2017-2018</b>	
CSUP	Chartwells Revenue contract close-out	Auxiliaries
CSU	Automatic Journal Entries	VPUO
CSU	Department Codes-Best Practices	Provost
CSU	VP Enrollment and Access-transition	Provost
CSU	Athletics Compliance	President
CSU	Veterinary Teaching Hospital	Provost
CSU	CSURF/CSUF Operating Agreements	President/VPUO
CSU	Health Center-Insurance Billing	VPSA
CSU	Research Integrity and Compliance Review Office	Provost
CSU	INTO	Provost
CSU	Physical Security/Access to Facilities in On-Campus Programs for Children	President/Safety Committee
CSUP	Accounts Receivable	VPFA
CSUP	Payroll	VPFA
CSUGC	Cloud Computing	President
CSUS	Systemwide Shared Resources	Chancellor
CSUS	Internal Audit Quality Assurance Review	IA
All	Special Projects	

# Agenda Item 4: Q3 Financials

## Discussion Item

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

	FY 2015 Actual	FY 2016 Actual	FY 2017 Original Budget	FY 2017 YTD Budget Q3	FY 2017 Q3	% Variance	FY 2017 Q1	FY 2017 Q2
<b>Operating revenues</b>								
Student tuition and fees	\$ 460,303,854	500,084,091	553,384,945	495,974,228	495,911,025	0.0%	265,295,949	273,507,998
State fee for service revenue	78,930,768	91,722,886	91,470,591	68,602,941	68,602,941	0.0%	22,867,647	45,735,294
Grants and contracts	274,318,833	291,130,967	308,375,701	217,735,375	215,420,460	-1.1%	76,140,887	150,298,713
Sales and services of educational activities	33,762,571	37,875,339	35,400,000	31,251,672	31,237,150	0.0%	9,762,393	20,233,392
Auxiliary enterprises	153,865,332	163,533,393	166,240,151	147,756,467	148,367,495	0.4%	67,739,524	88,809,461
Other operating revenue	10,132,729	10,928,246	12,293,893	8,612,691	9,027,374	4.8%	2,104,312	5,851,956
<b>Total operating revenues</b>	<b>1,011,314,087</b>	<b>1,095,274,922</b>	<b>1,167,165,281</b>	<b>969,933,373</b>	<b>968,566,445</b>	<b>-0.1%</b>	<b>443,910,712</b>	<b>584,436,814</b>
<b>Operating expenses</b>								
Instruction	293,171,205	307,078,021	309,027,442	236,727,653	240,374,156	-1.5%	64,286,436	156,647,752
Research	187,160,137	195,137,959	200,700,000	141,486,112	138,704,878	2.0%	49,559,140	93,933,496
Public service	90,677,017	101,730,984	112,270,120	78,264,734	77,755,875	0.7%	26,962,487	52,843,646
Academic support	79,861,280	84,590,370	102,368,731	69,030,429	70,335,870	-1.9%	29,404,688	47,062,163
Student services	51,875,352	58,968,676	67,849,382	50,162,631	49,602,446	1.1%	16,220,453	32,534,344
Institutional support	62,601,791	66,189,484	69,071,024	53,661,899	54,433,051	-1.4%	19,975,456	36,682,899
Operation and maintenance of plant	75,940,549	74,160,688	77,013,196	59,516,424	58,922,328	1.0%	18,982,412	39,512,227
Scholarships and fellowships	30,660,619	30,185,078	34,495,178	29,866,957	25,701,102	13.9%	12,747,641	18,065,445
Auxiliary enterprises	143,188,413	148,649,236	145,814,773	113,414,550	113,878,424	-0.4%	36,508,977	75,703,104
Depreciation	89,538,159	94,957,807	101,825,596	66,076,033	66,019,289	0.1%	22,959,045	45,799,003
<b>Total operating expenses</b>	<b>1,104,674,522</b>	<b>1,161,648,303</b>	<b>1,220,435,442</b>	<b>898,207,421</b>	<b>895,727,419</b>	<b>0.3%</b>	<b>297,606,734</b>	<b>598,784,078</b>
Operating Income (Loss)	(93,360,435)	(66,373,380)	(53,270,161)	71,725,952	72,839,026	-1.6%	146,303,978	(14,347,264)
<b>Non-operating revenues (expenses)</b>								
State appropriations	2,355,000	2,143,895	2,150,000	-	900,000	#DIV/0!	-	-
Gifts	44,404,784	48,507,119	43,100,000	31,425,000	31,378,895	-0.1%	10,247,872	19,446,101
Investment income	3,900,704	7,108,698	6,114,172	4,055,775	4,546,348	12.1%	1,666,815	2,674,707
Interest expense on capital debt	(26,971,190)	(25,533,657)	(34,000,000)	(24,503,000)	(24,317,993)	-0.8%	(6,995,376)	(15,684,724)
Federal nonoperating grants and contracts	41,115,631	41,175,739	46,795,178	41,094,384	39,213,305	-4.6%	18,916,647	23,298,708
Other nonoperating revenues (expenses)	10,788,905	5,805,246	6,100,000	5,227,000	5,347,045	2.3%	2,510,660	4,162,840
<b>Net nonoperating revenues</b>	<b>75,593,834</b>	<b>79,207,040</b>	<b>70,259,350</b>	<b>57,299,158</b>	<b>57,067,600</b>	<b>-0.4%</b>	<b>26,346,619</b>	<b>33,897,632</b>
Income (Loss) Before other revenues	(17,766,601)	12,833,660	16,989,189	129,025,111	129,906,626	0.7%	172,650,597	19,550,368
<b>Other revenues (expenses)</b>								
State capital contributions	17,152,774	19,831,209	41,826,475	24,953,443	24,957,396	0.0%	7,492,792	18,456,485
Capital grants	12,591,382	8,116,638	8,000,000	5,346,000	5,396,884	1.0%	1,122,939	3,202,680
Capital gifts	21,054,584	10,451,580	11,000,000	3,981,000	4,055,437	1.9%	313,695	791,742
Payments (to)/from governing boards or other institutions	629,140	220,042	1,037,615	(1,904,066)	526,491	-127.7%	170,697	227,227
Additions to permanent endowments	(245,754)	(729,780)	1,000,000	-	-	-	-	-
<b>Total other revenues</b>	<b>51,182,126</b>	<b>37,889,689</b>	<b>62,864,090</b>	<b>32,376,378</b>	<b>34,936,208</b>	<b>7.9%</b>	<b>9,100,124</b>	<b>22,678,134</b>
<b>Increase (decrease) in net position</b>	<b>\$ 33,415,525</b>	<b>50,723,349</b>	<b>79,853,279</b>	<b>161,401,488</b>	<b>164,842,834</b>	<b>2.1%</b>	<b>181,750,720</b>	<b>42,228,502</b>



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

	FY 2015 Actual	FY 2016 Actual	FY 2017 Original Budget	FY 2017 YTD Budget Q3	FY 2017 Q3	% Variance	FY 2017 Q1	FY 2017 Q2
<b>Operating revenues</b>								
Student tuition and fees	\$ 363,593,738	391,162,529	426,000,000	396,900,000	399,020,299	0.5%	226,318,587	214,270,731
State fee for service revenue	71,706,368	82,680,714	82,668,228	62,001,171	62,001,171	0.0%	20,667,057	41,334,114
Grants and contracts	261,659,846	278,955,266	296,000,000	208,453,599	206,168,118	-1.1%	72,960,457	142,734,688
Sales and services of educational activities	33,749,510	37,737,530	35,000,000	30,951,672	30,945,363	0.0%	9,616,289	20,030,122
Auxiliary enterprises	144,809,559	155,275,006	157,600,000	139,066,470	139,830,471	0.5%	64,023,155	84,084,507
Other operating revenue	6,661,758	7,630,516	8,000,000	6,434,758	6,391,261	-0.7%	1,776,400	3,937,754
<b>Total operating revenues</b>	<b>882,180,779</b>	<b>953,441,561</b>	<b>1,005,268,228</b>	<b>843,807,670</b>	<b>844,356,683</b>	<b>0.1%</b>	<b>395,361,945</b>	<b>506,391,916</b>
<b>Operating expenses</b>								
Instruction	261,240,321	270,439,490	269,000,000	209,728,546	214,338,115	-2.2%	55,137,338	137,785,492
Research	186,131,875	194,049,160	198,700,000	140,186,112	137,418,919	2.0%	49,255,880	93,166,837
Public service	90,494,542	101,570,692	112,000,000	78,062,144	77,288,520	1.0%	26,882,017	52,633,551
Academic support	71,353,494	75,957,441	92,000,000	60,831,679	60,867,362	-0.1%	26,896,125	41,464,516
Student services	29,482,324	31,304,849	34,000,000	24,802,165	24,474,552	1.3%	7,762,402	15,973,924
Institutional support	45,298,522	48,321,483	49,000,000	38,560,430	39,476,059	-2.4%	14,723,230	26,363,330
Operation and maintenance of plant	67,843,943	65,926,619	68,000,000	52,756,752	52,396,432	0.7%	16,644,411	35,494,244
Scholarships and fellowships	9,952,019	10,832,032	11,000,000	10,165,573	10,257,318	-0.9%	4,601,737	7,096,524
Auxiliary enterprises	130,258,276	133,761,203	132,600,000	103,503,470	104,124,446	-0.6%	32,695,598	68,506,586
Depreciation	82,575,435	87,776,634	94,600,000	60,544,000	60,314,458	0.4%	21,053,782	41,995,289
<b>Total operating expenses</b>	<b>974,630,751</b>	<b>1,019,939,603</b>	<b>1,060,900,000</b>	<b>779,140,871</b>	<b>780,956,181</b>	<b>-0.2%</b>	<b>255,652,520</b>	<b>520,480,293</b>
Operating Income (Loss)	(92,449,972)	(66,498,042)	(55,631,772)	64,666,799	63,400,502	-2.0%	139,709,425	(14,088,377)
<b>Non-operating revenues (expenses)</b>								
State appropriations	2,355,000	2,143,895	2,150,000	-	-		-	-
Gifts	41,342,150	42,798,208	40,000,000	29,100,000	29,099,884	0.0%	10,162,714	18,821,773
Investment income	3,262,710	6,070,823	5,500,000	3,639,000	3,639,669	0.0%	1,393,883	2,127,673
Interest expense on capital debt	(22,218,575)	(24,192,123)	(29,000,000)	(20,753,000)	(20,752,977)	0.0%	(6,171,147)	(13,366,147)
Federal nonoperating grants and contracts	23,989,284	23,692,431	23,500,000	23,113,000	23,113,088	0.0%	10,974,800	12,221,666
Other nonoperating revenues (expenses)	10,415,187	5,718,468	6,000,000	5,152,000	5,151,940	0.0%	2,476,604	4,089,487
<b>Net nonoperating revenues</b>	<b>59,145,756</b>	<b>56,231,702</b>	<b>48,150,000</b>	<b>40,251,000</b>	<b>40,251,604</b>	<b>0.0%</b>	<b>18,836,854</b>	<b>23,894,452</b>
Income (Loss) Before other revenues	(33,304,216)	(10,266,340)	(7,481,772)	104,917,799	103,652,106	-1.2%	158,546,279	9,806,075
<b>Other revenues (expenses)</b>								
State capital contributions	3,084,287	16,210,709	40,000,000	24,095,000	24,095,216	0.0%	7,324,255	18,051,014
Capital grants	12,573,030	7,955,584	8,000,000	5,346,000	5,346,160	0.0%	1,092,216	3,151,956
Capital gifts	21,054,584	10,127,744	11,000,000	3,981,000	3,980,717	0.0%	313,695	791,742
Payments (to)/from governing boards or other institutions	(3,351,010)	(5,001,606)	(4,500,000)	(6,171,000)	(6,170,845)	0.0%	(1,234,438)	(2,430,799)
Additions to permanent endowments	(245,754)	(729,780)	1,000,000	-	-		-	-
<b>Total other revenues</b>	<b>33,115,137</b>	<b>28,562,651</b>	<b>55,500,000</b>	<b>27,251,000</b>	<b>27,251,248</b>	<b>0.0%</b>	<b>7,495,727</b>	<b>19,563,913</b>
<b>Increase (decrease) in net position</b>	<b>\$ (189,079)</b>	<b>18,296,311</b>	<b>48,018,228</b>	<b>132,168,799</b>	<b>130,903,354</b>	<b>-1.0%</b>	<b>166,042,006</b>	<b>29,369,988</b>

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

	FY 2015 Actual	FY 2016 Actual	FY 2017 Original Budget	FY 2017 YTD Budget Q3	FY 2017 Q3	% Variance	FY 2017 Q1	FY 2017 Q2
<b>Operating revenues</b>								
Student tuition and fees	\$ -	-	-	-	-	-	-	-
State fee for service revenue	-	-	-	-	-	-	-	-
Grants and contracts	-	-	-	-	-	-	-	-
Sales and services of educational activities	-	-	-	-	-	-	-	-
Auxiliary enterprises	-	-	-	-	-	-	-	-
Other operating revenue	-	-	-	-	-	-	-	-
<b>Total operating revenues</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Operating expenses</b>								
Instruction	-	-	-	-	-	-	-	-
Research	-	-	-	-	-	-	-	-
Public service	-	23,820	-	-	108,275		36,049	70,619
Academic support	-	-	-	-	-	-	-	-
Student services	-	-	-	-	-	-	-	-
Institutional support	5,395,974	6,236,950	6,915,912	5,186,934	5,069,910	2.3%	1,701,053	3,502,286
Operation and maintenance of plant	-	-	-	-	-	-	-	-
Scholarships and fellowships	18,179	3,707	-	-	-	-	-	-
Auxiliary enterprises	-	-	-	-	-	-	-	-
Depreciation	-	-	-	-	-	-	-	-
<b>Total operating expenses</b>	<b>5,414,153</b>	<b>6,264,477</b>	<b>6,915,912</b>	<b>5,186,934</b>	<b>5,178,185</b>	<b>0.2%</b>	<b>1,737,102</b>	<b>3,572,905</b>
Operating Income (Loss)	(5,414,153)	(6,264,477)	(6,915,912)	(5,186,934)	(5,178,185)	0.2%	(1,737,102)	(3,572,905)
<b>Non-operating revenues (expenses)</b>								
State appropriations	-	-	-	-	-	-	-	-
Gifts	-	-	-	-	42,717		-	-
Investment income	(36,148)	(16,928)	-	-	0		(0)	(0)
Interest expense on capital debt	-	-	-	-	-	-	-	-
Federal nonoperating grants and contracts	-	-	-	-	-	-	-	-
Other nonoperating revenues (expenses)	-	-	-	-	-	-	(4)	-
<b>Net nonoperating revenues</b>	<b>(36,148)</b>	<b>(16,928)</b>	<b>-</b>	<b>-</b>	<b>42,717</b>		<b>(4)</b>	<b>(0)</b>
Income (Loss) Before other revenues	(5,450,301)	(6,281,405)	(6,915,912)	(5,186,934)	(5,135,468)	-1.0%	(1,737,106)	(3,572,905)
<b>Other revenues (expenses)</b>								
State capital contributions	-	-	-	-	-	-	-	-
Capital grants	-	-	-	-	-	-	-	-
Capital gifts	-	-	-	-	-	-	-	-
Payments (to)/from governing boards or other institutions	5,259,678	5,970,638	6,915,912	5,186,934	32,358,905	523.9%	1,722,349	3,292,454
Additions to permanent endowments	-	-	-	-	-	-	-	-
<b>Total other revenues</b>	<b>5,259,678</b>	<b>5,970,638</b>	<b>6,915,912</b>	<b>5,186,934</b>	<b>32,358,905</b>	<b>523.9%</b>	<b>1,722,349</b>	<b>3,292,454</b>
<b>Increase (decrease) in net position</b>	<b>\$ (190,623)</b>	<b>(310,767)</b>	<b>-</b>	<b>-</b>	<b>27,223,437</b>		<b>(14,757)</b>	<b>(280,451)</b>

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

	<b>FY 2015 Actual</b>	<b>FY 2016 Actual</b>	<b>FY 2017 Original Budget</b>	<b>FY 2017 YTD Budget Q3</b>	<b>FY 2017 Q3</b>	<b>% Variance</b>	<b>FY 2017 Q1</b>	<b>FY 2017 Q2</b>
<b>Operating revenues</b>								
Student tuition and fees	\$ 63,603,436	76,468,054	91,343,096	64,834,471	62,597,584	-3.5%	19,518,275	39,931,654
State fee for service revenue	-	-	-	-	-	-	-	-
Grants and contracts	-	-	-	-	-	-	-	-
Sales and services of educational activities	-	-	-	-	-	-	-	-
Auxiliary enterprises	-	-	-	-	-	-	-	-
Other operating revenue	1,843,092	1,919,797	2,193,893	1,727,622	2,188,392	26.7%	69,256	1,437,643
<b>Total operating revenues</b>	<b>65,446,528</b>	<b>78,387,850</b>	<b>93,536,989</b>	<b>66,562,093</b>	<b>64,785,976</b>	<b>-2.7%</b>	<b>19,587,532</b>	<b>41,369,297</b>
<b>Operating expenses</b>								
Instruction	12,605,994	16,240,963	19,277,427	14,549,098	13,653,291	6.2%	3,799,904	8,863,462
Research	-	-	-	-	-	-	-	-
Public service	-	-	-	-	-	-	-	-
Academic support	4,457,086	4,651,949	6,268,731	4,713,750	4,518,071	4.2%	1,369,063	2,914,394
Student services	16,905,263	21,886,826	27,749,992	20,785,923	20,651,349	0.6%	6,602,579	13,449,581
Institutional support	6,306,771	5,935,999	7,382,631	5,296,550	4,799,028	9.4%	1,600,309	3,245,577
Operation and maintenance of plant	491,710	531,924	514,878	385,933	421,733	-9.3%	139,002	285,816
Scholarships and fellowships	8,474,220	9,628,414	13,095,178	9,821,384	8,252,458	16.0%	2,746,790	5,578,985
Auxiliary enterprises	-	-	-	-	-	-	-	-
Depreciation	287,116	399,948	525,596	373,033	310,434	16.8%	99,896	199,200
<b>Total operating expenses</b>	<b>49,528,160</b>	<b>59,276,022</b>	<b>74,814,433</b>	<b>55,925,671</b>	<b>52,606,363</b>	<b>5.9%</b>	<b>16,357,544</b>	<b>34,537,015</b>
Operating Income (Loss)	15,918,368	19,111,828	18,722,556	10,636,422	12,179,613	-14.5%	3,229,987	6,832,282
<b>Non-operating revenues (expenses)</b>								
State appropriations	-	-	-	-	-	-	-	-
Gifts	-	-	-	-	-	-	-	-
Investment income	332,273	940,078	274,172	144,775	636,077	339.4%	207,193	431,070
Interest expense on capital debt	-	-	-	-	-	-	-	-
Federal nonoperating grants and contracts	8,474,220	9,628,414	13,095,178	9,821,384	8,252,458	-16.0%	2,746,790	5,578,985
Other nonoperating revenues (expenses)	(161,250)	-	-	-	37,218	-	8,834	22,908
<b>Net nonoperating revenues</b>	<b>8,645,243</b>	<b>10,568,492</b>	<b>13,369,350</b>	<b>9,966,158</b>	<b>8,925,754</b>	<b>-10.4%</b>	<b>2,962,817</b>	<b>6,032,963</b>
Income (Loss) Before other revenues	24,563,611	29,680,320	32,091,906	20,602,580	21,105,367	2.4%	6,192,804	12,865,246
<b>Other revenues (expenses)</b>								
State capital contributions	-	-	-	-	-	-	-	-
Capital grants	-	-	-	-	-	-	-	-
Capital gifts	-	-	-	-	-	-	-	-
Payments (to)/from governing boards or other institutions	547,235	(724,056)	(724,056)	(543,042)	(28,070,326)	5069.1%	(191,562)	(383,124)
Additions to permanent endowments	-	-	-	-	-	-	-	-
<b>Total other revenues</b>	<b>547,235</b>	<b>(724,056)</b>	<b>(724,056)</b>	<b>(543,042)</b>	<b>(28,070,326)</b>	<b>5069.1%</b>	<b>(191,562)</b>	<b>(383,124)</b>
<b>Increase (decrease) in net position</b>	<b>\$ 25,110,846</b>	<b>28,956,264</b>	<b>31,367,850</b>	<b>20,059,538</b>	<b>(6,964,959)</b>		<b>6,001,242</b>	<b>12,482,122</b>

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

	FY 2015 Actual	FY 2016 Actual	FY 2017 Original Budget	FY 2017 YTD Budget Q3	FY 2017 Q3	% Variance	FY 2017 Q1	FY 2017 Q2
<b>Operating revenues</b>								
Student tuition and fees	33,106,680	32,453,508	36,041,849	34,239,757	34,293,142	0.2%	19,459,086	19,305,613
State fee for service revenue	7,224,400	9,042,172	8,802,363	6,601,770	6,601,770	0.0%	2,200,590	4,401,180
Grants and contracts	12,658,987	12,175,701	12,375,701	9,281,776	9,252,342	-0.3%	3,180,430	7,564,025
Sales and services of educational activities	13,061	137,809	400,000	300,000	291,787	-2.7%	146,104	203,270
Auxiliary enterprises	9,055,773	8,258,387	8,640,151	8,689,997	8,537,024	-1.8%	3,716,370	4,724,954
Other operating revenue	1,627,879	1,377,933	2,100,000	450,311	447,721	-0.6%	258,656	476,559
<b>Total operating revenues</b>	<b>63,686,780</b>	<b>63,445,510</b>	<b>68,360,064</b>	<b>59,563,610</b>	<b>59,423,785</b>	<b>-0.2%</b>	<b>28,961,236</b>	<b>36,675,601</b>
<b>Operating expenses</b>								
Instruction	19,324,890	20,397,568	20,750,015	12,450,009	12,382,750	0.5%	5,349,194	9,998,798
Research	1,028,262	1,088,799	2,000,000	1,300,000	1,285,959	1.1%	303,260	766,659
Public service	182,475	136,472	270,120	202,590	359,079	-77.2%	44,421	139,475
Academic support	4,050,700	3,980,980	4,100,000	3,485,000	4,950,437	-42.0%	1,139,500	2,683,253
Student services	5,487,765	5,777,000	6,099,390	4,574,543	4,476,545	2.1%	1,855,471	3,110,839
Institutional support	5,600,524	5,695,052	5,772,481	4,617,985	5,088,055	-10.2%	1,950,864	3,571,706
Operation and maintenance of plant	7,604,896	7,702,145	8,498,318	6,373,739	6,104,163	4.2%	2,198,999	3,732,167
Scholarships and fellowships	12,216,201	9,720,925	10,400,000	9,880,000	7,191,326	27.2%	5,399,114	5,389,936
Auxiliary enterprises	12,930,137	14,888,033	13,214,773	9,911,080	9,753,978	1.6%	3,813,379	7,196,518
Depreciation	6,675,608	6,781,225	6,700,000	5,159,000	5,394,397	-4.6%	1,805,366	3,604,514
<b>Total operating expenses</b>	<b>75,101,458</b>	<b>76,168,199</b>	<b>77,805,097</b>	<b>57,953,945</b>	<b>56,986,689</b>	<b>1.7%</b>	<b>23,859,568</b>	<b>40,193,866</b>
Operating Income (Loss)	(11,414,678)	(12,722,689)	(9,445,033)	1,609,665	2,437,096	-51.4%	5,101,668	(3,518,265)
<b>Non-operating revenues (expenses)</b>								
State appropriations	-	-	-	-	900,000	#DIV/0!	-	-
Gifts	3,062,634	5,708,911	3,100,000	2,325,000	2,236,294	-3.8%	85,158	624,328
Investment income	341,869	114,725	340,000	272,000	270,602	-0.5%	65,738	115,964
Interest expense on capital debt	(4,752,615)	(1,341,534)	(5,000,000)	(3,750,000)	(3,565,016)	-4.9%	(824,229)	(2,318,577)
Federal nonoperating grants and contracts	8,652,127	7,854,894	10,200,000	8,160,000	7,847,759	-3.8%	5,195,058	5,498,057
Other nonoperating revenues (expenses)	534,968	86,778	100,000	75,000	157,887	110.5%	25,226	50,445
<b>Net nonoperating revenues</b>	<b>7,838,983</b>	<b>12,423,774</b>	<b>8,740,000</b>	<b>7,082,000</b>	<b>7,847,526</b>	<b>10.8%</b>	<b>4,546,951</b>	<b>3,970,217</b>
Income (Loss) Before other revenues	(3,575,695)	(298,915)	(705,033)	8,691,665	10,284,622	18.3%	9,648,619	451,952
<b>Other revenues (expenses)</b>								
State capital contributions	14,068,487	3,620,500	1,826,475	858,443	862,180	0.4%	168,538	405,471
Capital grants	18,352	161,054	-	-	50,724	-	30,724	50,724
Capital gifts	-	323,836	-	-	74,720	-	-	-
Payments (to)/from governing boards or other institutions	(1,826,763)	(24,934)	(654,241)	(376,958)	2,408,757	-739.0%	(125,652)	(251,304)
Additions to permanent endowments	-	-	-	-	-	-	-	-
<b>Total other revenues</b>	<b>12,260,076</b>	<b>4,080,456</b>	<b>1,172,234</b>	<b>481,486</b>	<b>3,396,381</b>	<b>605.4%</b>	<b>73,609</b>	<b>204,891</b>
<b>Increase (decrease) in net position</b>	<b>\$ 8,684,381</b>	<b>3,781,541</b>	<b>467,201</b>	<b>9,173,151</b>	<b>13,681,002</b>	<b>49.1%</b>	<b>9,722,229</b>	<b>656,844</b>

# Item 5

## State Budget Update

# FY 2018 Budget

- The Long Bill includes a \$20.5M increase (2.5% increase) in funding for higher education institutions.
- The CSU System's portion of the funding increase is \$3.9M.
- Resident, undergraduate tuition rate increases will be capped at 5% for CSU and 6% at CSU-Pueblo.
- The increase in funding to higher education is dependent the restriction of hospital provider fee revenues of \$264.1M remain as part of the proposed budget.

# FY 2018 Budget

- Separate from the higher education funding model, CSU will receive \$857,000 per year for Western Slope redevelopment efforts.
- CSU-Pueblo will receive an additional \$900,000 in base funding from the Marijuana Tax cash funds to support continued research. This brings the total to \$1.8M per year.
- Funding for state-funded controlled maintenance and technology projects total \$2.4M at CSU and \$1.6M at CSU-Pueblo

# SB 17-267

- SB 17-267 repeals the existing hospital provider fee program. It allows for the creation of a new enterprise exempt from TABOR that may charge and collect fees for hospital services.
- The bill authorizes the state to execute lease purchase agreements totaling \$1.35B for eligible state facilities including \$1.2B for HUTF and \$150M in state capital construction projects including funding for Shepardson at CSU and Psychology building at CSU-Pueblo.
- The bill currently calls for a 2% budget cut for all state agencies in FY 2019.



# Agenda Item 6: Adoption of CSU Parking Fees and Citation Fine Changes

Action Item

Board of Governors of the  
Colorado State University System  
Meeting Date: May 2-3, 2017  
Action Item

MATTER FOR ACTION:

Fees: Colorado State University Parking

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve the plan for increasing parking permit fees and modification to multiple vehicle fine to become effective July 1, 2017.

EXPLANATION:

Presented by Lynn Johnson, Vice President for University Operations

Parking and Transportation Services is requesting a three-year nominal increase in parking permit fees, a one-time larger increase for resident hall parking, create a new secured bicycle parking permit, and a modification to the application of an existing parking fine. The increased revenue will be used to fund the continued cost increases with reconstructing existing parking lots, programmatic cost increases and help offset the cost of new parking options which include lower parking prices (permits and meter rates) in three of the parking locations (see Exhibit A).

Parking permits would increase 3% per year for the next three years, beginning in FY18. The exception would be parking permits for resident halls, which will increase 32% in FY18 and then 3% annually for the next two years (see Exhibit A). The 32% was originally set to occur FY17 when all other permits increased by that amount, but it was decided to forgo it, to determine its necessity. A new secured bicycle parking permit will be established at \$80 for an annual permit (\$35 per semester if purchased individually) to allow individuals to park their bicycles securely in a covered shelter. The misuse – multiple vehicle fine will change from two \$75 citations to one \$150 citation; net amount due by violator will remain the same.

Parking Fees Increase

Board of Governors of the  
Colorado State University System  
Meeting Date: May 2-3, 2017  
Action Item

During the past 24 months, Colorado State University Parking & Transportation Services conducted a comprehensive internal parking and transportation study, partnering with CSU administration, the Parking Services Committee, CSU Council Chairs, CSU’s Center for Public Deliberation, and a private consultant to develop a parking plan that the majority agreed would meet the needs of CSU and benefit the most users in the campus community. While the current parking permit rates are necessary to support the Parking operations, CSU is being responsive by providing lower cost options to those who do not find alternative transportation to be a viable option. New lower cost parking options will be created at Moby Arena, Ingersoll Hall and the Research Boulevard parking lots.

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

\_\_\_\_\_  
Board Secretary

\_\_\_\_\_  
Date

## Proposed Fee Structure

	Current	FY18	Increase		FY19	Increase		FY20	Increase	
			Dollar	Percentage		Dollar	Percentage		Dollar	Percentage
<b>Faculty/Staff</b>										
Annual	\$565	\$582	\$17	3%	\$600	\$18	3%	\$618	\$18	3%
Semester	\$312	\$320	\$8	3%	\$328	\$8	3%	\$336	\$8	2%
Monthly	\$78	\$80	\$2	3%	\$82	\$2	3%	\$84	\$2	2%
<b>Commuter Student</b>										
Annual	\$520	\$536	\$16	3%	\$552	\$16	3%	\$569	\$17	3%
Semester	\$288	\$296	\$8	3%	\$304	\$8	3%	\$312	\$8	3%
Monthly	\$72	\$74	\$2	3%	\$76	\$2	3%	\$78	\$2	3%
<b>Resident Hall Student</b>										
Annual	\$476	\$628	\$152	32%	\$647	\$19	3%	\$667	\$20	3%
Semester	\$268	\$352	\$84	31%	\$364	\$12	3%	\$376	\$12	3%
Monthly	\$67	\$88	\$21	31%	\$91	\$3	3%	\$94	\$3	3%
* Resident hall permits were not increased in FY 17, this price represents the 29% increase all other permits had last year plus the current 3%										
<b>Motorcycle</b>										
Annual	\$268	\$276	\$8	3%	\$284	\$8	3%	\$293	\$9	3%
<b>Commercial Service</b>										
Annual	\$682	\$702	\$20	3%	\$723	\$21	3%	\$745	\$22	3%
Monthly	\$95	\$98	\$3	3%	\$101	\$3	3%	\$104	\$3	3%
<b>Administrative Reserved</b>										
Annual	\$2,357	\$2,428	\$71	3%	\$2,501	\$73	3%	\$2,576	\$75	3%
<b>Visitor</b>										
Monthly	\$108	\$108	\$0	0%	\$112	\$4	4%	\$115	\$3	3%
Daily	\$12	\$12	\$0	0%	\$12	\$0	0%	\$13	\$1	
<b>Pay Stations</b>										
Hourly	\$1.75	\$1.75	\$0.00	0%	\$1.75	\$0.00	0%	\$2.00	\$0.25	
<b>Research Blvd Lot</b>										
Annual	\$250	\$250	\$0	0%	\$258	\$8	3%	\$266	\$8	3%
Daily		\$6			\$6	\$0	0%	\$7	\$1	
<b>Moby Lot - New Staff and Commuter Student Price Reduced Area</b>										
Annual	New	\$400			\$412	\$12	3%	\$424	\$12	3%
Semester		\$224			\$232	\$8	4%	\$240	\$8	3%
Monthly		\$56			\$58	\$2	4%	\$60	\$2	3%
Daily		\$8			\$8	\$0	0%	\$9	\$1	
Hourly		\$1.25			\$1.25	\$0.00		\$1.50	\$0.25	
<b>Ingersoll - New Resident Student Price Reduced Area</b>										
Annual	New	\$400			\$412	\$12	3%	\$424	\$12	3%
Semester		\$224			\$232	\$8	4%	\$240	\$8	3%
Monthly		\$56			\$58	\$2	4%	\$60	\$2	3%
Daily		\$8			\$8	\$0	0%	\$9	\$1	
<b>Secured Bicycle Parking</b>										
Annual	New	\$80			\$80	\$0	0%	\$80	\$0	0%
Semester		\$35			\$35	\$0	0%	\$35	\$0	0%

Board of Governors of the  
Colorado State University System  
Meeting Date: May 2-3, 2017  
Action Item

MATTER FOR ACTION:

CSU Traffic Citation Fines: Colorado State University Police Department

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve  
the plan for increasing CSU Traffic Citation fines to become effective July 1, 2017.

EXPLANATION:

Presented by Lynn Johnson, Vice President for University Operations

The Colorado State University Police Department is requesting an increase in the Traffic Education and Enforcement Program (TEEP) citation fines that may be issued to students, employees, or community members driving on campus. The TEEP citation increase will be used to fund the increase in costs associated with the program such as patrol vehicle maintenance and replacement, speed detection devices, motorcycle traffic unit equipment and uniforms, traffic enforcement training, computer hardware and software for secure storage and tracking of citation records, student staffing, and police overtime enforcement.

TEEP citation fine increases are based on the City of Fort Collins municipal fine citation price as well as the increase in expenses associated with the program. The original intent of the TEEP program was to price CSU traffic citations at 50% of a similar municipal citation. Since the inception of the TEEP program in 2004, the fines have only increased once in 2007. Since then the municipal fines have continued to increase and TEEP fines have not. With this proposed increase, our citations will remain at a lower price than municipal citations (except in the case of a seatbelt violation); however, we are reducing the gap to be closer to 70% of municipal fines as opposed to 50%. We intend to keep the fines the same for the next 5 years and review them again in comparison with municipal fines and our program costs.

The CSU Police Department's responsibility is the protection of life and property and the promotion of a safe environment within the CSU community. The enforcement of traffic and municipal ordinances on University property is another tool to enable CSUPD to better serve the University community. Since traffic violations are the proximate cause of serious injury accidents, it is beneficial to both the University and general community's safety to address traffic violations. The high incidence of vehicular and pedestrian traffic on and around the University makes traffic enforcement desirable to reduce accidents, prevent injuries, and decrease property loss.

TEEP Citation Fine Increase

Board of Governors of the  
Colorado State University System  
Meeting Date: May 2-3, 2017  
Action Item

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

\_\_\_\_\_  
Board Secretary

\_\_\_\_\_  
Date

TEEP Citation Fine Increase

## CSUPD Traffic &amp; Education Enforcement Program Citation Fine Increase Proposal

Charge	Current CSUPD TEEP Fine	City of Fort Collins Municipal Fine	Proposed CSUPD TEEP Fine	% of Municipal Fine	% TEEP Increase from FY17 to FY18
Failure to Obey Traffic Control Device	\$70	\$135	\$85	63%	21%
Speeding 5 to 9 Over	\$40	\$85	\$50	59%	25%
Speeding 10 to 19 Over	\$70	\$160	\$100	63%	43%
Speeding 20 to 24 Over	\$100	\$235	\$150	64%	50%
Speeding 25 to 39 Over	N/A	\$310 / Court	\$200	65%	N/A
Driving Too Fast for Conditions	\$70	\$110	\$70	64%	0%
Careless Driving	\$70	\$160	\$100	63%	43%
Unsafe Backing	\$40	\$85	\$50	59%	25%
Improper Turn	\$70	\$110	\$85	77%	21%
Wrong Way on a One Way Street	\$70	\$110	\$85	77%	21%
Driving on Lawn, Sidewalk, or Bike Path	\$70	\$110	\$85	77%	21%
Failed to Yield Right of Way: (Emergency Veh/Ped/Veh)	N/A	\$135	\$100	74%	N/A
Texting While Driving	N/A	\$135	\$100	74%	N/A
Driver/Passenger Failed to Use Seatbelt	N/A	\$50	\$50	100%	N/A

## Exhibit A

## Proposed TEEP Fines

	Current	FY18	Increase		FY19	Increase		FY20	Increase		
			Dollar	Percentage		Dollar	Percentage		Dollar	Percentage	
<b>Traffic Education &amp; Enforcement Program</b>											
Failure to Obey Traffic Control Device	\$70	\$85	\$15	21%	\$85	\$0	0%	\$85	\$0	0%	
Speeding 5 to 9 Over	\$40	\$50	\$10	25%	\$50	\$0	0%	\$50	\$0	0%	
Speeding 10 to 19 Over	\$70	\$100	\$30	43%	\$100	\$0	0%	\$100	\$0	0%	
Speeding 20 to 24 Over	\$100	\$150	\$50	50%	\$150	\$0	0%	\$150	\$0	0%	
Speeding 25 to 39 Over	N/A	\$200	\$200	N/A	\$200	\$0	0%	\$200	\$0	0%	
Driving Too Fast for Conditions	\$70	\$70	\$0	0%	\$70	\$0	0%	\$70	\$0	0%	
Careless Driving	\$70	\$100	\$30	43%	\$100	\$0	0%	\$100	\$0	0%	
Unsafe Backing	\$40	\$50	\$10	25%	\$50	\$0	0%	\$50	\$0	0%	
Improper Turn	\$70	\$85	\$15	21%	\$85	\$0	0%	\$85	\$0	0%	
Wrong Way on a One Way Street	\$70	\$85	\$15	21%	\$85	\$0	0%	\$85	\$0	0%	
Driving on Lawn, Sidewalk, or Bike Path	\$70	\$85	\$15	21%	\$85	\$0	0%	\$85	\$0	0%	
Failed to Yield Right of Way: (Emergency Veh/Ped/Veh)	N/A	\$100	\$100	N/A	\$100	\$0	0%	\$100	\$0	0%	
Texting While Driving	N/A	\$100	\$100	N/A	\$100	\$0	0%	\$100	\$0	0%	
Driver/Passenger Failed to Use Seatbelt	N/A	\$50	\$50	N/A	\$50	\$0	0%	\$50	\$0	0%	



# Agenda Item 7:

Adoption of FY 2018 E&G Incremental Budget,  
Tuition, Fees, and Other Schedules & Policies

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

# Why is the Board Voting on Revenue and Budget Related Items <sup>46</sup>

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

# FY2018 Incremental E&G Budget Increases <sup>47</sup>

	CSU	CSU-Pueblo	CSU Global Campus	CSU System	Total
<b>Revenue:</b>					
Tuition	\$ 26,297,477	\$ 1,680,000	\$ 11,685,630	\$ -	\$ 39,663,107
COF/FFS	2,934,210	958,000	-	-	3,892,210
Other	290,000	(780,000)	-	98,048	(391,952)
<b>Total-Revenue</b>	<b>\$ 29,521,687</b>	<b>\$ 1,858,000</b>	<b>\$ 11,685,630</b>	<b>\$ 98,048</b>	<b>\$ 43,163,365</b>
<b>Expenditures:</b>					
Salaries/Benefits	\$ 11,948,000	\$ 1,373,000	\$ 3,455,362	\$ 121,048	\$ 16,897,410
Financial Aid	6,371,000	225,000	-	-	6,596,000
Mandatory Costs	4,078,000	500,000	1,945,315	(23,000)	6,500,315
Quality Initiatives	2,192,000	-	4,133,920	-	6,325,920
Academic Incentive Funding	7,432,687	-	-	-	7,432,687
Internal Reallocation	(2,500,000)	(240,000)	-	-	(2,740,000)
<b>Total - Expenditures</b>	<b>\$ 29,521,687</b>	<b>\$ 1,858,000</b>	<b>\$ 9,534,597</b>	<b>\$ 98,048</b>	<b>\$ 41,012,332</b>
<b>NET</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,151,033</b>	<b>\$ -</b>	<b>\$ 2,151,033</b>

# Colorado State University

Colorado State University  
 FY 18 Budget Schedules  
 Board of Governors Meeting  
 May 2 and 3, 2017

Included in the following pages are the documents listed below.

- tuition and fees increase summaries
- an enrollment summary
- tuition rate schedules
- residence hall rate proposals,
- changes for technology charges and Manual
- list of special course fees
- cost of attendance summary
- student fee schedule
- proposed changes to differential tuition
- Incremental E&G budget for FY18
- program awards
- graduate differential tuition

**Incremental Budget.** The Incremental Budget provides for additional Net New Revenue Resources and New Expenses of approximately \$23.2M. Tuition, both rate changes and enrollment growth, is budgeted to increase by \$26.3M and is offset by \$6.4M in Financial Aid, resulting in net tuition revenue of \$19.9M. In addition to tuition increases, State Funding is planned to increase by \$2.9M and our Facilities and Administrative Overhead is budgeted to increase \$290K. The new expenses are primarily for staff increases of 2.25% for Faculty and Administrative Professional staff while State Classified increases are at 2.5%. In addition to salary support, academic incentive funding is budgeted at \$7.4M, mandatory costs at \$4.1M and investments in strategic initiatives and quality enhancements at \$2.2M. The new expenses are offset by \$2.5M in internal reallocations.

**Tuition Rates** for resident undergraduates are proposed to increase by 5%. The total tuition and fee increase is 4.3%, and the cost of attendance increase is 3.6%. Differential tuition rates are increasing by a rate slightly less than that of tuition. Tuition rate increases for non-resident undergraduates is proposed to be 2.5%, graduate rates are proposed to increase by 3%, and the PVM program rates are 7% for resident and 2% for non-resident students.

**Housing and Dining** rate changes, primarily 3%, are based on the need to maintain quality and facilities balanced against market rates in the private sector locally and at other public universities across Colorado.

**Student Fees.** Mandatory student fees are considered over the year by the Student Fee Review Board, which votes them forward as a recommendation, with the Student Senate voting to certify the SFRB process. Charges for technology are voted forward by representative student boards in each college or the University Technology Fee Advisory Board for campus wide technology fees. Facility fees are voted forward as a recommendation by the University Facility Fee Review Board. All fee board recommendations are also considered by SFRB. These recommendations are reviewed by the President's Cabinet and they are presented to the Board with the recommendation of the President.

**Special Course Fees** represent expenses related to a specific class. These fees follow Board guidelines and are recommended by the Special Course Fee Review Committee, chaired by the Vice Provost for Undergraduate Affairs. The net impact of these changes is slightly under \$44K (which, in turn, equates to less than .004% of the total university budget).

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

Colorado State University  
FY18 Budget Executive Summary

**Rate Increases**

**Tuition:**

Resident Undergraduate 5%  
Non-Resident Undergraduate 2.5%  
Resident Graduate 3% and Resident PVM 7%  
Non-Resident Graduate 3%  
& Non-Resident PVM 2%

**Fees/Increases:**

Mandatory Student Fees 1.4%  
Housing 2.9%  
Dining 2.9%  
Salaries: Faculty & Admin Pro 2.25% average;  
State Classified 2.5% average

<b>RUG</b>	<b>FY17</b>	<b>FY18</b>	<b>Change</b>	<b>% Change</b>	<b>NRUG<sup>3</sup></b>	<b>FY17</b>	<b>FY18</b>	<b>Change</b>	<b>% Change</b>
Tuition	8,716	9,152	436	5.0%	Tuition	26,010	26,660	650	2.5%
Fees <sup>1</sup>	2,211	2,243	32	1.4%	Fees <sup>1</sup>	2,211	2,243	32	1.4%
R&B	11,634	11,974	340	2.9%	R&B	11,634	11,974	340	2.9%
<b>Total</b>	<b>22,561</b>	<b>23,369</b>	<b>808</b>	<b>3.6%</b>	<b>Total</b>	<b>39,856</b>	<b>40,878</b>	<b>1,022</b>	<b>2.6%</b>

<b>RG</b>	<b>FY17</b>	<b>FY18</b>	<b>Change</b>	<b>% Change</b>	<b>NRG<sup>3</sup></b>	<b>FY17</b>	<b>FY18</b>	<b>Change</b>	<b>% Change</b>
Tuition	9,628	9,917	289	3.0%	Tuition	23,603	24,312	708	3.0%
Fees <sup>1</sup>	2,211	2,243	32	1.4%	Fees <sup>1</sup>	2,211	2,243	32	1.4%
R&B	11,634	11,974	340	2.9%	R&B	11,634	11,974	340	2.9%
<b>Total</b>	<b>23,473</b>	<b>24,134</b>	<b>661</b>	<b>2.8%</b>	<b>Total</b>	<b>37,448</b>	<b>38,529</b>	<b>1,080</b>	<b>2.9%</b>

<b>RPVM<sup>2</sup></b>	<b>FY17</b>	<b>FY18</b>	<b>Change</b>	<b>% Change</b>	<b>NRPVM<sup>2</sup></b>	<b>FY17</b>	<b>FY18</b>	<b>Change</b>	<b>% Change</b>
Tuition	29,397	31,455	2,058	7.0%	Tuition	54,402	55,490	1,088	2.0%
Fees <sup>1</sup>	2,577	2,616	40	1.6%	Fees <sup>1</sup>	2,577	2,616	40	1.6%
R&B	11,634	11,974	340	2.9%	R&B	11,634	11,974	340	2.9%
<b>Total</b>	<b>43,608</b>	<b>46,045</b>	<b>2,438</b>	<b>5.6%</b>	<b>Total</b>	<b>68,613</b>	<b>70,081</b>	<b>1,468</b>	<b>2.1%</b>

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

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

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

<b>Undergraduate Tuition Differential Rates</b>				<b>Graduate Program Charges</b>		
	<u>FY17</u>		<u>FY18</u>	<u>Charges</u>	<u>Assessed</u>	
	<u>Rate/SCH</u>	<u>Increase</u>	<u>Rate/SCH</u>	<u>per</u>	<u>Per</u>	
Level I	\$ 51.00	\$ 2.00	\$ 53.00	\$ 313	credit hour	
Level II	\$ 68.00	\$ 2.00	\$ 70.00			
Level III	\$ 91.00	\$ 2.00	\$ 93.00			
COB - MBA/MS Various						

<b>Special Course Fees</b>		
<u>Proposals for FY18</u>	<u># of Proposals</u>	<u>Est. Revenue</u>
New Fees	12	\$ 12,925
Changes to Existing Fees	37	\$ 49,818
Discontinued Fees	22	\$ (19,132)

**FY18 Incremental E&G Budget - V.3.0**  
**Colorado State University - Fort Collins**

Wednesday, April 19, 2017

	<u>Proposed FY18 Budget</u>		<u>February 2017</u>	
	<u>Rate = 5%</u>		<u>Rate = 5%</u>	<u>\$ Variance</u>
<b>New Resources</b>				
Tuition				
Undergraduate-Enrollment Growth				
Increase in FTE	\$ 7,278,000		9,333,000	(2,055,000)
Change in mix - RES vs. NRES	4,422,000		5,298,000	(876,000)
Undergraduate Rate Increase				
Resident	7,497,000		7,446,000	51,000
Non-Resident	2,799,000		2,799,000	-
Graduate Rate Increase				
Resident	422,000		422,000	-
Non-Resident	606,000		606,000	-
Professional Veterinary Medicine Rate Increase	1,507,426		1,507,426	-
Differential Tuition	1,766,051		974,594	791,457
Total Tuition	\$ 26,297,477	\$	28,386,020	\$ (2,088,543)
State Funding Impact	2,934,210		2,934,210	-
Facilities and Administrative Overhead	290,000		255,000	35,000
Other	-		-	-
<b>Total New Resources</b>	<b>\$ 29,521,687</b>	<b>\$</b>	<b>31,575,230</b>	<b>\$ (2,053,543)</b>
<b>Financial Aid</b>				
	6,371,000		6,324,000	47,000
<b>Net New Resources</b>	<b>\$ 23,150,687</b>	<b>\$</b>	<b>25,251,230</b>	<b>\$ (2,100,543)</b>
<b>New Expenses</b>				
Multi-Year Central Investments in Strategic Initiatives	\$ 1,225,000	\$	1,700,000	\$ (475,000)
Faculty/Staff Compensation	11,948,000		11,743,000	205,000
Academic Incentive Funding	7,432,687		8,555,323	(1,122,636)
Mandatory Costs	4,078,000		4,968,000	(890,000)
Quality Enhancements	967,000		1,370,000	(403,000)
Reallocation	(2,500,000)		(3,000,000)	500,000
<b>Total New Expenses</b>	<b>\$ 23,150,687</b>	<b>\$</b>	<b>25,336,323</b>	<b>(2,185,636)</b>
<b>Net</b>				
	\$ -	\$	(85,094)	\$ 85,094

1% RUG Increase = student share \$87/yr.

1% Increase NRUG = student share \$260/yr.

**Base Assumptions**

Resident Undergraduate 5%; \$435.80/yr.

Non-Resident Undergraduate 2.5%; \$650.20/yr.

Resident Graduate 3%; \$288.80/yr. and Resident Professional Veterinary Medicine 7%; \$2,058/yr.

Non-Resident Graduate 3%; \$708.20/yr. and Non-Resident Professional Veterinary Medicine 2%; \$1,088/yr.

Differential Tuition - UG ~ 2.5% (est. round to whole number)

Salary Increases Faculty/AP -2.25%

Salary Increases SC 2.5%

Internal Reallocations .8%

Fees 1.4%

# Colorado State University Tuition Rate Increases <sup>52</sup>

<b>Tuition</b>	<b>FY 2017 Rate</b>	<b>FY 2018 Rate</b>	<b>\$ Increase</b>	<b>% Increase</b>
Resident, Undergraduate	\$8,716	\$9,152	\$436	5%
Non-Resident, Undergraduate	\$26,010	\$26,660	\$650	2.5%
Resident, Graduate	\$9,628	\$9,917	\$289	3%
Non-Resident, Graduate	\$23,603	\$24,312	\$709	3%
Resident, PVM	\$29,397	\$31,455	\$2,058	7%
Non-Resident, PVM	\$54,402	\$55,490	\$1,088	2%



# Colorado State University Differential Tuition Rates

<b>Per Credit Hour Tuition Differential</b>	<b>FY 2016 Per Credit Hour Rate</b>	<b>FY 2017 Per Credit Hour Rate</b>	<b>FY 2018 Per Credit Hour Rate</b>
<b>Level I</b>	\$49	\$51	\$53
<b>Level II</b>	\$65	\$68	\$70
<b>Level III</b>	\$87	\$91	\$93

# Colorado State University Tuition & Fee History <sup>54</sup>

## *Resident, Undergraduate*

<b>Fiscal Year</b>	<b>Tuition</b>	<b>Mandatory Student Fees</b>	<b>Total Tuition &amp; Fee</b>	<b>\$ Increase</b>	<b>% Increase</b>
<b>FY 2017-2018</b>	<b>\$9,152</b>	<b>\$2,243</b>	<b>\$11,395</b>	<b>\$468</b>	<b>4.3%</b>
FY 2016-2017	\$8,716	\$2,211	\$10,927	\$493	4.7%
FY 2015-2016	\$8,301	\$2,133	\$10,434	\$627	6.4%
FY 2014-2015	\$7,868	\$1,939	\$9,807	\$584	6.3%
FY 2013-2014	\$7,494	\$1,729	\$9,223	\$664	7.8%
FY 2012-2013	\$6,875	\$1,684	\$8,559	\$607	7.6%

# Cost of Attendance at Colorado State University

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

<b>CSU</b>	<b>Base Resident Tuition</b>	<b>Mandatory Student Fees</b>	<b>Room &amp; Board</b>	<b>TOTAL</b>	<b>\$ Increase Over Prior Year</b>	<b>% Increase Over Prior Year</b>
<b>FY 2017-2018 Proposed</b>	<b>\$9,152</b>	<b>\$2,243</b>	<b>\$11,974</b>	<b>\$23,369</b>	<b>\$808</b>	<b>3.6%</b>
FY 2016-2017	\$8,716	\$2,211	\$11,634	\$22,561	\$823	3.8%
FY 2015-2016	\$8,301	\$2,133	\$11,304	\$21,738	\$947	4.6%
FY 2014-2015	\$7,868	\$1,939	\$10,984	\$20,791	\$894	4.5%
FY 2013-2014	\$7,494	\$1,729	\$10,674	\$19,897	\$1,158	6.2%
FY 2012-2013	\$6,875	\$1,684	\$10,180	\$18,739	\$1,165	6.6%

# CSU-Pueblo

Colorado State University-Pueblo  
 FY 18 Budget Schedules  
 Board of Governors Meeting  
 May 2 and 3, 2017

**Summary.** Included in the following pages are the documents listed below. In brief, there are no substantive departures from the incremental E&G budget we have discussed since August 2016.

- tuition and fees increase summaries
- an enrollment summary
- tuition rate schedules
- residence hall and food plan rate proposals
- list of special course fees
- cost of attendance summary
- student fee schedule
- proposed changes to differential tuition
- final version of our incremental E&G budget for FY18

**Incremental Budget.** The incremental budget includes \$1.86 million in net new revenue and expenses. The proposed expenses include \$813k for raises averaging 2.5% raises for classified staff, faculty, and administrative professionals. It also includes \$100k for equity adjustments.

**Enrollment Summary.** In an effort to conservatively plan for budgetary purposes, CSU-Pueblo is projecting a 2.6% decline in enrollment in undergraduate students. Graduate student enrollment has remained steady for the past three years.

**Tuition Rates.** Tuition rates are proposed to increase by 6.0%. This increase will apply to all students (residents, nonresidents, undergraduates, and graduate students). Discounts will remain in place for students taking more than 18 credit hours.

**Mandatory Student Fees.** Mandatory student fees are considered by the Student Fee Governing Board (SFGB), which forwards recommendations to the Associated Students Government (ASG) for deliberation. ASG recommends increases to the CSU-Pueblo President and the Board of Governors for final approval. The students approved an overall fee increase of \$4.50 per credit hour, which correlates with a 6.0% increase.

**Course Fees.** Course fees are governed by the University's Institutional Fee Plan, which the Board approved in August 2015. All course fees are initiated by the proposing unit in coordination with the appropriate Dean and reviewed by the curriculum committee of the college/school/center. They are reviewed by the Provost, the appropriate Dean, the Senior Student Services Officer, the two Academic Senators from the proposing unit's school or college, and the Vice President for Finance and Administration. They are referred to the University President and the Senior Student Services Officer for possible discussion with the SFGB and/or the ASG Senate. If approved by the President, they are submitted to the Board of Governors for consideration. The proposed course fees are estimated to increase overall revenue by \$7,900.

**Cost of Attendance.** The cost of attendance will increase by 4.1%. This figure includes room and board increases. Housing rates will increase 2.8% to 3.1%, depending upon the type of accommodation (triple, double, single, or apartment) and includes a \$20 per semester activity fee. With the exception of Dining Dollar Plans, which will remain consistent at \$500 and \$1,000 for Plans 1 and 2 respectively, dining service plans will increase on average by 3.1%, with a range of 3.0% to 3.2%.



### Rate Increases

#### Tuition:

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

#### Fees/Increases:

- Mandatory Student Fees 6.0%
- Housing 3.0%
- Dining 3.0%
- Salaries: Faculty and Admin. Pro. 2.5% average
- State Classified 2.5% average

RUG	FY17	FY18	Change	% Change
*Tuition	5,815	6,164	349	6.0%
*Fees	1,800	1,908	108	6.0%
R&B	9,486	9,770	284	3.0%
Total	17,101	17,842	741	4.3%

NRUG	FY17	FY18	Change	% Change
*Tuition	17,481	18,530	1,049	6.0%
*Fees	1,800	1,908	108	6.0%
R&B	9,486	9,770	284	3.0%
Total	27,313	30,208	1,441	5.3%

RG	FY17	FY18	Change	% Change
*Tuition	6,701	7,103	402	6.0%
*Fees	1,800	1,908	108	6.0%
R&B	9,486	9,770	284	3.0%
Total	17,987	18,781	794	4.4%

NRG	FY17	FY18	Change	% Change
*Tuition	19,922	21,118	1,195	6.0%
*Fees	1,800	1,908	108	6.0%
R&B	9,486	9,770	284	3.0%
Total	29,617	32,796	1,587	5.4%

\*Based on of 12 credit hours each fall and spring

<u>Undergraduate Tuition Differential Rates</u>			
	FY17 Rate/SCH	Increase	FY18 Rate/SCH
Business	29.70	1.78	31.48
CIS	29.70	1.78	31.48
Nursing	29.70	1.78	31.48
Engineering	29.70	1.78	31.48

<u>Graduate Tuition Differential Rates</u>			
	FY17 Rate/SCH	Increase	FY18 Rate/SCH
Business	134.51	8.07	142.58
CIS	134.51	8.07	142.58
Nursing	134.51	8.07	142.58
Engineering	134.51	8.07	142.58

<u>Special Course and Program Fees</u>		
<u>Proposals for FY18</u>	<u># of Proposals</u>	<u>Est. Revenue</u>
New Fees	5	\$ 6,059.00
Changes to Existing Fees	3	\$ 1,842.00
Discontinued Fees	0	\$ -

**FY18 Incremental E&G Budget - V.3.0****Colorado State University-Pueblo**

Friday, April 7, 2017

	<u>Proposed FY18 Budget</u>	<u>February 2017</u>	<u>\$ Variance</u>
	<u>Rate = 6%</u>	<u>Rate = 6%</u>	
<b>New Resources</b>			
Tuition			
Undergraduate			
Resident	1,098,000	1,098,000	-
Non-Resident	466,000	466,000	-
Graduate	-	-	-
Resident	33,000	33,000	-
Non-Resident	22,000	22,000	-
Resident Teacher Education Program	12,000	12,000	-
Differential Tuition	49,000	49,000	-
Projected Enrollment Change (2.6% decline)	(780,000)	(780,000)	-
Total Tuition	900,000	900,000	-
Change in State Funding	958,000	958,000	-
<b>Total</b>	<b>\$ 1,858,000</b>	<b>\$ 1,858,000</b>	<b>\$ -</b>
<b>New Expenses</b>			
Total Financial Aid Change	225,000	225,000	-
Salary increases: Faculty and Administrative Professionals (2.5%)	625,000	625,000	-
Salary increases: State Classified Employees (2.5%)	188,000	188,000	-
Equity Adjustments	100,000	100,000	-
Faculty Promotions	150,000	150,000	-
Fringe Benefit Rate Increase	310,000	250,000	60,000
Other Mandatory Costs *	500,000	430,000	70,000
Miscellaneous Adjustments	(240,000)	-	(240,000)
Commitments/Quality Enhancements:	-	-	-
Contingency Funds	-	-	-
<b>Total</b>	<b>\$ 1,858,000</b>	<b>\$ 1,968,000</b>	<b>\$ (110,000)</b>
<b>Net</b>	<b>\$ -</b>	<b>\$ (110,000)</b>	

**Base Assumptions**

6% tuition increase for all tuition categories

Salary increases for Faculty and Administrative Professionals: 2.5%

Salary increases for State Classified Employees: 2.5% average

\* 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.

# CSU-Pueblo Tuition Rate Increases

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Tuition	FY 2017 Rate	FY 2018 Rate	\$ Increase	% Increase
Resident, Undergraduate	\$5,815	\$6,164	\$349	6%
Non-Resident, Undergraduate	\$17,480	\$18,530	\$1,050	6%
Western Undergraduate Exchange Tuition	\$11,461	\$12,149	\$688	6%
Resident, Graduate	\$6,701	\$7,103	\$402	6%
Teacher Education, Resident Graduate	\$6,101	\$6,467	\$366	6%
Non-Resident, Graduate	\$19,923	\$21,118	\$1,195	6%



# CSU-Pueblo Differential Tuition Rates

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Per Credit Hour Tuition Differential	FY 2018 Proposed Undergraduate	FY 2018 Proposed Graduate
Business	\$31.48	\$142.58
Computer Science	\$31.48	\$142.58
Engineering	\$31.48	\$142.58
Nursing	\$31.48	\$142.58

Undergraduate Differential Tuition Increase of \$1.78/SCH

Graduate Differential Tuition Increase of \$8.07/SCH

# CSU – Pueblo Tuition & Fee History

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*Resident, Undergraduate (24 Credits)*

Fiscal Year	Tuition	Mandatory Student Fees	Total Tuition & Fee	\$ Increase	% Increase
FY 2017-2018	\$6,164	\$1,908	\$8,072	\$457	6.0%
FY 2016-2017	\$5,815	\$1,800	\$7,615	\$431	6.0%
FY 2015-2016	\$5,486	\$1,698	\$7,184	\$388	5.7%
FY 2014-2015	\$5,188	\$1,608	\$6,796	\$436	6.9%
FY 2013-2014	\$4,894	\$1,466	\$6,360	\$0	0%
FY 2012-2013	\$4,894	\$1,466	\$6,360	\$637	11.1%

# Cost of Attendance at CSU-Pueblo

Resident, Full Time Undergraduate Student (12 credit hours, Fall & Spring semesters)						
CSU - Pueblo	Base Resident Tuition	Mandatory Student Fees	Room & Board	TOTAL	\$ Increase Over Prior Year	% Increase Over Prior Year
FY 2016-2017 Proposed	\$6,164	\$1,908	\$9,770	\$17,841	\$741	4.3%
FY 2016-2017	\$5,815	\$1,800	\$9,486	\$17,101	\$793	4.9%
FY 2015-2016	\$5,489	\$1,698	\$9,124	\$16,308	\$496	3.1%
FY 2014-2015	\$5,188	\$1,608	\$9,016	\$15,812	\$700	4.6%
FY 2013-2014	\$4,894	\$1,466	\$8,752	\$15,112	\$252	1.7%
FY 2012-2013	\$4,894	\$1,466	\$8,500	\$14,860	\$854	6.1%

\*Room & Board assumes Crestone, Culebra, and Greenhorn Halls shared Bedroom – Semi Suite/ Double with Shared Bath and 17 meals + \$50 per semester.

# CSU Global Campus

Colorado State University-Global Campus  
FY 18 Budget Schedules  
Board of Governors Meeting  
May 2017

The following summary describes changes in the 2018 E&G budget for Colorado State University-Global Campus (CSU-Global). The E&G budget categorizes new resources and expenditures in the following areas:

- Student Tuition and Fees
- Academic Support
- Institutional Support
- Instruction
- Student Services

Based on an increase in the number of students but no increase in actual tuition fees from FY16, CSU-Global projects that total tuition revenue will increase by 12.13%. Specifically, the increase is based on the expectation of 10,500 new students with a continued average annual retention rate of continuing students at 75%. CSU-Global will maintain its tuition rates from previous fiscal periods at \$350 undergraduate per credit hour and \$500 graduate per credit hour while maintaining its no-fee student structure.

Instruction costs are expected to increase by 12.84% due to the increase in the total number of students registered for classes and increased costs for faculty leadership. Academic Support costs are expected to increase by 16.19% to support the additional projected students, planned improvements to existing programs, continued enhancements to library services and resources, and ongoing curriculum technology enhancements.

Expenditures in Student Services are expected to increase by 18.18% due to the projected increase in the number of students served, improvements in technology, enhanced student services, strategic advertising and marketing, expanded career services, outreach, and solutions to ensure continued improvements in student engagement and retention.

Institutional Support is expected to increase by 15.78% due to expansion of human resource support for planned student growth; accounting, forecasting, and finance support; and enhancements to the university's information technology infrastructure to accommodate projected growth.

Consistent with CSU-Global's vision to be the premier provider of innovative, higher learning opportunities for nontraditional students in Colorado and beyond, these proposed recommendations will enable efficient growth for CSU-Global as it continues to provide high quality academic programs towards workplace success.

# FY18 Incremental Educational & General Budget | As of May 2017



## New Resources

### Tuition (net)

Undergraduate - Retention Growth .....	\$6,069,843
Undergraduate - New Student Enrollment Growth .....	\$1,756,955
Graduate - Retention Growth .....	\$3,105,851
Graduate - New Student Enrollment Growth .....	\$752,981
<b>Total .....</b>	<b>\$11,685,630</b>

## New Expenses

Student Support and Outreach .....	\$5,044,786
Instruction .....	\$2,138,517
Academic Support .....	\$1,014,949
Technology Operations and Innovation .....	\$1,222,225
General & Administrative .....	\$114,119
<b>Total .....</b>	<b>\$9,534,596</b>

## Net

<b>Total .....</b>	<b>\$2,151,034</b>
--------------------	--------------------

10,500

New student enrollment target

Projected First Year Retention

82%

Full-Time Undergraduate

60%

Part-Time Undergraduate

90%

Full-Time Graduate

66%

Part-Time Graduate

\$350/\$500

New student undergrad/grad  
tuition rate per credit

70:30

Undergrad to grad ratio

2%

Percentage of gross tuition revenue for  
bad debt estimate

# CSU Global Campus Tuition Rate Increases

Tuition	FY 2017 New Student Per Credit Hour Rate	FY 2018 New Student Per Credit Hour Rate	\$ Increase	% Increase
Undergraduate	\$350	\$350	\$0	0%
Graduate	\$500	\$500	\$0	0%

# CSU System



Colorado State University-System  
FY 18 Budget Schedules  
Board of Governors Meeting  
May 2 and 3, 2017

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

- Personnel Additions
- System Initiatives
- Commitments
- Salary and Benefit Rate Increases

**Incremental Budget.** The incremental budget includes \$98,048 in net new revenue. The proposed expenses include personnel additions, salary and benefit rate increases, commitments and strategic initiatives.

**Personnel Additions.** The majority of the increase in the CSU System budget is due to the addition of new system personnel including: the Strategic Advisor for Food and Water Initiatives at the National Western Center and Global Chair for the International Board of Counselors on Food and Water Initiatives; Senior Advisor to the Chancellor for Educational Access and Presidential Visiting Scholar of Educational Access; and an Administrative Assistant position. These positions will support the System's programming and service outreach efforts as part of the long-term commitment to the new National Western Center. The increase in personnel costs is netted with reductions in the Special Assistant to the Chancellor and support for the Colorado Futures Center. The budget also reflects a 2.25% salary pool increase.

**Strategic Initiatives and Commitments.** The System will continue to sponsor and enter into strategic partnerships to promote and raise awareness of the CSU system and its campuses across the Denver metro area. The largest initiative continues to be National Western Center.

### CSUS FY18 Budget Summary V 3.0

	<u>FY17</u>	<u>FY18</u>	<u>Change</u>	<u>Percent Change</u>	<u>Notes</u>
<b>CSUS Office of Board Secretary</b>					
Salaries	\$ -	-	-	0.0%	
Operating	239,200	239,200	-	0.0%	
<b>CSUS Office of the Chancellor</b>					
Salaries	2,185,435	2,248,239	62,804	2.9%	( A )
Operating	845,000	822,000	(23,000)	-2.7%	( A )
<b>CSUS Office of General Counsel</b>					
Salaries	2,359,516	2,373,771	14,255	0.6%	( B )
Operating	351,500	351,500	-	0.0%	
<b>CSUS Division of Internal Audit</b>					
Salaries	874,458	918,448	43,990	5.0%	( B )
Operating	55,500	55,500	-	0.0%	
<b>TOTAL</b>	\$ 6,910,609	7,008,657	98,048	1.42%	
COSTS ALLOCATED TO CAMPUSES	\$ 5,848,375	6,101,689	253,314	4.33%	( A ) ( B )
COSTS ALLOCATED DIRECTLY TO CSU	1,062,234	906,968	(155,266)	-14.62%	( C )
<b>TOTAL</b>	\$ 6,910,609	7,008,657	98,048	1.42%	
<b>CAMPUS ALLOCATIONS</b>					
CSU - Allocated	\$ 4,579,517	4,798,859	219,342	4.79%	
CSU - Direct	1,062,234	906,968	(155,266)	-14.62%	
CSU Pueblo - Allocated	502,610	502,610	-	0.00%	
CSU Global - Allocated	766,248	800,220	33,972	4.43%	
<b>TOTAL</b>	\$ 6,910,609	7,008,657	98,048	1.42%	

Note A: 1 FTE Admin Assistant position, a Consultant for Educational Access and Chancellor Visiting Scholar of Educational Access and a Strategic Advisor for Food and Water Initiatives at the NWC, and Global Chair for the International Board of Counselors on Food & Water Initiatives. Cost netted with reductions in Special Assistant to Chancellor and support for the Colorado Futures Center.

Note B: Increase due to annual salary and benefit rate increases. OGC is netted with other unit changes in personnel.

Note C: Decline is primarily related to costs associated with the Colorado Futures Center that was covered 100% by CSU.

Board of Governors of the  
Colorado State University System  
Meeting Date: May 2-3, 2017  
Action Item

MATTER FOR ACTION:

Approval of the FY 2017-2018 E&G operating budget incremental increases and expenditures along with approval of all tuition, tuition differentials, fees, fee policies and manuals, room and board, dining, and other rates and charges for Colorado State University, CSU – Pueblo, CSU Global Campus and the CSU System as appropriate to each unit.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve all proposed schedules, budgets, and rate/rate increases as listed in MATTERS FOR ACTION, and as presented in the Finance Committee presentation of the Board of Governors on May 2, 2017 for the 2017-2018 Fiscal Year, contingent upon the General Assembly finalizing the Long Bill with funding for higher education at or above the estimated levels in the proposed budgets.

EXPLANATION:

Presented by *Lynn Johnson, Chief Financial Officer, Colorado State University System*  
This action item represents the culmination of a yearlong discussion with the Board of Governors about the upcoming FY 2017-2018 financial structure for Colorado State University, CSU – Pueblo, CSU Global Campus and the CSU System. Adoption of the budgetary items are in accordance with past board policies and are required by various statutes or policies of the Colorado Commission on Higher Education (CCHE).

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

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

\_\_\_\_\_  
Board Secretary

\_\_\_\_\_  
Date

# Agenda Item 8: Adoption of the FY 2019 Combined Campuses Capital Construction Priority List

## Action Item

# Capital Construction

## Prioritization list for State/Cash Funded Projects

- Annually the Board is required to approve a combined capital prioritization list for submission to CCHE for the upcoming year.
- In addition, the Board is being asked to approve a 5 year Capital list for each campus.
- There are annual processes on each campus that identify the best projects to bring forward for the possibility of funding by the state.
- Approval of this list is required by the Colorado Commission on Higher Education and is the first step in pursuing funding from the state.

Board of Governors of the  
 Colorado State University System  
 Meeting Date: May 2-3, 2017  
 Action Item

MATTER FOR ACTION:

Approval of the FY 2018-2019 CSU System Combined Capital Construction Priority List for State Funded Construction Projects for CSU and CSU-Pueblo

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the attached FY 2018-2019 capital construction prioritization list for the CSU System.

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

EXPLANATION:

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

This action item reflects the yearly required approval by the Board of a prioritized combined capital construction list for consideration by the CCHE, OSPB, CDC, and the Joint Budget Committee. This is an annually occurring Action Item that requires Board approval and represents the official request for state funded capital projects for FY 2018-2019.

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

\_\_\_\_\_  
 Approved

\_\_\_\_\_  
 Denied

\_\_\_\_\_  
 Board Secretary

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 FY 2018-2019 Colorado State University System Capital Construction Priority List

Board of Governors of the CSU System  
FY 18-19 Combined Campus State Capital Construction Request

Priority	Funding	Project Name	FY 17-18*	FY 18-19	FY 19-20	FY 20-21	FY 21-22	FY 22-23	Total State Funds	Total Cash Funds	Total Project Costs
1	State	CSU-Pueblo Psychology Renovation and Addition	\$10,602,396	6,210,355					\$16,812,751		\$16,812,751
	Cash										(State only)
2	State	Shepardson Renovation and Addition	\$4,527,223	13,482,700	6,585,576				\$24,595,499		\$42,804,919
	Cash				18,209,420					\$18,209,420	(State & Cash)
3	State	Anatomy-Zoology East		15,784,650					\$15,784,650		\$15,784,650
	Cash										(State only)
4	State	Chemistry B&C wing		24,951,150					\$24,951,150		\$24,951,150
	Cash										(State only)
5	State	CSU-Pueblo Technology Building Renovation & Addition		16,100,000					\$16,100,000		\$16,100,000
	Cash										(State only)
	State	NWC CSU Water Resources Center COP			62,400,000				\$62,400,000		\$90,600,000
	Cash				28,200,000					\$28,200,000	(State & Cash)
	State	NWC Equine & Community Clinics COP			30,200,000				\$30,200,000		\$30,200,000
	Cash										(State only)
	State	District Chiller Expansion			17,400,000				\$17,400,000		\$17,400,000
	Cash										(State only)
	State	Western Slope AES Consolidation			10,000,000				\$10,000,000		\$10,000,000
	Cash										(State only)
	State	San Luis Research Station				4,800,000			\$4,800,000		\$4,800,000
	Cash										(State only)
	State	Education Building Revitalization					20,000,000		\$20,000,000		\$20,000,000
	Cash										(State only)
	State	NWC CSU Center						107,400,000	\$107,400,000		\$107,400,000
	Cash										(State only)
	State	CSU-Pueblo Art/Music Building Renovation & Addition			18,000,000				\$18,000,000		\$18,000,000
	Cash										(State only)
	State	CSU-Pueblo Administration Building Renovation & Addition				15,000,000			\$15,000,000		\$15,000,000
	Cash										(State only)
	State	CSU-Pueblo Facilities Management Building Renovation & Addition					15,000,000		\$15,000,000		\$15,000,000
	Cash										(State only)

State Funds Request for FY 18-19

\$ 76,528,855

Approval of FY17-18 capital construction funding for the CSU-Pueblo Psychology Building and CSU Shepardson building is still pending legislative approval. If funding is not provided in FY17-18, the requested funding will shift to FY 18-19.

# Appendix



# FY 2018 Tuition and Differential Tuition Rate Schedules, Student Fees

Colorado State University  
Board of Governors Meeting - May 2-3, 2017

COLORADO STATE UNIVERSITY  
EDUCATION & GENERAL  
PROPOSED BUDGET

2017-18  
ENROLLMENT SUMMARY

	2015-16 Actual Enrollment	2016-17 Actual Enrollment	2017-18 Proposed Enrollment	2017-18 Increase (Decrease)
<b>Main Campus</b>				
<b>Student FTE*</b>				
<u>Resident</u>				
Graduate	1,187	1,483	1,430	-53
Undergraduate	16,299	16,410	16,454	44
Total	17,486	17,893	17,884	-9
<u>Nonresident</u>				
Graduate	849	1,069	1,086	17
Undergraduate	5,485	5,967	6,327	360
Total	6,334	7,036	7,413	377
<u>Total FTE</u>				
Graduate	2,036	2,552	2,516	-36
Undergraduate	21,784	22,377	22,781	404
Total	23,820	24,929	25,297	368
<b>Student Headcount**</b>				
<u>Resident</u>				
Graduate	2,377	2,329	2,246	-83
Undergraduate	17,414	17,651	17,698	47
Total	19,791	19,980	19,944	-36
<u>Nonresident</u>				
Graduate	1,631	1,633	1,659	26
Undergraduate	5,595	6,117	6,486	369
Total	7,226	7,750	8,145	395

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

\*\*Fall Term - Source for Headcount SIS022DC

Colorado State University  
Board of Governors Meeting - May 2-3, 2017

COLORADO STATE UNIVERSITY  
EDUCATION & GENERAL  
PROPOSED BUDGET

2017-18  
ENROLLMENT SUMMARY

	2015-16 Actual Enrollment	2016-17 Actual Enrollment	2017-18 Proposed Enrollment	2017-18 Increase (Decrease)
<b>Professional Veterinary Medicine</b>				
<b>Student FTE*</b>				
Resident	435	551	536	-15
Nonresident	375	506	510	4
Total	810	1,057	1,046	-11
<b><u>Student Headcount**</u></b>				
Resident	294	296	288	-8
Nonresident	255	271	273	2
Total	549	567	561	-6

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

\*\*Fall Term - Source for Headcount SIS022DC

Colorado State University  
Board of Governors Meeting - May 2-3, 2017

COLORADO STATE UNIVERSITY  
2017-18 ACADEMIC YEAR  
TUITION RATE SCHEDULE

	Approved Tuition 2016-17			Proposed Tuition 2017-18		
	Resident	Nonresident	WICHE (PVM Only)	Resident	Nonresident	WICHE (PVM Only)
<b>UNDERGRADUATE TUITION</b>						
Part-time (Per credit charge 1-9, for 10-11 credit hours, see*)	\$395.90	\$1,300.50		\$415.70	\$1,333.00	
Full-time (12 or more total credit hours)*	\$4,358.00	\$13,005.00		\$4,575.90	\$13,330.10	
Western Undergraduate Exchange Program (WUE) Rate @ 15 credit hours Full-time (12 or more credit hours)	\$8,224.50			\$8,596.35		
College Opportunity Fund (COF) Resident Undergraduate per credit hour	\$75.00	n/a		\$77.00	n/a	

**GRADUATE TUITION**

	Approved Tuition 2016-17			Proposed Tuition 2017-18		
	Resident	Nonresident	WICHE (PVM Only)	Resident	Nonresident	WICHE (PVM Only)
Part-time (per credit charge, 1-8 credit hours)	\$534.90	\$1,311.30		\$550.90	\$1,350.60	
Full-time (9 or more total credit hours)	\$4,813.90	\$11,801.60		\$4,958.50	\$12,155.80	

	Approved Tuition 2016-17			Proposed Tuition 2017-18		
	Resident	Nonresident	WICHE (PVM Only)	Resident	Nonresident	WICHE (PVM Only)
<b>PROFESSIONAL VETERINARY MEDICINE (PVM) TUITION</b>						
Freshmen, Sophomores, and Juniors (per term)**	\$14,698.50	\$27,201.00	\$30,398.00	15,727.40	27,745.02	31,426.90
Seniors (per credit hour)	\$699.93	\$1,295.29	\$1,447.52	748.92	1,321.19	1,496.52

*FY18 calculated undergraduate rates for 10 to 12 credit hours:	10 SCH	11 SCH	12 SCH
Resident Undergraduate	4,019.50	4,297.70	4,575.90
Non-Resident Undergraduate	12,441.40	12,885.80	13,330.10
WUE Undergraduate	7,184.25	7,717.05	8,249.85

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

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

COLORADO STATE UNIVERSITY  
DIVISION OF CONTINUING EDUCATION  
2017-18 ACADEMIC YEAR  
TUITION RATE SCHEDULE

	Proposed Tuition per Credit 2016-17 Minimum	Proposed Tuition per Credit 2016-17 Maximum	Proposed Tuition per Credit 2017-18 Minimum	Proposed Tuition per Credit 2017-18 Maximum
<b><u>ON CAMPUS EXTENDED EDUCATION<sup>2</sup></u></b>				
Undergraduate Instruction				
In-State	\$444		\$462	
Out-of-State	\$1,300.50		\$1,333.00	
Graduate Instruction				
In-State	\$605		\$624	
Out-of-State	\$1,311.30		\$1,350.60	
<b><u>UNDERGRADUATE<sup>1</sup></u></b>	\$444	\$882	\$462	\$917
<b><u>GRADUATE- Master's Degree<sup>1</sup></u></b>	\$530	\$1,812	\$530	\$1,778
<b><u>GRADUATE- PhD<sup>1</sup></u></b>	\$873	\$1,664	\$873	\$985
<b><u>OTHER<sup>1</sup></u></b>	\$59	\$103	\$61	\$106
Sponsored Contract Rates Annenberg				
<b><u>CUSTOM GRADUATE PROGRAMS :</u></b>				
Custom Discounted graduate rates (i.e. international offerings)	\$174	\$1,000	\$174	\$1,000

**NOTES:**

**TUITION**

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

<sup>2</sup> On-campus undergraduate instruction participants will also be assessed differential tuition and student fees as follows:

**Differential Tuition**

FY18 Proposed Undergraduate Differential Tuition Rates per Student Credit Hour (SCH):

	Rate/SCH
Level I <sup>3</sup>	\$53.00
Level II <sup>4</sup>	\$70.00
Level III <sup>5</sup>	\$93.00

<sup>3</sup>Level I:

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

<sup>4</sup>Level II:

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

<sup>5</sup>Level III:

- College of Business - all course prefixes
- College of Engineering - all course prefixes
- Other Course Prefixes: CON, CS, CT, HES and HDFS<sup>6</sup>

<sup>6</sup> HDFS has been approved to move from level II to a level III. Maximum overall percentage increase in tuition for students taking HDFS courses is 11.12%. Exemption from 6% cap granted to CCHE.

**Student Fees**

All students:

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

All on-campus students are subject to:

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

Colorado State University  
Board of Governor's Meeting May 2-3, 2017

**Undergraduate Differential Tuition Rates**

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

Levels	FY17 Actual Per Credit Rates	FY18 Proposed Per Credit Rates	FY18 Change
1	\$51	\$53	\$2
2	\$68	\$70	\$2
3	\$91	\$93	\$2

**Rates by Course College and Prefix**

Course College	Course Prefix	2017		2018		Increase/Decrease <sup>2</sup>		Levl Chg	Assessed To Class Level			
		Level	Rate	Level	Rate	\$	%		FR	SO	JR	SR
AG	AGED	1	51	1	53	2	3.9%		N	N	Y	Y
AG	AGRI	1	51	1	53	2	3.9%		N	N	Y	Y
AG	ANEQ	2	68	2	70	2	2.9%		N	N	Y	Y
AG	AREC	1	51	1	53	2	3.9%		N	N	Y	Y
AG	BSPM	1	51	1	53	2	3.9%		N	N	Y	Y
AG	HORT	1	51	1	53	2	3.9%		N	N	Y	Y
AG	LAND	1	51	1	53	2	3.9%		N	N	Y	Y
AG	SOCR	1	51	1	53	2	3.9%		N	N	Y	Y
BU	ACT	3	91	3	93	2	2.2%		N	Y	Y	Y
BU	BUS	3	91	3	93	2	2.2%		N	Y	Y	Y
BU	CIS	3	91	3	93	2	2.2%		N	Y	Y	Y
BU	FIN	3	91	3	93	2	2.2%		N	Y	Y	Y
BU	MGT	3	91	3	93	2	2.2%		N	Y	Y	Y
BU	MKT	3	91	3	93	2	2.2%		N	Y	Y	Y
BU	REL	3	91	3	93	2	2.2%		N	Y	Y	Y
EG	ATS	3	91	3	93	2	2.2%		N	N	Y	Y
EG	BIOM	3	91	3	93	2	2.2%		N	N	Y	Y
EG	CBE	3	91	3	93	2	2.2%		N	N	Y	Y
EG	CIVE	3	91	3	93	2	2.2%		N	N	Y	Y
EG	ECE	3	91	3	93	2	2.2%		N	N	Y	Y
EG	EGSC	3	91	3	93	2	2.2%		N	N	Y	Y
EG	ENGR	3	91	3	93	2	2.2%		N	N	Y	Y
EG	MECH	3	91	3	93	2	2.2%		N	N	Y	Y
HS	AHS	1	51	1	53	2	3.9%		N	N	Y	Y
HS	AM	2	68	2	70	2	2.9%		N	N	Y	Y
HS	CON	3	91	3	93	2	2.2%		N	N	Y	Y
HS	DM	2	68	2	70	2	2.9%		N	N	Y	Y
HS	EDAE	1	51	1	53	2	3.9%		N	N	Y	Y

Course College	Course Prefix	2017		2018		Increase/Decrease <sup>2</sup>		Levl Chg	Assessed To Class Level			
		Level	Rate	Level	Rate	\$	%		FR	SO	JR	SR
HS	EDCL	1	51	1	53	2	3.9%		N	N	Y	Y
HS	EDCO	1	51	1	53	2	3.9%		N	N	Y	Y
HS	EDCT	1	51	1	53	2	3.9%		N	N	Y	Y
HS	EDHE	1	51	1	53	2	3.9%		N	N	Y	Y
HS	EDOD	1	51	1	53	2	3.9%		N	N	Y	Y
HS	EDRM	1	51	1	53	2	3.9%		N	N	Y	Y
HS	EDUC	1	51	1	53	2	3.9%		N	N	Y	Y
HS	FACS	1	51	1	53	2	3.9%		N	N	Y	Y
HS	FSHN	2	68	2	70	2	2.9%		N	N	Y	Y
HS	FTEC	2	68	2	70	2	2.9%		N	N	Y	Y
HS	HDFS <sup>1</sup>	0	0	2	70	70	37.3%	Y	N	N	Y	Y
HS	HES	3	91	3	93	2	2.2%		N	N	Y	Y
HS	INTD	2	68	2	70	2	2.9%		N	N	Y	Y
HS	OT	1	51	1	53	2	3.9%		N	N	Y	Y
HS	RRM	2	68	2	70	2	2.9%		N	N	Y	Y
HS	SOWK	1	51	1	53	2	3.9%		N	N	Y	Y
IU	AS	1	51	1	53	2	3.9%		N	N	Y	Y
IU	CM	1	51	1	53	2	3.9%		N	N	Y	Y
IU	ECOL	1	51	1	53	2	3.9%		N	N	Y	Y
IU	GES	1	51	1	53	2	3.9%		N	N	Y	Y
IU	GRAD	1	51	1	53	2	3.9%		N	N	Y	Y
IU	HONR	2	68	2	70	2	2.9%		N	N	Y	Y
IU	IE	1	51	1	53	2	3.9%		N	N	Y	Y
IU	IU	1	51	1	53	2	3.9%		N	N	Y	Y
IU	KEY	1	51	1	53	2	3.9%		N	N	Y	Y
IU	LIFE	2	68	2	70	2	2.9%		N	N	Y	Y
IU	MLSC	1	51	1	53	2	3.9%		N	N	Y	Y
IU	NB	2	68	2	70	2	2.9%		N	N	Y	Y
IU	PBHL	1	51	1	53	2	3.9%		N	N	Y	Y
LA	AMST	1	51	1	53	2	3.9%		N	N	Y	Y
LA	ANTH	1	51	1	53	2	3.9%		N	N	Y	Y
LA	ART	2	68	2	70	2	2.9%		N	N	Y	Y
LA	CO	1	51	1	53	2	3.9%		N	N	Y	Y
LA	D	2	68	2	70	2	2.9%		N	N	Y	Y
LA	E	1	51	1	53	2	3.9%		N	N	Y	Y
LA	ECON	1	51	1	53	2	3.9%		N	N	Y	Y
LA	ETST	1	51	1	53	2	3.9%		N	N	Y	Y
LA	GR	1	51	1	53	2	3.9%		N	N	Y	Y
LA	HIST	1	51	1	53	2	3.9%		N	N	Y	Y
LA	INST	1	51	1	53	2	3.9%		N	N	Y	Y
LA	JTC	1	51	1	53	2	3.9%		N	N	Y	Y
LA	LARA	1	51	1	53	2	3.9%		N	N	Y	Y
LA	LB	1	51	1	53	2	3.9%		N	N	Y	Y
LA	LCHI	1	51	1	53	2	3.9%		N	N	Y	Y
LA	LEAP	1	51	1	53	2	3.9%		N	N	Y	Y
LA	LFRE	1	51	1	53	2	3.9%		N	N	Y	Y
LA	LGEN	1	51	1	53	2	3.9%		N	N	Y	Y
LA	LGER	1	51	1	53	2	3.9%		N	N	Y	Y
LA	LGRK	1	51	1	53	2	3.9%		N	N	Y	Y
LA	LITA	1	51	1	53	2	3.9%		N	N	Y	Y
LA	LJPN	1	51	1	53	2	3.9%		N	N	Y	Y
LA	LKOR	1	51	1	53	2	3.9%		N	N	Y	Y

Course College	Course Prefix	2017		2018		Increase/Decrease <sup>2</sup>		Levl Chg	Assessed To Class Level			
		Level	Rate	Level	Rate	\$	%		FR	SO	JR	SR
LA	LLAT	1	51	1	53	2	3.9%		N	N	Y	Y
LA	LRUS	1	51	1	53	2	3.9%		N	N	Y	Y
LA	LSGN	1	51	1	53	2	3.9%		N	N	Y	Y
LA	LSPA	1	51	1	53	2	3.9%		N	N	Y	Y
LA	MU	2	68	2	70	2	2.9%		N	N	Y	Y
LA	PHIL	1	51	1	53	2	3.9%		N	N	Y	Y
LA	POLS	1	51	1	53	2	3.9%		N	N	Y	Y
LA	SOC	1	51	1	53	2	3.9%		N	N	Y	Y
LA	SPCM	1	51	1	53	2	3.9%		N	N	Y	Y
LA	TH	2	68	2	70	2	2.9%		N	N	Y	Y
LA	WS	1	51	1	53	2	3.9%		N	N	Y	Y
NR	ESS	1	51	1	53	2	3.9%		N	N	Y	Y
NR	F	1	51	1	53	2	3.9%		N	N	Y	Y
NR	FESA	1	51	1	53	2	3.9%		N	N	Y	Y
NR	FW	1	51	1	53	2	3.9%		N	N	Y	Y
NR	GEOL	2	68	2	70	2	2.9%		N	N	Y	Y
NR	NR	1	51	1	53	2	3.9%		N	N	Y	Y
NR	NRRT	1	51	1	53	2	3.9%		N	N	Y	Y
NR	RS	1	51	1	53	2	3.9%		N	N	Y	Y
NR	WR	1	51	1	53	2	3.9%		N	N	Y	Y
NS	AA	2	68	2	70	2	2.9%		N	N	Y	Y
NS	BC	2	68	2	70	2	2.9%		N	N	Y	Y
NS	BZ	2	68	2	70	2	2.9%		N	N	Y	Y
NS	CHEM	2	68	2	70	2	2.9%		N	N	Y	Y
NS	CS	3	91	3	93	2	2.2%		N	N	Y	Y
NS	CT	3	91	3	93	2	2.2%		N	N	Y	Y
NS	MATH	2	68	2	70	2	2.9%		N	N	Y	Y
NS	NSCI	2	68	2	70	2	2.9%		N	N	Y	Y
NS	PH	2	68	2	70	2	2.9%		N	N	Y	Y
NS	PSY	2	68	2	70	2	2.9%		N	N	Y	Y
NS	STAA	2	68	2	70	2	2.9%		N	N	Y	Y
NS	STAT	2	68	2	70	2	2.9%		N	N	Y	Y
VM	BMS	2	68	2	70	2	2.9%		N	N	Y	Y
VM	BETC	2	68	2	70	70	2.9%		N	N	Y	Y
VM	ERHS	2	68	2	70	2	2.9%		N	N	Y	Y
VM	MIP	2	68	2	70	2	2.9%		N	N	Y	Y
VM	NB	2	68	2	70	2	2.9%		N	N	Y	Y
VM	VM	2	68	2	70	2	2.9%		N	N	Y	Y
VM	VS	2	68	2	70	2	2.9%		N	N	Y	Y

<sup>1</sup> Maximum overall percentage increase in tuition for students taking HDFFS courses is 11.12%. Exemption from the 6% cap granted by CCHE.

<sup>2</sup> Historically increased by Non-Resident undergraduate tuition rate; round to nearest whole number ~estimate.



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COLORADO STATE UNIVERSITY  
2017-18 ACADEMIC YEAR  
GRADUATE PROGRAM DIFFERENTIAL TUITION

Program Name	Program Code	Major Code	Assessed	2016-17	2017-18	Percent Change
				Approved Charges	Proposed Charges	
MBA - EV			Credit Hour <sup>1</sup>	\$ 304	\$ 313	3%
MBA - EC			Credit Hour <sup>1</sup>	\$ 304	\$ 313	3%
MBA Joint DVM			Credit Hour <sup>1</sup>	\$ 304	\$ 313	3%
MS Business Admin/Fin Risk Mgmt			Credit Hour <sup>1</sup>	\$ 304	\$ 313	3%
MS Business Admin/CIS			Credit Hour <sup>1</sup>	\$ 304	\$ 313	3%
MS Business Administration			Credit Hour <sup>1</sup>	\$ 304	\$ 313	3%
Master of Accountancy			Credit Hour <sup>1</sup>	\$ 288	\$ 303	5%
Master of Management Practice			Credit Hour <sup>1</sup>	\$ 304	\$ 313	3%
MBA GSSE			Credit Hour <sup>1</sup>	\$ 304	\$ 313	3%
MBA GSSE	BUSA-GSZ-MBA		Credit Hour <sup>2</sup>	\$ 125	\$ 125	0%
All College of Engineering Graduate Programs <sup>3</sup>			Credit Hour <sup>4</sup>	\$ 110	\$ 110	0%
Masters of Education & Human Resource Studies, Counseling and Career Development	EHRM-CCZ-MED		Credit Hour	\$ 100	\$ 100	0%
Master of Occupational Therapy <sup>6</sup>		OCTH	Semester	\$ 2,000	\$ 2,000	0%
MSW Social Work	SOWK-MSW		Credit Hour	\$ 115	\$ 115	0%
Masters in Art Leadership and Administration	ALDA-MALA		Semester	\$ 750	\$ 750	0%
MM Music/Choral Conducting <sup>5</sup>	MUSC-CHCZ-MM		Semester	\$ 575	\$ -	-100%
MM Music/Collaborative Piano <sup>5</sup>	MUSC-COPZ-MM		Semester	\$ 575	\$ -	-100%
MM Music/Instrumental Conducting <sup>5</sup>	MUSC-INCZ-MM		Semester	\$ 575	\$ -	-100%
MM Music/Music Education - Conducting <sup>5</sup>	MUSC-MEDZ-MM		Semester	\$ 575	\$ -	-100%
MM Music <sup>5</sup>	MUSC-MM		Semester	\$ 575	\$ -	-100%
MM Music/Music Therapy <sup>5</sup>	MUSC-MTHZ-MM		Semester	\$ 575	\$ -	-100%
MM Music/Music Education <sup>5</sup>	MUSC-MUEZ-MM		Semester	\$ 575	\$ -	-100%
MM Music <sup>5</sup>	MUSC-XX-MM		Semester	\$ 575	\$ -	-100%
MS Conservative Ldrshp Thru Learn	CNLR-MS		Semester	\$ 1,200	\$ 1,200	0%
Masters of Tourism Management	TRMG-MTM		Semester	\$ 1,200	\$ 1,200	0%
Masters of Prof Natural Sciences	PSNS-MPSN		Semester	\$ 2,000	\$ 2,000	0%
Masters of Prof Natural Sciences	PSNS-ZZ-MPSN		Semester	\$ 2,000	\$ 2,000	0%
Master Greenhouse Gas & Accounting	GGMA-MGMA		Semester	\$ 1,250	\$ 1,250	0%
Masters of Applied Statistics	MAST-MAS		Semester	\$ 1,000	\$ 1,000	0%
MS Biomedical Sciences <sup>7</sup>	BMSC-MS		Credit Hour	\$ 120	\$ 120	0%
MS Biomedical Sciences/RPTZ	BMSC-RPTZ-MS		Credit Hour	\$ 120	\$ 120	0%
MS Environmtl & Rdoglcl Hlth Sci	TOXZ-MS		Credit Hour	\$ 120	\$ 120	0%
MS Microbiology-Immunology	MICR-MS		Credit Hour <sup>1</sup>	\$ 120	\$ 120	0%

\* Graduate differential tuition is in addition to tuition and fees.

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

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

<sup>3</sup> Applies to all students enrolled in graduate programs offered by the College of Engineering.

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

<sup>5</sup> Moved to Course/Program Fees to align with undergraduate assessments.

<sup>6</sup> Students on OCTH field work exempted.

<sup>7</sup> Assessed only to Plan B students.

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COLORADO STATE UNIVERSITY  
2017-18 ACADEMIC YEAR  
PROGRAM AWARD SCHEDULE - Per Semester

Award Name	FY17 Amount <sup>1</sup>	FY18 Amount <sup>1</sup>	\$ Increase/ (Decrease)	% Increase/ (Decrease)	Award Description
CSU Asian Pacific Economic Cooperation (APEC) Award GR	5,900.80	6,077.90	177.10	3%	One half of nonresident tuition, fall/spring only
Global Partnership Award UG	4,334.50	4,443.00	108.50	3%	One third of nonresident tuition
Global Partnership Award GR	3,933.80	4,052.00	118.20	3%	One third of nonresident tuition
Global High School Incentive Award	2,500.00	2,500.00	0.00	0%	\$5,000 per student per year, fall/spring only
Sponsor/Partner Award UG	2,500.00	2,500.00	0.00	0%	\$5,000 per student per year, fall/spring only
Study Abroad Foundation Award UG	2,500.00	2,500.00	0.00	0%	\$5,000 per student per year, fall/spring only
Native-American Legacy Award UG <sup>2</sup>	7,497.00	7,580.20	83.20	1%	Difference between nonresident rate and resident rate (including COF) + \$250
Native-American Legacy Award GR	6,737.70	6,947.30	209.60	3%	Difference between nonresident rate and resident rate + \$250
CSU Yellow Ribbon Prog Award UG <sup>2</sup>	3,873.50	3,915.10	41.60	1%	50% of the difference between nonresident rate and resident rate (including COF). Other 50% paid by Veteran's Administration.
Alaska Vet Med Award PR	12,502.50	12,017.62	(484.88)	-4%	Difference between at-large rate and resident rate - 1st and 2nd Year Alaska Residents participating in the Alaska 2+2 Program Only
Black Issues Forum R Award	335.90	355.70	19.80	6%	Summer only - 1 credit class reduced to \$60
Black Issues Forum NR Award	1,240.50	1,273.00	32.50	3%	Summer only - 1 credit class reduced to \$60
Native Educ Forum R Award	335.90	355.70	19.80	6%	Summer only - 1 credit class reduced to \$60
Native Educ Forum NR Award	1,240.50	1,273.00	32.50	3%	Summer only - 1 credit class reduced to \$60

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

<sup>2</sup> Difference between non-resident rate and resident rate, including COF portion.

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COLORADO STATE UNIVERSITY  
EDUCATION AND GENERAL  
PROPOSED STUDENT FEE SCHEDULE  
PER SEMESTER FOR ACADEMIC YEAR 2017-18  
ON CAMPUS

	2016-17 Approved Fees	2017-18 Proposed Changes	2017-18 Proposed Fees	Percent Change
<b>FULL TIME FEES (six or more credits)</b>				
Associated Students of Colorado State University (ASCSU)	\$24.45	\$0.00	\$24.45	0.0%
Athletics				
Operations	\$109.85	\$0.00	\$109.85	0.0%
Debt Service	\$5.07	\$0.00	\$5.07	0.0%
<del>Facilities Construction</del>	<del>\$0.00</del>	<del>\$0.00</del>	<del>\$0.00</del>	<del>0.0%</del>
Campus Recreation				
Student Recreation Center	\$66.11	\$0.00	\$66.11	0.0%
Facilities Debt Service <sup>6</sup>	\$56.97	\$0.00	\$56.97	0.0%
Recreational Sports Office	\$16.07	\$0.00	\$16.07	0.0%
CSU Health Network				
Medical Services <sup>5</sup>	\$166.56	\$0.00	\$166.56	0.0%
Facilities Construction	\$35.03	\$0.00	\$35.03	0.0%
Counseling Services <sup>5</sup>	\$44.24	\$2.24	\$46.48	5.1%
Lory Student Center				
Operations	\$102.07	\$4.24	\$106.31	4.2%
Facilities Construction/Renovations	\$76.21	\$0.00	\$76.21	0.0%
RamEvents	\$9.21	\$0.50	\$9.71	5.4%
Student Services				
Adult Learner and Veteran Services	\$7.49	\$0.00	\$7.49	0.0%
Career Center	\$31.22	\$0.00	\$31.22	0.0%
Committee for Disabled Student Accessibility	\$0.48	\$0.00	\$0.48	0.0%
Interpersonal Violence Response and Safety	\$4.25	\$0.00	\$4.25	0.0%
Off-Campus Life	\$5.40	\$0.14	\$5.54	2.6%
RamRide	\$5.95	\$0.12	\$6.07	2.0%
School of the Arts <sup>7</sup>	\$13.70	\$0.89	\$14.59	6.5%
Student Leadership, Involvement & Community Engagement	\$18.16	\$0.00	\$18.16	0.0%
Student Legal Services	\$7.26	\$0.04	\$7.30	0.6%
Student Resolution Center <sup>4</sup>	\$7.34	\$0.00	\$7.34	0.0%
Subtotal	\$813.09	\$8.17	\$821.26	1.0%
University Alternative Transportation Fee	\$18.80	\$7.43	\$26.23	39.5%
University Technology Fee	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee <sup>1</sup>	\$311.25	\$0.00	\$311.25	0.0%
<b>TOTAL FEES FULL-TIME STUDENT</b>	<b>\$1,168.14</b>	<b>\$15.60</b>	<b>\$1,183.74</b>	<b>1.3%</b>
<b>PART TIME FEES (five or less credits)</b>				
Adult Learner & Veteran Services	\$3.15	\$0.00	\$3.15	0.0%
Associated Students of Colorado State University (ASCSU)	\$10.27	\$0.00	\$10.27	0.0%
Career Center	\$31.22	\$0.00	\$31.22	0.0%
Committee for Disabled Student Accessibility	\$0.20	\$0.00	\$0.20	0.0%
Interpersonal Violence Response & Safety	\$1.79	\$0.00	\$1.79	0.0%
Lory Student Center				
Operations	\$42.87	\$1.78	\$44.65	4.2%
Facilities Construction/Renovations	\$32.01	\$0.00	\$32.01	0.0%
RamEvents	\$3.87	\$0.21	\$4.08	5.4%
Off-Campus Life	\$2.27	\$0.06	\$2.33	2.6%
RamRide	\$2.50	\$0.05	\$2.55	2.0%
Student Leadership, Involvement & Community Engagement	\$7.63	\$0.00	\$7.63	0.0%
Student Legal Services	\$3.05	\$0.02	\$3.07	0.7%
Student Resolution Center <sup>4</sup>	\$7.34	\$0.00	\$7.34	0.0%
University Alternative Transportation Fee <sup>3</sup>	\$7.90	\$3.12	\$11.02	39.5%
University Technology Fee <sup>2</sup>	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee <sup>1</sup>	\$103.75	\$0.00	\$103.75	0.0%
<b>TOTAL FEES PART-TIME STUDENT</b>	<b>\$284.82</b>	<b>\$5.24</b>	<b>\$290.06</b>	<b>1.8%</b>

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

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

<sup>3</sup> SFRB voted to move administration of fee from ASCSU to Parking and Transportation Services; \$375,212 funded primarily for additional transit services and ATFAB investment pool.

<sup>4</sup> Formerly named Conflict Resolution & Student Conduct Services

<sup>5</sup> CSU Health Network changed names of Hartshorn Health Service and University Counseling Center to Medical Services and Counseling Services

<sup>6</sup> 2007B/REF 1998 final bond payment occurs in FY18, offsetting mandatory budget increases

<sup>7</sup> Requested fee increase to cover mandatory salary & fringe increases, plus salary increases to retain qualified staff

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COLORADO STATE UNIVERSITY  
EDUCATION AND GENERAL  
PROPOSED STUDENT FEE SCHEDULE  
PER SEMESTER FOR ACADEMIC YEAR 2017-18  
OFF-CAMPUS

	2016-17 Approved Fees	2017-18 Proposed Changes	2017-18 Proposed Fees	Percent Change
<b>FULL TIME FEES (six or more credits)</b>				
Adult Learner & Veteran Services	\$3.75	\$0.00	\$3.75	0.0%
Associated Students of Colorado State University	\$12.23	\$0.00	\$12.23	0.0%
Athletics				
Operations	\$0.00	\$0.00	\$0.00	0.0%
Debt Service	\$2.54	\$0.00	\$2.54	0.0%
Campus Recreation				
Student Recreation Center	\$0.00	\$0.00	\$0.00	0.0%
Facilities Debt Service <sup>6</sup>	\$28.49	\$0.00	\$28.49	0.0%
Career Center	\$31.22	\$0.00	\$31.22	0.0%
Committee for Disabled Student Accessibility	\$0.24	\$0.00	\$0.24	0.0%
Interpersonal Violence Response and Safety	\$2.13	\$0.00	\$2.13	0.0%
Lory Student Center				
Operations	\$0.00	\$0.00	\$0.00	0.0%
Facilities Construction/Renovations	\$38.11	\$0.00	\$38.11	0.0%
Student Resolution Center <sup>4</sup>	\$7.34	\$0.00	\$7.34	0.0%
Subtotal	\$126.05	\$0.00	\$126.05	0.0%
University Alternative Transportation Fee <sup>3</sup>	\$9.40	\$3.72	\$13.12	39.6%
University Technology Fee <sup>2</sup>	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee <sup>1</sup>	\$311.25	\$0.00	\$311.25	0.0%
<b>TOTAL FEES FULL-TIME STUDENT</b>	<b>\$471.70</b>	<b>\$3.72</b>	<b>\$475.42</b>	<b>0.8%</b>
<b>PART TIME FEES (five or less credits)</b>				
Adult Learner & Veteran Services	\$1.87	\$0.00	\$1.87	0.0%
Associated Students of Colorado State University	\$6.11	\$0.00	\$6.11	0.0%
Athletics Debt Service	\$1.27	\$0.00	\$1.27	0.0%
Campus Recreation Facilities Debt Service	\$14.24	\$0.00	\$14.24	0.0%
Career Center	\$31.22	\$0.00	\$31.22	0.0%
Committee for Disabled Student Accessibility	\$0.12	\$0.00	\$0.12	0.0%
Interpersonal Violence Response and Safety	\$1.06	\$0.00	\$1.06	0.0%
Lory Student Center				
Operations	\$0.00	\$0.00	\$0.00	0.0%
Facilities Construction/Renovations	\$19.05	\$0.00	\$19.05	0.0%
Student Resolution Center <sup>4</sup>	\$7.34	\$0.00	\$7.34	0.0%
University Alternative Transportation Fee <sup>3</sup>	\$4.70	\$1.86	\$6.56	39.6%
University Technology Fee <sup>2</sup>	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee <sup>1</sup>	\$103.75	\$0.00	\$103.75	0.0%
<b>TOTAL FEES PART-TIME STUDENT</b>	<b>\$215.73</b>	<b>\$1.86</b>	<b>\$217.59</b>	<b>0.9%</b>

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

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

<sup>3</sup> SFRB voted to move administration of fee from ASCSU to Parking and Transportation Services; \$375,212 funded primarily for additional transit services and A

<sup>4</sup> Formerly named Conflict Resolution & Student Conduct Services

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COLORADO STATE UNIVERSITY  
EDUCATION AND GENERAL  
PROPOSED STUDENT FEE SCHEDULE  
PER SEMESTER FOR ACADEMIC YEAR 2017-18  
SUMMER SESSION ON CAMPUS

	2016-17 Approved Fees	2017-18 Proposed Changes	2017-18 Proposed Fees	Percent Change
<b>FULL TIME FEES (six or more credits)</b>				
Associated Students of Colorado State University (ASCSU)	\$15.89	\$0.00	\$15.89	0.0%
Athletics				
Facilities Debt Service	\$3.30	\$0.00	\$3.30	0.0%
Campus Recreation				
Student Recreation Center	\$42.97	\$0.00	\$42.97	0.0%
Facilities Debt Service <sup>5</sup>	\$37.03	\$0.00	\$37.03	0.0%
Recreational Sports Office	\$10.45	\$0.00	\$10.45	0.0%
CSU Health Network				
Medical Services <sup>5</sup>	\$108.26	\$0.00	\$108.26	0.0%
Facilities Construction	\$22.77	\$0.00	\$22.77	0.0%
Counseling Services <sup>5</sup>	\$28.76	\$1.45	\$30.21	5.0%
Lory Student Center				
Operations	\$66.35	\$2.75	\$69.10	4.1%
Facilities Construction/Renovation	\$49.54	\$0.00	\$49.54	0.0%
Student Services				
Adult Learner and Veteran Services	\$4.87	\$0.00	\$4.87	0.0%
Career Center	\$20.29	\$0.00	\$20.29	0.0%
Committee for Disabled Student Accessibility	\$0.31	\$0.00	\$0.31	0.0%
Interpersonal Violence Response & Safety	\$2.76	\$0.00	\$2.76	0.0%
Off-Campus Life	\$3.51	\$0.09	\$3.60	2.6%
RamRide	\$3.87	\$0.08	\$3.95	2.1%
School of the Arts <sup>7</sup>	\$8.91	\$0.57	\$9.48	6.4%
Student Leadership, Involvement & Community Engagement	\$11.80	\$0.00	\$11.80	0.0%
Student Legal Services	\$4.72	\$0.03	\$4.75	0.6%
Student Resolution Center <sup>4</sup>	\$4.77	\$0.00	\$4.77	0.0%
Subtotal	\$451.13	\$4.97	\$456.10	1.1%
University Alternative Transportation Fee <sup>3</sup>	\$12.22	\$4.83	\$17.05	39.5%
University Technology Fee <sup>2</sup>	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee <sup>1</sup>	\$311.25	\$0.00	\$311.25	0.0%
<b>TOTAL FEES FULL-TIME STUDENT</b>	<b>\$799.60</b>	<b>\$9.80</b>	<b>\$809.40</b>	<b>1.2%</b>
<b>PART TIME FEES (five or less credits)</b>				
Adult Learner and Veteran Services	\$2.04	\$0.00	\$2.04	0.0%
Associated Students of Colorado State University (ASCSU)	\$6.68	-\$0.01	\$6.67	-0.1%
Career Center	\$20.29	\$0.00	\$20.29	0.0%
Committee for Disabled Student Accessibility	\$0.13	\$0.00	\$0.13	0.0%
Interpersonal Violence Response & Safety	\$1.16	\$0.00	\$1.16	0.0%
Lory Student Center				
Operations	\$27.87	\$1.15	\$29.02	4.1%
Facilities Construction/Renovations	\$20.81	\$0.00	\$20.81	0.0%
Off-Campus Life	\$1.47	\$0.04	\$1.51	2.7%
RamRide	\$1.63	\$0.03	\$1.66	1.8%
Student Leadership, Involvement & Community Engagement	\$4.96	\$0.00	\$4.96	0.0%
Student Legal Services	\$1.98	\$0.01	\$1.99	0.5%
Student Resolution Center <sup>4</sup>	\$4.77	\$0.00	\$4.77	0.0%
University Alternative Transportation Fee <sup>3</sup>	\$5.13	\$2.03	\$7.16	39.6%
University Technology Fee <sup>2</sup>	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee <sup>1</sup>	\$103.75	\$0.00	\$103.75	0.0%
<b>TOTAL FEES PART-TIME STUDENT</b>	<b>\$227.67</b>	<b>\$3.25</b>	<b>\$230.92</b>	<b>1.4%</b>

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

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

<sup>3</sup> SFRB voted to move administration of fee from ASCSU to Parking and Transportation Services; \$375,212 funded primarily for additional transit services at

<sup>4</sup> Formerly named Conflict Resolution & Student Conduct Services

<sup>5</sup> CSU Health Network changed names of Hartshorn Health Service and University Counseling Center to Medical Services and Counseling Services

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COLORADO STATE UNIVERSITY  
EDUCATION AND GENERAL  
PROPOSED STUDENT FEE SCHEDULE  
PER SEMESTER FOR ACADEMIC YEAR 2017-18  
SUMMER SESSION OFF CAMPUS

	2016-17 Approved Fees	2017-18 Proposed Changes	2017-18 Proposed Fees	Percent Change
<b>FULL TIME FEES (six or more credits)</b>				
Adult Learner & Veteran Services	\$2.43	\$0.00	\$2.43	0.0%
Associated Students of Colorado State University	\$7.95	\$0.00	\$7.95	0.0%
Athletics Debt Service	\$1.65	\$0.00	\$1.65	0.0%
Campus Recreation				
Facilities Debt Service <sup>6</sup>	\$18.52	\$0.00	\$18.52	0.0%
Student Recreation Center	\$0.00	\$0.00	\$0.00	0.0%
Career Center	\$20.29	\$0.00	\$20.29	0.0%
Committee for Disabled Students Accessibility	\$0.16	\$0.00	\$0.16	0.0%
Interpersonal Violence Response & Safety	\$1.38	\$0.00	\$1.38	0.0%
Lory Student Center				
Operations	\$0.00	\$0.00	\$0.00	0.0%
Facilities Construction/Renovation	\$24.77	\$0.00	\$24.77	0.0%
Student Resolution Center <sup>4</sup>	\$4.77	\$0.00	\$4.77	0.0%
Subtotal	\$81.92	\$0.00	\$81.92	0.0%
University Alternative Transportation Fee <sup>3</sup>	\$6.11	\$2.41	\$8.52	39.4%
University Technology Fee <sup>2</sup>	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee <sup>1</sup>	\$311.25	\$0.00	\$311.25	0.0%
<b>TOTAL FEES FULL-TIME STUDENT</b>	<b>\$424.28</b>	<b>\$2.41</b>	<b>\$426.69</b>	<b>0.6%</b>
<b>PART TIME FEES (five or less credits)</b>				
Adult Learner & Veteran Services	\$1.22	\$0.00	\$1.22	0.0%
Associated Students of Colorado State University	\$3.98	-\$0.01	\$3.97	-0.3%
Athletics Debt Service	\$0.83	-\$0.01	\$0.82	-1.2%
Campus Recreation Facilities Debt Service	\$9.26	\$0.00	\$9.26	0.0%
Career Center	\$20.29	\$0.00	\$20.29	0.0%
Committee for Disabled Student Accessibility	\$0.08	\$0.00	\$0.08	0.0%
Interpersonal Violence Response & Safety	\$0.69	\$0.00	\$0.69	0.0%
Lory Student Center				
Operations	\$0.00	\$0.00	\$0.00	0.0%
Facilities Construction/Renovation	\$12.38	\$0.00	\$12.38	0.0%
Student Resolution Center <sup>4</sup>	\$4.77	\$0.00	\$4.77	0.0%
University Alternative Transportation Fee <sup>3</sup>	\$3.06	\$1.20	\$4.26	39.2%
University Technology Fee <sup>2</sup>	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee <sup>1</sup>	\$103.75	\$0.00	\$103.75	0.0%
<b>TOTAL FEES PART-TIME STUDENT</b>	<b>\$185.31</b>	<b>\$1.18</b>	<b>\$186.49</b>	<b>0.6%</b>

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

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

<sup>3</sup> SFRB voted to move administration of fee from ASCSU to Parking and Transportation Services; \$375,212 funded primarily for additional transit ser

<sup>4</sup> Formerly named Conflict Resolution & Student Conduct Services

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COLORADO STATE UNIVERSITY  
PROFESSIONAL VETERINARY MEDICINE  
PROPOSED STUDENT FEE SCHEDULE  
PER SEMESTER FOR ACADEMIC YEAR 2017-18

	2016-17 Approved <u>Fees</u>	2017-18 Proposed <u>Changes</u>	2017-18 Proposed <u>Fees</u>	Percent <u>Change</u>
<b>FRESHMEN, SOPHOMORES &amp; JUNIORS</b>				
Student Fees	\$813.09	\$8.17	\$821.26	1.0%
University Alternative Transportation Fee	\$18.80	\$7.43	\$26.23	39.5%
University Technology Fee	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee <sup>1</sup>	\$435.75	\$0.00	\$435.75	0.0%
<b>PVM FEES Per Semester for FRESHMAN, SOPHOMORES &amp; JUNIORS</b>	<b>\$1,292.64</b>	<b>\$15.60</b>	<b>\$1,308.24</b>	<b>1.2%</b>
<b>SENIORS (Per Academic Year):<sup>2</sup></b>				
Total Academic Year Student Fees <sup>3</sup>	\$1,626.18	\$16.34	\$1,642.52	1.0%
Total University Alternative Transportation Fee <sup>5</sup>	\$37.60	\$14.86	\$52.46	39.5%
Total Academic Year University Technology Fee <sup>3</sup>	\$50.00	\$0.00	\$50.00	0.0%
Total Academic Year University Facilities Fee <sup>4</sup>	\$871.50	\$0.00	\$871.50	0.0%
<b>SENIORS Total Fees per Academic Year</b>	<b>\$2,585.28</b>	<b>\$31.20</b>	<b>\$2,616.48</b>	<b>1.2%</b>
<b>SENIORS (Average Per Semester):<sup>2</sup></b>				
Total Academic Year Student Fees <sup>3</sup>	\$542.06	\$5.45	\$547.51	1.0%
Total University Alternative Transportation Fee <sup>5</sup>	\$12.53	\$4.95	\$17.49	39.5%
Total Academic Year University Technology Fee <sup>3</sup>	\$16.67	\$0.00	\$16.67	0.0%
Total Academic Year University Facilities Fee <sup>4</sup>	\$290.50	\$0.00	\$290.50	0.0%
<b>PVM SENIORS Total (Average Per Semester) <sup>3</sup></b>	<b>\$861.76</b>	<b>\$10.40</b>	<b>\$872.16</b>	<b>1.2%</b>

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

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

<sup>3</sup> Academic Year includes two semesters of the approved fees.

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

<sup>5</sup> SFRB voted to move administration of fee from ASCSU to Parking and Transportation Services; \$375,212 funded primarily for additional transit services and ATFAB investment pool.

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Stretch Goal or Strategic Initiative: N/A. Board approval of this administrative action is required by statute, CCHE, Board, or university policy.

MATTERS FOR ACTION:

Approval of Special Course Fees for FY 2017-2018

RECOMMENDED ACTION:

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

EXPLANATION:

Presented by Tony Frank, President

The recommendations for special course fees have been reviewed by the Special Course Fee Committee (chaired by the Vice Provost for Undergraduate Affairs) and the Provost and Executive Vice President. New, Changed, and Discontinued fees are listed on a separate sheet from the Comprehensive List of fees, which incorporates these changes. Each proposed fee meets the guidelines established by the Board of Governors. A summary of the proposed course fee requests for FY18 is highlighted below.

There have been 12 proposals for new special course fees, resulting in an estimated revenue increase of \$12,925.

There have been 37 proposals for changes to existing course fees, of which 5 are decreases. The total estimated maximum net impact of changes in existing fees is a revenue increase of \$49,818.

Discontinued course fees (22) will result in an estimated annual reduction in revenue of \$19,132.

The net impact of the addition of new course fees, changes in existing fees and fee cancellations is an estimated increase of \$43,611 in revenue.



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**SPECIAL COURSE FEES - NEW FEES**  
 Fall 2017, Spring 2018, Summer 2018

Prefix	Course Number	Course Title	Requested Fee	Effective Term
		<b>NEW</b>		
AGED	220	Understanding Agricultural Education	\$15.60	FA17
AGED	440	Managing Experiences for Ag. Ed. Laboratories	\$50.00	FA17
ANEQ	626	Animal Nutrition, Emissions, and Management	\$66.05	FA17
CIVE	102	Introduction: Civil/Environmental Engr.	\$6.32	FA17
CIVE	301	Fluid Mechanics Laboratory	\$8.29	FA17
GEOL	201	Field Geology of the Colorado Front Range	\$149.25	FA17
LIFE	206	Microbial Biology Laboratory	\$25.00	FA17
MECH	515	Advanced Topics in Mechanical Vibrations	\$97.23	FA17
NR	300	Biological Diversity	\$2.50	SP18
TH	153	Singing for Actors I	\$131.20	FA18
TH	253	Singing for Actors II	\$131.20	FA18
WR	440	Watershed Problem Analysis	\$15.74	SP18

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**SPECIAL COURSE FEES - FEE CHANGES**

Fall 2017, Spring 2018, Summer 2018

Prefix	Course Number	Course Title	Current Fee	Requested Fee	Effective Term
AGED	244	Power, Structure, & Tech Systems in Ag Ed	\$25.00	\$100.00	FA17
AGED	420	Developing School Based Ag Ed Programs	\$36.67	\$52.33	SP18
ANEQ	510	Bovine Reproduction Mgmt.	\$250.00	\$200.92	FA17
ART	136	Introduction to Figure Drawing	\$37.78	\$50.00	FA17
ART	260	Painting I	\$15.00	\$20.00	FA17
ART	265	Printmaking I	\$75.00	\$80.00	FA17
ART	365, 366, 465, 466	Printmaking II, III, IV and V	\$85.00	\$90.00	FA17
BMS	305/531	Domestic Gross Animal Anatomy/ Animal Dissection	\$56.23	\$57.35	SP18
BZ	311	Developmental Biology	\$19.00	\$21.96	SP18
CBE	101	Chemical & Biological Engr. I	\$26.56	\$117.54	FA18
CBE	333	Mass Transfer & Separation Laboratory (I)	\$95.69	\$108.67	FA18
CBE	443	Mass Transfer & Separation Laboratory (II)	\$203.44	\$163.09	SP18
CHEM	334	Quantitative Analysis Laboratory	\$50.00	\$68.18	FA17
CIVE	103	Engineering Graphics & Computing	\$6.05	\$23.58	SP18
CIVE	302	Evaluations of Civil Engr. Materials	\$128.61	\$130.48	FA17
ECE	103	DC Circuit Analysis	\$260.63	\$288.68	FA17
FSHN	486a	Practicum in Nutrition Counseling	\$15.00	\$20.00	FA17
FSHN	686a	Practicum in Nutrition Counseling	\$15.00	\$20.00	FA17
FW	465	Managing Human-Wildlife Conflicts	\$60.00	\$146.77	FA17
HDFS	521	Family Therapy Practice: Common Factor	\$114.75	\$110.00	SP18

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HDFS	621	Family Therapy Practice: Special Topics	\$114.75	\$110.00	FA17
HORT	100	Horticultural Science	\$12.00	\$12.12	FA17
HORT	260	Plant Propagation	\$26.00	\$20.32	SP18
HORT	450 c-d	Horticulture Food Crops, C-D sections	\$37.00	\$38.92	FA17
LAND	376	Landscape Design & Visualization	\$423.00	\$427.69	SU18
MECH	202	Engineering Design II	\$64.35	\$66.15	FA17
MECH	231	Engineering Experimentation	\$71.27	\$78.43	FA17
MECH	307	Mechatronics and Measurement Systems	\$118.39	\$141.93	FA17
MECH	324	Dynamics of Machines	\$57.27	\$65.31	FA17
MECH	331	Introduction to Engineering Materials	\$61.29	\$71.56	FA17
MECH	338	Thermosciences Laboratory	\$49.73	\$60.93	FA17
MECH	486a	Engineering Design Practicum I	\$115.00	\$130.00	FA17
MECH	486b	Engineering Design Practicum II	\$140.00	\$155.00	FA17
MU	527a-c	Conducting Seminar Levels 1-3	\$1,333	\$1,500.00	SU18
NR	220	Natural Resource Ecology and Measurements	\$61.25	\$67.67	SU18
POLS	486A	Practicum: Legislative Politics	\$280.00	\$345.00	SP18
WR	417	Watershed Measurement	\$100.69	\$107.52	FA17

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**SPECIAL COURSE FEES – DISCONTINUED FEES**

Prefix	Course Number	Course Title	Current Fee	Requested Fee is \$0	Effective Term
CBE	102	Chem & Bio Eng. II	\$59.00	0.00	FA17
EDCO	656	Tests and Assessments	\$36.75	0.00	FA17
FTEC	360	Brewing Processes	\$45.00	0.00	FA17
HES	240	1st Aid and Emergency Care	\$27.00	0.00	FA17
HES	403	Physiology of Exercise	\$7.00	0.00	FA17
HES	405	Exercise Testing Instrumentation	\$6.00	0.00	FA17
HES	420	Electrocardiography and Exercise Mgmt.	\$20.00	0.00	FA17
HES	520	Advanced Exercise Testing & Prescription	\$20.00	0.00	FA17
HORT	335	Landscape Structures	\$25.30	0.00	FA17
HORT	341	Turfgrass Management	\$8.75	0.00	FA16
HORT	431	Planting Design Studio	\$25.00	0.00	FA17
HORT	432	Intensive Landscape Design Studio	\$30.90	0.00	FA16
HORT	465	Landscape Estimating	\$9.17	0.00	FA17
LAND	610	Topics in Garden Design	\$29.43	0.00	FA17
LAND	640	Major Landscape Design	\$29.43	0.00	FA17
LAND/ LIFE	220	Fundamentals of Ecology	\$3.00	0.00	FA17
NRRT	331	Management of Parks and Protected Areas	\$18.25	0.00	FA17
NRRT	473	Ski Area Management	\$160.00	0.00	FA17
SOCR	342	Organic Soil Fertility	\$18.00	0.00	FA16
TH	149	Movement for Actors I	\$152.00	0.00	FA17
TH	249	Movement for Actors II	\$144.00	0.00	FA17
TH	261	Drawing & Rendering for the Theatre	\$50.00	0.00	FA17

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**SPECIAL COURSE AND PROGRAM FEES**  
**COMPREHENSIVE LIST** as submitted to the BOG, May 2017  
*(Effective Fall 2017, Spring 2018, Summer 2018)*

<i>Special Course Fees</i>		
<u>Course Number</u>	<u>Course Name</u>	<u>Fee Amount</u>
AGED 110	Agriculture Production Systems	\$45.94
AGED 220	Understanding Agricultural Education	\$15.60
AGED 240	Technical Tool Applications in Agriculture	\$55.00
AGED 241	Plumbing and Electrical Applications in Agriculture	\$25.00
AGED 244	Power Systems in Agriculture Education	\$100.00
AGED 320	Technology Lab for Ag Education	\$50.00
AGED 330	Program Design and Evaluation in Ag Literacy	\$16.14
AGED 420	Developing School Based Ag Ed Programs	\$52.33
AGED 430	Methods of Agricultural Literacy	\$16.14
AGED 440	Managing Experiences for Agricultural Education Laboratories	\$50.00
AM 143	Introduction to Apparel Design	\$130.88
AM 241	Apparel Production	\$52.10
AM 341	Computer-Aided Apparel Production	\$16.59
AM 345	Draping Design	\$39.57
AM 375	Production Design and Development	\$45.17-56.47
AM 421	Textile Analysis	\$52.24
AM 446	Apparel Design and Production	\$242.33
AM 546	Theoretical Apparel Design Solutions	\$237.95
ANEQ 101	Food Animal Science	\$50.00
ANEQ 102	Introduction to Equine Science	\$28.20
ANEQ 105	Introduction to Large Animal Anatomy	\$150.00
ANEQ 201A	Preparation of Horses for Competition-Western	\$766.45
ANEQ 201B	Preparation of Horses for Competition-English	\$766.45
ANEQ 202	Safety in Horse Handling	\$75.00
ANEQ 203	Equine Management	\$156.65
ANEQ 204	Equine Facilities Management	\$47.00
ANEQ 249	Trail Riding Industry	\$483.00
ANEQ 250	Live Animal and Carcass Evaluation	\$100.00
ANEQ 286	Livestock Practicum	\$33.67

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ANEQ 300R	Calving and Calf Care	\$50.00
ANEQ 312	Animal Ultrasonography	\$200.00
ANEQ 315	Equine Behavior	\$55.00
ANEQ 320	Principles of Animal Nutrition	\$40.00
ANEQ 325	Equine Exercise Physiology	\$110.80
ANEQ 340	Horse Training and Sale Preparation I	\$600.00
ANEQ 341	Horse Training and Sale Preparation II	\$600.00
ANEQ 344	Principles of Equine Reproduction	\$25.00
ANEQ 346	Equine Disease Management	\$44.00
ANEQ 349	Packing and Outfitting	\$485.00
ANEQ 351	Techniques in Therapeutic Riding	\$157.00
ANEQ 365	Principles of Teaching Therapeutic Riding	\$296.00
ANEQ 386B	Equine Practicum-Equine Reproductive Management	\$232.00
ANEQ 386C	Equine Farrier Practicum	\$47.20
ANEQ 442	Riding Instructor Training	\$136.75
ANEQ 444	Equine Business Management	\$50.00
ANEQ 445	Foaling Management	\$25.00
ANEQ 470	Meat Systems	\$100.00
ANEQ 474	Swine Systems	\$300.00
ANEQ 476	Feedlot Systems	\$20.00
ANEQ 478	Beef Systems	\$45.00
ANEQ 486	Therapeutic Riding Instructor Practicum	\$65.39
ANEQ 510	Bovine Reproductive Management	\$200.92
ANEQ 551	Field Necropsy	\$154.39
ANEQ 626	Animal Nutrition, Emissions, and Management	\$66.05
ANTH 121	Human Origins and Variation Laboratory	\$30.00
ANTH 275	Introduction to Forensic Anthropology	\$20.00
ANTH 373	Human Evolution	\$20.00
ANTH 442	Ethnographic Field School	\$1,100.00
ANTH 460	Field Class in Archaeology	\$1,175.00
ANTH 465	Zooarchaeology	\$25.00
ANTH 470	Paleontology Field School	\$1,000.00
ANTH 660	Field Archaeology	\$1,175.00
AREC 224	Intro to Agribusiness Entrepreneurship	\$15.00
AREC 412	Agricultural Commodities Marketing	\$25.00
ART 136	Introduction to Figure Drawing	\$50.00
ART 160	Two-Dimensional Visual Fundamentals	\$7.00

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ART 230	Photo Image Making I	\$45.00
ART 235	Intermediate Drawing I	\$20.00
ART 240	Pottery I	\$70.00
ART 245	Metalsmithing and Jewelry I	\$60.00
ART 250	Fibers I	\$50.00
ART 255	Introduction to Graphic Design	\$15.00
ART 256	Introduction to Electric Art	\$60.00
ART 260	Painting I	\$20.00
ART 265	Printmaking I-Intaglio and Relief	\$80.00
ART 270	Sculpture I	\$50.00
ART 295C	Independent Study-Sculpture	\$12.00/credit
ART 295E	Independent Study-Metalsmithing and Jewelry	\$18.75/credit
ART 326	Art Education Studio	\$35.00
ART 330	Photo Image Making II	\$70.00
ART 331	Photo Image Making III	\$75.00
ART 335	Intermediate Drawing II	\$20.00
ART 336	Intermediate Drawing III	\$20.00
ART 340	Pottery II	\$70.00
ART 341	Pottery III	\$80.00
ART 345	Metalsmithing and Jewelry II	\$70.00
ART 346	Metalsmithing and Jewelry III	\$75.00
ART 350	Fibers II	\$70.00
ART 351	Fibers III	\$70.00
ART 355	Typography and Design Systems	\$55.00
ART 356	Illustration	\$55.00
ART 360	Painting II	\$15.00
ART 361	Painting III	\$80.00
ART 365	Printmaking II-Lithography	\$90.00
ART 366	Printmaking III-Studio Workshop	\$90.00
ART 370	Sculpture II	\$70.00
ART 371	Sculpture III	\$75.00
ART 375	Figure Modeling and Drawing	\$75.00
ART 430	Advanced Photo Image Making I	\$60.00
ART 431	Advanced Photo Image Making II	\$60.00
ART 435	Advanced Drawing I	\$20.00
ART 436	Advanced Drawing II	\$20.00
ART 440	Pottery IV	\$80.00
ART 441	Pottery V	\$80.00

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ART 445	Metalsmithing and Jewelry IV	\$70.00
ART 446	Metalsmithing and Jewelry V	\$70.00
ART 450	Fibers IV	\$35.00
ART 451	Fibers V	\$35.00
ART 455	Advanced Typography and Design Systems	\$55.00
ART 456	Advanced Illustration	\$55.00
ART 460	Advanced Painting I	\$15.00
ART 461	Advanced Painting II	\$15.00
ART 465	Printmaking IV-Studio Workshop	\$90.00
ART 466	Printmaking V-Studio Workshop	\$90.00
ART 470	Sculpture IV	\$55.00
ART 471	Sculpture V	\$55.00
ART 392	Undergraduate Professional Practices	\$13.00
ART 495B	Independent Study-Printmaking	\$25.00/credit
ART 495C	Independent Study-Sculpture	\$13.00/credit
ART 495D	Independent Study-Fibers	\$12.00/credit
ART 495E	Independent Study-Metalsmithing and Jewelry	\$18.75/credit
ART 495J	Independent Study-Pottery	\$23.00/credit
ART 495K	Independent Study-Photo Image Making	\$ 5.00/credit
ART 496A	Group Study-Painting	\$25.00
ART 496B	Group Study-Printmaking	\$25.00/credit
ART 496C	Group Study-Sculpture	\$13.00/credit
ART 496D	Group Study-Fibers	\$12.00/credit
ART 496E	Group Study-Metalsmithing and Jewelry	\$18.75/credit
ART 496J	Group Study-Pottery	\$23.00/credit
ART 496K	Group Study-Photo Image Making	\$28.00
ART 575B	Studio Problems-Printmaking	\$20.00/credit
ART 575C	Studio Problems-Sculpture	\$13.00/credit
ART 575D	Studio Problems-Fibers	\$12.00/credit
ART 575E	Studio Problems-Metalsmithing and Jewelry	\$18.75/credit
ART 675B	Studio Problems-Printmaking	\$20.00/credit
ART 675C	Studio Problems-Sculpture	\$13.00/credit
ART 675D	Studio Problems-Fibers	\$12.00/credit
ART 675E	Studio Problems-Metalsmithing and Jewelry	\$18.75/credit
ART 695B	Independent Study-Printmaking	\$20.00/credit
ART 695C	Independent Study-Sculpture	\$13.00/credit
ART 695D	Independent Study-Fibers	\$12.00/credit
ART 695E	Independent Study-Metalsmithing and Jewelry	\$18.75/credit



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ART 699B	Thesis-Printmaking	\$20.00/credit
ART 699C	Thesis-Sculpture	\$13.00/credit
ART 699D	Thesis-Fibers	\$12.00/credit
ART 699E	Thesis-Metalsmithing and Jewelry	\$18.75/credit
BC 404	Comprehensive Biochemistry Laboratory	\$100.00
BIOM 300	Problem Based Learning Lab	\$179.63
BIOM 525	Cell and Tissue Engineering	\$66.67
BIOM 533	Molecular Tools for Engineers	\$66.33
BMS 301	Human Gross Anatomy	\$94.30
BMS 302	Laboratory in Principles of Physiology	\$10.00
BMS 305	Domestic Animal Gross Anatomy	\$57.35
BMS 345	Functional Neuroanatomy	\$27.80
BMS 531	Domestic Animal Dissection	\$57.35
BMS 545	Neuroanatomy	\$27.80
BMS 575	Human Anatomy Dissection	\$94.30
BSPM 303A	Entomology Laboratory – General	\$26.42
BSPM 361	Elements of Plant Pathology	\$15.00
BSPM 365	Integrated Tree Health Management	\$11.00
BSPM 445	Aquatic Insects	\$79.64
BZ 105	Basic Concepts of Plant Life Laboratory	\$5.00
BZ 111	Animal Biology Laboratory	\$21.96
BZ 120	Principles of Plant Biology	\$5.00
BZ 212	Animal Biology-Invertebrates	\$20.00
BZ 214	Animal Biology-Vertebrates	\$32.21
BZ 311	Developmental Biology	\$19.00
BZ 310	Cell Biology	\$28.00
BZ 330	Mammology	\$13.00
BZ 335	Ornithology	\$15.00
BZ 472	Stream Biology and Ecology Laboratory	\$13.00
BZ 474	Limnology	\$13.00
CBE 101	Chemical and Biological Engineering I	\$117.54
CBE 333	Momentum and Heat Transfer Laboratory	\$108.67
CBE 443	Mass Transfer and Separation Laboratory	\$163.09
CHEM 104	Chemistry in Context Laboratory	\$9.72
CHEM 108	Fundamentals of Chemistry Laboratory	\$9.73
CHEM 112	General Chemistry Laboratory I	\$21.20
CHEM 114	General Chemistry Laboratory II	\$14.16
CHEM 246	Fundamentals of Organic Chemistry Laboratory	\$48.88

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CHEM 334	Quantitative Analysis Laboratory-Biological	\$68.18
CHEM 344	Modern Organic Chemistry Laboratory	\$83.60
CHEM 345	Organic Chemistry I	\$23.34
CHEM 346	Organic Chemistry II	\$33.49
CHEM 431	Instrumental Analysis	\$50.00
CHEM 433	Clinical Chemistry	\$42.67
CHEM 440	Advanced Organic Chemistry Laboratory	\$106.00
CHEM 462	Inorganic Chemistry Laboratory	\$103.00
CHEM 475	Physical Chemistry Laboratory I	\$50.00
CHEM 477	Physical Chemistry Laboratory II	\$50.00
CIVE 102	Introduction: Civil & Environmental Engineering	\$6.32
CIVE 103	Engineering Graphics and Computing	\$23.58
CIVE 301	Fluid Mechanics Laboratory	\$8.29
CIVE 302	Evaluation of Civil Engineering Materials	\$130.48
CIVE 356	Intro to Geotechnical Engineering Lab	\$140.14
CIVE 441	Water Quality Analysis and Treatment	\$67.85
CIVE 521	Hydrometry	\$28.50
CIVE 525	Water Engineering: International Development	\$45.00
CON 251	Materials Testing & Processing	\$13.00
CON 261	Construction Surveying	\$120.95
CON 351	Construction Field Management	\$41.00
D 120A-B	Dance Techniques I (Modern and Ballet)	\$72.00/credit
D 121A-B	Dance Techniques II (Modern and Ballet)	\$72.00/credit
D 220A-B	Dance Techniques III (Modern and Ballet)	\$72.00/credit
D 221A-B	Dance Techniques IV (Modern and Ballet)	\$72.00/credit
D 320A-B	Dance Techniques V (Modern and Ballet)	\$72.00/credit
D 321A-B	Dance Techniques VI (Modern and Ballet)	\$72.00/credit
D 330	Ballet Repertory Ensemble	144.00
D 420B	Dance Techniques VII-Ballet	\$72.00/credit
D 421B	Dance Techniques VIII-Ballet	\$72.00/credit
DM 400	U S Travel – New York City	\$900 - \$1915
DM 542	Advanced Computer-Aided Textile Design	\$233.94
ECE 102	Digital Circuit Logic	\$25.00
ECE 103	DC Circuit Analysis	\$288.68
ECE 202	Circuit Theory Applications	\$15.00
ECE 251	Introduction to Microprocessors	\$12.00
ECE 331	Electronics Principles I	\$15.00
ECE 332	Electronic Principles II	\$15.00

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ECE 401	Senior Design Project I	\$40.00
ECE 402	Senior Design Project II	\$60.00
ECE 533	Biomolecular Tools for Engineers	\$66.33
EDCT 485	Student Teaching	\$80.00
EDUC 475	Elementary School Music Methods II	\$35.00
EDUC 476	Choral Methods for Secondary Schools	\$35.00
EDUC 477	Instrumental Methods for Secondary Schools	\$35.00
EDUC 485B	Student Teaching-Secondary	\$80.00
EDUC 485C	Student Teaching-Early Childhood	\$80.00
ERHS 230	Environmental Health Field Methods	\$75.00
ERHS 547	Equipment and Instrumentation	\$50.00
ERHS 566	Clinical and Forensic Toxicology	\$50.00
ERHS 567	Cell and Molecular Toxicology Technique	\$60.00
ESS 400	Sustainability and Ecosystem Science	\$9.50
ESS 440	Practicing Sustainability	\$24.07
ESS 486	Ecosystem Practicum	\$230.00 - 381
ETST 208	Native American Art and Material Culture	\$16.00
F 321	Forest Biometry	\$42.75
F 326	Wildland Fire Behavior and Management	\$16.00
F 421	Forest Stand Management	\$35.00
F 430	Forestry Field Practices	\$135.00
FSHN 301	Food Principles and Applications Laboratory	\$45.00
FSHN 450	Medical Nutrition Therapy	\$35.00
FSHN 486a	Practicum in Nutrition Counseling	\$20.00
FSHN 686a	Graduate Practicum in Nutrition Counseling	\$20.00
FTEC 210	Science of Food Fermentation	\$45.00
FTEC 422	Brewing Analysis & Quality Control	\$25.00
FTEC 430	Sensory Evaluation of Fermented Products	\$25.00
FTEC 460	Brewing Science and Technology	\$45.00
FW 111	Basic Outdoor Skills	\$261.00
FW 204	Introduction to Fishery Biology	\$65.00
FW 301	Ichthyology Laboratory	\$18.50
FW 375	Field Wildlife Studies	\$412.00-477.00
FW 400	Conservation of Fish in Aquatic Ecosystems	\$45.00
FW 401	Fishery Science	\$15.00
FW 402	Fish Culture	\$50.00
FW 405	Fish Physiology	\$27.00
FW 465	Managing Human-Wildlife Conflicts	\$146.77

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FW 469	Conservation in Management of Large Mammals	\$295.00
FW 471	Wildlife Data Collection and Analysis	\$41.50
FW 477	Habitat for Wildlife	\$57.00
FW 605	Advanced Fish Ecophysiology	\$27.00
FW 677	Wildlife Habitat Management	\$57.00
GEOL 121	Introductory Geology Laboratory	\$15.00
GEOL 150	Physical Geology for Scientists and Engineers	\$23.00
GEOL 154	Historical and Analytical Geology	\$37.00
GEOL 201	Field Geology of the Colorado Front Range	\$149.25
GEOL 232	Mineralogy	\$45.00
GEOL 332	Optical Mineralogy	\$48.00
GEOL 344	Stratigraphy and Sedimentology	\$65.00
GEOL 364	Igneous and Metamorphic Petrology	\$20.00
GEOL 366	Sedimentary Petrology and Geochemistry	\$20.00
GEOL 372	Structural Geology	\$31.00
GEOL 376	Geologic Field Methods	\$82.00
GEOL 401	Geology of the Rocky Mountain Region	\$140.00
GEOL 436	Geology Summer Field Course	\$1,097.00
	(An additional \$100.00 may be assessed for equipment loss)	
GEOL 447	Mineral Deposits	\$31.25
GEOL 452	Hydrogeology	\$20.00
GEOL 454	Geomorphology	\$52.75
GEOL 492	Seminar	\$100.00-\$120.00
GEOL 546	Sedimentary Basin Analysis	\$72.00
GEOL 652	Fluvial Geomorphology	\$63.35
GEOL 672	Advanced Structural Geology	\$45.00
HDFS 470	Campus Corps: Mentoring At-Risk Youth	\$17.33
HDFS 500	Issues in Human Development and Family	\$35.00
HDFS 520	Family Therapy Practice – Treatment Planning	\$42.81
HDFS 521	Family Therapy Practice – Common Factors	\$110.00
HDFS 620	Family Therapy Practice – Addictions	\$42.81
HDFS 621	Family Therapy Practice –Topics in Sexuality	\$110.00
HIST 363	Colorado History	\$8.57
HIST 365	American West Field Study	\$116.49
HORT 100	Horticultural Science	\$12.12
HORT 221	Landscape Plants	\$22.80
HORT 232	Principles of Landscape Design	\$27.50

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HORT 260	Plant Propagation	\$20.32
HORT 310	Greenhouse Management	\$21.00
HORT 321	Nursery Production and Management	\$73.00
HORT 322	Herbaceous Plants	\$35.75
HORT 344	Organic Greenhouse Management	\$51.00
HORT 345	Diagnosis and Treatment in Organic Fields	\$85.00
HORT450A-B	Horticulture Food Crops	\$37.00/subtopic
HORT450C-D	Horticulture Food Crops	\$38.92/subtopic
INTD 330	Lighting Design	\$11.84
INTD 476	Interior Design Project	\$95.25
IU 193	Freshman Seminar (Competitive Spirit of Construction)	\$30.00
JTC 211	Computer-Mediated Visual Communication	\$150.00
JTC 335	Digital Photojournalism	\$60.00
JTC 340	Videotape Editing	\$85.00
JTC 341	Broadcast News	\$30.00
JTC 343	Advanced Television News Production	\$25.00
JTC 345	Electronic Field Production	\$85.00
JTC 435	Documentary Video Production	\$85.00
JTC 440	Advanced Electronic Media Production	\$60.00
JTC 544	Corporate and Institutional Media Production	\$30.00
LAND 240	Fundamentals of Landscape Design Process	\$30.80
LAND 357	Omnibus Field Studies	\$30.00
LAND 360	Basic Landscape Design and Construction	\$15.13
LAND 361	Digital Methods	\$12.00
LAND 363	Advanced Landscape Site Engineering	\$13.00
LAND 366	Landscape Design	\$32.00
LAND 376	Landscape Design and Visualization	\$427.69
LAND 446	Urban Design	\$9.00
LAND 454	Landscape Field Studies	\$381.00
LB 193	Concepts and Critical Thinking in Liberal Arts	\$10.00
LIFE 102	Attributes of Living Systems	\$15.85
LIFE 103	Biology of Organisms-Animals and Plants	\$17.00
LIFE 203	Introductory Genetics Laboratory	\$65.00
LIFE 206	Microbial Biology Laboratory	\$25.00
LIFE 212	Introductory Cell Biology Laboratory	\$45.00
MECH 200	Introduction to Manufacturing Processes	\$120.31
MECH 202	Engineering Design II	\$66.15

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MECH 231	Engineering Experimentation	\$78.43
MECH 307	Mechatronics and Measurement Systems	\$141.93
MECH 324	Dynamics of Machines	\$65.31
MECH 331	Introduction to Engineering Materials	\$71.56
MECH 338	Thermosciences Laboratory	\$60.93
MECH 417	Control Systems	\$84.50
MECH 425	Mechanical Engineering Vibration	\$97.23
MECH 486a	Engineering Design Practicum I	\$130.00
MECH 486b	Engineering Design Practicum II	\$155.00
MECH 515	Advanced Topics in Mechanical Vibrations	\$97.23
MECH 525	Cell and Tissue Engineering	\$66.67
MU 100	Music Appreciation	\$35.00
MU 111	Music Theory Fundamentals	\$35.00
MU 204	Marching Band	\$35.00
MU 495H	Independent Study - Performance	\$275.00
MU 527 A-C	Conducting Seminar Levels 1-3	\$1,500.00
NR 220	Natural Resources Ecology and Measurements	\$67.67
NR 300	Biological Diversity	\$2.50
NR 479	Restoration Case Studies	\$350.00
NRRT 350	Wilderness Leadership	\$47.00
NRRT 351	Wilderness Instructors	\$104.00
NRRT 401	Collaborative Conservation	\$22.40
NRRT 431	Protected Areas, Working Land and Livelihoods	\$44.00
OT 686 A-E	OT Practicum I-OT Practice/Seminar Fieldwork I	\$58
OT 688 A-T	Fieldwork IIB	\$10.00-75.00/subtopic
POLS 486A	Practicum-Legislative Politics	\$345.00
PSY 488	Field Placement	\$13.00
RRM 415	Catering Techniques and Culinary Arts	\$45.00
RRM 492	Seminar on Restaurant and Resort Management	\$50.00
RS 329	Rangeland Assessment	\$27.00
RS 432	Range Measurements	\$51.00
RS 532	Range Ecosystem Sampling	\$51.00
SOC 275	Introduction to Forensic Anthropology	\$20.00
SOCR 320	Forage and Pasture Management	\$15.85
SOCR 343	Composting Principles and Practices	\$20.48
SOCR 345	Diagnosis and Treatment in Organic Fields	\$85.00
SOCR 351	Soil Fertility Laboratory	\$50.00
SOCR 377	Geographic Information Systems in Agriculture	\$119.00

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SOCR 421	Crop and Soil Management Systems II	\$38.00
SOCR 440	Pedology	\$80.00
SOCR 577	Principles/Components: Precision Agriculture	\$119.00
SOWK 488	Field Placement	\$50.00
SOWK 588	Field Placement	\$50.00
SOWK 688	Field Placement	\$50.00
TH 141	Introduction to Theatre	\$43.36
TH 153	Singing for Actors I	\$131.20
TH 160	Drawing for the Theatre	\$128.00
TH 161	Technical Theatre: Stagecraft	\$50.00
TH 163	Costume Construction	\$50.00
TH 186	Theatre Practicum I	\$33.00
TH 241	Analyzing Texts for Performance	\$40.30
TH 253	Singing for Actors II	\$131.20
TH 264	Lighting Fundamentals	\$50.00
TH 265	Scenic Design: Fundamentals	\$50.00
TH 266	Sound Design for the Theatre	\$100.00
TH 267	Scenic Painting	\$100.00
TH 269	Theatrical Makeup Design I	\$19.75
TH 365	Set Design II	\$115.00
TH 401	Theatrical Design and Technology Special	\$100.00
TH 450	Professional Actor Preparation	\$153.67
WR 406	Seasonal Snow Environments	\$135.00
WR 417	Watershed Measurements	\$107.52
WR 419	Water Quality Laboratory for Wildland Managers	\$110.00
WR 440	Watershed Problem Analysis	\$15.74
WR 486	Watershed Field Practicum	\$347.00-417.00
WR 575	Snow Hydrology Field Methods	\$130.00-150.00

<i>Program Fees</i>		
MU	Graduate and undergraduate music majors and minors, per semester. Does not apply to the following students: online degree students, summers-only masters degree students, music therapy students in an internship off-campus, music education students who are student teaching off-campus, and music minors who are not actively enrolled in any lessons or ensembles.	\$575.00

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## SCF Revenue Change Report AY18 for Office of Budgets

College	Department	Course Prefix	Course Number	Current Fee Amt	Approved Fee Amt	Min \$ Change	Est. Annual Enrollment	Est. Change in Revenue	Account #
<b>NEW FEES</b>									
CAS	1172	AGED	220	\$ -	\$15.60	\$15.60	45	\$ 702.00	
CAS	1172	AGED	440	\$ -	\$50.00	\$50.00	15	\$ 750.00	
CAS	1171	ANEQ	626	\$ -	\$66.05	\$66.05	8	\$ 528.40	
COE	1372	CIVE	102	\$ -	\$6.32	\$6.32	150	\$ 948.00	
COE	1372	CIVE	301	\$ -	\$8.29	\$8.29	50	\$ 414.50	
WCNR	1482	GEOL	201	\$ -	\$149.25	\$149.25	16	\$ 2,388.00	
CVMBS	1682	LIFE	206	\$ -	\$25.00	\$25.00	90	\$ 2,250.00	
COE	1374	MECH	515	\$ -	\$97.23	\$97.23	15	\$ 1,458.45	
WCNR	1474	NR	300	\$ -	\$2.50	\$2.50	200	\$ 500.00	
CLA	1778	TH	153	\$ -	\$131.20	\$131.20	10	\$ 1,312.00	
CLA	1778	TH	253	\$ -	\$131.20	\$131.20	10	\$ 1,312.00	
WCNR	1476	WR	440	\$ -	\$15.74	\$15.74	23	\$ 362.02	
								<b>\$ 12,925.37</b>	

*\*\*MECH515 was approved in May 2016 as experimental course MECH581A6*

CHANGES IN EXISTING FEES									
College	Department	Course Prefix	Course Number	Current Fee	Approved Fee Amt	Min \$ Change	Est. Annual Enrollment	Est. Change in Revenue	Account #
CAS	1172	AGED	244	\$25.00	\$100.00	\$75.00	15	\$ 1,125.00	2514050
CAS	1172	AGED	420	\$36.67	\$52.33	\$15.66	12	\$ 187.92	2514250
CAS	1171	ANEQ	510	\$250.00	\$200.92	(\$49.08)	40	\$ (1,963.20)	2514100
CLA	1770	ART	136	\$37.78	\$50.00	\$12.22	135	\$ 1,649.70	2570800
CLA	1770	ART	260	\$15.00	\$20.00	\$5.00	30	\$ 150.00	2570800
CLA	1770	ART	265	\$75.00	\$80.00	\$5.00	40	\$ 200.00	2570300
CLA	1770	ART	365, 366, 465, 466	\$85.00	\$90.00	\$5.00	160	\$ 800.00	2570300
CVMBS	1680	BMS	305/531	\$56.23	\$57.35	\$1.12	150	\$ 168.00	2560100
CVMBS	1878	BZ	311	\$19.00	\$21.96	\$2.96	165	\$ 488.40	2580400
COE	1370	CBE	101	\$26.56	\$117.54	\$90.98	170	\$ 15,466.60	2530710
COE	1370	CBE	333	\$95.69	\$108.67	\$12.98	75	\$ 973.50	2530800
COE	1370	CBE	443	\$203.44	\$163.09	(\$40.35)	75	\$ (3,026.25)	2530700
CNS	1872	CHEM	334	\$50.00	\$68.18	\$18.18	55	\$ 999.90	2580100
COE	1372	CIVE	103	\$6.05	\$23.58	\$17.53	170	\$ 2,980.10	2580520
COE	1372	CIVE	302	\$128.61	\$130.48	\$1.87	80	\$ 149.60	2580530
COE	1373	ECE	103	\$260.63	\$288.68	\$28.05	110	\$ 3,085.50	2530500
CHHS	1571	FSHN	486a	\$15.00	\$20.00	\$5.00	15	\$ 75.00	2558210
CHHS	1571	FSHN	686a	\$15.00	\$20.00	\$5.00	17	\$ 85.00	2558220
WCNR	1474	FW	465	\$60.00	\$146.77	\$86.77	22	\$ 1,908.94	2544700
CHHS	1570	HDFS	521	\$114.75	\$110.00	(\$4.75)	12	\$ (57.00)	2566100
CHHS	1570	HDFS	621	\$114.75	\$110.00	(\$4.75)	12	\$ (57.00)	2566300
CAS	1173	HORT	100	\$12.00	\$12.12	\$0.12	250	\$ 30.00	2514800
CAS	1173	HORT	260	\$26.00	\$20.32	(\$5.68)	44	\$ (249.92)	2510600
CAS	1173	HORT	450 c-d	\$37.00	\$38.92	\$1.92	130	\$ 249.60	2515000
CAS	1173	LAND	376	\$423.00	\$427.69	\$4.69	13	\$ 60.97	2510420
COE	1374	MECH	202	\$64.35	\$66.15	\$1.80	260	\$ 468.00	2531400
COE	1374	MECH	231	\$71.27	\$78.43	\$7.16	192	\$ 1,374.72	2530110
COE	1374	MECH	307	\$118.39	\$141.93	\$23.54	192	\$ 4,519.68	2531500
COE	1374	MECH	324	\$57.27	\$65.31	\$8.04	192	\$ 1,543.68	2531600
COE	1374	MECH	331	\$61.29	\$71.56	\$10.27	192	\$ 1,971.84	2531700

COE	1374	MECH	338	\$49.73	\$60.93	\$11.20	192	\$ 2,150.40	2530120
COE	1374	MECH	486a	\$115.00	\$130.00	\$15.00	135	\$ 2,025.00	2531800
COE	1374	MECH	486b	\$140.00	\$155.00	\$15.00	135	\$ 2,025.00	2531900
CLA	1778	MU	527a-c	\$1,333	\$1,500.00	\$167.00	30	\$ 5,010.00	2578830
WCNR	1474	NR	220	\$61.25	\$67.67	\$6.42	260	\$ 1,669.20	2548500
CLA	1782	POLS	486A	\$280.00	\$345.00	\$65.00	22	\$ 1,430.00	2573200
WCNR	1476	WR	417	\$100.69	\$107.52	\$6.83	22	\$ 150.26	2543300
								\$ 49,818.14	

CANCELLATIONS									
College	Department	Course Prefix	Course Number	Current Fee	Approved Fee Amt	Min \$ Change	Est. Annual Enrollment	Est. Change in Revenue	Account #
COE	1370	CBE	102	\$59.00	0	(\$59.00)	100	\$ (5,900.00)	2530720
CHHS	1588	EDCO	656	\$36.75	0	(\$36.75)	13	\$ (477.75)	2565310
CHHS	1571	FTEC	360	\$45.00	0	(\$45.00)	20	\$ (900.00)	2558250
CHHS	1582	HES	240	\$27.00	0	(\$27.00)	185	\$ (4,995.00)	2551400
CHHS	1582	HES	403	\$7.00	0	(\$7.00)	395	\$ (2,765.00)	2557300
CHHS	1582	HES	405	\$6.00	0	(\$6.00)	125	\$ (750.00)	2557400
CHHS	1582	HES	420	\$20.00	0	(\$20.00)	45	\$ (900.00)	2557500
CHHS	1582	HES	520	\$20.00	0	(\$20.00)	0	\$ -	2552700
CAS	1173	HORT	335	\$25.30	0	(\$25.30)	15	\$ (379.50)	2514400
CAS	1173	HORT	341	\$8.75	0	(\$8.75)	30	\$ (262.50)	2514900
CAS	1173	HORT	431	\$25.00	0	(\$25.00)	7	\$ (175.00)	2511100
CAS	1173	HORT	432	\$30.90	0	(\$30.90)	15	\$ (463.50)	2511400
CAS	1173	HORT	465	\$9.17	0	(\$9.17)	30	\$ (275.10)	2514500
CAS	1173	LAND	610	\$29.43	0	(\$29.43)	10	\$ (294.30)	2510440
CAS	1173	LAND	640	\$29.43	0	(\$29.43)	10	\$ (294.30)	2510450
CAS	1173	LAND/ LIFE	220	\$3.00	0	(\$3.00)	100	\$ (300.00)	2515610
WCNR	1480	NRRT	331	\$18.25	0	(\$18.25)	0	\$ -	2549400
WCNR	1480	NRRT	473	\$160.00	0	(\$160.00)	0	\$ -	2548800
CAS	1170	SOCR	342	\$18.00	0	(\$18.00)	0	\$ -	2571910
CLA	1778	TH	149	\$152.00	0	(\$152.00)	0	\$ -	2579820
CLA	1778	TH	249	\$144.00	0	(\$144.00)	0	\$ -	2579850
CLA	1778	TH	261	\$50.00	0	(\$50.00)	0	\$ -	2579130
								\$ (19,131.95)	



## CSU-Pueblo 2017-18 Enrollment Summary\*

	2015-2016 Actual Enrollment	2016-2017 Actual Enrollment	2017-2018 Proposed Enrollment	2017-2018 Increase (Decrease)
<b>Student FTE</b>				
<u>Resident</u>				
Graduate	141.7	140.6	140.6	0.0
Undergraduate	<u>3,025.5</u>	<u>3,031.5</u>	<u>2,949.0</u>	<u>(82.5)</u>
Subtotal	3,167.2	3,172.1	3,089.6	(82.5)
<u>Nonresident</u>				
Graduate	19.1	21.5	21.5	0.0
Undergraduate	<u>519.0</u>	<u>518.6</u>	<u>504.7</u>	<u>(13.9)</u>
Subtotal	538.1	540.1	526.2	(13.9)
<u>Total FTE</u>				
Graduate	160.8	162.1	162.1	0.0
Undergraduate	<u>3,544.5</u>	<u>3,550.1</u>	<u>3,453.6</u>	<u>(96.5)</u>
Total	3,705.3	3,712.2	3,615.7	(96.5)
<b>Student headcount</b>				
<u>Resident</u>				
Graduate	229.0	226.0	226.0	0.0
Undergraduate	<u>3,416.0</u>	<u>3,430.0</u>	<u>3,334.9</u>	<u>(95.1)</u>
Subtotal	3,645.0	3,656.0	3,560.9	(95.1)
<u>Nonresident</u>				
Graduate	27.0	30.0	30.0	0.0
Undergraduate	<u>572.0</u>	<u>556.0</u>	<u>540.8</u>	<u>(15.2)</u>
Subtotal	599.0	586.0	570.8	(15.2)
<u>Total headcount</u>				
Graduate	256.0	256.0	256.0	0.0
Undergraduate	<u>3,988.0</u>	<u>3,986.0</u>	<u>3,875.7</u>	<u>(110.3)</u>
Total	4,244.0	4,242.0	4,131.7	(110.3)

\*All enrollments (headcount and FTE) are *Resident Instruction* totals (so does not include, e.g., cash-funded continuing education courses)  
*Undergraduate* includes non-degree-seeking students without a bachelor's degree and degree-plus students (seeking a 2nd bachelor's)  
*Graduate* includes non-degree-seeking students with a bachelor's degree  
*Resident* includes bypass (exchange) students (fewer than 25 per year)



**CSU-Pueblo  
2017-18 Academic Year  
Tuition Rate Schedule\***

	Approved Tuition 2016-17		Proposed Tuition 2017-18	
	Resident	Nonresident	Resident	Nonresident
<b><u>UNDERGRADUATE TUITION</u></b>				
Student Share per credit hour	\$ 242.29	\$ 728.37	\$ 256.83	\$ 772.07
College Opportunity Fund (COF) Stipend	\$ 75.00	N/A	\$ 77.00	N/A
Published Rate per credit hour	\$ 317.29	\$ 728.37	\$ 333.83	\$ 772.07
<b><u>WESTERN UNDERGRADUATE EXCHANGE PROGRAM (WUE)</u></b>				
<i>(AK, AZ, CA, HI, ID, MT, ND, NM, NV, OR, SD, UT, WA, WY, and the Commonwealth of the Northern Marina Islands)</i>				
<i>OTHER STATE PROGRAMS (FL, KS, NE, OK, TX)</i>				
Published Rate per credit hour	N/A	\$ 475.94	N/A	\$ 500.75
<b><u>TEACHER EDU. PROG. GRADUATE TUITION</u></b>				
Published Rate per credit hour	\$ 254.23	\$ 830.10	\$ 269.48	\$ 879.91
<b><u>ALL OTHER GRADUATE PROGRAM TUITION</u></b>				
Published Rate per credit hour	\$ 279.20	\$ 830.10	\$ 295.95	\$ 879.91
<b><u>DIFFERENTIAL UNDERGRADUATE TUITION (per credit hour)</u></b>				
Business Program	\$ 29.70	\$ 29.70	\$ 31.48	\$ 31.48
Computer Information Science Program	\$ 29.70	\$ 29.70	\$ 31.48	\$ 31.48
Engineering Program	\$ 29.70	\$ 29.70	\$ 31.48	\$ 31.48
Nursing Program	\$ 29.70	\$ 29.70	\$ 31.48	\$ 31.48
<b><u>DIFFERENTIAL GRADUATE TUITION (per credit hour)</u></b>				
Business Program	\$ 134.51	\$ 134.51	\$ 142.58	\$ 142.58
Computer Information Science Program	\$ 134.51	\$ 134.51	\$ 142.58	\$ 142.58
Engineering Program	\$ 134.51	\$ 134.51	\$ 142.58	\$ 142.58
Nursing Program	\$ 134.51	\$ 134.51	\$ 142.58	\$ 142.58

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



### CSU-Pueblo Tuition Rate Increases

Tuition	FY 2017 Rate	FY 2018 Rate	\$ Increase	% Increase
Resident, Undergraduate	\$5,815	\$6,164	\$349	6.0%
Non-Resident, Undergraduate	\$17,480	\$18,530	\$1,050	6.0%
Western Undergraduate Exchange (WUE): AK, WA, OR, CA, HI, ID, NV, MT, ND, SD, WY, UT, NM, AZ, CO.	\$11,461	\$12,149	\$688	6.0%
Other Preferred States (OPS): TX, OK, KS, NE, FL				
Resident, Graduate	\$6,701	\$7,103	\$402	6.0%
Teacher Education, Graduate	\$6,101	\$6,467	\$366	6.0%
Non-Resident, Graduate	\$19,923	\$21,118	\$1,195	6.0%



**COLORADO STATE UNIVERSITY-PUEBLO  
EXTENDED STUDIES  
TUITION RATE SCHEDULE\*  
FOR ACADEMIC YEAR 2017-18**

	Tuition 2016-17 Resident	Proposed Tuition 2017-18 Resident
<b><u>UNDERGRADUATE TUITION--COLORADO SPRINGS</u></b>		
Student Share per credit hour	\$ 242.29	\$ 256.83
College Opportunity Fund (COF) Stipend	\$ 75.00	\$ 77.00
Published Rate per credit hour	\$ 317.29	\$ 333.83
<b><u>EXTENDED STUDIES CASH FUNDED PROGRAMS</u></b>		
Independent Study, Full Cost Delivery	\$ 175.00	\$ 185.00
Teacher Education , Shared Cost Delivery <sup>1</sup>	\$ 55.00	\$ 58.00
Senior to Sophomore, Shared Cost Delivery	\$ 55.00	\$ 58.00
Concurrent Enrollment	\$ 136.90	\$ 145.10
Teacher Education Program, Full Cost Delivery	\$ 175.00	\$ 185.00
Professional Development Workshops, Shared Cost Delivery	\$ 55.00	\$ 58.00
Per Continuing Education Unit (CEU)	\$ 52.00	\$ 55.00
Continuing Education Credit (CEC)	\$ 23.14	\$ 24.50
Construction Management	\$ 350.00	\$ 350.00
Online Undergraduate Courses, Full Cost Delivery	\$ 318.00	\$ 337.10
Online Graduate Courses, Full Cost Delivery	\$ 355.00	\$ 376.30
Face to Face Undergraduate Courses, Full Cost Delivery (for locations or programs not previously approved as COF eligible)	\$ 318.00	\$ 337.10
Face to Face Graduate Courses, Full Cost Delivery	\$ 354.20	\$ 375.50
<small>1 Rate will go into effect January 1, 2018. Must give six months notice of rate change.  **Undergraduate Business, Computer Information Systems, Engineering, and Nursing courses are assessed differential tuition at \$31.50 per credit hour in addition to the base rate.  ***Graduate Business, Computer Information Systems, Engineering, and Nursing courses area assessed differential tuition at \$142.60 per credit hour in addition to the base tuition rate.</small>		
<b><u>DIFFERENTIAL UNDERGRADUATE TUITION (per credit hour)</u></b>		
Business Program	\$ 29.70	\$ 31.48
Computer Information Science Program	\$ 29.70	\$ 31.48
Engineering Program	\$ 29.70	\$ 31.48
Nursing Program	\$ 29.70	\$ 31.48
<b><u>DIFFERENTIAL GRADUATE TUITION (per credit hour)</u></b>		
Business Program	\$ 134.51	\$ 142.58
Computer Information Science Program	\$ 134.51	\$ 142.58
Engineering Program	\$ 134.51	\$ 142.58
Nursing Program	\$ 134.51	\$ 142.58

\*Undergraduate and graduate courses to match the approved campus rate plus fees without COF discounts.

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





**CSU-Pueblo  
2017-18 Academic Year  
Differential Tuition Rates**

FY18 Rates Effective Fall Term 2017

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

**DIFFERENTIAL UNDERGRADUATE TUITION (per credit hour)**

	FY 17 Actual Per Credit Rates		FY 18 Proposed Per Credit Rates		Percent Change
	Resident	Nonresident	Resident	Nonresident	
Business Program	\$ 29.70	\$ 29.70	\$ 31.48	\$ 31.48	6.0%
Computer Information Science Program	\$ 29.70	\$ 29.70	\$ 31.48	\$ 31.48	6.0%
Engineering Program	\$ 29.70	\$ 29.70	\$ 31.48	\$ 31.48	6.0%
Nursing Program	\$ 29.70	\$ 29.70	\$ 31.48	\$ 31.48	6.0%

**DIFFERENTIAL GRADUATE TUITION (per credit hour)**

	FY 17 Actual Per Credit Rates		FY 18 Proposed Per Credit Rates		Percent Change
	Resident	Nonresident	Resident	Nonresident	
Business Program	\$ 134.51	\$ 134.51	\$ 142.58	\$ 142.58	6.0%
Computer Information Science Program	\$ 134.51	\$ 134.51	\$ 142.58	\$ 142.58	6.0%
Engineering Program	\$ 134.51	\$ 134.51	\$ 142.58	\$ 142.58	6.0%
Nursing Program	\$ 134.51	\$ 134.51	\$ 142.58	\$ 142.58	6.0%

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



## CSU-Pueblo Differential Tuition Rates

Per Credit Hour Tuition Differential	FY 2016 Per Credit Hour Rate	FY 2017 Per Credit Hour Rate	FY 2018 Per Credit Hour Rate
Undergraduate - Business	\$28.02	\$29.70	\$31.48
Undergraduate - Computer Information Systems	\$28.02	\$29.70	\$31.48
Undergraduate - Engineering	\$28.02	\$29.70	\$31.48
Undergraduate - Nursing	\$28.02	\$29.70	\$31.48
Graduate - Business	\$126.90	\$134.51	\$142.58
Graduate - Computer Information Systems	\$126.90	\$134.51	\$142.58
Graduate - Engineering	\$126.90	\$134.51	\$142.58
Graduate - Nursing	\$126.90	\$134.51	\$142.58

Differential rates increased by 6%



**COLORADO STATE UNIVERSITY-PUEBLO  
EDUCATION AND GENERAL  
PROPOSED STUDENT FEE SCHEDULE  
PER SEMESTER FOR ACADEMIC YEAR 2017-18**

		2016-17 Approved Fees	Proposed Changes <sup>2</sup>	2017-18 Proposed Fees	Percent Change
<b>MANDATORY FEES<sup>1</sup></b>					
Athletics Fee	Operations	\$12.65	\$1.00	\$13.65	7.9%
Student Facility Fee					
	Debt Service				
	Recreation Center	\$7.25	\$0.00	\$7.25	0.0%
	Student Center	\$15.75	\$0.00	\$15.75	0.0%
Child Care Discount Fee					
	Operations	\$0.20	\$0.00	\$0.20	0.0%
	Child Care Student Discount	\$0.20	\$0.00	\$0.20	0.0%
Student Recreation Fee	Operations	\$9.95	\$0.50	\$10.45	5.0%
Technology Fee		\$7.25	\$0.00	\$7.25	0.0%
Student Health Fee					
	Operations of Health Ctr	\$3.75	\$0.00	\$3.75	0.0%
	Operations of Counseling Ctr	\$3.55	\$0.00	\$3.55	0.0%
	Alcohol & Other Drugs Prevention	\$0.70	\$0.00	\$0.70	0.0%
Student Center Fee	Operations	\$2.50	\$1.25	\$3.75	50.0%
Student Affairs		\$11.25	\$1.75	\$13.00	15.6%
	<b>Total Mandatory Fees</b>	<b>\$75.00</b>	<b>\$4.50</b>	<b>\$79.50</b>	<b>6.0%</b>

<sup>1</sup> Per Credit Hour

<sup>2</sup> \$4.50 increase approved by Student Fee Governing Board



**COLORADO STATE UNIVERSITY-PUEBLO  
PARKING PROPOSED RATES PER SEMESTER  
FOR ACADEMIC YEAR 2017-18**

	2015-16 Rate	2016-17 Rate	2017-18 Proposed Rate	Percent Change
<u>PARKING PERMITS<sup>1</sup></u>				
<b>Academic Year: (Fall, Spring, Summer)</b>				
Student				
Permanent Decal	\$100.00	\$100.00	\$100.00	0.0%
Hanging Decal	\$100.00	\$100.00	\$100.00	0.0%
Resident	\$100.00	\$100.00	\$100.00	0.0%
Green Vehicle Decal Discount	\$80.00	\$80.00	\$80.00	0.0%
Motorcycle Discount	\$40.00	\$40.00	\$40.00	0.0%
Concurrent High School Student	\$8.33 / Mo.	\$8.33 / Mo.	\$8.33 / Mo.	0.0%
<sup>1</sup> Rates are reduced by 50% for spring and summer semesters.				
Faculty / Staff per month rates				
Full time	\$12.00	\$12.00	\$12.00	0.0%
Part Time / Adjunct	\$5.00	\$5.00	\$5.00	0.0%
Green Vehicle Decal Discount	\$9.60	\$9.60	\$9.60	0.0%
Reserved Parking Space	\$30.00	\$30.00	\$30.00	0.0%



**CSU-Pueblo Course, Program and Department Fees**  
**Fall 2017, Spring 2018, and Summer 2018**

S = per student / CH = per credit	Fees for FY17			Proposed Fees for FY18			Net Cost Change FY17 to FY18
	Course Fee	Program Fee	Department Fee	Course Fee	Program Fee	Department Fee	
<b>ART</b>							
Studio Fee (116, 141, 233, 247, 281, 333, 347, 381, 397, 433, 447, 481, 482, 497)	\$25.00/S			\$25.00/S			
Art 115, 234, 334, 434	\$35.00/S			\$35.00/S			
Studio Fee (547)	\$25.00/S			\$25.00/S			
Studio Fee (242, 342, 442)	\$50.00/S			\$50.00/S			
Printmaking Fee (270, 370, 470)	\$45.00/S			\$45.00/S			
Sculpture /Public Art (533)	\$25.00/S			\$25.00/S			
Graduate Printmaking (570)	\$45.00/S			\$45.00/S			
Graduate Drawing (542)	\$50.00/S			\$50.00/S			
<b>BIOLOGY</b>							
All Biology courses (except BIOL 294, 394, 494)		\$10.00/CH			\$10.00/CH		
All Biology courses - Science Learning Fee (100, 101L, 112, 121, 121L, 171, 181, 181L, 182, 182L, 183, 184, 201, 201L, 202, 202L, 203, 206, 206L, 220, 223, 223L, 224, 224L)		\$5.00/CH			\$5.00/CH		
<b>CHEMISTRY</b>							
All Chemistry courses		\$10.00/CH			\$10.00/CH		
All Chemistry courses - Science Learning Fee (101, 101L, 111, 111L, 121, 121L, 122, 122L, 125, 125L, 150, 160, 160L, 211, 211L, 221, 221L, 260, 260L, 301, 301L, 302, 302L)		\$5.00/CH			\$5.00/CH		
Laboratory budget supplement (101L, 111L, 121L, 122L, 125L, 150, 160L, 211L, 221L, 260L, 292, 301L, 302L, 317L, 323, 401L, 412L, 419L, 460L, 492, 501L, 512L, 519L, 560L, 592, 599)					\$10.00/CH		\$10.00/CH
<b>PHYSICS</b>							
All Physics courses - Science Learning Fee (110, 110L, 140, 140L, 145, 145L, 150, 201, 201L, 202, 202L, 221, 221L, 222, 222L)		\$5.00/CH			\$5.00/CH		
<b>COMPUTER INFORMATION SYSTEMS</b>							
CIS Program Fee (100, 103, 104, 105, 150, 171, 185, 240, 271, 289, 311, 315, 350, 356, 359, 360, 401, 402, 411, 432, 450, 461, 462, 481, 482, 490, 491, 493, 498, 550, 560, 562)		\$6.00/CH			\$6.50/CH		\$0.50/CH
<b>ENGLISH COMPOSITION (101 THRU 102)</b>							
Developmental Writing Skills (099)	\$15.00/S			\$15.00/S			
<b>EXERCISE / HEALTH</b>							
EXHPR high cost field trips (EXHP 105L, EXHP 205L)		\$100.00/CH			\$100.00/CH		
EXHP high cost program (Methods of Secondary PE, 478, 578)					\$100.00/S		\$100.00/S
Water Safety Instructor Certification (276L)	\$30.00/S				\$30.00/S		
<b>ATHLETIC TRAINING</b>							
CPR/AED for the Professional Rescuer (231, 233)	\$30.00/S			\$30.00/S			
AT 379 Athletic Training Practicum II	\$80.00/S			\$80.00/S			
AT Taping and Prevention Equipment Program (AT 260, 279)		\$15.00/CH			\$15.00/CH		
Athletic Training Field Experience (419)	\$90.00/S			\$90.00/S			
488 BOC Test Prep	\$30.00/S			\$30.00/S			
<b>MUSIC</b>							
Music Applied Brass courses (170, 172, 173, 174, 270, 272, 273, 274, 370, 372, 373, 374, 390, 392, 393, 394, 460, 462, 463, 464, 480, 482, 483, 484, 573)							
Music Applied Guitar courses (130, 178, 179, 278, 279, 378, 379, 398, 399, 468, 469, 488, 489)							
Percussion Program (175, 275, 375, 395, 465, 485, 572)		\$145.00/CH			\$145.00/CH		
Music Applied Piano/Organ courses (125, 176, 177, 229, 276, 277, 376, 377, 396, 397, 466, 467, 486, 487)							

S = per student / CH = per credit	Fees for FY17			Proposed Fees for FY18			Net Cost Change FY17 to FY18
	Course Fee	Program Fee	Department Fee	Course Fee	Program Fee	Department Fee	
Music Applied Strings courses (160, 161, 162, 163, 260, 261, 262, 263, 360, 361, 362, 363, 380, 381, 382, 383, 445, 446, 447, 448, 470, 471, 472, 473, 570) Music Applied Voice courses (169, 269, 369, 389, 459, 479, 574) Music Applied courses (339, 348, 438, 439)					\$145.00/CH		\$145.00/CH
Music Applied Woodwind courses (164, 165, 166, 167, 168, 171, 264, 265, 266, 267, 268, 271, 364, 365, 366, 367, 368, 371, 384, 385, 386, 387, 388, 391, 449, 455, 456, 457, 458, 461, 474, 475, 476, 477, 478, 481, 574)		\$145.00/CH			\$145.00/CH		
Brass Ensemble Program (114, 214, 314, 414)		\$25.00/CH			\$25.00/CH		
Chamber Ensemble Program (121, 221, 321, 421)							
Choir Program (102, 108, 109, 202, 208, 209, 302, 308, 309, 402, 408, 409, 502, 509)							
Collaborative Ensemble Program (104, 204, 304, 404)							
Piano Ensemble Program (142, 242, 342, 442)							
Guitar Ensemble Program (132, 136, 232, 236, 332, 336, 432, 436)							
Jazz Ensemble Program (154, 254, 354, 454)							
Marching and Pep Band (131, 135, 230, 330, 331, 430, 530, 531)							
Mariachi Ensemble Program (115, 215, 315, 415)							
Percussion Ensemble Program (124, 224, 324, 424)							
Special Topics (291)							
Special Topics (491)							
Independent Study (495)							
Special Topics (591)							
Seminar (593)							
String Orchestra Program (144, 244, 344, 444)							
Music Symposium Program (101, 201, 301, 401)							
Wind Ensemble Program (112, 212, 312, 412, 512)							
Woodwind Ensemble Program (134, 234, 334, 434)							
Music Education Program (113, 127, 152, 223, 227, 233, 243, 252, 253, 306, 240, 258, 259, 440, 501, 513, 523, 540, 543, 545, 550, 553, 559, 560)							
Music Core Curriculum Program (100, 103, 105, 118, 120, 150, 151, 203, 210, 211, 250, 251, 280, 281, 285, 303, 305, 323, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600)				\$5.00/CH		\$5.00/CH	
Department Of Music / CHASS			\$3.50/CH			\$3.50/CH	
<b>NURSING</b>							
All Nursing students			\$220.00/S			\$220.00/S	
<b>PSYCHOLOGY</b>							
Physiological Psychology Laboratory (331L)	\$31.00/S			\$31.00/S			
Perception Laboratory (334L)	\$32.60/S			\$32.60/S			
<b>RECREATION</b>							
REC (114L, 116L, 117L)		\$55.00/CH			\$55.00/CH		
REC high cost program (118L)					\$100.00/CH		\$100.00/CH
REC high cost program (112L, 113L, 322)		\$100.00/CH			\$100.00/CH		
REC high cost program (270)		\$30.00/CH			\$100.00/CH		\$70.00/CH
REC Orientation (102, 103, 104, 105, 370, 570)		\$175.00/CH			\$200.00/CH		\$25.00/CH
REC low cost field trips (360, 560, 569)		\$30.00/CH			\$30.00/CH		
Challenge Course Leadership (249)	\$15.00/S			\$15.00/S			
<b>SOCIAL WORK / HUMANITIES</b>							
Field Placement I (488)	\$35.00/S			\$35.00/S			
Field Placement II (489)	\$35.00/S			\$35.00/S			
<b>POLITICAL SCIENCE</b>							
All Political Science students		\$2.00/S			\$2.00/S		
<b>TEACHER EDUCATION</b>							
ED (487, 488, 489)	\$100.00/S			\$100.00/S			

**Colorado State University-Global Campus**  
Statement of Revenues, Expenses, and Changes in Net Position  
FY2018 Budget

	<u>Budget</u> <u>FY18</u>	<u>% of</u> <u>Revenue</u>	<u>Budget</u> <u>FY17</u>	<u>% of</u> <u>Revenue</u>
<b>Operating Revenues</b>				
Student Tuition and Fees	102,424,340.08	97.34%	91,554,638.86	97.88%
Other Operating Income	2,798,279.13	2.66%	1,982,350.00	2.12%
<b>Total Operating Revenues</b>	<b>105,222,619.21</b>	<b>100.00%</b>	<b>93,536,988.86</b>	<b>100.00%</b>
<b>Operating Expenses</b>				
Instruction	21,753,038.92	20.67%	19,277,424.79	20.61%
Academic Support	7,283,680.66	6.92%	6,268,731.23	6.70%
Student Services	32,794,778.60	31.17%	27,749,992.45	29.67%
Institutional Support	8,547,865.39	8.12%	7,382,631.38	7.89%
Operation and Maintenance of Plant	529,054.48	0.50%	514,878.41	0.55%
Depreciation	345,433.24	0.33%	525,596.17	0.56%
Scholarship and Fellowship	13,348,667.80	12.69%	13,095,178.43	14.00%
<b>Total Operating Expenses</b>	<b>84,602,519.07</b>	<b>80.40%</b>	<b>74,814,432.86</b>	<b>79.98%</b>
<b>Operating Income</b>	<b>20,620,100.14</b>	<b>19.60%</b>	<b>18,722,556.00</b>	<b>20.02%</b>
<b>Nonoperating Revenues (expenses)</b>				
Non-Program Income	56,250.00		-	
Investment Income	849,731.09		274,171.89	
Federal Nonoperating Grants and Contracts	13,348,667.80		13,095,178.43	
<b>Net Nonoperating Revenues</b>	<b>14,254,648.89</b>		<b>13,369,350.32</b>	
<b>Income before other revenues, expenses, or transfers</b>	<b>34,874,749.03</b>		<b>32,091,906.32</b>	
<b>Other Revenues (Expenses), or Transfers</b>				
Payments from (to) Governing Boards or Other Institutions	(724,056.00)		(724,056.00)	
<b>Total Other Revenues (Expenses), or Transfers</b>	<b>(724,056.00)</b>		<b>(724,056.00)</b>	
<b>Increase (decrease) in Net Position</b>	<b>34,150,693.03</b>		<b>31,367,850.32</b>	

# FY 2018 Charges for Technology Report and Charges for Technology Manual – Colorado State University Only



## Colorado State University

### Charges for Technology Report for Fiscal Year 2017

#### MATTERS FOR ACTION:

Charges for Technology Report for FY 17

#### RECOMMENDED ACTIONS:

Acceptance of this proposed Charges for Technology report and accompanying manual

#### EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

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

Appended are: 1) a schedule of the per semester Charges for the current fiscal year, and those proposed for next fiscal year, 2) summary budget information for FY 17, 3) explanations for significant carryover from FY 16, and 4) requests for significant carry forward into FY 18.

Attached is the current Charges for Technology manual that contains the uniform policies by which the Charges for Technology program in each of the colleges is governed. No policy changes are proposed in this version of the manual; the only update is in Appendix A, Schedule of Charges, to align with those contained herein for FY 18. Thus, there is no action requested for approval of the manual. It is supplied as an information item only.

## Charges for Technology Report for Fiscal Year 2017

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

The table below contains the schedule of the per-semester Charges for Technology in place during the current fiscal year, FY 17, and proposed charges for FY 18. One fee increase is proposed for FY 18, the justification for which is given below:

1. Intra-University – We are proposing an increase of \$1.50 (4%), approved by students, to increase the number of laptops for checkout, and to maintain our existing staffing levels due to the mandatory increase in the minimum wage..

<b>CSU Charges for Technology – FY 17 and FY 18</b>		
<b>College/Program</b>	<b>FY 17 Charge per Semester<sup>1,2,3,4</sup></b>	<b>FY 18 Charge per Semester<sup>1,2,3,4</sup></b>
<b>Agricultural Sciences</b>	\$86.15	\$86.15
<b>Business</b>	\$103.00	\$103.00
<b>Engineering</b>	\$170.00	\$170.00
<b>Health &amp; Human Sciences</b>	\$71.00	\$71.00
<b>Intra-University Option</b>	\$37.00	\$38.50
<b>Liberal Arts</b>	\$57.30	\$57.30
<b>Natural Sciences</b>	\$94.50	\$94.50
<b>Veterinary Medicine &amp; Biomedical Sciences</b>	\$90.00	\$90.00
<b>Warner College of Natural Resources</b>	\$94.50	\$94.50

**Notes:**

<sup>1</sup>Resident and non-resident students pay the same Charge.

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

<sup>3</sup>Graduate students in the Colleges of Natural Sciences, Veterinary Medicine and Biomedical Sciences and Intra-University Option are not assessed a Charge.

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

## 2. Academic Year 2015-2017 (FY 17) Charges for Technology Budget Summary

College Charges for Technology budgets for FY 17 are in the table below.

College/Unit	FY 16 Carry Forward	FY 17 Projected Revenue	FY 17 Projected Expenses	FY 18 Projected Carry Forward
<b>Intra-University</b>	\$2,587	\$160,049	\$157,647	\$4989
<b>Agricultural Sciences</b>	(\$13,003)	\$288,118	\$266,336	\$8,779
<b>Business</b>	\$247,951	\$513,183	\$748,529	\$12,605
<b>Engineering</b>	\$204,202	\$1,036,107	\$1,136,714	\$103,595
<b>Health &amp; Human Sciences</b>	\$17,182	\$728,458	\$745,103	\$537
<b>Liberal Arts</b>	\$35,733	\$449,947	\$430,680	\$55,000
<b>Natural Sciences</b>	\$182,640	\$702,585	\$523,168	\$362,057
<b>Veterinary Medicine</b>	\$6648	\$133,869	\$129,079	\$11,438
<b>Warner College of Natural Resources</b>	\$92,836	\$319,667	\$311,603	\$100,900
<b>Assistive Technology Resource Center<sup>1</sup></b>	\$1,843	\$31,640	\$33,210	\$272
<b>Totals</b>	<b>\$778,619</b>	<b>\$4,363,623</b>	<b>\$4,482,069</b>	<b>\$660,172</b>

### Notes:

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

### 2.1 Significant Carry Forward from FY 16 into FY 17

The total anticipated carry forward for all colleges from FY 16 into FY 17 was estimated last year to be \$551,453, but the actual amount carried forward was \$778,619, representing a variance of 30%. The largest contributors to the variance were Engineering, Natural Sciences, and Liberal Arts. The variance is due to a combination of carry forward for summer projects, changes in expected pricing, and invoices not clearing before the June 30<sup>th</sup> deadline. Also, Natural Sciences has been diligently setting aside funds needed to populate student technology in new buildings coming on line in FY 18.

### 2.2 Significant Carry Forward from FY 17 into FY 18

The total anticipated carry forward for all colleges from FY 17 into FY 18 is estimated to be \$660,172. This carry forward represents funding for projects and purchases that will take place over the summer semester. More details are provided below for the colleges with the largest carry over projections.

Liberal Arts – Requests a carry forward amount of \$55,000 to facilitate the replacement of labs over the summer and to provide funding to departmental labs that are in operation through the summer, as well as departmental purchases for their projects schedule for a summer completion.

Engineering – Requests a carry forward amount of \$103,594 to fund projects occurring in late summer 2017.

Natural Sciences – Requests a carry forward of \$350,000 to fund large pieces of equipment and to equip computers and labs in the new Biology building. Some of these funds may be spent before the June 30<sup>th</sup> deadline, depending on when the Biology building is completed.

Warner College of Natural Resources – Requests a carry forward for technology equipment and software for a new computer lab in the new addition to the Michael Smith Natural Resources building.

# Charges for Technology Manual

## Colorado State University

April 2017

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### Rationale for Charges for Technology

The students at Colorado State University, in conjunction with their respective faculty and college administrators, recognize and acknowledge the following:

- Technological skills provide fundamental advantages in the job market;
- The State of Colorado and Colorado State University have many pressing fiscal needs that make it difficult to maintain a state-of-the-art technological environment for instructional programs; and
- For many students, the cost of purchasing and maintaining state-of-the-art technology for personal use is prohibitive. This is due largely to the rapid changes in technology being experienced in the marketplace.

Therefore, to provide general access to state-of-the-art instructional technology, to reduce the costs of technology for each student by pooling the resources of all students, to provide a competitive advantage to students who attend Colorado State University, and to direct sufficient funding to these specific purposes, the students, faculty, and college administrators at Colorado State University endorse and support the collection of charges for technology. The charge is not intended to be a "use charge" and therefore is assessed to all students regardless of whether they actually use the equipment or whether they are enrolled in a course in the specific college for that semester.

The purpose of this manual is to standardize the policies governing the approval and administration of the different charges in use by the individual colleges at Colorado State University. The current University policy, approved by the Board of Governors of the Colorado State University System, provides enough latitude for each college to meet the needs of its respective constituencies.

At present, all the colleges at Colorado State University as well as the Intra-University Option have adopted and have been granted permission by the Board of Governors of the Colorado State University System to institute charges for technology. Each has a separate charge schedule consistent with the different needs of the constituencies at Colorado State University (see Appendix A).

The Board of Governors of the Colorado State University System approves the Charges for Technology for each of the colleges every year.

## **Revenue**

The charges for technology assessed to each student comprise the primary source of revenue for the Charges for Technology accounts in each college. In addition, valid sources of revenue include cost-recovery charges for printing, the sale of surplus CFT equipment for non-CFT purposes and cost-sharing charges assessed to faculty and staff for the use of services that were entirely CFT funded.

## **Strategic Planning within Each College and throughout the University**

Each of the colleges should include long-range plans addressing future technological needs as part of its existing strategic planning. Coordination among colleges relating to future technological needs will undoubtedly result in overall savings for the University. Items not considered to be state-of-the-art in one college may provide a sufficient degree of functionality in another college or unit. The University will endeavor to make available to all of its units lists of equipment considered to be obsolete or surplus as well as needs of the different units.

## **University Charges for Technology (UCFT) Committee**

The UCFT committee is responsible for coordinating Charges for Technology (CFT) activities including responsibility for: 1) maintaining the policies for the Charges for Technology activity in the CFT Manual, 2) assembling the annual CFT reports from the Colleges into an annual report that shall be submitted to the Information Technology Executive Committee (ITEC) for its approval, and 3) assembling the annual report on the magnitude of the charges and any proposed increases. The chair of the College Information Technology Administrators Council (CITAC) is responsible for convening and chairing the UCFT committee. Membership of the UCFT committee shall be up to two students and one staff member from each

college, two Intra-University students, and one staff member from the Center for Advising and Student Achievement (CASA). The student members from each college shall be appointed by the student governing body of the college, and failing that, by the Dean of the college. The college staff member shall be responsible for coordinating the college's CFT activities, and shall be appointed by the Dean of the college. The CASA staff member and Intra-University students shall be appointed by the director of CASA.

The UCFT will endeavor to meet twice per year. An alternate staff member, if appointed, may attend meetings and if necessary, vote in the absence of the primary member. At UCFT committee meetings, a quorum shall consist of nine voting members which represent a majority of the colleges and shall be necessary for action. Items are to be decided by majority vote of the quorum. In the case of a tie, the vote shall be determined by the vote of the chair. In the case of a tie where the chair does not vote or abstains, the motion shall fail.

### **Establishment of a College Technology Committee**

Each college and the Intra-University Option at Colorado State University shall establish a College Technology Committee to oversee the administration of the charges for technology. The majority of committee members shall consist of students majoring within the college or the Intra-University Option and, at the discretion of the Dean, appropriate University personnel (e.g., faculty, computer lab coordinators). The Dean of each college shall be responsible for ensuring that adequate representation is present on this committee, according to the procedures outlined in the Board of Governors of the Colorado State University System approved Charges for Technology proposal for each college.

### **Responsibilities of the College Technology Committee**

The College Technology Committee will ensure that extensive planning and communication with students will occur prior to any major commitment of funds. Input from student groups will be requested and considered prior to committee decisions. The College Technology Committee shall be responsible for ensuring that the funds returned to each college are spent according to established procedures. The Dean of each college shall be responsible for ensuring that these funds are administered according to DHE guidelines with respect to "academic" charges as well as other applicable regulations or laws.

### **Continuation of Charges for Technology**

The continuation of charges for technology within a college, as well as the amount of the annual charge, shall be voted upon by the College Technology Committee within each college at least every two years, beginning Spring Semester of 1996. This vote of the committee as well as the request for the continuance of charges for technology must be noted in the college annual Charges for Technology report.

Each year the College Technology Committee shall be authorized to request an increase or decrease of the charge by an amount not to exceed 5% of the current annual charge without completing the full approval process described in the next paragraph.

If an increase or decrease larger than 5% of the current annual charge is contemplated, the College Technology Committee shall hold open hearings, during the academic year, with all parties (undergraduate

students, graduate students, and faculty). Following the hearings, a vote of all College Technology Committee members shall be taken. Passage of a charge change greater than 5% shall require approval by a two-thirds majority of the committee members.

All recommendations for continuation or changes shall be forwarded to the Dean for approval. The Dean's decision and reasons for the decision shall be communicated to the College Technology Committee. All charge recommendations shall then be forwarded to the University Information Technology Executive Committee (ITEC) and then to the Provost, who shall give approval before the recommendations are forwarded to the Board of Governors of the Colorado State University System. The Board of Governors of the Colorado State University System shall have ultimate authority for approving the continuation or changes. At the June Board meeting each year, continuation and proposed changes to the charges for technology are approved as part of the budget process for the coming fiscal year.

Requests for changes greater than 5% shall include the following information:

- Five-year history on actual and projected (for the current fiscal year) revenue and expenditures, and projected revenue and expenditures under the proposal,
- Space and other facilities related requirements, if any, related to the change,
- A description of the process used to obtain student support for the change, and
- Specific rationale and justification for the requested increase.

### **Distribution of Funds**

Each College Technology Committee shall be responsible for recommending a procedure for distribution of the funds resulting from the charges for technology. This distribution must be approved by the Dean of each college. The College Technology Committee may opt for centralizing the funds, or it may opt to return a percentage to each department to reflect the different needs of the college's various disciplines. Expenditures shall be reviewed beforehand by the Dean. Any disputes between the College Technology Committee and the Dean will be referred to the Provost for resolution.

### **Refunds**

There may be unusual situations that could justify a refund of the technology charge, and students may request a refund from the College Technology Committee. Such a request shall be made in writing and addressed to the Chairperson of the College Technology Committee. The decision to grant a refund shall be determined by a majority vote of the College Technology Committee. The student may appeal the committee's decision by notifying the committee and arranging a date to meet with committee members. Arguments from both sides will be heard and a vote taken. Decisions made by the committee at that meeting shall be final. Refunds will not be granted for the following reasons:

- 1) No predicted use of the equipment,
- 2) Non-enrollment in any specific college courses that semester, or
- 3) Change of college later than one week after census date.

A refund may be permitted on the grounds of change of college before or within one week following the official university census date. Students requesting refunds must present documents proving a change has been processed by the Registrar's Office. A refund may also be allowed because of withdrawal from the



University as a result of serious illness, disabling accident, military call-up, or activation of Reserve or National Guard units, as stated in University policy, and is subject to confirmation by the Office of Enrollment Services.

### **Proposal for Expenditures**

To improve educational experiences, proposals for expenditures of the funds resulting from the charges for technology shall be solicited by the College Technology Committee from students and faculty, preferably working together. Members of the committee are primarily responsible for identifying departmental needs; however, the departments may make their own requests. Moreover, all students having suggestions about laboratory equipment, computers, and other general-purpose requirements are encouraged to bring them to the respective committee members, department heads/chairs and/or the Dean's Office. Laboratory supervisors, graduate teaching assistants, and faculty members are also encouraged to make suggestions as they often know what improvements are needed and what is commercially available to upgrade and enhance the different laboratories.

The Assistive Technology Resource Center (ATRC) should be consulted when designing or modifying computer environments, both physical and electronic, to address accessibility, ergonomic and universal design considerations. To meet the needs of individual students with specific disabilities as defined by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, the ATRC may purchase or provide specialized hardware, software or other appropriate accommodations as warranted on behalf of a particular student with a disability. To utilize CFT funds for such expenditures, a representative of the ATRC must attend the spring UCFT meeting and present a proposed budget for the following fiscal year. If budget was provided during the current fiscal year, the proposal will also include a written report of the current year's budget and expenditures.

If a budget is approved for the ATRC, that budget will be distributed to the colleges on a per student percentage basis, i.e., the percentage of total students enrolled in a college during the current year versus the total students enrolled in the university for the current year. The CFT funds for the ATRC will be transferred out of college CFT accounts shortly after July 1 of each fiscal year.

A college may carry forward Charges for Technology funds for several years to provide for major purchases. Requests for carry forward must be fully documented and justified and the major purchases involved must be included in the strategic plan for the college. A multi-year purchase must not be in conflict with pertinent laws of the State of Colorado or other applicable regulations. Any requests for carry forward funds for multi-year purchases must be included in the annual report and must be approved by the Provost.

Colleges are not permitted to carry deficits over a fiscal year boundary, rather Colleges are mandated to carry over only small, desirably zero, fund balances over fiscal year boundaries. However, some expenses for technology, especially for software licensing and maintenance, are recurring and are therefore incurred in July. Because Charges for Technology revenue is not collected until the beginning of the fall semester, this pre-spending may cause some Charges for Technology accounts temporarily to be in deficit. As these expenses are required for the operation of technology environments, this paragraph details a policy that colleges can apply to sustain their operations throughout this time period. Colleges and the Intra-University Open Option may deficit spend up to 20% of the annual Charges for Technology revenue that they collected during the last fiscal year prior to receiving revenue for the current fiscal year. Any deficit so

incurred may not be carried past the end of September. Colleges may appeal this to the Information Technology Executive Committee (ITEC) by forwarding the appeal to the ITEC via the Vice President for Information Technology.

### **Allowable Uses of Funds**

The following are allowable uses of the funds resulting from the charges for technology:

#### 1. Student hourly compensation

Funds can only be used specifically to compensate students for monitoring or supervising computer laboratories or other laboratories where a substantial amount of the equipment has been purchased with the funds resulting from the charges for technology, or to compensate students for offering technology training and/or technology development specifically for students. Such technology training or development shall not be in support of academic courses or other functions normally funded by academic units. Students otherwise occupied in normal departmental functions, such as graders or tutors, shall not be paid from these funds.

#### 2. Non-Student employee compensation

Funds can be used to compensate or partially compensate non-student employees up to a total of 1.0 full time equivalent (FTE) employee per college where the compensated employee's function directly supports equipment and activities that are paid for with the funds resulting from the charges for technology. This FTE may be allocated across multiple employees as long as the total FTE support per college does not exceed 1.0. Similar to item 1 above, the compensated employee(s) shall not be in support of academic courses or other functions normally funded by academic units. Non-student employees otherwise occupied in normal departmental functions, such as graders or tutors, shall not be paid from these funds.

#### 3. Examples of allowable purchases of computer hardware and software

- Computers
- Imaging devices
- Plotters
- Hard disk drives
- CD-ROM and DVD drives
- Network cabling and devices
- Operating systems
- Word processors
- Spreadsheets
- Graphics packages
- Utility packages
- Compilers
- Simulators
- Productivity tools
- Software licenses

- Software upgrades
- File storage and backup solutions
- Diagnostic software
- Multimedia products
- Security systems
- File and application servers
- Ergonomic furniture compatible with learning stations
- Remote access solutions
- Environmental conditioning, including electrical power

Note that the last item above, “environmental conditioning, including electrical power,” allows ventilation, air conditioning, heating and humidification, and electrical power systems to be installed specifically to condition and power equipment purchased under this program. A limited amount of modification to the physical infrastructure is allowed, such as installing HVAC systems, ventilation systems, and modifications to existing rooms such as installing doors with vents, and installation of electrical panels and circuits specifically to environmentally condition the space and provide the power for server equipment purchased under this program. It is not intended to be used for the large projects such as the construction of new or refurbishing of existing server rooms, or for environmentally conditioning student labs.

#### 4. Examples of allowable purchases of other instructional equipment

- Scientific laboratory instruments
- General testing equipment
- Diagnostic hardware
- Kilns
- Art studio technologies
- Electrical or electronic music technology
- Cameras
- Videotape machines
- Video teleconferencing equipment

#### 5. Examples of allowed purchases of laboratory and other supplies

- Paper and output media
- Toner and ink cartridges for imaging devices
- Mouse pads
- Video and audio tapes
- Office supplies used in student labs by students (e.g. staplers, paper clips, scissors, etc.)
- Office supplies used by the help desk in support of the CFT activity (e.g. staplers, paper clips, scissors, etc.)

This category is not intended to be used for the purchase of otherwise typical laboratory supplies for equipment not purchased with funds resulting from the charges for technology.

## 6. Maintenance

Charges for maintenance required for the continued use of the items purchased with funds resulting from the charges for technology are allowed and encouraged.

## 7. Furnishings

When equipment is purchased with CFT funds, up to 25% of the cost of the equipment funds may be used to purchase furnishings that directly support the use of the purchased equipment. There must be a direct tie between the equipment and the supporting furnishing(s), e.g. chairs and tables for student computer stations or laboratory equipment, carts for portable equipment, equipment racks, etc.

In addition, credit card costs incurred by the University in permitting students to pay the charges for technology are allowable "cost of doing business charges."

The constituency of a college may wish to exclude or include any of the aforementioned items. Such an exclusion or inclusion must be recommended by the College Technology Committee of the respective college and the action filed with the Dean's Office and the Provost's Office.

### **Non-Allowable Uses of Funds**

The following are non-allowable uses of funds resulting from the charges for technology:

- on-student personnel not directly supporting CFT-funded initiatives
- Graduate student assistantships
- Personnel recruiting expenses
- General furniture
- General office supplies
- Vehicle rental
- Equipment not accessible to students
- Travel
- Food, drink and meals
- Facilities remodeling, except as noted above for environmental conditioning and electrical power for servers

The term "accessible to students" is meant to imply equipment used by students in order to fulfill academic requirements. Such equipment may be available in an open lab or in a specialized laboratory accessible only while a faculty member or a teaching assistant is present. Often specialized equipment can only be used in a meaningful manner when a direct supervisor is present. Ordinarily, purchase of administrative equipment is not considered an appropriate use of the funds.

The appropriateness of a specific item may be questioned by a Dean and advice obtained from the internal audit office of the University. Inappropriate expenditures proposed by the College Technology Committee

can be vetoed by the college Dean. A process for appeals and clarification shall be in place and rests with the Provost, who shall have final say. If Deans allow inappropriate expenditures, they are subject to adverse audit findings which will be addressed during regular performance reviews.

### **Basis of the Charges for Technology for Undergraduate Students**

All undergraduate students enrolled for twelve or more credits will be assessed the charges for technology by each of the colleges. The charges will be prorated for students taking less than twelve credits. No distinction is made between resident and non-resident students.

All charges collected from students in a given college will be transferred directly to that college as a separately budgeted item in the Resident Instruction budget of the college.

### **Basis of the Charges for Technology for Graduate Students**

Graduate students enrolled for nine or more credits in colleges that require charges for technology of graduate students will be assessed the charges for technology. The charge will be prorated for students taking less than nine credits. No distinction is made between resident and non-resident students. Graduate students paying the continuous enrollment fee do not pay the charges for technology.

### **Reports and Requests to the Board of Governors of the Colorado State University System**

Each year each college shall produce an annual Charges for Technology report. Copies shall be made available upon request to any student or faculty member, and a copy of the report shall be posted online.

Each college shall submit to the chair of the University Charges for Technology Committee the annual Charges for Technology report to be collated into a comprehensive report for the University and submitted to the Vice President for Information Technology for review. The report is then presented to the Provost, the President's Cabinet and subsequently forwarded to the Board of Governors of the Colorado State University System.

Colleges requesting changes greater than 5% shall submit this request to the Information Technology Executive Committee for review. The report is then presented to the Provost, the President's Cabinet and subsequently forwarded to the Board of Governors of the Colorado State University System.

The Board of Governors of the Colorado State University System receives the annual Charges for Technology report at its May meeting, including requests for changes in the charges for technology. Consequently, annual reports from the colleges, including requests to change fees, are due to the UCFT chair by April 1.

### **Format for the Annual Charges for Technology Report**

The information requested for the report includes:

- Revenues and Estimated Expenses for the Current Fiscal Year, with explanations for all increases, and justification for carry-over and carry-forward requests.

Additional detail, including guidelines for preparing Annual Reports, a budget template for submission of expenses, copies of previous Annual Reports, and other pertinent information, may be found at <http://ucft.colostate.edu/>.

### **Responsibility for this Document**

The University Charges for Technology Committee (UCFT) is responsible for this document, including all modifications and additions.

## Appendix A

### Schedule of Charges for Technology per Semester Effective as of July 1, 2017

<b>College/Program</b>	<b>Undergrad. Charge</b>	<b>Grad. Charge</b>	<b>Summer Charge</b>
College of Agricultural Sciences	\$86.15	\$86.15	No
College of Business	\$103.00	\$103.00	Yes
College of Engineering	\$170.00	\$170.00	No
College of Health and Human Sciences	\$71.00	\$71.00	Yes
Intra-University Option	\$38.50	N/A	No
College of Liberal Arts	\$57.30	\$57.30	No
College of Natural Sciences	\$94.50	\$0	No
Warner College of Natural Resources	\$94.50	\$94.50	No
College of Veterinary Medicine and Biomedical Sciences	\$90.00	\$0	No

Colleges may assess charges for technology to summer students.

Undergraduate students enrolled for twelve or more credits will be assessed the full charge for technology. The charge will be prorated for students taking less than twelve credits.

Graduate students enrolled for nine or more credits in colleges that require charges for technology of graduate students will be assessed the full charge. The charge will be prorated for students taking less than nine credits. Graduate students paying the continuous enrollment fee do not pay the charge for technology.

No distinction is made between resident and non-resident students.

# FY 2018 Room and Board Rates



Colorado State University  
Board of Governors Meeting - May 2-3, 2017

COLORADO STATE UNIVERSITY  
HOUSING SYSTEM  
RESIDENCE HALL PROPOSED RATES PER SEMESTER  
FOR ACADEMIC YEAR 2017-18

<u>RESIDENCE HALLS</u> <sup>1</sup>	2016-17	2017-18	2017-18	Percent Change
	Approved Rate	Proposed Change	Proposed Rate	
Standard Room	\$2,708	\$81	\$2,789	3.0%
Suite	\$3,175	\$95	3,270	3.0%
Suite Hall Designed Single	\$3,573	\$107	3,680	3.0%
Summit Suite	\$3,480	\$104	3,584	3.0%
Summit Suite Designed Single	\$4,451	\$134	4,585	3.0%
Towers 3 Room Occupied by Two	\$3,504	\$105	3,609	3.0%
Towers Designed Single	\$3,393	\$102	3,495	3.0%
Academic Village Double or Quad Suite	\$3,573	\$107	3,680	3.0%
Academic Village Suite Designed Single	\$4,658	\$140	4,798	3.0%
Parmelee or Braiden Loft Suite	\$3,480	\$104	3,584	3.0%
Parmelee or Braiden Loft Designed Single	\$4,451	\$134	4,585	3.0%
Laurel Village Double Community Style	\$2,980	\$89	3,069	3.0%
Laurel Village Single Community Style	\$3,733	\$112	3,845	3.0%
Laurel Village Double Suite Private Bath	\$3,573	\$107	3,680	3.0%
Laurel Village Single Suite Private Bath	\$4,658	\$140	4,798	3.0%
Laurel Village Suite Quad	\$4,451	\$134	4,585	3.0%
Laurel Village Suite Single	\$4,451	\$134	4,585	3.0%
Additional charge for Double as Single	\$750	\$0	750	0.0%
Additional charge for Triple as Double	\$300	\$0	300	0.0%

<u>Dining Services Meal Options</u> <sup>2</sup>	2016-17		2017-18	Meal Plan
	Approved Rate	RamCash	Proposed Rate	Only % Incr
Any 21	\$2,847	\$150	\$2,968	4.49%
Any 14	\$2,642	\$150	\$2,717	3.03%
Any 10	\$2,301	\$150	\$2,346	2.09%
U Plan for upperclass residents - 5 meals per week	\$1,360	\$150	\$1,370	0.83%

<u>CSU Mountain Campus Summer Sessions</u>	2016-17	2017-18	2017-18	Percent Change
	Approved Rate	Proposed Change	Proposed Rate	
Student Room & Board (NR220 26 days)	\$988	\$26	\$1,014	2.632%
Student Room & Board (F230 - 12 days)	\$456	\$12	\$468	2.632%
Faculty Cabins (26 days)	\$624	\$26	\$650	4.167%
Faculty Cabins (12 days)	\$288	\$12	\$300	4.167%

<sup>1</sup> Rates include technology fees.

Required deposit is transferrable to apartment applications.

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

The variable rate changes adjust the plans to an equitable per meal cost.

The Any 21 meal plan can be upgraded to an any meal, any time (up to 12 meals per day) for \$319 per semester

$$\$2,847 - \$150 = \$2,697; \quad \$2,697 \times 1.0449 = \$2,818; \quad \$2,818 + \$150 = \$2,968$$

Colorado State University  
Board of Governors Meeting - May 2-3, 2017

COLORADO STATE UNIVERSITY  
HOUSING SYSTEM  
APARTMENT PROPOSED MONTHLY RATES  
FOR ACADEMIC YEAR 2017-18

<u>APARTMENTS</u> <sup>1</sup>	2016-17 Monthly Rates	2017-18 Proposed Monthly Rates	Percent Change
<u>Single Student Apartments</u>			
International House 1-bedroom	\$760	\$795	4.6%
International House 2-bedroom share	\$525	\$550	4.8%
Aggie Village South 2-bedroom share	\$525	\$550	4.8%
University Village @ 1500 2-bedroom share	\$500	\$525	5.0%
University Village @ 1500 2-bedroom share <sup>2</sup>	\$525	\$550	4.8%
University Village @ 1500 2-bedroom share by 3	\$390	\$405	3.8%
University Village @ 1600 2-bedroom share	\$525	\$550	4.8%
University Village @ 1600 2-bedroom share <sup>2</sup>	\$575	\$610	6.1%
University Village @ 1600 2-bedroom share by 3	\$425	\$450	5.9%
Aggie Village studio	\$940	\$980	4.3%
Aggie Village 1-bedroom	\$1,025	\$1,075	4.9%
Aggie Village 2-bedroom	\$745	\$760	2.0%
Aggie Village 2-bedroom shared by 4	\$395	\$405	2.5%
Aggie Village 3-bedroom	\$690	\$700	1.4%
Aggie Village 4-bedroom	\$660	\$680	3.0%
<u>Student Family Apartments</u>			
Aggie Village South 2-bedroom	\$765	\$775	1.3%
University Village @ 1500 2-bedroom	\$765	\$795	3.9%
University Village @ 1600 2-bedroom	\$910	\$935	2.7%
University Village @ 1600 3-bedroom	\$1,010	\$1,040	3.0%
University Village @ 1700 2-bedroom	\$945	\$975	3.2%
University Village @ 1700 3-bedroom	\$1,030	\$1,075	4.4%

<sup>1</sup> Apartment rates include utilities and internet.

Required deposit is transferrable to residence hall applications.

<sup>2</sup> Rate for the larger bedroom in the apartment.



**COLORADO STATE UNIVERSITY-PUEBLO  
HOUSING SYSTEM  
RESIDENCE HALL PROPOSED RATES PER SEMESTER  
FOR ACADEMIC YEAR 2017-18**

	2016-17 Approved Rate	Proposed Changes	2017-18 Proposed Rate	Percent Change
<b><u>RESIDENCE HALLS &amp; APARTMENTS<sup>1</sup></u></b>				
<b>Crestone, Culebra and Greenhorn Halls<sup>2</sup></b>				
Shared Bedroom - Semi Suite / Double with Shared	\$2,830	\$85	\$2,915	3.0%
Shared Bedroom -Triple with Shared	\$1,895	\$55	\$1,950	2.9%
Shared Bedroom - Triple with Private	\$2,100	\$65	\$2,165	3.1%
Shared Double (small) / Single with One Bath	\$2,400	\$0	\$2,400	0.0%
Shared Bedroom Suite / Double with One Bath	\$3,210	\$95	\$3,305	3.0%
Private Bedroom Suite / Single with Shared Bath	\$3,590	\$100	\$3,690	2.8%
<b>UVWS Apartments<sup>2</sup></b>				
Private bedroom	\$2,895	\$85	\$2,980	2.9%
Shared bedroom	\$1,890	\$55	\$1,945	2.9%
<b><u>DINING SERVICE MEAL PLAN OPTIONS</u></b>				
Unlimited	\$2,125	\$65	\$2,190	3.1%
17 Meals + \$50	\$1,913	\$57	\$1,970	3.0%
14 Meals + \$110	\$1,913	\$57	\$1,970	3.0%
12 Meals + \$150	\$1,913	\$57	\$1,970	3.0%
10 Meals + \$100 <sup>3</sup>	\$1,233	\$37	\$1,270	3.0%
<b><u>Meal Blocks / meals with Dining Dollars<sup>4</sup></u></b>				
10 meals + \$25	\$94	\$3	\$97	3.2%
25 meals + \$50	\$222	\$7	\$229	3.2%
50 meals + \$100	\$443	\$14	\$457	3.2%
<b><u>Dining Dollar Plans<sup>5</sup></u></b>				
Plan 1	\$500	\$0	\$500	0.0%
Plan 2	\$1,000	\$0	\$1,000	0.0%

3 Plan is available to upper class residents.

4 Plans are available to commuter students.

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

# FY 2018 Cost of Attendance

Colorado State University  
Board of Governors Finance Meeting - May 2-3, 2017  
Final

### Cost of Attendance

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

	Base Resident Tuition (Student Share) <sup>1</sup>	Mandatory Student Fees <sup>2</sup>	Room and Board Charge <sup>3</sup>	TOTAL	Increased cost over prior year	
					Cost	Percentage
<b>FY2017-18 Proposed</b>	\$9,152	\$2,243	\$11,974	\$23,369	\$808	3.6%

<b>FY2016-17 and Prior Tuition and Fees</b>					Cost	Percentage
Actual FY2016-17	\$8,716	\$2,211	\$11,634	\$22,561	\$823	3.8%
Actual FY2015-16	\$8,301	\$2,133	\$11,304	\$21,738	\$947	4.6%
Actual FY2014-15	\$7,868	\$1,939	\$10,984	\$20,791	\$894	4.5%
Actual FY2013-14	\$7,494	\$1,729	\$10,674	\$19,897	\$1,158	6.2%
Actual FY2012-13	\$6,875	\$1,684	\$10,180	\$18,739	\$1,165	6.6%
Actual FY2011-12	\$6,307	\$1,645	\$9,622	\$17,574	\$1,161	7.1%
Actual FY2010-11	\$5,256	\$1,639	\$9,518	\$16,413	\$669	4.2%
Actual FY2009-10	\$4,822	\$1,436	\$9,486	\$15,744	\$769	5.1%
Actual FY2008-09	\$4,424	\$1,390	\$9,162	\$14,976	\$1,487	11.0%
Actual FY2007-08	\$4,040	\$1,319	\$8,130	\$13,489	\$1,442	12.0%
Actual FY2006-07	\$3,466	\$1,191	\$7,390	\$12,047	\$1,491	14.1%
Actual FY2005-06	\$3,381	\$1,121	\$6,054	\$10,556	\$1,000	10.5%

<sup>1</sup> Base Tuition, Student portion only - does not include differential tuition charges.

<sup>2</sup> Mandatory Fees include General Fees, the University Technology Fee and University Facilities Fees

<sup>3</sup> Housing based on a "Suite" room and "Any 14" Meal Plan



## Cost of Attendance at CSU-Pueblo

Resident, Full-time Undergraduate Student  
(12 credit hours, Fall and Spring semesters)

CSU-Pueblo	Base Resident Tuition	Mandatory Student Fees	Room & Board	TOTAL	\$ Increase Over Prior Year	% Increase Over Prior Year
<b>FY 2017-2018 Proposed</b>	<b>\$6,164</b>	<b>\$1,908</b>	<b>\$9,770</b>	<b>\$17,842</b>	<b>\$741</b>	<b>4.3%</b>
FY 2016-2017	\$5,815	\$1,800	\$9,486	\$17,101	\$793	4.9%
FY 2015-2016	\$5,486	\$1,698	\$9,124	\$16,308	\$496	3.1%
FY 2014-2015	\$5,188	\$1,608	\$9,016	\$15,812	\$700	4.6%
FY 2013-2014	\$4,894	\$1,466	\$8,752	\$15,112	\$252	1.7%
FY 2012-2013	\$4,894	\$1,466	\$8,500	\$14,860	N/A	N/A

\*Room & Board assumes double occupancy and 17 Meals + \$50 per semester

# FY 2018-2019 Capital Construction Project Lists

**CSU FORT COLLINS 5 YEAR CAPITAL CONSTRUCTION PLAN**  
**FY 19-23 State Request--Capital Construction Funds**

Priority	Funding	Project Name	Prior Funding	FY 18-19	FY 19-20	FY 20-21	FY 21-22	FY 22-23	Total Project Cost	BOG Program Plan APPROVAL
1	State CCF	Shepardson Renovation and Addition-2 phases		\$4,527,223	\$13,482,700	\$6,585,576			\$42,804,919	pending
	Cash				\$18,209,420					
2	State CCF	Anatomy-Zoology East		\$15,784,650					\$15,784,650	NA
	Cash	Revitalization								
3	State CCF	Chemistry B&C wing		\$24,951,150					\$24,951,150	NA
	Cash	Revitalization								
	State CCF	District Chiller Expansion			\$17,400,000				\$17,400,000	pending
	Cash									
	State CCF	Western Slope AES			\$10,000,000					pending
	Cash	Consolidation								
	State CCF	San Luis Valley Research Station				\$4,800,000			\$4,800,000	pending
	Cash									
	State CCF	Education Building					\$20,000,000		\$20,000,000	pending
	Cash	Revitalization								
	State CCF	Engineering Research						\$20,000,000	\$20,000,000	pending
	Cash	Center Renovation								
	State CCF	NWC CSU Water Resources Center			\$62,400,000					5/1/2016
	Cash				\$28,200,000					
	State NWC COP	NWC Equine and Community Clinics-placeholder, tbd			\$30,200,000				\$30,200,000	pending
	Cash									
	State NWC COP	NWC CSU Center-placeholder, tbd						\$107,400,000	\$107,400,000	pending
	Cash									
	<b>Total State CCF</b>			\$45,263,023	\$40,882,700	\$11,385,576	\$20,000,000	\$20,000,000	<b>\$137,531,299</b>	
	<b>Total State NWC COP</b>			\$0	\$92,600,000	\$0	\$0	\$107,400,000	<b>\$200,000,000</b>	
	<b>Total Cash</b>			\$0	\$28,200,000	\$18,209,420	\$0	\$0	<b>\$46,409,420</b>	
	<b>Total 5 year plan</b>								<b>\$383,940,719</b>	





**CSU-Pueblo 2017-2018 Draft 5-Year Capital Construction Plan**

Priority	Funding	Project Name	Prior Funding	FY 18-19	FY 18-19	FY 19-20	FY 20-21	FY 21-22	Total State Funds	Total Cash Funds	Total Project Cost
1	State Cash	Psychology Building Renovation & Addition		\$16,800,000					\$16,800,000	\$0	\$16,800,000 (State Only)
2	State Cash	Technology Building Renovation & Addition			\$16,100,000				\$16,100,000	\$0	\$16,100,000 (State Only)
3	State Cash	Art/Music Building Renovation & Addition				\$18,000,000			\$18,000,000	\$0	\$18,000,000 (State Only)
4	State Cash	Administration Building Renovation & Addition					\$15,000,000		\$15,000,000	\$0	\$15,000,000 (State Only)
5	State Cash	Facilities Management Building Renovation & Addition						\$15,000,000	\$15,000,000	\$0	\$15,000,000 (State Only)

# Section 5

## *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*

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### **Governors & Board Members:**

I have learned so much from serving Colorado State University on this Board. Thank you for not only allowing the student voice be at the table, but also for actually cherishing it and acting with it in mind. As I transition into new roles and chapters in my journey I plan to be continually involved in leadership in the City of Fort Collins, the CSU System, and the state of Colorado.

#### **2016-2017 ASCSU Administration /CSU-Fort Collins Highlights**

- **CSU/UABCS Leadership Exchange Pilot Program in Baja California del Sur, Mexico**
  - Funding approved by the President's Student Financial Advisory Board
  - Applications are live and the first group will depart Fall Break 2017
  - Chancellor Frank expressed a vision in making this opportunity a CSU System Collaboration in the future
- **Academic Milestone: A Commitment to Measuring Teaching Effectiveness**
  - The student-led University Technology Fee Advisory Board approved various projects including Online Course Surveys alongside CSU Faculty
- **ASCSU Sustainability Collaborations with Campus & National Partners**
  - Lead efforts in the student initiated Renewable Energy Pledge signed by Dr. Frank
    - Represented CSU students in receiving recognition from former Vice President Al Gore
  - The student-led Alternative Transportation Fee Advisory Board expanded Transfort Bus Services including later evening hour extensions, trailer buses, partial Sunday service, & a second Around the Horn extension on the south portion of the Main Campus
- **State and Local Policy: Constructive approaches during polarizing times**
  - Engaged thousands of CSU Students to register to vote in the Presidential Election in the Fall of 2016
  - ASCSU will help to educate the student body in light of Governor Hickenlooper's signing of free speech policy in the upcoming school year
  - Met and engaged with Fort Collins Police Services and City of Fort Collins leaders to discuss the relationship they have with our university in light of recent police/student interactions
  - Engaged in the It's On Us Summit
    - I personally agreed to serve on the Colorado Steering Committee in the next year
- **Traditions & Programs-Campus/System Collaborations**
  - Co-revealed the return of the Old Main Bell to campus
    - ASCSU looks forward to increasing the robust relationship with the Alumni Association to leverage more student engagement and collaborations

- Worked with CSU System student and staff leadership to make progress on the CSU System Passport-Encouraged further social media enhancements to leverage the System's public presence overall
  - Pilot Program Example: CSU-Fort Collins & CSU-Pueblo collaboration during the 2017 Institute of Cannabis Research Conference
- **University Affairs-SFRB, Campus Game Days, and ASCSU Representation**
  - Completed the Student Fee Review Process with a 1.34% fee package increase into the next fiscal/academic year
  - Introduced new Food Security Initiatives along with campus and community partners including the new Food Security Specialist position in ASCSU and the Mobile Food Pantry Pilot Program: approximately 300+ CSU community members served each evening
  - Game-Day Operations/Student Programming: Engaged with various campus partners & committees to ensure student input in this process including: Alcohol policies, student programming, fan experience safety, alumni engagement, and most importantly the Re-Park Program Resolution crafted by the Legislative Branch
  - ASCSU is committed to continually addressing adjustments to diverse student demographic representation in our organization-especially in the Legislative Branch through voting seats in the Senate body

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

**May 2-3, 2017, Fort Collins, CO.**

Below I provide a summary of the February 7, March 7, and April 4, Faculty Council meetings (full meeting minutes are posted on the CSU Faculty Council web site). I also include additional highlights of interest.

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

### Highlights of the February 7, 2017 Faculty Council Meeting

1. Announcements
  - a. Call for candidates for Faculty Council officer positions
  - b. President Frank will have an open forum for faculty – Wednesday, February 8, 3-4 pm
2. Reports
  - a. Provost Miranda
    - i. A balanced budget is due to the Board of Governors at the May meeting. An open forum will be scheduled in mid- to late-March to present the latest draft budget.
    - ii. CSU continues to monitor the situation with international students with restrictions on visas. One of the students trapped abroad was able to return to CSU. CSU is concentrating on providing information to students and supporting APLU and other national organizations with lobbying power in DC.
    - iii. Legislative session has started at the state capitol. Draft bills that are being monitored include Senate Bill 62 (Student Free Speech on Higher Education Campuses), CORA, and the Long Bill (budget bill).
    - iv. Task Force has nearly completed its final recommendations on salary equity. The report will be out any day.
    - v. Miranda shared several comments sent to him by Rebecca Martin, Executive Director of the National Association of System Heads. Martin described CSU as leader in student success initiatives because of our ambitious goals, campus-wide engagement, intentional use of data, institutional best practices, ongoing investment, and striking outcomes.
  - b. Chair Stromberger
    - i. Employee councils are sending out a survey to gather comments on salary, compensation, and other benefits.
    - ii. Committee updates
      1. Committee on Non-Tenure Track Faculty are drafting proposed revisions to the Manual and will present their proposal to Faculty Council.
      2. Committee on Responsibilities and Standing of Academic Faculty will soon receive a draft revision to the Bullying Policy for their review.
      3. Committee on Teaching and Learning is examining platforms to deliver course surveys online.
      4. Executive Committee — sent a letter of support to CSU DACA students and international students from Iran, Iraq, Libya, Somalia, Sudan, Syria, and Yemen. Letter also was sent to President Frank and expressed continued support for President Frank in his efforts to support our students. Letter is posted on Faculty Council website.
3. Actions
  - a. Jennifer Nyborg and Mary Van Buren were elected to three-year terms on the University Grievance Panel.
  - b. Faculty Council approved the proposed revision to the Manual, Section E.15.1, pending final approval by the BOG. The revision prohibits faculty from initiating the disciplinary process against other faculty.
  - c. Faculty Council approved the proposed revision to the Manual, Section C.2.1.9.3, pending final approval by the BOG. The revision adds the chair of the Committee on Non-Tenure Track Faculty (or designee) as a possible member of Faculty Council standing committees.
  - d. Faculty Council approved the proposed revision to the Manual, Section C.2.1.9.5.h, pending final approval by the BOG, which adds the chair of Committee on Non-Tenure Track Faculty (or designee) on the Committee on Strategic and Financial Planning.

- e. Faculty Council approved the proposed revision to the Manual, Section C.2.1.9.5.i, pending final approval by the BOG, which adds the chair of Committee on Non-Tenure Track Faculty (or designee) on the Committee on Teaching and Learning.
  - f. Faculty Council adopted the recommendations of Committee on University Programs regarding continuing or discontinuing Centers, Institutes, Other Special Units (CIOSU).
4. Discussion
- a. Paul Thayer, special assistant to the Provost, gave a presentation on Engaging Faculty in Student Success. Thayer's presentation will be posted on the Faculty Council website.

### Highlights of the March 7, 2017 Faculty Council Meeting

- 1) Announcements
  - a. Election of faculty to Faculty Council standing committees will take place during the April 4, 2017 FC meeting
  - b. Forum on "Female Faculty's Experiences and Perspectives of CSU Culture and Climate" to be held March 20, 2017, 3-5 pm in LSC Ballroom.
  - c. Chair Stromberger introduced Kathy Rickard, Faculty Ombuds
- 2) Reports
  - a. Provost Rick Miranda
    - i. Budget update: The actual tuition revenue for Spring 2017 was about \$2M less than projected. Miranda presented a revised draft budget to show where adjustments could be made to balance the budget. Reductions can be spread across multiple categories, including multi-year strategic investments (\$500K less than projected), faculty and staff compensation (\$1M), academic incentives (\$500K), and quality enhancements (\$500K).
      - 1. The additional contribution of 0.5% to the defined contribution plan remains in the draft budget.
      - 2. The salary increase to state classified personnel remains at 2.5%.
      - 3. The new draft presented a reduction in department re-allocation, from \$3M to \$2M.
      - 4. The draft budget includes an infusion of \$500K from the CSU reserve.
  - b. Chair Mary Stromberger
    - i. The report on the long-term salary equity study is nearly finalized. The report will be released in late March/early April, and forums will be scheduled. Diana Prieto will provide a report to Faculty Council during the April Faculty Council meeting.
    - ii. A revised draft of the Bullying Policy is being reviewed by Committee on Responsibilities and Standing of Academic Faculty (CoRSAF). CoRSAF will provide feedback on the draft and will develop recommendations for next steps.
- 3) Actions
  - a. The following faculty were elected to Faculty Council officer positions for a one-year term, effective July 1, 2017:
    - i. Tim Gallagher, Chair
    - ii. Sue Doe, Vice Chair
    - iii. Margarita Lenk, Faculty Representative to the Board of Governors
  - b. Faculty Council adopted the proposed revision to the Graduate and Professional Bulletin, Graduate Certificate Program
    - i. Clarifies that Certificates are not professional titles or designations.
  - c. Faculty Council rejected the proposed revision to the Graduate and Professional Bulletin, Graduate Assistantships – Terms of Appointment
    - i. Would have changed graduate teaching and support assistantships to receive tuition benefits for resident-instruction credits, not on-line credits or differential tuition.
  - d. Faculty Council referred the proposed revision to the Academic Faculty and Administrative Professional Manual, Section E.9, Faculty Productivity back to CoRSAF
    - i. Would have added that merit salary increases can take into consideration negative behaviors, but only if they resulted in disciplinary action through the E.15 process.
  - e. Faculty Council adopted the proposed revision to the Academic Faculty and Administrative Professional Manual, Section F.3.2.1, Sick Leave Accrual
    - i. Procedural clarifications and minor edits.

- f. Faculty Council adopted the proposed revision to the Academic Faculty and Administrative Professional Manual, Section I.19, Policies Regarding Controlled Substances, Illicit Drugs, and Alcohol
    - i. Adds that employees may not serve in their role at work while impaired.
  - g. Faculty Council adopted the recommendation for a new CIOSU (Centers, Institutes, and Other Special Units) - the Regional Economic Development Institute.
- 4) Discussion item
- a. Jenny Morse, Chair of Committee on Non-Tenure Track Faculty (CoNTTF), presented an overview of CoNTTF's proposals to create new appointment titles, processes for appointments, re-appointments, and promotions, and shared governance structure for non-tenure track faculty.

### Highlights of the April 4, 2017 Faculty Council Meeting

- 1) Announcements
  - a. Next Faculty Council meeting will be May 2, 2017 in Behavioral Sciences Building A101
  - b. Salary Equity Report forum will be held April 5, 10:30-11:30am in Lory Student Center Longs Peak Room
- 2) Reports
  - a. President Frank
    - i. A bipartisan bill, SB-027, is under review. The bill proposes to exempt the Hospital Provider Fees from TABOR. If this passes, it would protect the proposed \$30M increase in state appropriations to Higher Education. If it doesn't pass, the Higher Education budget, including ~\$2.9M that would go to CSU, will be cut from the state budget.
    - ii. Kim Jordan, co-founder and CEO of New Belgium Brewery, has been nominated to the CSU System Board of Governors.
    - iii. CSU Campaign to fundraise \$1B is doing well and is ahead of schedule.
  - b. Provost Miranda
    - i. Draft incremental E&G budget, version 3.0, for the Board of Governors includes the following changes from the February draft budget 2.0:
    - ii. Projected revenue is \$2.3M less than projected in February, due to a drop in enrollment in Spring 2017.
    - iii. To balance the budget, Miranda proposes to reduce expenses as follows:
      - 1. \$475,000 cut to multi-year central investments in strategic initiatives (now set at \$1.2M instead of \$1.7M)
      - 2. \$1.4M cut to academic incentive funding (now set at \$7M instead of \$8.4M).
      - 3. \$400K cut to quality enhancements (now set at \$1M instead of \$1.4M).
    - iv. In addition, mandatory costs will decrease by ~\$0.9M due to some bill payments not beginning until next FY19.
    - v. The reallocation has been reduced from \$3M to \$2M.
  - c. Chair of Faculty Council Stromberger
    - i. Committee on Responsibilities and Standing of Academic Faculty (CoRSAF, chair Dan Turk)
      - 1. Working on their review of the bullying policy.
      - 2. Met with Don Estep, chair of Committee on Faculty Governance (CoFG) last week to discuss coordinating CoRSAF's and CoFG's efforts on the Non-Tenure Track Faculty (NTTF) proposals.
      - 3. Will discuss the bullying policy at their meeting this week.
      - 4. Afterwards, will turn their attention to the NTTF proposals.
    - ii. Committee on Faculty Governance
      - 1. Working on NTTF proposals.
      - 2. Continue to work on proposal to create a new University Policy Review Committee.
    - iii. Committee on Teaching and Learning (CoTL)
      - 1. Discussions on course survey continue, with a focus on clarification on how the survey is to be used (and NOT used), and identifying the "core" elements and questions that are in common across disciplines, course styles.
      - 2. CoTL voted on and unanimously approval a statement of support for the ongoing work of CoNTTF.
      - 3. Studied a report on exam proctoring and how to fund; recommendations will go to Executive Committee this month.
      - 4. Hearing from the Unizin task force on faculty needs regarding Unizin.
- 3) Actions

- a. The following faculty were elected to Faculty Council standing committees for a three-year term, effective July 1, 2017:
    - i. Ruth Hufbauer, CAS, Committee on Faculty Governance
    - ii. Shane Kanatous, CNS, Committee on Intercollegiate Athletics
    - iii. Mark Shelstad, Libraries, Committee on Intercollegiate Athletics
    - iv. Hong Miao, COB, Committee on Intercollegiate Athletics
    - v. Hye Seung Chung, CLA, Committee on Libraries
    - vi. Kellie Enns, CAS, Committee on Libraries
    - vii. Jenny Morse, COB, Committee on Non-Tenure Track Faculty
    - viii. Richard Eykholt, CNS, Committee on Responsibilities and Standing of Academic Faculty
    - ix. Kristy Dowers, CVMBS, Committee on Scholastic Standards
    - x. Jason Frazier, CLA, Committee on Scholastic Standards
    - xi. Daniel Draper, Libraries, Committee on Strategic and Financial Planning
    - xii. Jennifer McLean, CVMBS, Committee on Teaching and Learning
    - xiii. Anireddy Reddy, CNS, Committee on University Programs
    - xiv. Bradley Goetz, CAS, University Curriculum Committee
    - xv. Mike Hogan, CLA, University Curriculum Committee
  - b. The following faculty were elected to University committees:
    - i. Antonio Pedros-Gascon, CLA, was elected to the University Grievance Panel
    - ii. Bradley Conner, CNS, and Katie Gibson, CLA, were elected to the University Discipline Panel
    - iii. Gamze Cavdar, CLA, was elected to the University Benefits Committee
  - c. Faculty Council approved the proposed revisions to the Manual, Sections C.2.1.9.3, Membership and Organization, and C.2.1.9.4, Election to Membership and Term of Service
    - i. Changes update the election procedures of Faculty Council standing committees.
  - d. Faculty Council approved the proposed revisions to the Graduate and Professional Bulletin, Master's Degrees – Credit Requirements
    - i. Changes the credit requirements of Master Plan B degrees from 32 to 30 credits; clarifies that Plan B Master degrees must require a paper, exam, portfolio, or project.
  - e. Faculty Council approved the proposed revisions to the Graduate and Professional Bulletin, Ph.D. Degree
    - i. Establishes a new type of degree, the Professional Doctorate.
  - f. Faculty Council approved the new Master of Science degrees in Materials Science and Engineering, Plan A and Plan B.
  - g. Faculty Council approved the new Ph.D. degree in Materials Science and Engineering.
  - h. Faculty Council approved the new Bachelor of Arts degree in Women's and Gender Studies.
  - i. Faculty Council approved the new Ph.D. degree in Anthropology.
- 4) Discussion
- a. Diana Prieto, Executive Director of Human Resources and Equal Opportunity, led a presentation and discussion on the Salary Equity Study findings. Joining her were Colleen Webb, Department of Biology, Laura Jensen, Institutional Research, and Dan Bush, Vice Provost for Faculty Affairs. A copy of the presentation can be found on the Faculty Council website.



## **COLORADO STATE UNIVERSITY PRESIDENT'S REPORT**

Board of Governors of the Colorado State University System  
May 3, 2017

### **I. TEACHING AND LEARNING: ASSURE EXCELLENCE IN ACADEMIC PROGRAMS**

#### **A. CSU earns second STARS Platinum rating for sustainability**

CSU for the second time has achieved platinum status under the STARS rating system, the University announced in April. CSU in 2015 became the first and only campus to achieve platinum status – the highest possible – under the STARS rating system, an independent program that measures comprehensive sustainability efforts at more than 700 universities across the globe. STARS stands for Sustainability Tracking, Assessment, & Rating System, and it is a program conducted by the Association for the Advancement of Sustainability in Higher Education. It is considered the most comprehensive and prestigious sustainability performance measurement program in higher education. The exhaustive process takes a comprehensive approach that examines academics, sustainability-related research, student engagement, transportation, operations, outreach programs, and more. Nearly 700 universities and colleges on six continents participate and are rated through the STARS system. This is the fourth time CSU has achieved the highest rating of all universities. In March, the University was also ranked No. 1 on a national list of the Top 40 Greenest College Campuses.

#### **B. Six named CSU University Distinguished Professors**

The University bestowed its highest academic recognition, the title of University Distinguished Professor, on six full professors April 18. University Distinguished Professors are those faculty who have achieved the highest standards of excellence in their disciplines and a record of continuing accomplishment. Professors receiving this title hold the distinction for the duration of their association with Colorado State University. The six new UDPs are:

- **Dr. Manfred Diehl:** Diehl, a professor in the Department of Human Development and Family Studies, is known nationally and internationally for his work in the field of gerontology. In 2015, he received the prestigious Humboldt Research Award from Germany's Alexander von Humboldt Foundation.
- **Dr. Don Estep:** Estep, chair of and professor in the Department of Statistics in the College of Natural Sciences, was the first at Colorado State University to become a University Interdisciplinary Research Scholar. He is recognized nationally and internationally for his research on the influence of uncertainty quantification for differential equations modeling biological, engineering system, and physical systems.
- **Dr. Alan Knapp:** Knapp, a professor of Biology in the College of Natural Sciences, is one of the world's most-respected ecosystems ecologists and has compiled a noteworthy career in teaching and research that stretches more than 35 years. In recently years,

this has included leading a major national drought study on grasslands for the National Science Foundation.

- **Dr. Keith Paustian:** Paustian, professor in the Department of Soil and Crop Sciences and a senior research scientist in CSU's Natural Resources Ecology Laboratory, focuses on modeling and field measurement of greenhouse gas emissions from land-use activities. He serves on the US Carbon Cycle Science Steering Group and was coordinating lead author for the Intergovernmental Panel on Climate Change.
- **Dr. A.R. "Ravi" Ravishankara:** Ravishankara, professor in the Departments of Chemistry and Atmospheric Science, has had a long research career spanning both government and academia. Over four decades, he has studied the chemistry of Earth's atmosphere as it relates to stratospheric ozone, climate change, and regional air quality. He is a member of the American Association for the Advancement of Science.
- **Dr. Ellen Wohl:** Wohl, a geosciences professor specializing in fluvial science and geomorphology, has sustained an exceptional level of scholarly international service and recognition for her outstanding contributions to the field of geomorphology.

#### **C. CSU's Fort Collins, Pueblo campuses join forces for social work**

The CSU System's School of Social Work on the Fort Collins campus has formed a partnership with the CSU-Pueblo School of Social Work to strengthen both programs with new approaches for policy practice education, with support and funding from CSU's Office of the Provost. The Fort Collins-Pueblo collaboration resulted in the first department-sponsored Advocacy Day, held Jan. 31 at the Capitol in Denver. More than 100 B.S.W. and M.S.W. students from both campuses observed legislative sessions, attended a community advocate panel discussion, and advocated in scheduled meetings with legislators of both parties. The partnership will also help the Fort Collins and Pueblo schools partner with faculty across campuses and plan for further collaborations, including the design of educational trainings and publishing of student outcomes.

#### **D. SoGES Director Diana Wall receives top honor from Ecological Society of America**

The Ecological Society of America recognized Colorado State University Distinguished Professor Diana Wall March 1. She will receive its highest honor, the 2017 Eminent Ecologist Award, at the society's annual meeting in August. The award honors a senior ecologist for an outstanding body of ecological work or sustained ecological contributions of extraordinary merit. The Ecological Society of America has more than 10,000 members worldwide. Sixty-four ecologists have received this top honor since it was first awarded in 1953.

#### **E. Temple Grandin named to the National Women's Hall of Fame**

Temple Grandin, Colorado State University professor of animal sciences and world-renowned autism spokesperson, was named to the National Women's Hall of Fame in February. Grandin is one of only 10 women to receive the prestigious honor this year. Grandin was honored for her research, teaching, and international consultation on autism, animal behavior and handling, as well as advancing quality standards and assurance in the meat and livestock industries were

highlighted in the announcement. Women selected for the National Women's Hall of Fame must be of national or global importance and of enduring value.

**F. CSU's online MBA named one of the best in the world by the *Financial Times***

Colorado State University's Online Professional MBA was in March ranked among the top programs in the world according to the *Financial Times*' Online MBA Ranking 2017. CSU's online MBA program ranks No. 19 in the world and No. 12 in the United States. CSU's online MBA program was the only program of its kind in Colorado ranked by the *Financial Times*.

**G. CSU ranks 6th on list of Peace Corps' top-producing colleges and universities**

Rising two spots this year, Colorado State University is ranked sixth nationally on the Peace Corps' annual Top Volunteer-Producing Colleges and Universities list. The rankings, announced in March, reflect 54 Ram alumni currently volunteering worldwide, an increase of 11 from last year. CSU is the only university in Colorado ranked among the top 10 in the Large Colleges and Universities category. CSU has a longstanding relationship with the Peace Corps, dating back to the organization's establishment by President John F. Kennedy in 1961. CSU researchers Pauline Birky-Kreutzer and Maurice Albertson published a feasibility study that helped lead to the creation of the international development organization.

**H. Thompson named top foreign expert working in Chinese province**

Dr. Henry Thompson was recognized March 23 with the Mount Yellow Award for the top foreign expert working in China's Anhui province. The award is presented every two years by the Anhui government. Thompson, a professor in the College of Agricultural Sciences specializing in human nutrition, directs the Joint Laboratory for Tea and Human Health in partnership with Anhui Agricultural University and CSU's Cancer Prevention Laboratory.

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

**A. CSU students' 2017 Fashion Show features ASCENTS to new heights**

Colorado State University's Department of Design and Merchandising held its annual fashion show March 31 at the Lincoln Center in Fort Collins. The show, titled "ASCENT," highlighted 14 senior collections as well as junior design and draping concepts constructed out of recycled war parachutes donated by Aspen Pointe mental health services. The 14 collections created by graduating apparel design students was a way for them to present their individually designed, constructed, and styled pieces and an opportunity to provide acclaim for the designers and unveil the progress of their valuable academic careers.

## **B. CSU neuroscientists share mind-blowing details about the brain**

Colorado State students and faculty visited 500 Poudre High School students in March as part of Brain Awareness Week activities. Each spring, CSU neuroscientist Leslie Stone-Roy leads Brain Awareness Week activities to teach hundreds of local middle-school and high-school students about the brain, its anatomy, its functions and its ailments, ranging from Alzheimer's disease to multiple sclerosis. Stone-Roy hopes to spark interest in careers in research, health, and medicine and to encourage kids to wear their bike helmets.

## **C. Forest service nursery gets an upgrade, courtesy of engineering students**

CSU engineering students spent seven months designing, building, and installing a brand-new seedling transport system for the Colorado State Forest Service Nursery to replace a 50-year-old conveyor belt that often broke down. The new system allowed the nursery staff to increase their work productivity overnight, for a fraction of the cost to repair or replace the old system used to transport hundreds of thousands of seedlings throughout 18,000 square feet of greenhouses. The students' new system is 700 feet of overhead, hand-pushed monorail track that snakes the perimeter of adjoining greenhouses. The new seedling conveyor was the seven-member mechanical engineering team's senior design project..

## **D. CASA is now Collaborative for Student Achievement**

CSU's Center for Advising and Student Achievement is now the Collaborative for Student Achievement. With the new name will come a new location in the on-campus stadium complex beginning next fall. Despite the upgrades and changes, the mission of the Collaborative for Student Achievement remains the same: to empower students to create and achieve their personal and educational goals. Student Achievement programs include: Community for Excellence Scholar Programs; Health Professions Advising; Key Communities; Orientation and Transition Programs; Outreach and Support; and Undeclared Student Advising.

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

## **A. Colorado River flows will keep shrinking as climate warms**

Warming in the 21st century reduced Colorado River flows by at least 0.5 million acre-feet – about the amount of water used by 2 million people for one year – according to new research from Colorado State University and the University of Arizona. The research is the first to quantify the different effects of temperature and precipitation on recent Colorado River flow, said authors Bradley Udall of CSU and Jonathan Overpeck of UA. The paper by Udall and Overpeck, “The 21st Century Colorado River Hot Drought and Implications for the Future,” went online Feb. 17 in the American Geophysical Union journal *Water Resources Research*. The Colorado Water Institute, National Science Foundation, the National Oceanic and Atmospheric Administration, and the U.S. Geological Survey funded the research.

## **B. CSU study: Dancing may offset some effects of aging in the brain**

A new study led by a Colorado State University research team demonstrated for the first time that decline in the brain's "white matter" can be detected over a period of only six months in healthy aging adults — faster than most studies have shown. On the bright side, a group of test subjects who participated in dance classes during that time actually saw improved white matter integrity in an area of the brain related to memory and processing speed. The journal *Frontiers in Aging Neuroscience* published the findings March 16. Lead researcher Aga Burzynska is director of the BRAiN Laboratory (Brain Aging: Intervention and Neuroimaging) at CSU.

## **C. CSU study shows exposure to certain shapes influences personal spending**

A new study from Colorado State University shows how exposure to certain human-like shapes can affect consumer spending. In the study, individuals with a higher body mass index who were exposed to thin, human-shaped objects made more indulgent financial decisions. Marisabel Romero, assistant professor in the Department of Marketing at Colorado State, and Adam Craig, assistant professor of marketing at the University of Kentucky, based their study on Western society's tendency to promote a stereotypical connection between a person's thinness and their positive financial outcomes such as high self-discipline, success, and financial achievement. The results of the study show that body shapes are powerful cues that can influence a consumer's spending preferences. The study, "Costly Curves: How Human-Like Shapes Can Increase Spending," can be found in the *Journal of Consumer Research*.

## **D. 'Spectacular-looking' endangered frog species discovered in Ecuador's cloud forests**

Colorado State University biologist Chris Funk and his collaborators, who have spent years exploring the tropical climes of South America to study the region's dizzying biodiversity, have documented a new species of rainfrog they've named the Ecuadorian rainfrog (*Pristimantis ecuadorensis*). The name, the researchers write, honors the "overwhelming beauty, and cultural and biological diversity" of the Republic of Ecuador, where the frog makes its home.

## **E. Keeping cannabis workers safe, healthy and happy**

The legalization of recreational cannabis in Colorado launched a booming statewide business. In a first-of-its-kind study, Colorado State University industrial-organizational psychologists sought to find out who is working in the industry, what are their working conditions, and could those conditions be improved. Results of the study, "Work and Well-Being in the Colorado Cannabis Industry," were published online in February by Ph.D. student Kevin Walters and Assistant Professor of Psychology Gwenith Fisher, with colleagues at CSU and the Center for Health, Work and Environment at the Colorado School of Public Health. Among the results: a wide variability in worker training. About 46 percent of those surveyed reported receiving little to no workplace health and safety training.

#### **IV. RESEARCH AND DISCOVERY: IMPROVE DISCOVERY CAPABILITIES**

##### **A. JBS USA helps establish new Global Food Innovation Center**

Colorado State University has begun construction on the *JBS Global Food Innovation Center in Honor of Gary & Kay Smith*, a new \$15 million facility that will advance best practices in food safety, meat sciences, and animal handling and welfare, funded through from one of the world's leading global food companies, JBS USA. The state-of-the-art facility will enrich CSU's teaching and research in meat sciences, as well as offer a space for industry collaboration through continuing education and training, equipment development and testing, and a place to engage in meaningful dialogue to advance the animal agriculture industry. Students will learn about meat processing in a hands-on environment that is not currently available in existing CSU facilities. JBS has entered into a strategic partnership with Colorado State University that is currently valued at \$12.5 million. This unique partnership includes a \$7.5 million philanthropic contribution to build the JBS Global Food Innovation Center at the university and an employee educational programming investment valued at \$5 million. University Distinguished Professor Emeritus Gary Smith, who, along with his late wife Kay, are honored in the naming of the building, held one of CSU's oldest endowed chairs, the Monfort Chair, and spent more than 20 years as a professor in CSU's Department of Animal Sciences.

##### **B. CSU researchers part of \$11.5 million project to improve complex decision-making**

A team that includes Colorado State University researchers in January received an \$11.5 million award to develop a digital tool that helps people reach better decisions on complex matters by identifying factors like information gaps and biases. Their initial focus is the federal government's intelligence analysis but the tool eventually could be adapted to a variety of applications, from preparing for natural disasters to helping law enforcement solve complicated cases. The multidisciplinary team of researchers from CSU, Syracuse University, University of Arizona, and SRC Inc. will develop and test a web-based application called TRACE (Trackable Reasoning and Analysis for Collaboration and Evaluation). The application will use techniques such as debate and analogical reasoning along with crowdsourcing and collaboration tools to enhance users' problem-solving abilities and foster creative thinking.

##### **C. Colorado Blueprint project to engage with ag stakeholders across the state**

As Colorado's land-grant university, Colorado State in February launched the Colorado Blueprint project. This is a year-long, statewide effort that will focus on collecting and sharing data to foster a discussion about the role and vision for food and agricultural programming at CSU and many partner organizations. The project team traveled around the state, holding meetings and listening sessions that will be open to the public. The Colorado Blueprint Project is a collaboration among the CSU College of Agricultural Sciences, the Colorado Agricultural Experiment Station, CSU's Office of Engagement, CSU Extension, the Colorado Department of Agriculture, the Colorado Food Systems Advisory Council, and LiveWell Colorado.



**D. Radar gift to enhance weather research and education at Colorado State University**

Colorado State University and its Walter Scott, Jr. College of Engineering in January announced a gift of a customized C-band radar from Vaisala, the global leader in environmental and industrial measurements. The gift will allow scientists at CSU to enhance research, education, and the student experience in radar remote sensing and weather observations. Vaisala, a market leader in dual-polarization radar, manufactured the radar in Finland specifically for CSU's use. C-band radars are popular in Europe, and they use a higher frequency than the ones in the U.S. – they are smaller and more agile, making them easier to deploy.

**E. \$6.1 million grant will explore plant roots**

The Department of Energy's Advanced Research Projects Agency-Energy in February awarded \$6.1 million to a group led by Colorado State University to learn about plant genetics from exploring plant roots as well as the soil around the plants. John McKay, an associate professor in CSU's Department of Bioagricultural Sciences and Pest Management, will lead the project – Rhizosphere Observations Optimizing Terrestrial Sequestration (ROOTS) – which will automate the phenotyping of plant roots in agricultural fields and allow researchers to learn more about the genetic composition of the plants based on their roots. The three-year project will begin by looking at corn.

**F. BioMARC secures \$3 million from the DoD to advance vaccine development**

Colorado State University's vaccine manufacturing facility, BioMARC, is developing a drug to protect U.S. soldiers from a mosquito-borne pathogen that can cause severe illness and death. The development of a vaccine for the Venezuelan equine encephalitis virus is funded through a \$3 million contract with the U.S. Department of Defense, which often supports research to protect soldiers from pathogens that are considered potential agents of bioterrorism. Venezuelan equine encephalitis virus can cause fatal neurologic disease in horses and people; it is found predominantly in Central and South America but has spread to the United States. There are currently no licensed human vaccines or therapeutics approved by the U.S. Food and Drug Administration to combat these mosquito-borne viruses that can cause severe long-term disease and possibly death in humans. Over the past several years, BioMARC has successfully met milestones, or completed tasks established by the DoD, for several vaccines, including those developed for Ebola and Marburg virus, and Western, Eastern, and Venezuelan equine encephalitis viruses.

**G. \$1.4 million organic dairy grant to enhance animal-care strategies**

The U.S. Department of Agriculture's National Institute of Food and Agriculture has awarded a \$1.4 million grant to a team co-led by Dr. Pablo Pinedo, a D.V.M. who is an assistant professor in the Department of Animal Sciences at Colorado State University. In a collaborative initiative, researchers from the University of Minnesota, Colorado State University, and Kansas State University will come together to test and develop new treatment strategies for organic dairies and take what they have learned to other producers and dairy practitioners throughout Colorado and across the country.

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

### **A. Online soft-skills training program aims to boost resumes, businesses**

The Essential Soft Skills for Employment digital badge program – launched through a partnership between Colorado State University and Goodwill Industries of Denver – was announced in January. Through a series of short courses on topics such as teamwork, communication, stress management, and conflict resolution, participants in the program can earn digital badges to display on their resumes, illustrating their skill set for employers. The new digital badge program takes Goodwill’s well-established curriculum and makes it available to people anywhere, on any schedule. Through short, on-demand, online courses, they allow participants to learn at a flexible pace and customize their own set of credentials by picking and choosing the courses that apply to their needs.

### **B. ACT Human Rights Film Festival featured Harry Belafonte at closing night presentation**

The ACT Human Rights Film Festival featured special guest, singer, actor, and activist Harry Belafonte, for the festival’s closing night screening of the Oscar-nominated documentary *I Am Not Your Negro* April 21. Founded in 2015, ACT was produced by the Department of Communication Studies at Colorado State University and is the Intermountain West’s only film festival dedicated to human rights. ACT curates the most relevant, recent and acclaimed documentary and narrative fiction human rights cinema produced around the world, screens films both on and off campus, and partners with Call to ACT nonprofit/NGO organizations to help connect audiences to opportunities for engagement and change.

### **C. Colorado State University expands international online reach through new partnership**

Colorado State University has partnered with FutureLearn, an international social learning platform that specializes in delivering online education at any scale. FutureLearn, started by The Open University in the United Kingdom, works with more than 100 preeminent international universities and specialist education providers to offer hundreds of high-quality online courses. Beginning with course offerings on water and the science of relationships, the move by the Colorado State University System and CSU Online will expand access to the expertise of its faculty, opening doors for lifelong learning to CSU alumni and friends as well as a large international audience.

### **D. CSU partners with Adams State to promote agricultural education**

Colorado State University and Adams State University in Alamosa recently finalized a Memorandum of Understanding to deliver agricultural education and degrees in agriculture to the San Luis Valley. The agricultural program partnership continues CSU’s commitment to expand educational opportunities in ways that serve all corners of the state. CSU and President Tony Frank and Adams State President Beverlee J. McClure will officially sign the MOU in Denver May 25.



## VII. RESOURCES AND SUPPORT: EXPAND FUNDRAISING

### A. Major Gift Report

	February 2017		FY17 (July - February)		FY16 (July - February)	
	Amount	Count	Amount	Count	Amount	Count
Contributions	\$5,304,488	5,886	\$93,772,773	31,308	\$109,849,621	27,460
Irrevocable Planned Gifts	-	-	\$22,887,089	6	\$1,412,019	5
Revocable Gifts and Conditional Pledges	\$1,000,000	2	\$18,916,915	61	\$15,510,420	74
Payments to Commitments Prior to Period	(\$2,192,862)	601	(\$18,294,307)	1,316	(\$29,849,898)	991
<b>Total Philanthropic Support</b>	<b>\$4,111,627</b>	<b>5,521</b>	<b>\$117,282,471</b>	<b>30,899</b>	<b>\$96,922,162</b>	<b>27,102</b>
Private Research	\$896,493	13	\$24,582,537	137	\$21,531,762	150
Net Private Support	\$5,008,120	5,532	\$141,865,008	31,021	\$118,453,924	27,229

### Major Gifts – Not Previously Reported

Revocable commitment to support the *CVMBBS Scholarship Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$1,550,000 revocable commitment designated as \$750,000 to support the *LuVerne R. Peterson University Professorship in Physics Endowment*, College of Natural Sciences; \$750,000 to support the *Engineering Faculty Achievement Award Endowment*, College of Engineering; \$25,000 to support the *Engineering College Scholars Endowment*, College of Engineering; and \$25,000 to support the *LuVerne R. Peterson University Scholarship in Physics Endowment*, College of Natural Sciences

\$1,000,000 revocable commitment to support the *Agricultural Scholarship Endowment*, College of Agricultural Sciences

\$1,000,000 revocable commitment designated as \$333,334 to support the *Alumni Activities and Academic Programs*, Alumni Relations; \$333,333 to support the *Athletic Discretionary*, Athletics; and \$333,333 to support the *Veterinary Teaching Hospital*, College of Veterinary Medicine & Biomedical Sciences

\$1,000,000 pledge to support the *Temple Grandin Equine Center*, College of Agricultural Sciences

\$500,000 gift to support the *Lucy Oncology Clinic*, College of Veterinary Medicine & Biomedical Sciences

\$500,000 revocable commitment to support the *Equine Orthopaedic Research*, College of Veterinary Medicine & Biomedical Sciences

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

Revocable commitment to support the *CVMBBS Scholarship*, College of Veterinary Medicine & Biomedical Sciences

\$375,000 revocable commitment to support the *College of Engineering Dean's Innovation*, College of Engineering

\$357,290 planned gift designated as \$178,645 to support the *Dorothy B. McCartney DVM Scholarship Endowment*, College of Veterinary Medicine & Biomedical Sciences, and \$178,645 to support the *Animal Health Innovation Program Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$300,000 gift to support the *CSU Extension Outreach and Community Service*, Other Areas

Gift to support the *VP University Advancement*, Other Areas

\$250,000 gift to support the *Daniels Fund - Ethics Initiative*, College of Business

\$250,000 pledge to support the *JBS Global Food Innovation Center in honor of Gary & Kay Smith*, College of Agricultural Sciences

\$220,000 gift to support the *Center for New Energy Economy-Program*, Research & Interdisciplinary Programs

\$207,809 gifts of service to support the *Fermentation Science and Technology Facility*, College of Health and Human Sciences

\$205,300 in gifts designated as \$200,300 to support the *Reisher Scholars*, Student Affairs; and \$5,000 to support the *Eric Becker Memorial Scholarship*, College of Liberal Arts

\$200,000 planned gift to support the *Dobler Family Scholarship Endowment*, College of Business

\$200,000 revocable commitment to support the *CVMBBS Greatest Need*, College of Veterinary Medicine & Biomedical Sciences

\$143,700 gift to support the *Gregory Allicar Museum of Art*, College of Liberal Arts

\$131,292 gift to support the *Animal Nutrition*, College of Agricultural Sciences

\$108,875 gift to support the *Gregory Allicar Museum of Art*, College of Liberal Arts

\$108,819 gift to support the *Animal Heart Center*, College of Veterinary Medicine & Biomedical

## Sciences

\$100,000 revocable commitment to support the *Crews Family Scholarship for Pingree Park Endowment*, Warner College of Natural Resources

\$100,000 gift to support the *Lucy's Scholars*, College of Veterinary Medicine & Biomedical Sciences

\$100,000 gift to support the *Dr. Sarah Lindsay Schillereff Memorial Scholarship Endowment*, College of Veterinary Medicine & Biomedical Sciences

## VIII. RESOURCES AND SUPPORT: NURTURING HUMAN CAPITAL

### A. Salary Equity Committee releases findings, recommendations on faculty study

The CSU Salary Equity Committee, charged by President Frank, concluded its 2017 analysis of tenure/tenure-track faculty salaries, and released two reports with its findings and recommendations to the administration for moving forward. The reports are available online, and the University is hosting a series of campus forums that began March 31 to discuss the committee's process, development of the analytical models used, results of the analysis, and suggested next steps including further exploration of the models and training for department chairs/heads.

### B. Rams Remember Rams Ceremony held April 17

All members of our campus community, along with family and friends, were invited to a candlelight remembrance ceremony April 17 to honor Colorado State University students, faculty, staff, and retired employees who passed away this academic year. The brief ceremony took place on the north steps of the Administration Building and included a reading of names of those CSU community members who passed away this year.

## IX. RESOURCES AND SUPPORT: INCREASING AWARENESS

### A. CSU Bookstore named national Collegiate Retailer of the Year

The Colorado State University Bookstore has been named the 2017 Collegiate Retailer of the Year by the NACS Foundation, a subsidiary of the National Association of College Stores. The award recognizes a college store that demonstrates the highest level of collegiate retailing excellence. Judging is based on six criteria: campus connection, academic support, customer commitment, shopping experience, workplace culture, and profitability.

### B. Construction of Smith Natural Resources Building addition kicks off in May

Warner College of Natural Resources is looking forward to constructing an addition to the Michael Smith Natural Resources Building following the spring 2017 semester. The college,

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along with partners in CSU Facilities Management, recently hired 4240 Architecture and Pinkard Construction to design and construct the addition. The roughly 40,000-square-foot addition provides much-needed space for the growing college: a student success center, state-of-the-art teaching labs, meeting space, and a new home for the Center for Collaborative Conservation. The building design harkens to both the college's connections to natural resources and its enduring commitment to sustainability.

**C. CSU releases annual update on outcomes and accountability**

Colorado State University's annual Accountability Report – which profiles how well the university is managing its resources and delivering on its promise to students and taxpayers – was released in April. The report is online at

[http://busfin.colostate.edu/Forms/Fin\\_Statements/finacct16.pdf#zoom=100](http://busfin.colostate.edu/Forms/Fin_Statements/finacct16.pdf#zoom=100)

**CSU's Multi-Purpose Stadium  
Report – May 2017**

**Construction Budget and Schedule**

<b>Budget</b>						
	Stadium			Academic & Alumni		
	February Report	Adjustment	May Update	February Report	Adjustment	May Update
Fixed Limit of Construction Construction Management General Contractor Guaranteed Maximum Price (CMGC GMP)	\$173,224,863	\$397,067*	\$173,621,930	\$15,670,268	\$63,805	\$15,734,073
Other Hard Costs (miscellaneous construction, furniture, fixtures, equipment, technology, testing, inspections, utilities)	\$23,036,326	\$1,901,856	\$24,938,182	\$2,346,322	(\$10,900)	\$2,335,422
Design and Professional Services	\$17,773,182	\$0	\$17,773,182	\$1,720,104	\$0	\$1,720,104
Owner Contingency	\$7,690,775	(\$1,901,856)	\$5,788,919	\$117,099	(\$52,905)	\$64,194
<b>Total Budgets</b>	<b>\$221,725,146</b>	<b>\$397,067*</b>	<b>\$222,122,213</b>	<b>\$19,853,793</b>	<b>\$0</b>	<b>\$19,853,793</b>
*Stadium Budget Adjustment: Additional Revenue Generating Assets						
Contingency Status*	Original	Remaining				
Project Owner Contingency	\$8,462,045	\$5,853,113				*Cost evaluation of project alternates and presented risk ongoing, will not exceed remaining budgets.
CMGC Bidding Contingency (in CMGC GMP)	\$1,118,380	\$0				
CMGC Construction Contingency (in CMGC GMP)	\$5,591,902	\$1,728,587				
<b>Project is currently within budget</b>						

<b>Schedule</b>	
Substantial Completion Date	June 2017 (stadium), July (A/A)
<ul style="list-style-type: none"><li>• Seating benches and metal railing installation ongoing. Punchlist underway.</li><li>• Interior Punchlist in progress. All finishes including flooring, ceiling, and paint substantially complete.</li><li>• Mechanical, Plumbing, Fire Protection and Electrical trim ongoing. Final inspection walks underway.</li><li>• Field turf installation underway and is anticipated to complete in May 2017.</li><li>• Enlarged Scoreboard stone, metal panels and LED panel installation ongoing.</li><li>• Site hardscapes, paving and plantings ongoing.</li></ul>	
<b>Project is currently on schedule</b>	

## CSU Multi-Purpose Stadium on Main Campus

### Seven Months to Go: Milestones

- 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:** **First Home Football Game (August 26, 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 16 meetings since it first convened in October 2015. The most recent meeting was held April 17, 2017. Over the course of the four monthly meetings that have occurred in 2017, SAG has finalized a grant application process and timeline for allocation of the Good Neighbor Fund, established criteria for evaluating proposals, and accepted its first proposal for review.

Under the terms of the Intergovernmental Agreement (IGA) between CSU and the City of Fort Collins, the purpose of the Good Neighbor Fund is to support efforts to lessen any undesirable or unanticipated effects on neighborhoods from the on-campus stadium. CSU has committed up to \$37,500 annually to the Good Neighbor Fund to be allocated and disbursed at CSU's discretion based on recommendations made by the SAG.

The first Good Neighbor Fund proposal was presented to SAG at the April meeting by Visit Fort Collins' president and CEO Cynthia Eichler. The Visit Fort Collins (VFC) proposal asked for funding for a game day wayfinding and education program led by a team of volunteer ambassadors. As described in the proposal, volunteers serving as ambassadors would be located in key areas where the public would be engaging with public transportation, neighborhoods, shopping districts, hotels, and restaurants. The proposal asks for approximately \$20,000 for ambassador training, printed materials, ambassador identification apparel, "ready site" kits, pop-up tents for ambassador stations, totes for transportation and storage, digital support, website enhancements, and paid social media. The proposal also states that VFC "would be able to call upon an existing pool of volunteers plus additional individuals who have already indicated they would like to volunteer to enhance the experience for guests and residents who will be attending CSU football games for the fall 2017 season." Eichler said VFC is uniquely positioned to develop such a program for mitigating game day impacts and fostering goodwill on behalf of the city and CSU, and it already has an established communications network via the organization's 550 members and 80,000 newsletter subscribers. The proposal currently is under review by SAG.

CSU Assistant Director of Facilities Management and Campus Planner Fred Haberecht, along with Doug Wilson and Dan Loosbrock of ICON, continue to provide SAG with monthly stadium construction updates. Additionally, Fred Haberecht provides SAG with regular updates on construction projects on campus and related off-campus projects such as the Shields and Elizabeth underpass and the widening of the Prospect and College intersection.

At the February meeting a former member of the now-disbanded Community Design Development Advisory Committee (CCDAC) raised concerns about the south-facing design of the stadium scoreboard in relation to a 2014 letter presented to Dr. Tony Frank with various recommendations around stadium construction related to lighting, noise, parking/traffic and design elements (including that of the scoreboard). SAG asked to have CSU explain the decision-making process around the CCDAC recommendations at a future meeting. Fred Haberecht made that presentation at the April meeting, noting that most of CCDAC's 2014 recommendations were adopted, and the committee's concerns did influence the final design of the scoreboard though not every recommendation was incorporated due to other design and branding conflicts. SAG members expressed satisfaction that CCDAC's concerns were heard and CSU did "the best it could" with the scoreboard design.

Additionally at the April meeting, Seth Lorson with the City of Fort Collins presented an update on the status of the extension of the residential parking permit program for game days. Of ten neighborhoods surrounding or near campus, four currently have voted to extend the program to game days. Four others are still considering an extension. Fines will be assessed at \$100 per violation on game day and enforcement will begin four hours before each game.

SAG will meet again in May 2017, and members will attend a Game Day Operations Open House to be co-hosted by CSU and the City of Fort Collins on May 4, 6-8 p.m. at Bob Davis Hall. SAG representatives will answer questions about the Good Neighbor Fund and talk with residents about mitigating game day impacts to neighborhoods.



## **IGA (Intergovernmental Agreement) with City of Fort Collins**

Twenty-six projects were identified in the original IGA. Since April 2015, fifteen have been built or are nearing completion, seven are ready for construction or actively under construction, and four are in the design stage. Of the four projects in design, one item has been formally deferred. Design and implementation of the Lake and Center crossing improvements project are delayed until a conclusion to the Lake and Center signalization improvements. This will allow for data collection around the current conditions and potential challenges that emerge after the stadium is in use for the first season. The eventual work will focus on the operation and function of the intersection. Data collection and functional investigation for the Lake and Center signalization project are currently underway and will work toward developing several design solutions for further development this fall 2017 in anticipation of a summer 2018 construction phase. The remaining projects are scheduled to be delivered late summer or early Fall 2017 aligned with the completion of the new stadium.

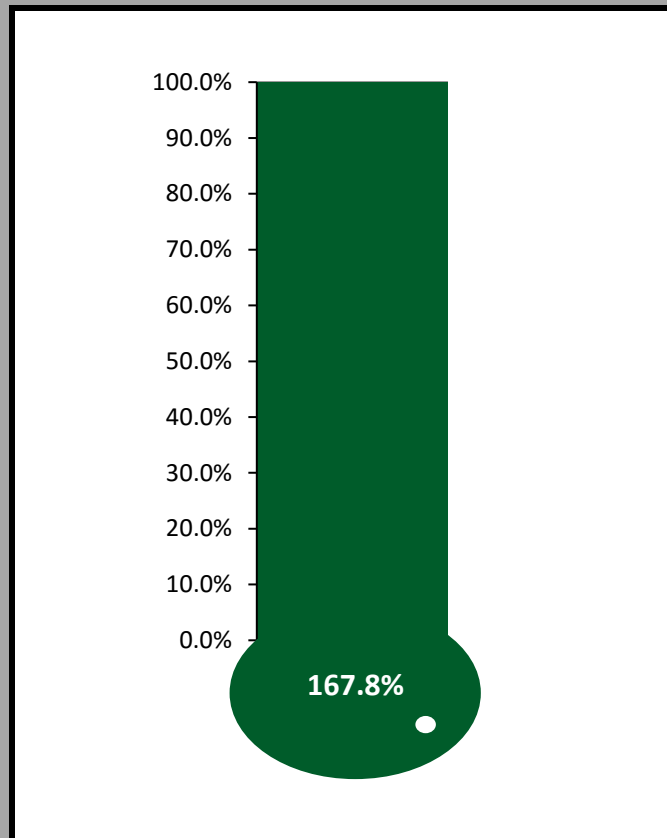
The Shields & Elizabeth Underpass project is approximately 48 percent complete and continues to progress well. The project remains on budget and is on schedule. The project risk continues to diminish and barring any additional unforeseen conditions, the project will be ready for the students return on August 21 and the first on-campus football game, August 26<sup>th</sup>. Weekly, and in some cases daily, neighborhood updates continue with close coordination with the City of Fort Collins as well as Campus West tenants and adjacent property owners relative to construction phasing and remaining road closure shifts as the sequence of work progress.

Laura Bently and Tony Flores are to be commended for their continued stewardship of these projects. They have exceeded expectations and are on track to be done on time and ready for the first game.

## **Hughes Stadium**

The process to assess the potential uses and valuation of the Hughes Stadium property is underway and has been bifurcated into two elements. The Request for Qualifications was prepared and released in March and following evaluation of responsive candidates, ICON and Facilities will issue a Request for Proposals. ICON is also organizing a public forum to continue to inform the Fort Collins community about the process underway and provide an opportunity for their input related to potential future development. This public forum will occur in May. The expectation is that the selected developer will organize and implement a second public engagement process following their appointment.

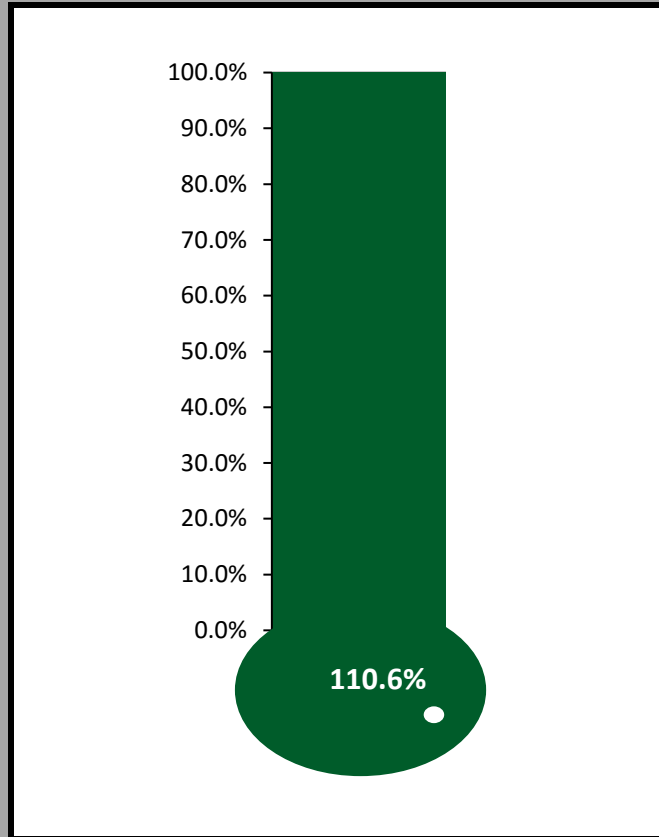
### Stadium: Naming Rights + Sponsorships toward Pro Forma



	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.

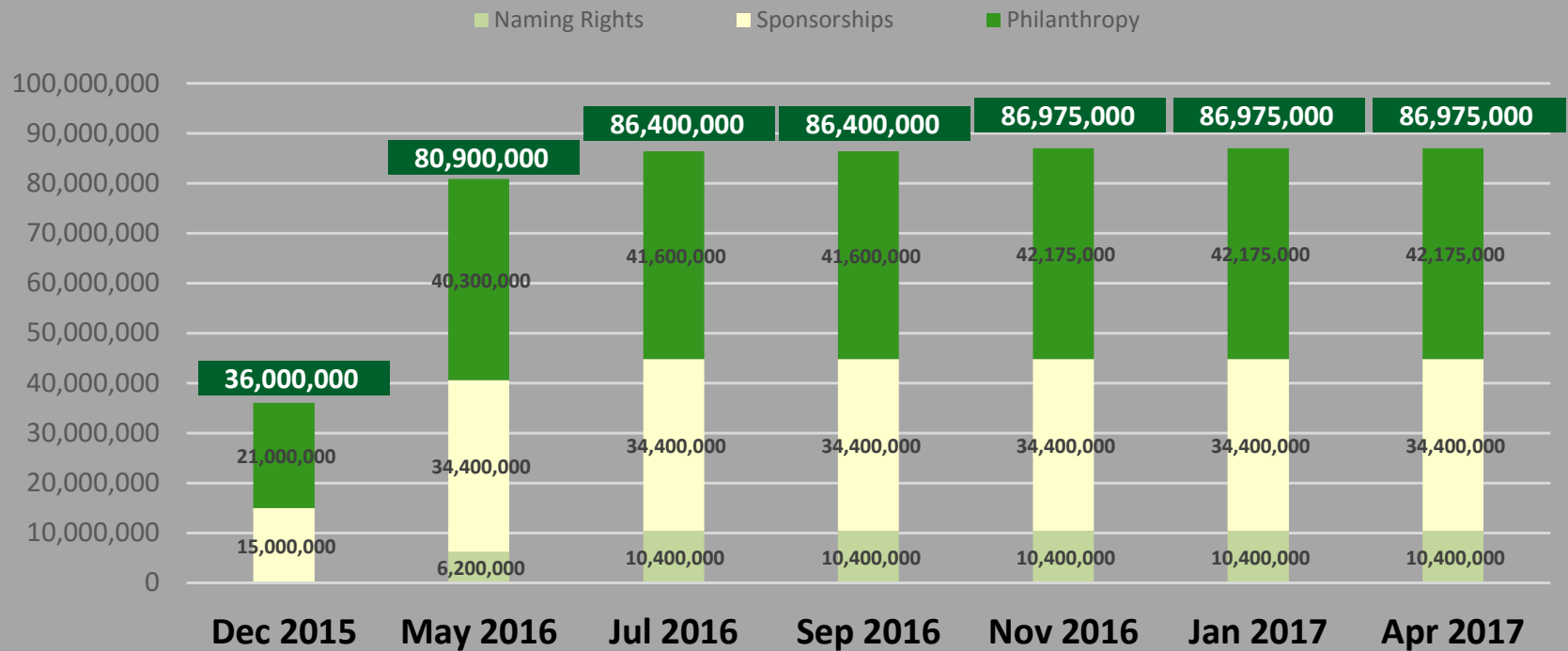
### Stadium: Naming Rights + Sponsorships toward CSL High



	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%

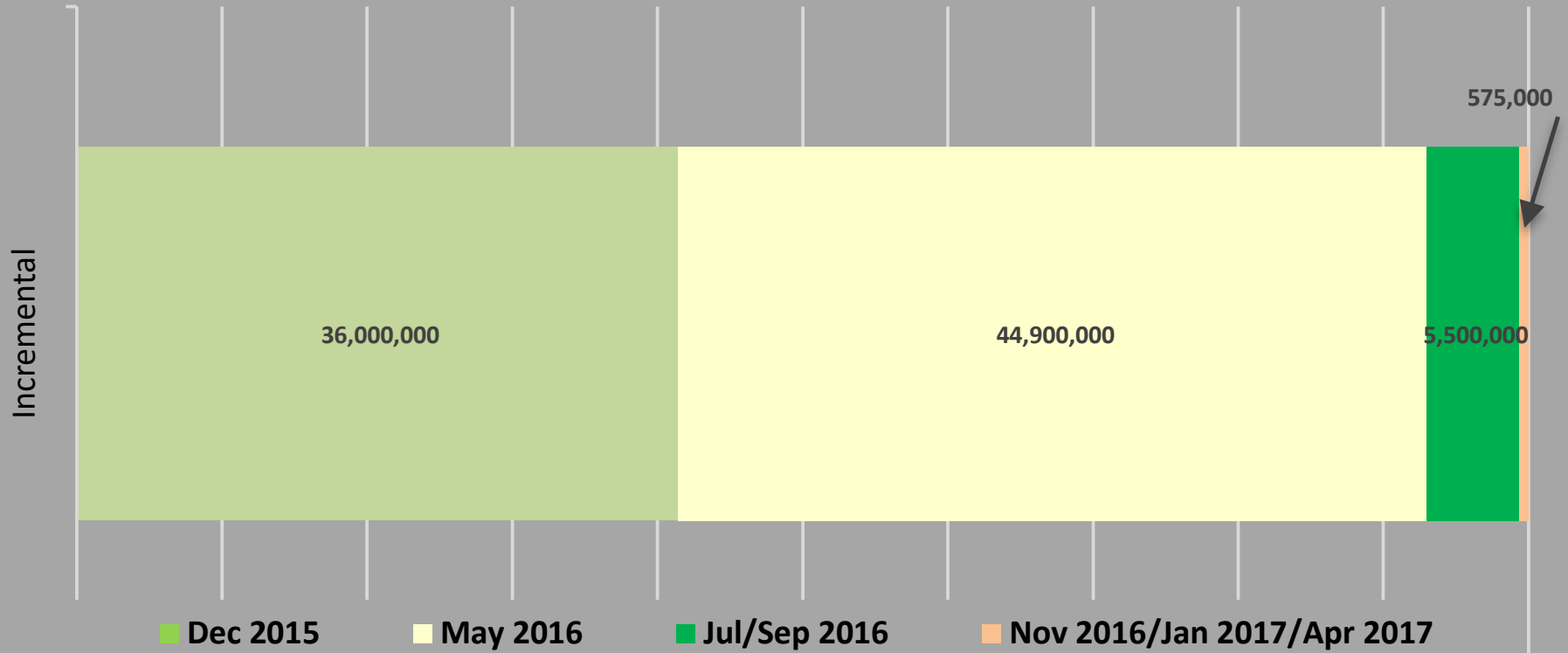
\*The sponsorship CSL High amount used on this chart is the net amount of sponsorship revenue less sponsorship expense from the 2012 CSL study. Earlier versions of this chart used the 2012 CSL study gross revenue number for the sponsorship CSL High amount. The CSL study pro forma also included a sponsorship 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 \$86,975,000



\*Note: Donations for naming rights for fiscal years 2018-2027 are included in "Naming Rights" total.  
Donations for naming rights receivable for fiscal years 2028+ are included in "Philanthropy" total.

# STADIUM PREMIUM SEATING

#'s SOLD OF TOTAL CAPACITY



Note: One suite held for naming rights partner

### 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					
<b>Expenses</b>					
Salaries and Benefits					
Supplies					
General Operating Services					
Professional Services					
Repairs & Maintenance					
Utilities					
Game-Day Expenses					
Total Expenses					
<b>Net Income</b>					

### 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					
<b>Expenses</b>					
Salaries and Benefits					
Supplies					
General Operating Services					
Professional Services					
Repairs & Maintenance					
Utilities					
Game-Day Expenses					
Total Expenses					
<b>Net Income</b>					

### Projected Pro Forma Net Income Variance Versus CSL Feasibility Low Case (Line 18-Line 36) Positive (Negative)

--	--	--	--	--	--

### 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					



# NEW STADIUM

## Game Day Experience

**BOG PRESENTATION**

**MAY 2, 2017**



# ON-CAMPUS STADIUM GAME DAY PLAN

- Collaborative Effort
- 2+ Years of Planning
- Multi-modal options to reach campus and the stadium
  - Vehicle Parking
  - Bikes & Pedestrians
  - Public Transportation
  - Student Re-Park
  - Working F/S Parking
- Tailgating
  - Traditional
  - Programmed
  - Student





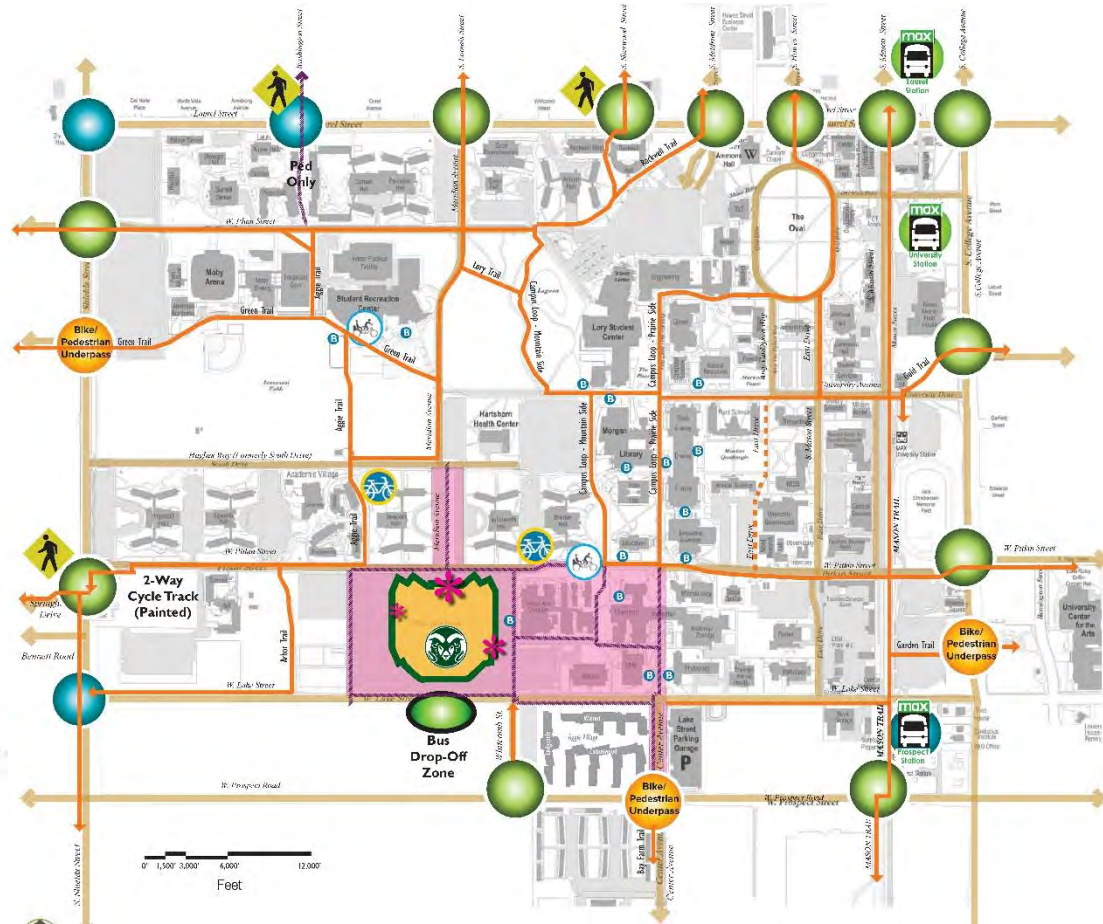


## BICYCLE & PEDESTRIAN ROUTES

- Three sides of campus connected by PED/BIKE underpasses.
- Designated game day dismount zone for bikes.
- Game day valet locations to secure bikes for attendees.

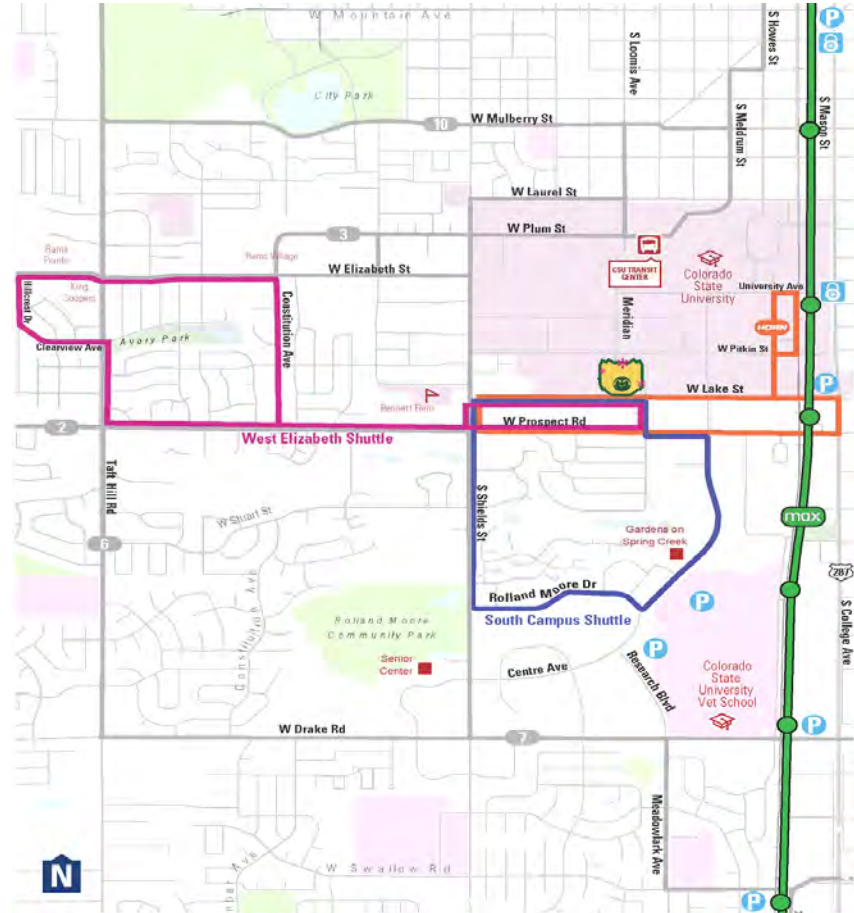
**LEGEND**

- Bike/Pedestrian Underpass
- Signalized Pedestrian Crossing
- Major Game Day Bicycle AND Pedestrian Access Point
- Major Game Day Pedestrian Access Point
- Recommended Game Day Bicycle Routes
- Recommended Game Day Pedestrian-Only Routes
- Game Day Bicycle Dismount Zone
- Game Day Bike Valet
- Additional Game Day Bike Parking
- Pedicab Drop-off
- Stadium Entry



## GAME DAY MASS TRANSIT SERVICE

- MAX connects Old Towne & Mid-Town to campus, opening up park & ride options
- W. Elizabeth Shuttle delivers off-campus students
- S. Campus Shuttle services remote campus lots



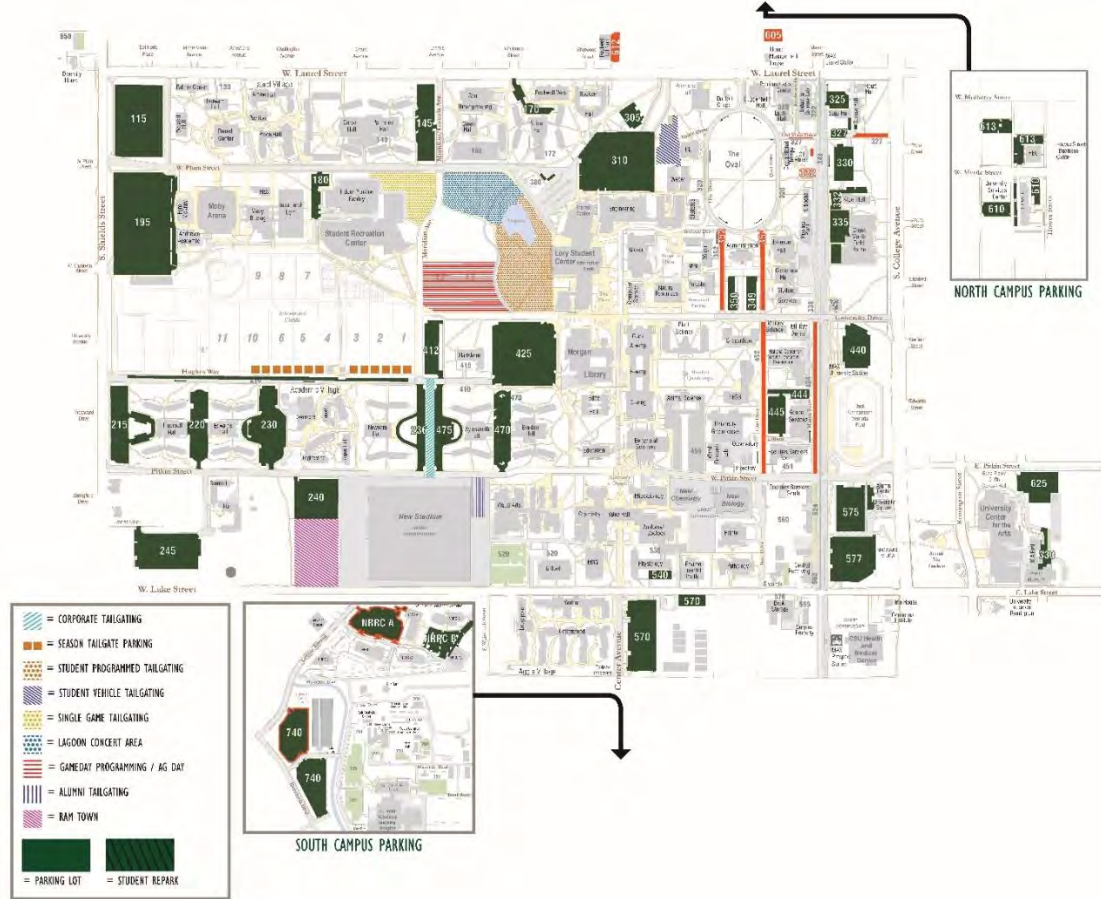






## PARKING & TAILGATING

- Larger & more dispersed than Hughes Stadium site
- 160 acres versus 400+
- Multi-modal options
  - Pedestrian & Bikes
  - Mass Transit
  - Vehicles
- Tailgating permitted in designated areas
- Time-tested monitoring programs





# TAILGATING POLICIES

- All tailgating begins 4 hours prior to kick-off
- Tailgating with alcohol will be allowed during home football games only in designated parking lots and programmed areas
- Alcohol must be kept in designated parking lots and approved programmed tailgating events at all times
- Open containers with alcohol will not be allowed outside of these areas
- Underage drinking is strictly prohibited

# TAILGATING POLICIES

- No one is allowed to provide alcohol to minors
- Student vehicle tailgating is designated in Tilt Lot # 315
- Programmed tailgating for students will take place on the Great Green adjacent to the LSC. Individuals 21 years and older will be allowed to bring alcohol into this area.
- Lory Student Center will handle alcohol sales to fans at the LSC and Beer Garden tailgate area
- ID check stands will be located at various locations throughout campus to issue wristbands for alcohol consumption



**COLORADO**  
**STATE**  
ATHLETICS

Board of Governors of the Colorado State University System  
 Meeting Date: May 2-3, 2017  
 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.

<b><u>LEAVE OF ABSENCE</u></b>			
NAME	DEPARTMENT	FROM	TO
Allen, Olivia L	IDRC	2/14/17	3/9/17
Antonelli, Lara	Health Network Medical	1/3/17	1/12/17
Antonelli, Lara	Health Network Medical	3/20/17	3/25/17
Bohol, Dawn K	CEMML	1/18/17	1/30/17
Borthwick, Laurie A	Health Network Medical	3/16/17	3/18/17
Brandenfels, Naomi	CEMML	2/3/17	2/18/17
Buckley, Aaron P	Parking & Transport Svcs	2/21/17	2/25/17
Daamen, Veronique B	CEMML	1/31/17	unknown
DeRosby, Stephanie F	Health Network Medical	2/16/17	2/18/17
DuBour, Adam J	CEMML	3/6/17	3/17/17
Dunnam, Jillian A	CEMML	12/27/16	1/5/17
Elffner, Terri R	Health Network Medical	1/3/17	1/28/17
Elffner, Terri R	Health Network Medical	2/1/17	2/25/17
Elffner, Terri R	Health Network Medical	3/1/17	4/1/17
Festervand, Shevaun	Human Resources	2/16/17	2/24/17
Festervand, Shevaun	Human Resources	3/16/17	4/1/17
Figuroa, Dustin K	CEMML	1/10/17	1/12/17
Freed, David J	Journalism & Media Comm	1/1/17	8/16/17
Gerlitzki, Elizabeth A	Health Network Medical	1/3/17	1/11/17
Gerlitzki, Elizabeth A	Health Network Medical	3/13/17	3/17/17
Graham, Matthew	College of Business	2/6/17	2/11/17

## Board of Governors of the Colorado State University System

Meeting Date: May 2-3, 2017

## Report Item

<b><u>LEAVE OF ABSENCE</u></b>			
NAME	DEPARTMENT	FROM	TO
Harris, Lisa G	English	1/1/17	8/16/17
Held, Marie L	CEMML	2/13/17	2/21/17
Hoening, Mark	Health Network Medical	1/3/17	2/1/17
Hoening, Mark	Health Network Medical	2/3/17	3/1/17
Hoening, Mark	Health Network Medical	3/3/17	4/1/17
Isaak, Jonna	Human Resources	1/20/17	1/31/17
Isaak, Jonna	Human Resources	3/1/17	3/4/17
Jeffreys, Emily M	CEMML	3/6/17	3/21/17
Jorgensen, Sarah E	Health Network Medical	1/3/17	1/14/17
Jorgensen, Sarah E	Health Network Medical	3/13/17	3/18/17
Khalehpari, Yotam	Residential Dining	1/3/17	1/12/17
Khalehpari, Yotam	Residential Dining	3/14/17	3/19/17
LeBlanc, Karyn L	HDS Operations Mgmt	2/1/17	unknown
Mahapatra, Seabrata	MIP	6/1/17	12/1/17
Martinez, Caitlyn M R	MIP	3/25/17	5/8/17
Matthews, Jon S	Health Network Medical	1/4/17	1/26/17
Matthews, Jon S	Health Network Medical	2/1/17	2/23/17
Matthews, Jon S	Health Network Medical	3/1/17	3/30/17
Mayan, Mo H	Biomedical Sciences	3/15/17	4/26/17
Maze, Rhea	Biomedical Sciences	2/14/17	3/9/17
Mellon, April	Health Network Medical	1/2/17	2/1/17
Mellon, April	Health Network Medical	2/1/17	3/1/17
Mellon, April	Health Network Medical	3/1/17	4/1/17

## Board of Governors of the Colorado State University System

Meeting Date: May 2-3, 2017

## Report Item

<u>LEAVE OF ABSENCE</u>			
NAME	DEPARTMENT	FROM	TO
Mensah, Ashley D	Warner College	3/11/17	3/20/17
Meyer, Carolyn	Biomedical Sciences	2/11/17	unknown
Montgomery, Brooke	Biology	3/1/17	4/13/17
Morse, Emily	Health Network Medical	3/13/17	3/18/17
Offord, Angela I	Business & Financial Services	1/6/17	1/7/17
Orswell, Forrest M	Student Legal Services	2/20/17	3/20/17
Ortiz, Darwin D	CEMML	1/10/17	2/1/17
Ortiz, Darwin D	CEMML	2/2/17	2/6/17
Ortiz, Darwin D	CEMML	2/20/17	3/1/17
Ortiz, Darwin D	CEMML	3/1/17	4/1/17
Payton, Mackenzie B	Admissions	3/10/17	3/20/17
Quatraro, Nick	COB Academic Programs	9/16/16	11/1/16
Rasmussen, Kristen L	Atmospheric Science	2/14/17	2/15/17
Rasmussen, Kristen L	Atmospheric Science	3/15/17	unknown
Ruffner, Rory G	CEMML	1/19/17	1/28/17
Ryan, Sarah P	CVMB	12/20/16	12/31/16
Steele, William R	CEMML	2/13/17	2/24/17
Steele, William R	CEMML	3/1/17	unknown
Stein, Holly J	Geosciences	12/1/16	unknown
Swenson, Audrey B	Support & Safety Assessment	1/17/17	2/6/17
Towns, Amy	Health Network Medical	3/3/17	4/4/17
Vesty, Jill C	Health Network Medical	1/3/17	1/13/17
Vesty, Jill C	Health Network Medical	3/13/17	3/18/17
Whitesell, Julie C	Health Network Medical	1/3/17	1/12/17
Whitesell, Julie C	Health Network Medical	3/13/17	3/18/17
Whitesell, Julie C	Health Network Medical	3/13/17	3/18/17
Wood, Bevin J	CEMML	2/14/17	2/16/17
Wooldridge, Loel G	COB Operations	3/1/17	4/1/17
Zhang, Lin	MIP	1/11/17	1/13/17
Zhang, Lin	MIP	2/28/17	3/1/17



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# ACCOUNTABILITY

2016 Colorado State University Annual Report



Colorado State University



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## ACCOUNTABILITY at Colorado State

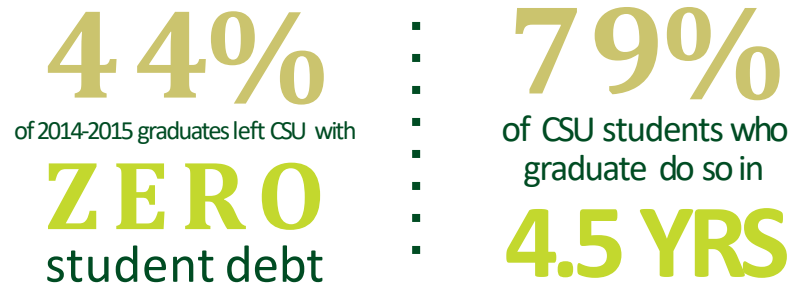
This annual report is intended to provide widespread public access to the financial results of Colorado State University. Additional resources are available online:

- CSU Accountability Website  
<http://accountability.colostate.edu>
- Budget Updates and Communications  
<http://www.president.colostate.edu/budget/index.aspx>
- CSU Policies and Compliance  
<http://opc.prep.colostate.edu>
- Institutional Research  
<http://www.ir.colostate.edu>



# Accountability IN FOCUS

## Affordability, Access, Success



## Affordability, Access, Success

**1 of 4**  
CSU students is  
**THE FIRST** in  
their family to  
go to college

**19%**  
of CSU  
students are  
**DIVERSE**

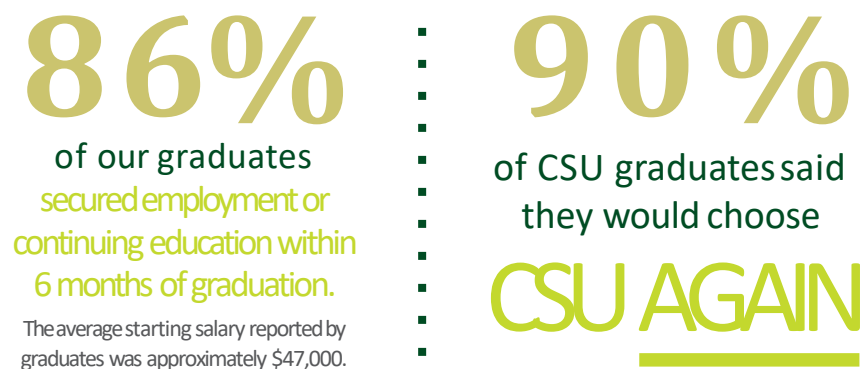
**24%**  
receive  
**PELL  
GRANTS**

**51%**  
of CSU  
students are  
**WOMEN**

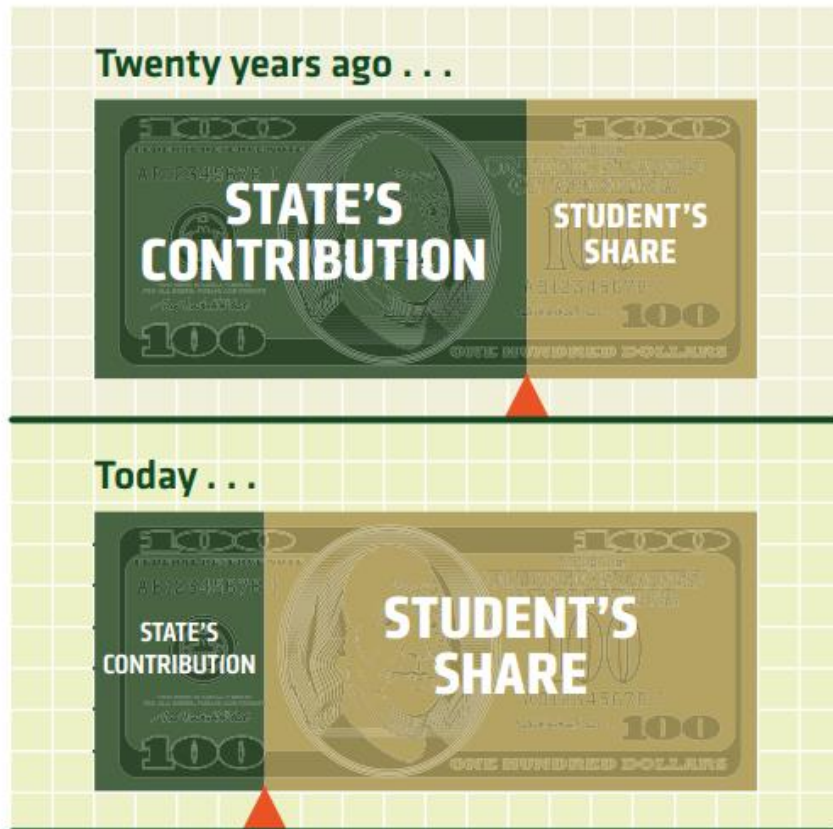
**77%**  
receive  
**FINANCIAL  
AID**

STUDENT:  
FACULTY  
ratio is  
**18:1**

## Affordability, Access, Success



# The Shifting Burden for PUBLIC HIGHER EDUCATION



- The **cost to educate a student** at Colorado State University is **only slightly higher than 20 years ago**. (when adjusted for inflation).
- But there has been a change in who pays: **20 years ago, the state of Colorado paid two-thirds** of every student's education, and students paid a third. **Today, students and their families pay more than three quarters** of the cost to attend a state university – and the state portion covers just under one quarter.
- In fact, **private fundraising revenue has exceeded Colorado State University's state funding since the 2012 fiscal year** (in FY16, total private support exceeded \$197 million, while state support was about \$119 million). State funding makes up about 11.27 percent of CSU's total operating budget.
- **Strong state support of higher education is a great investment for Colorado**. Over a lifetime, a CSU graduate will pay more than \$10 in tax revenue for every dollar state taxpayers invest in his or her education.
- **For the average student loan**, The Brookings Institution reports that **the return on investment is 15 percent annually** – better than almost any other investment you can name.

# The Life Cycle of COLORADO'S INVESTMENT IN HIGHER EDUCATION



# Your Tuition Check: WHERE YOUR TUITION DOLLARS GO

Your FY2016-2017 Tuition Check

**\$8,716**

(per year)

State Tax Support (COF)

**\$2,250**

(@ \$75 per credit hour)

+

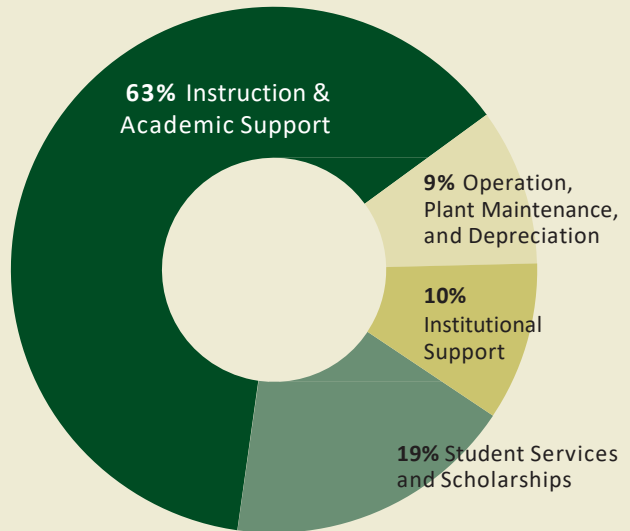
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The Total CSU Receives

**\$10,966**

from tuition and the state to educate one student for one year.

The University spends this money on . . .



## Student Fees Support—Beyond the Classroom

Student fees are charges that students choose to assess themselves for various services above and beyond what's covered by tuition. Students retain some decision-making authority over how their fees are spent.

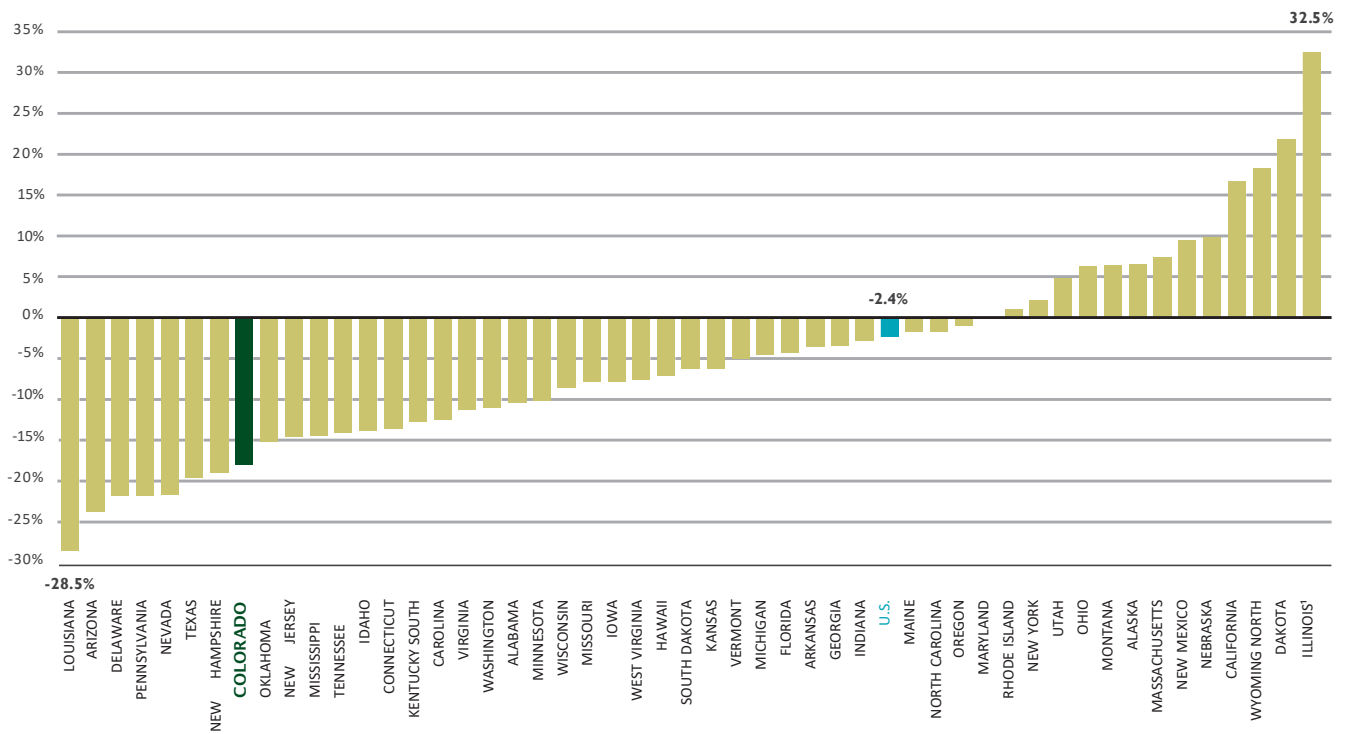
<b>\$1,664</b> General Fees	Pays for student activities (concerts, lectures, movies); Student Recreation Center; Lory Student Center; CSU Health Network; athletics; veterans' programs; student government; Transport; counseling; and more.
<b>\$50</b> University Tech Fee	Funds campus computer labs, library computing, and other technology services.
<b>\$623</b> University Facility Fee	Funds classroom improvements, renovations, and construction of new, student-focused buildings.

Figures reflect annual costs for a full-time, resident student at 30 credit hours per year.

*\*Colorado State University FY16-17 Education and General Budget Data. This is a subset of the CSU Education and General Budget, from E&G Budget Data Book Expenditures by NACUBO Code. For total University expenditures, see Page 27.*

# Funding TRENDS

Public Higher Education Educational Appropriations perFTE  
U.S. Percent Change –Fiscal Years 2010-2015



NOTE: 1)For Illinois, a \$1.08 billion back payment in FY 2015 to their historically underfunded higher education pension program resulted in past legacy pension funds accounting for 37% of all educational appropriations.

Dollars adjusted by 2015 HECA, Cost of Living Adjustment, and Enrollment Index.

SOURCE: State Higher Education Executive Officers

# The Cost to STUDENTS

## COLORADO FOUR-YEAR INSTITUTION COMPARISON: Tuition, Fees, Room and Board—Academic Year 2016-2017

Institution	Tuition Full-Time Undergraduate		Fees	Room and Board*	Total	
	Resident	Nonresident			Resident	Nonresident
Colorado School of Mines	15,690	34,020	2,152	11,477	29,319	47,649
University of Colorado, Boulder	9,768	33,316	1,945	13,590	25,303	48,851
<b>Colorado State University</b>	<b>\$8,716</b>	<b>\$26,010</b>	<b>\$2,212</b>	<b>\$11,110</b>	<b>\$22,038</b>	<b>\$39,332</b>
University of Colorado, Denver	7,536	23,232	1,348	12,061	20,945	36,641
University of Colorado, Colo. Spgs.	6,624	17,352	1,418	10,998	19,040	29,768
University of Northern Colorado*	6,606	17,652	1,892	10,969	19,467	30,513
Fort Lewis	6,360	16,072	1,744	10,904	19,008	28,720
Western State Colorado University	6,312	17,616	2,881	9,446	18,639	29,943
Colorado Mesa University	6,058	15,624	658	9,489	16,205	25,771
CSU -Pueblo	5,815	17,481	1,800	9,636	17,251	28,917
Adams State University	5,736	16,752	3,714	8,500	17,950	28,966
Metropolitan State University*	5,693	18,859	1,237	10,845	17,775	30,941

\*Metro State is a commuter campus. Room and Board is represented by a private residential facility that also provides board options. The facility is linked on the Metro State website: ("The Regency" <http://www.msudenver.edu/contact/faq/housing/>). Also, as of FA15 CU Denver no longer requires students to reside at "Campus Village." However, costs reported are for Campus Village.

## PEER INSTITUTION COMPARISON: Tuition, Fees, Room and Board—Academic Year 2016-2017

Based on 12 credit hours per term.

Institution	Resident			Nonresident		
	Tuition and Fees	Room and Board	Cost of Attendance (TF+RB)	Tuition and Fees	Room and Board	Cost of Attendance (TF+RB)
University of Illinois, Urbana	\$15,698	\$11,308	27,006	\$31,320	\$11,308	42,628
U.C. Davis*	\$14,046	\$14,973	29,019	\$40,728	\$14,973	55,701
Virginia Tech	\$12,852	\$8,624	21,476	\$29,371	\$8,624	37,420
University of Tennessee	\$12,724	\$10,238	22,962	\$30,914	\$10,238	40,946
University of Colorado	\$11,713	\$13,590	25,303	\$35,261	\$13,590	48,851
Michigan State University	\$11,306	\$10,334	21,640	\$30,368	\$10,334	40,702
Oklahoma State University	\$11,023	\$10,330	21,353	\$25,145	\$10,330	35,475
Washington State University	\$10,984	\$11,356	22,340	\$25,550	\$11,356	36,906
<b>Colorado State University</b>	<b>\$10,928</b>	<b>\$11,110</b>	<b>\$22,038</b>	<b>\$28,222</b>	<b>\$11,110</b>	<b>\$39,332</b>
Texas A & M University	\$10,030	\$10,368	20,398	\$30,208	\$10,368	40,576
Purdue University	\$10,002	\$10,258	20,260	\$28,804	\$10,258	39,062
North Carolina State U.	\$8,880	\$9,650	18,530	\$26,399	\$9,650	36,049
Oregon State University*	\$8,683	\$11,037	19,720	\$23,608	\$11,037	34,645
Iowa State University	\$8,219	\$8,764	16,983	\$21,583	\$8,764	30,347
Kansas State University	\$8,071	\$9,350	17,421	\$19,992	\$9,350	29,342

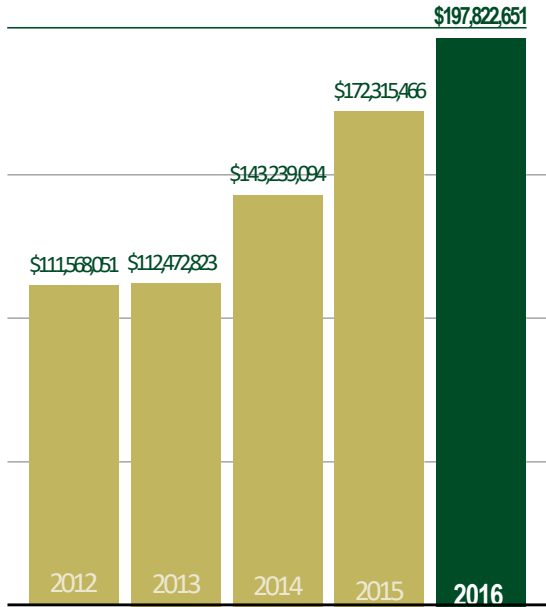
\*Quarter system tuition and fees - AY based on Autumn/Fall, Winter, Spring quarters.

Note: Texas A&M tuition and fees were unavailable individually. Also, University of Tennessee and Virginia Tech have additional out-of-state fees that were added in to the cost of attendance.



# Private SUPPORT

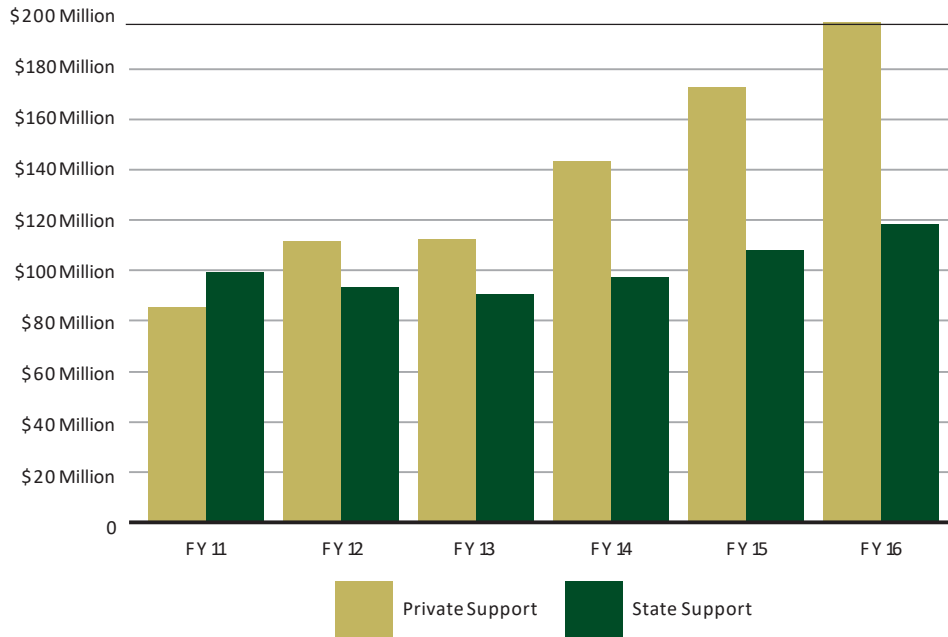
## Gifts



**W**ith the launch of the \$1 billion “State Your Purpose” campaign in Fiscal Year 2016, Colorado State continued to shatter past records for fundraising and alumni involvement. In the year ending June 30, 2016, 38,696 donors gave a record-breaking \$197.8 million in cash, pledges, planned gifts, and gifts-in-kind to support the University.

Once again this year, CSU raised more private funds than any single campus in the history of Colorado. And at 10.71%, alumni participation is at its highest rate in the University’s lifetime.

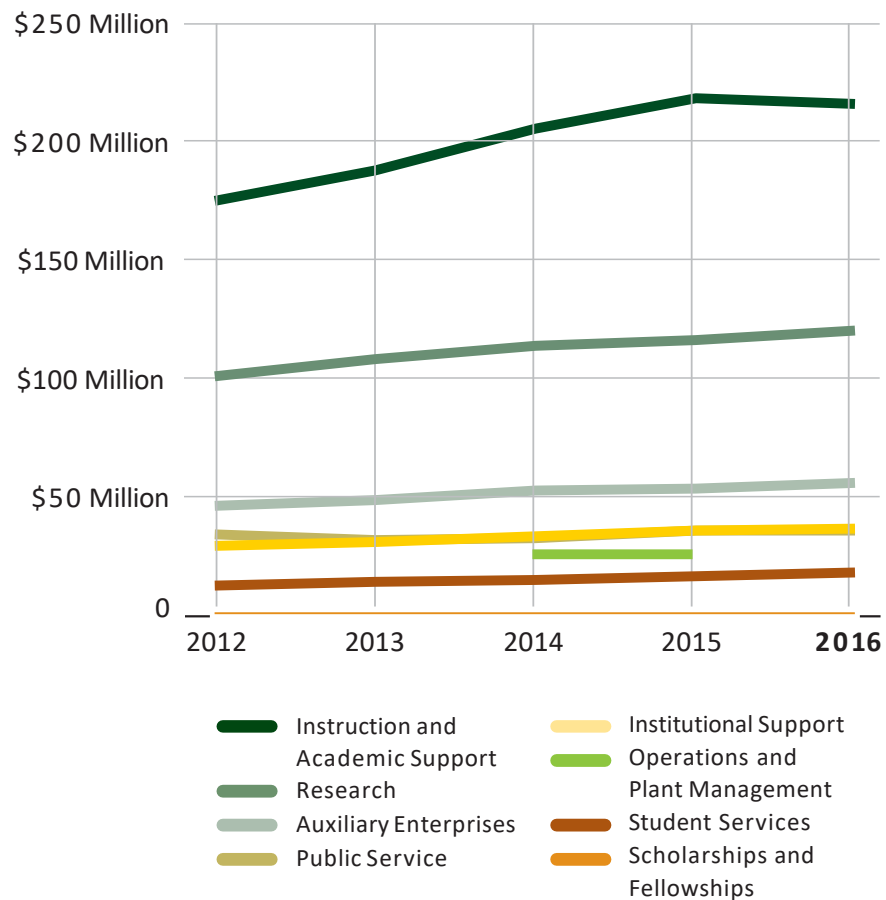
## Private Support vs. State Support



# Salary TRENDS

The chart below shows how CSU's salary dollars are allocated. In response to the economic downturn of the last decade, the University imposed a multiyear hiring freeze in 2008. Faculty and staff did not receive pay increases in Fiscal Years 2010, 2011, and 2012; increases since that time have varied. The University's permanent, full-time workforce was reduced by about 6 percent during the recession, largely through attrition.

## Fiscal Years 2012-2016





# Revenue

Colorado State University's academic program is primarily funded by two sources: state support (in the form of College Opportunity Fund stipends and Fee For Service funding) and student tuition and fees.

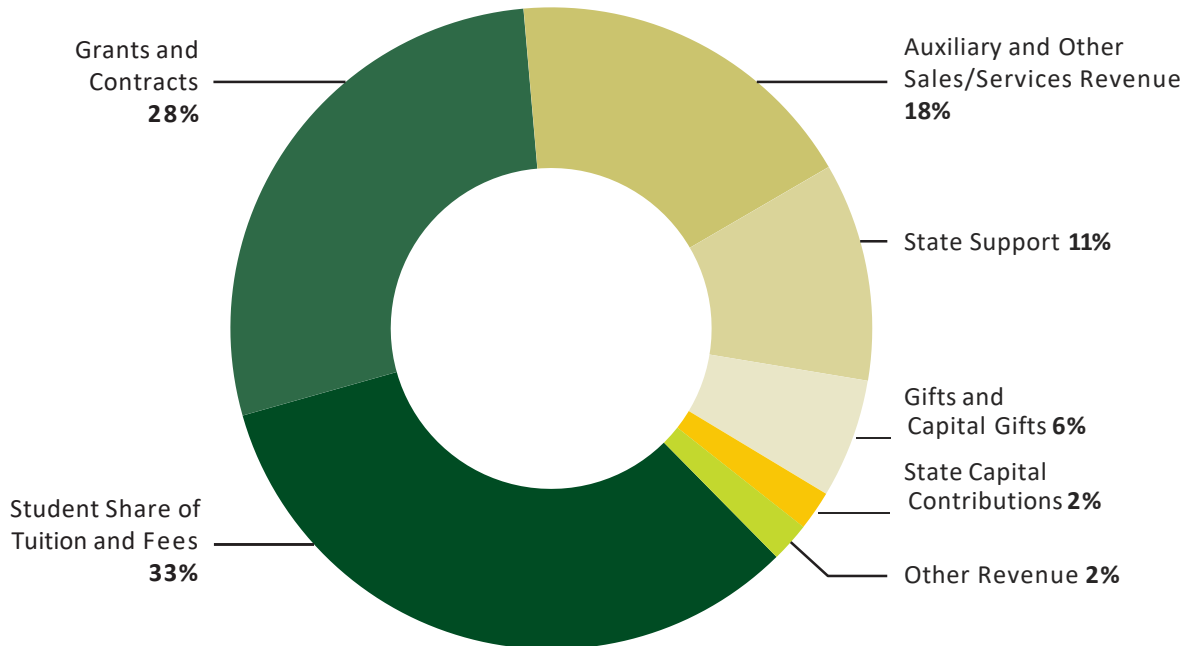
Large segments of the total University budget (including research and donor funding) generate revenue that is directed to a specific activity – to fund a particular research project or to endow a chair or scholarship, for example – and so these funds do not flow directly to the education and general budget that supports the core teaching operations of the University.

The state provides the College Opportunity Fund stipends to all in-state college students, and these stipends are then paid out to the university in which each student chooses to enroll. The University also receives

state support in the form of revenue generated from the state Fee For Service contract. Under this contract, the University provides graduate education services, Professional Veterinary Medicine programs, and services to the citizens of the state from the CSU agencies that include CSU Extension, Agricultural Experiment Station, and the Colorado State Forest Service.

A small subset of University operations, including the Lory Student Center, Housing and Dining Services, and continuing and distance education, are self-supporting auxiliary enterprises funded through charges assessed to users of those services.

## Fiscal Year 2016



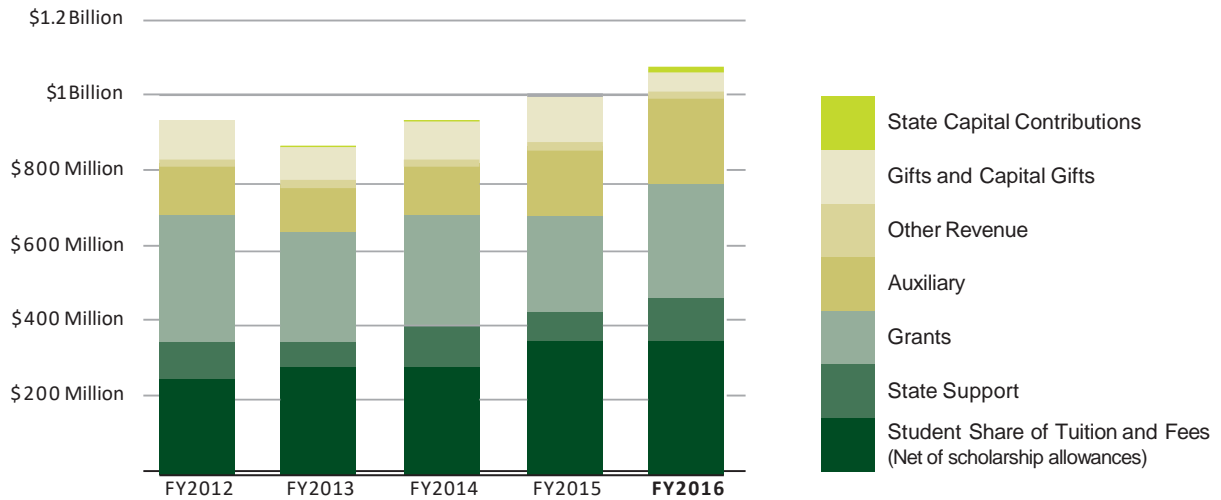
# Revenue Trends 2012-2016

The distribution among revenue categories has remained relatively consistent from year to year, as demonstrated by the chart "Revenue by Percentage" below.

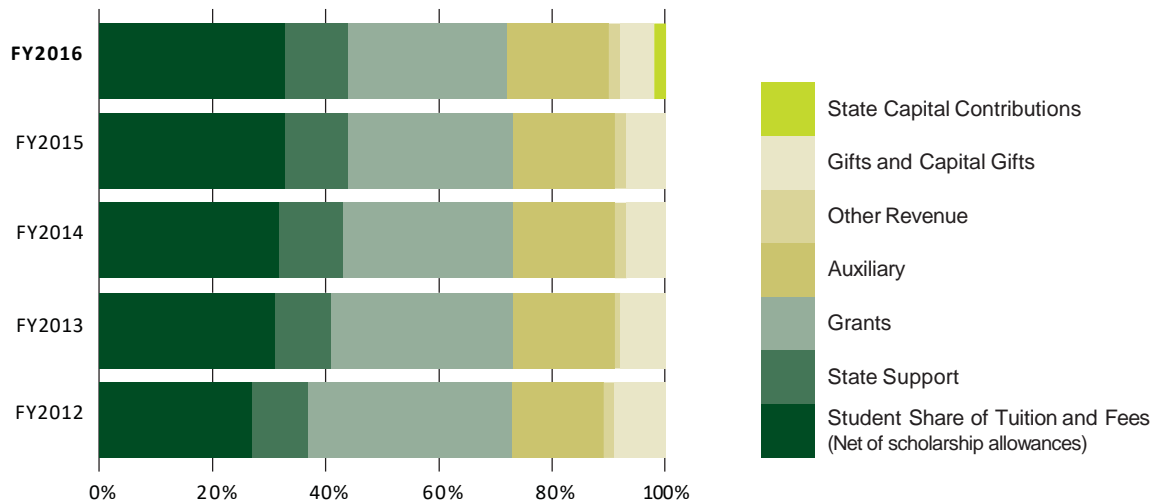
The areas reflected within the bottom chart experiencing the greatest changes are the combination of the Student

Share of Tuition and Fees along with State Support. Although when combined they are relatively stable, individually State Support is declining while the Student Share of Tuition is increasing.

## Revenue by Amount



## Revenue by Percentage

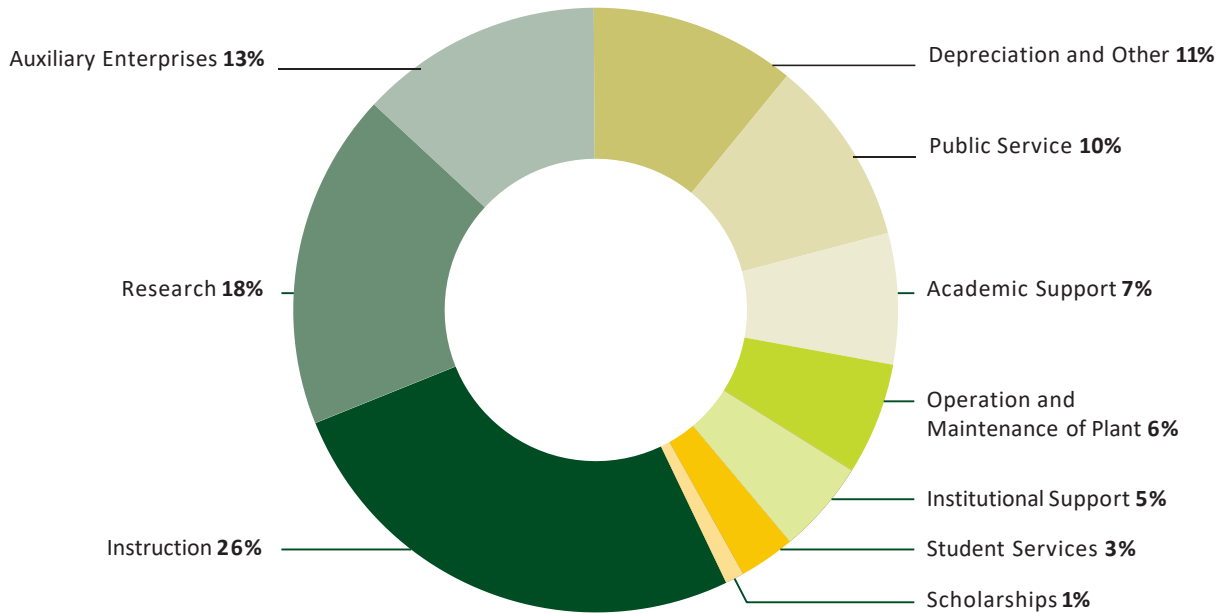


# Expenditures

Even during tight budget times, Colorado State University has focused on academic priorities: teaching (funded by tuition and state support) and research (funded primarily by grants and contracts). Administrative costs – shown here as Institutional Support – account for 5 percent of the University’s budget.

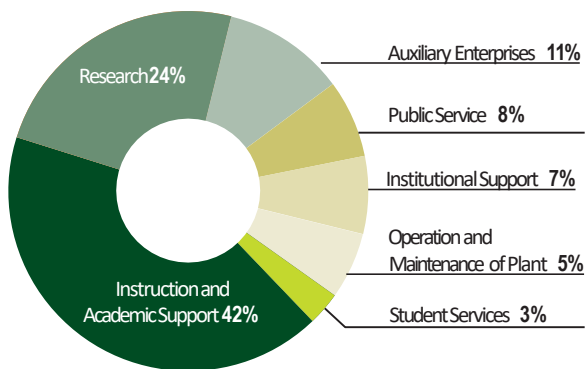
As the University has grown over the past five years, the University’s total operating expenses have increased from \$869.0 million to \$1,019.9 million, an overall increase of about 17percent from Fiscal Year 2012 to Fiscal Year 2016. The largest component of each category of expenditure is salary, which is depicted further in the two salary charts shown at the bottom of the page.

## Fiscal Year 2016

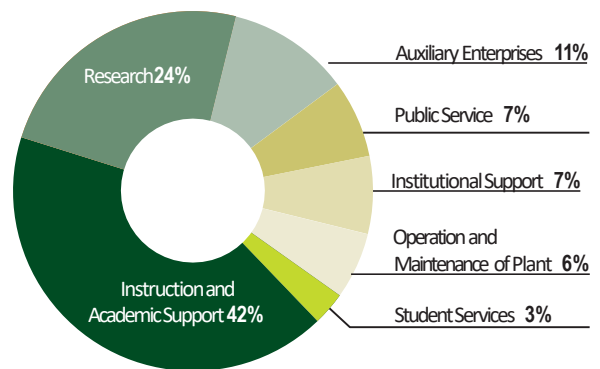


## Salary Expenditures by Functional Area Fiscal Years 2012 and 2016

2012



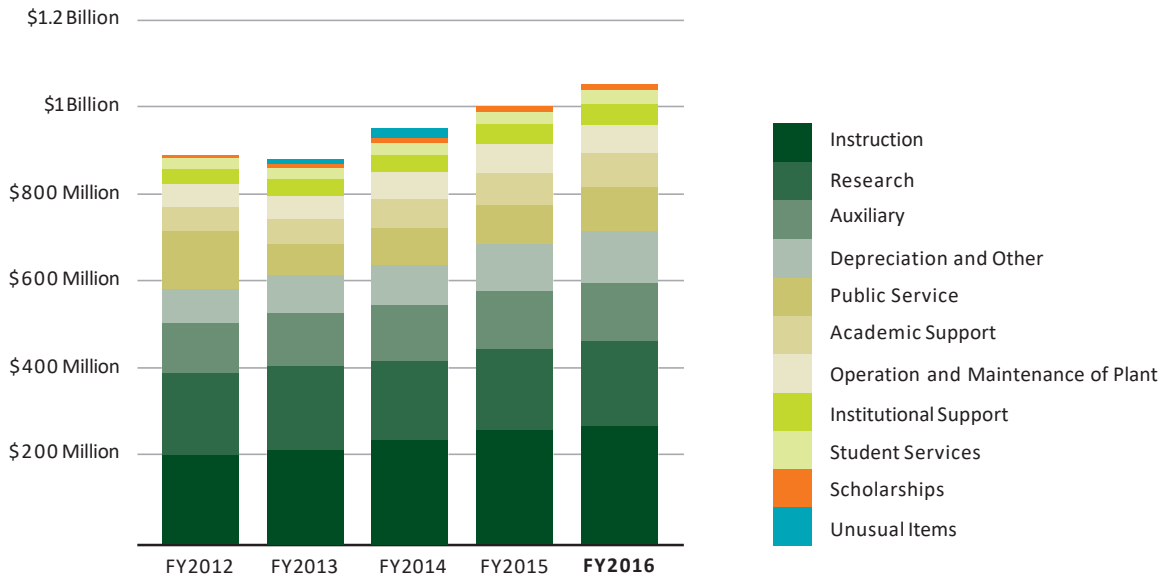
2016



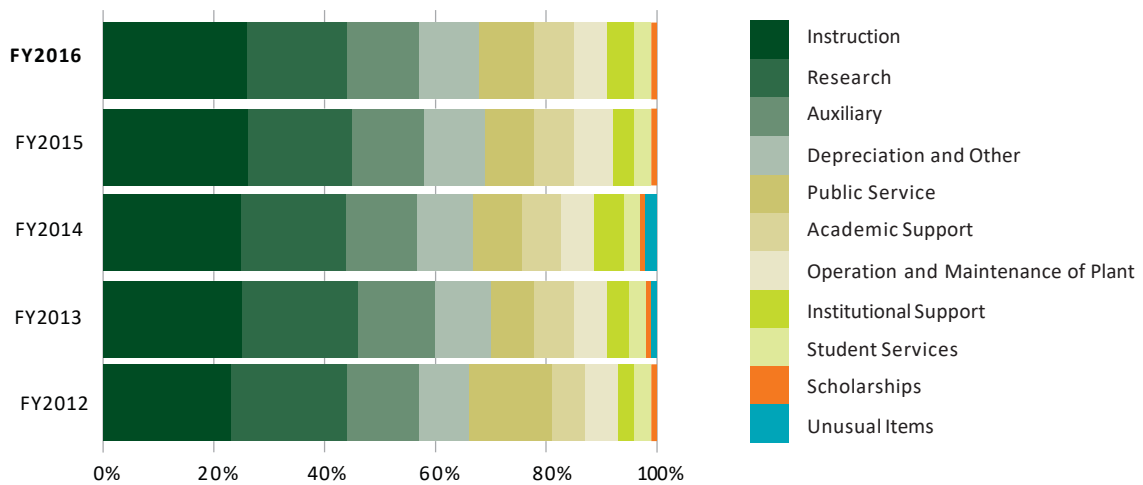
# Expenditure Trends 2012-2016

Although the expenditure base is growing, as demonstrated in the chart “Expenditures by Amount,” the distribution among the expenditure categories has remained relatively constant between 2012 and 2016, as shown by the chart “Expenditures by Percentage.”

## Expenditures by Amount



## Expenditures by Percentage



# Budget and PLANNING PROCESS

## CSU's Budget and Planning Process: Opportunities for Student, Parent, and Public Input

Part of CSU's commitment to accountability involves an open, public campus planning and budgeting process.

- The University publishes a rough draft budget in August for the next fiscal year. The goal of this draft budget is to give the Board of Governors and the President platforms for campus review and discussion – and for working with state lawmakers as they consider higher education's funding needs.
- The campus and community have several opportunities to provide input into both the draft budget and the preparation of more final budgets in the winter and spring. Over this time period, the University also makes adjustments for changes and developments that have arisen.
- As various draft budgets are developed, they are tied to University strategic planning efforts in a transparent and coherent way.
- The Colorado General Assembly and the Office of the Governor work together throughout the spring each year to finalize state budgets and appropriations, which determine the level of state support and tuition that the Board of Governors of the CSU System approves for each System campus.
- The CSU strategic plan is updated regularly to reflect new priorities, new environments, new opportunities, and new ideas.

As part of this process, the University Provost each spring hosts planning and budget hearings that are open to all interested members of the campus and community. Draft budgets and related communications are also regularly updated and posted online at <http://www.president.colostate.edu/budget/index.aspx>.



Colorado State University

[accountability.colostate.edu](http://accountability.colostate.edu)

An equal-access and equal-opportunity University

# Section 6

## *Strategic Mapping*

*This Section intentionally left blank.*

# Section 7

## *Chancellor's Report*





# COLORADO STATE UNIVERSITY SYSTEM

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

## COLORADO STATE UNIVERSITY SYSTEM CHANCELLOR'S REPORT

May 2, 2017

### CSU-System Wide

- Continued meetings around collaboration between Fort Collins and Pueblo related to IT.
- Continued to make progress on system-wide academic integration opportunities in relation to admissions and transfers through the efforts of Dr. Cheryl Lovell.
- Update on Director of Internal Audit search.
- Tom and Christie Vilsack announcement and key early meetings occurred April 10-14, 2017.

### Campus Updates

- CSU-Global President Takeda-Tinker represented the System at the U.S.-Sino Online Transnational Education Conference at Shenzhen University in China April 21. She delivered the keynote address on the state of U.S. online education and hosted a workshop on online instructional design and curriculum.
- CSU-Pueblo HLC reaccreditation visit, February 13, 2017.
- CSU-Pueblo hosted an open forum on campus with Board Chair Bill Mosher on February 13, 2017.
- The search for the next president of CSU-Pueblo concluded with the announcement of Dr. Timothy Mottet as the university's 15<sup>th</sup> president April 14.

### CSU System Government Affairs – Federal

- Chancellor Frank attended the University Research Association Council of Presidents Annual Meeting and Policy Forum in Washington D.C. in February and also used the time to visit with Congressional staff and host an alumni event.
- Executive Vice Chancellor Parsons participated in a Cuba visit with Senator Bennet's staff.

### CSU System Government Affairs – State

- Meetings with key members of the legislature and local delegations continue.
- Chancellor Frank attended the Governor's higher education reception in February.
- CSU and the System hosted Founder's Day celebrations at the Capitol, Thursday, February 9, 2017.
- Executive Vice Chancellor Amy Parsons escorted Kim Jordan around the Capitol to meet with key members of leadership in advance of her hearing and Senate confirmation, April 17, 2017.
- The Senate Education Committee Hearing for Dean Singleton and Kim Jordan occurred April 27, 2017.

#### Statewide Partnerships:

- Chancellor Frank participated in Daniels Fund scholarship interviews on February 21, 2017.
- Chancellor Frank provided welcome remarks at the annual Governor's Ag forum on February 22, 2017.
- Executive Vice Chancellor Parsons provided keynote remarks at the Rams JD event February 23, 2017.
- Chancellor Frank participated in the Boettcher Scholars Selection interviews March 13, 2017, and the Boettcher Board of Trustees Meeting later that month.
- The Chancellor attended the National Western Center Equity Partner and Legal Counsel Meeting March 23.
- The System hosted Denver Water leadership and Water for People leadership on campus during World Water Day, March 22, 2017.
- Chancellor Frank delivered a keynote address at Arapahoe Community College's annual scholarship luncheon April 20, 2017.
- Chancellor Frank spoke at the State Chamber of Commerce CEO reception at the National Western Center April 20.
- Executive Vice Chancellor Parsons attended Boys and Girls Club "Invest in Bright Futures" Gala – Youth of the Year award celebration, April 28, 2017

#### National Visibility

- Chancellor and Executive Vice Chancellor attended AGB conference April 2-4, 2017 with members of the Board of Governors.

1 **LETTER FROM THE COMMISSION**

2

3 In 2012, the Colorado Commission on Higher Education, the official body charged with the  
4 responsibility to examine the postsecondary needs of the state<sup>[1]</sup>, issued *Colorado Competes, A*  
5 *Completion Agenda for Higher Education*. That document, known as the Master Plan, laid out  
6 four goals for the state’s system of higher education.

7

8 Today, in 2017, we revisit our goals and examine our progress. While reaffirming the core  
9 findings and recommendations from the Plan five years ago, we recognize that merely “staying  
10 the course” is not enough. If the State of Colorado is to prepare its students for changing  
11 workforce demands while maintaining its high quality of life and vibrant economy, it must  
12 invest more in the educational attainment of all of its citizens. Failure to do so will result in  
13 entire segments of our population being left behind, increased social costs and reduced  
14 competitiveness. Colorado simply cannot afford an under-educated citizenry.

15

16 We present this Master Plan as a call to action to the state—systems and institutions of higher  
17 education, the Governor, the General Assembly and other state policy leaders, business and  
18 community leaders. We do so with the highest sense of responsibility to the citizens of  
19 Colorado, a great respect for the colleges and universities in our state and a profound sense of  
20 urgency.

21

22 Colorado continues to rank among the lowest states in per student funding, resulting in the cost  
23 of education being increasingly shifted to students through higher tuition. Rising tuition and  
24 related costs in turn create an unprecedented financial burden on Colorado families. In the face  
25 of these budgetary challenges, access to and success in higher education remains elusive for  
26 too many.

27

28 We believe that increasing credentials among our citizens is even more important today than it  
29 was five years ago. That goal—a statewide goal for all of Colorado that extends beyond just our

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<sup>[1]</sup> C.R.S. 23-1-108(1.5)(b)(1)

1 public colleges and universities—reflects the necessity of our workforce and our economy. The  
2 four strategic goals that follow address a more focused list of objectives for our public  
3 institutions that are meaningful, measurable and will improve postsecondary outcomes for the  
4 students of Colorado.

5

6 Underlying this Master Plan are the following principles:

- 7 ➤ Higher education is a public good that strongly benefits Colorado’s communities and the  
8 state;
- 9 ➤ The higher education system should be accessible to all, not just those with adequate  
10 personal financial means; and
- 11 ➤ Institutions of higher education have a responsibility to demonstrate their stewardship  
12 of public resources.

13

14 We consider this Master Plan to be more than an aspirational list. It does not focus on the needs  
15 of any one institution, nor does it recommend specific campus practices or instructional  
16 activities. Instead, this plan presents the priorities that we believe are the most pressing for  
17 the educational performance and economic vitality of Colorado.

18

19 We know that pursuing the goals in this plan will not be easy nor inexpensive. But like any solid  
20 investment, the benefits we will ultimately enjoy will be far greater than the cost of  
21 disinvestment. The combined lost income and tax revenue, increased unemployment,  
22 healthcare and other public services costs that have been linked to lower education rates is too  
23 high a cost for Colorado to bear.

24

25 The strategic goals in this plan are a priority list of ambitious, yet attainable, commitments that  
26 will expand opportunities and improve quality of life for all Coloradans. In short, it is a plan  
27 focused on the future of the state of Colorado.

28

29 [SIGNED BY ALL COMMISSIONERS]

30

1 **EXECUTIVE SUMMARY**

2

3 The Colorado Commission on Higher Education presents this update to the 2012 Master Plan,  
4 *Colorado Competes, A Completion Agenda for Higher Education*, as an urgent call to action. If  
5 the State of Colorado is to prepare its students for changing workforce demands and maintain  
6 its high quality of life and vibrant economy, it must invest more in the educational attainment  
7 of all of its citizens.

8

9 We face a dramatically changing higher education landscape in which postsecondary  
10 credentials are more important than ever. At the same time, the State’s disinvestment in higher  
11 education over the past two decades has put those credentials out of reach for too many  
12 students. Today Colorado faces a critical decision—invest in expanded access to affordability  
13 challenges and equity gaps or bear the weight and financial burden of an undereducated  
14 citizenry.

15

16 In this 2017 update to the Master Plan, the Commission reaffirms a statewide credential  
17 attainment goal of 66 percent by 2025 for our adult population. Our economy demands it. We  
18 have made some progress since 2012 when the Commission first issued this Master Plan, but  
19 today our attainment is still only 55 percent.

20

21 Reaching our 66 percent statewide attainment goal is dependent on many factors outside the  
22 scope of the public system of higher education, including population changes, in- and out-  
23 migration and credential production by private schools. The Commission identified four  
24 strategic goals within the scope of the public system to make this Plan actionable:

25

26 **Strategic Goal 1 Increase Credential Completion:** This first strategic goal reiterates the  
27 importance of increasing credentials and presents the challenge to the public system of  
28 higher education to increase certificates and degrees by approximately 73,500 to meet  
29 the 2025 goal. This strategic goal also recognizes the need to anchor credential  
30 production to high demand areas. Currently, Colorado has a higher demand for STEM-

1 educated workers than the national average and a growing shortage of educators and  
2 must increase the number of credentials in these areas.

3  
4 **Strategic Goal 2) Erase Equity Gaps:** The second strategic goal addresses the fact that  
5 Colorado’s largest growing ethnic group, Hispanic/Latino, has the lowest average  
6 educational attainment and the lowest college enrollment rate of any ethnic group in  
7 the state. Success in meeting the statewide goal of increasing the college attainment  
8 rate to 66 percent hinges on improving *all* students’ completion in colleges and universities  
9 in the state.

10  
11 **Strategic Goal 3) Improve Student Success:** Not enough of Colorado’s students are  
12 completing in a timely manner, or at all, after enrolling. Many students are not prepared  
13 for college-level work when they arrive; and the longer a student takes to acquire the  
14 required credit hours, the less likely it is that he or she will complete. The third strategic  
15 goal encompasses innovative approaches to improve students’ timely completion.

16  
17 **Strategic Goal 4) Invest in Affordability and Innovation:** Finally, the Commission notes  
18 that all other goals are achievable only with increased investment in affordability and  
19 innovation, the fourth goal. This goal assumes a model of shared responsibility among  
20 the state, the institutions, and students and their families. While Colorado institutions  
21 have focused on maintaining quality in the face of constrained budgets, and students  
22 and families having shouldered a larger portion of the cost of education over the past  
23 two decades, the citizens must recognize that it is in Colorado’s interest to maintain  
24 affordability through increased state investment in postsecondary education.

1 **WHAT HAS HISTORY TAUGHT US?**

2

3 Challenges are not new to higher education. In fact, many of the most significant leaps forward  
4 in the nation’s higher education system have been in direct response to difficult circumstances.

5

6 During the Civil War, President Abraham Lincoln signed the Morrill Land-Grant Act to  
7 address the need for industrial growth. The Act provided the stimulus for incredible  
8 advancements in human capital and technological innovations in new states and territories  
9 and triggered unprecedented proliferation in the number of institutions of higher learning,  
10 including our own Colorado State University, the state’s first public university.

11

12 Following World War II, the establishment of the GI Bill offered financial assistance as a  
13 benefit to returning veterans, opening access to higher education to hundreds of  
14 thousands of Americans. Within a generation of the end of World War II, the most rapid  
15 expansion of Colorado’s public postsecondary sector resulted in a doubling of the percent  
16 of adults with a college degree and the founding of many of our community colleges,  
17 Metropolitan State University of Denver, and the University of Colorado Colorado Springs.

18

19 In addition, the 1965 Higher Education Act—a bill forged from the struggles for equality and  
20 justice that took place during the Civil Rights Era—opened the door to higher education to  
21 millions of citizens previously unable to gain access to many public and private institutions  
22 of higher education. This act created many of the nation’s foremost financial aid programs,  
23 including what is now the Pell Grant program, and challenged all states to view education not  
24 as a private good for the privileged few, but a public good for the needs of all. By 1970, in part  
25 because of the opportunities provided by the 1965 Higher Education Act, the average  
26 educational attainment of African-American youth age 20-24 had increased by more than 25  
27 percent compared to that of older (25 and above) African-Americans..

28

29 These surges in expansion of the higher education system were the result of intentional,  
30 visionary public policies and direct public investments. In each case, there was clear

1 recognition that public investments would yield powerful dividends—and the results show  
2 they did.

3

4 Today, Colorado faces another historic opportunity to respond to the changes in our society.

5 But whereas past changes to the public higher system, as described above, were almost

6 exclusively focused on growth, today we must confront a far more complex challenge—one

7 that is rooted in changing demographics, the implications of the knowledge economy and the

8 changing expectations of employers. The rapid pace of automation in nearly every sector is

9 making many jobs obsolete, redefining others, and creating whole new industries. These

10 changes are driving the need for more educated workers who can adapt and learn new skills to

11 remain relevant in the evolving job market. In this environment, the traditional four-year

12 bachelor degree is no longer the only measure of postsecondary success. Students and

13 employers are calling for new delivery models that will result in quality credentials earned

14 faster and at less cost. We must serve a different kind of student with different needs.

15

16 At the same time, we must convince an increasingly skeptical audience of families, employers

17 and legislators that a greater investment in higher education will yield larger returns and

18 strengthen our economy.

19

20 While Colorado has begun to recover from the Great Recession and state funding for higher

21 education has seen an increase of \$150 million from 2012 to today,<sup>[1]</sup> funding still remains

22 lower than it was before the Recession. Complex and often contradictory statutory and

23 constitutional requirements—e.g., the Taxpayers Bill of Rights, Amendment 23 and Gallagher

24 Amendment—have hampered the State’s ability to invest fully in its priorities. Compounded by

25 inflation and rising costs, the impact on families is significant. Indeed, Colorado has remained in

26 the bottom five states for the past five years in public support for higher education.

27

28 Our public institutions have proven their resilience and resourcefulness in maintaining quality,

---

<sup>[1]</sup> The state provided \$519 million in FY 11-12. In FY 16-17, state funding reached \$673 million.



1 preserving access and cutting costs over the past decade in the face of declining state  
2 investment. Nevertheless, important challenges lie ahead, for both our institutions and our  
3 citizenry. Failing to meet them will result in even higher costs to our economy and our way of  
4 life, threatening to undermine the American foundational tenet that an educated citizenry  
5 raises all ships.

6

DRAFT

1 **THE COLORADO GOAL: 66% STATEWIDE ATTAINMENT**

2  
3 The benefits of a high-quality higher education system that is accessible to all Coloradans are  
4 well established.

5  
6 For many years, it was enough to describe those benefits in terms of the gains to an individual.  
7 Adults with postsecondary degrees and certificates earn higher incomes than those  
8 without such credentials. They enjoy a healthier lifestyle, and they have lower  
9 unemployment rates.

10  
11 We must also recognize the public impact of higher education. Adults with postsecondary  
12 education rely on fewer social services and public safety nets. They create jobs that yield  
13 tax revenue and contribute toward building a stronger economy and a better society. They  
14 are more likely to be engaged in their communities, volunteer and serve on boards.

15  
16 The reality today is that increasing the number of Coloradans with postsecondary education is  
17 crucial to our state’s future economic vitality. The majority of jobs in Colorado already require  
18 some sort of postsecondary education; research suggests that by 2020, almost three-fourths of  
19 jobs will require some level of credential beyond high school.<sup>1</sup> In fact, economists estimate  
20 that the demand for college-educated adults in Colorado is the fifth highest among all states  
21 in the nation. In contrast, the demand for high school-only trained adults in Colorado is the  
22 second weakest in the nation.

23  
24 In spite of these trends, today only 55 percent of the adult population in the state has a degree or  
25 certificate and only 49 percent has an associates or higher degree. Almost one third of  
26 Colorado’s adult population lacks any education after high school. Moreover, attainment levels  
27 are not equal: only 29 percent of Hispanics, our fastest growing population, and 39 percent of  
28 African Americans in the State have a certificate or degree.

---

<sup>1</sup> Recovery: Job Growth and Education Requirements Through 2020, Anthony P. Carnevale, Center on Education and the Workforce, Georgetown University, 2013.

1 The 2012 master planning process, which included extensive study and discussions with  
2 public institutions and other stakeholders, resulted in the Commission identifying  
3 increasing credential attainment as the state’s top higher education priority. The Commission  
4 recognized that increasing postsecondary attainment is key to a vibrant Colorado  
5 economy, and realized that in order to drive measurable change, Colorado must have an  
6 ambitious goal. The Lumina Foundation’s well-publicized goal of 60% attainment for the  
7 nation was a starting point; the Commission concluded that with our skills-based economy  
8 and workforce needs, Colorado must reach higher. The Commission established as the  
9 overarching goal to “increase the number [sic] of Coloradans aged 25 to 34 who hold a  
10 high-quality postsecondary credential—that is, a certificate or degree—to 66 percent by  
11 2025.”<sup>2</sup>

12  
13 In 2017, the Commission reaffirms an attainment goal of 66 percent for our adult population.

14  
15 Increasing statewide credential attainment relies on many factors, only some of which are  
16 within the control of the public system of higher education. A larger number of births than  
17 deaths has led to natural growth of Colorado’s population for many decades and in turn  
18 affected education attainment levels. In addition, Colorado has historically been an in-migration  
19 state—that is, educated individuals move into Colorado in greater numbers than they leave  
20 Colorado. Net migration has been positive since 1991—and we expect this trend to continue.  
21 And Colorado is home to hundreds of private higher education institutions—both for profit and  
22 not-for-profit—that contribute to the statewide education attainment level. Private schools  
23 currently contribute approximately one third of the state’s total annual credential production  
24 and we expect them to continue to do so. As the graphic shows, these factors all contribute to  
25 the state’s attainment level.

26

---

<sup>2</sup> The Commission in 2012 chose to specify the age group 25-34 in its credential attainment goal to parallel with the national goal set by President Obama, recognize that this is the age group currently being served by institutions and allow for international comparisons. The Commission in 2017 has elevated the attainment goal to cover the adult working population, but will utilize the 25-34 age bracket as our lead measure.

1 The Commission believes that while formidable, the 66 percent credential attainment goal is  
2 achievable. As shown in the graphic to the right, Colorado’s attainment has grown from 53.5  
3 percent to 55 percent since 2012 when the Master Plan was developed.<sup>3</sup> Between 2017 and  
4 2025, *assuming current trends* in Colorado’s population, migration and credential production  
5 rates by *all institutions* – public and private – continue, Colorado is projected to achieve a  
6 statewide attainment rate of 57.5 percent.

7  
8 The gap between 57.5 percent and the Colorado goal in this Master Plan of 66 percent is the  
9 challenge to our public system of higher education, our students and families, and the state.

10

11 Taking into account the continued contributions of natural population changes, in-migration,  
12 and private schools, this 8.5 percent gap requires an additional 73,500 credentials from our  
13 system of public higher education over the period 2018 – 2025, or an annual increase of 9,200  
14 credentials.

15

## 16 **THE FOUR STRATEGIC GOALS**

17 To inform and guide the work of the system of higher education in meeting the statewide goal  
18 of 66% credential attainment, the Commission identified four strategic goals within the scope  
19 of the public system of higher education:

20 Strategic Goal 1) Increase Credential Completion

21 Strategic Goal 2) Erase Equity Gaps

22 Strategic Goal 3) Improve Student Success

23 Strategic Goal 4) Invest in Affordability and Innovation

24

25 Part of the Commission’s role, through the Department of Higher Education, is to annually  
26 assess progress. To focus attention on the strategic goals, drive change, and hold the system of  
27 higher education accountable, the Commission also identified more specific targets and

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<sup>3</sup> The 2012 Master Plan reported an attainment rate of 51%. Since that time, the methodology used nationwide and in Colorado has changed to encompass more certificates; thus the attainment using today’s methodology in 2012 would have been 53%.

1 indicators of progress for each of the goals.

2

3 With a statewide goal of 66 percent and four measurable strategic goals, discussed in more  
4 detail in the subsequent pages, this Master Plan lays out a path forward.

5

6

7 **STRATEGIC GOAL 1: INCREASE CREDENTIAL COMPLETION**

8

9 As already noted, by 2020, nearly three-quarters of jobs in Colorado will require some level of  
10 postsecondary education. As the economy continues its rapid shift to information services and  
11 technology, colleges and universities are more critical than ever in preparing individuals for the  
12 knowledge economy.

13

14 Colorado institutions of higher education have taken this challenge seriously and are  
15 considered among the most productive in the nation.<sup>4</sup> The public system produced  
16 approximately 47,200 credentials in the last academic year. Based on growth over the last 10  
17 years, we project an increase of 4.5 percent per year through 2025. That is good news, but we  
18 are not increasing production fast enough to meet our economy's demand.

19

20 An additional 73,500 certificates and degrees by 2025, on top of this already upward  
21 sloping trend line, is no small challenge. It will require Colorado's institutions to continue to  
22 out-perform their peers in efficiency and productivity; and it will require a laser focus on  
23 student success from all levels within the system of higher education and it will require  
24 resources.

25

26 At the most basic level, increased credentials—that is, output—will require increased input  
27 and significant improvement in outcomes. Unlike many states that are facing a decline in  
28 high school graduates, the projection of high school graduates in Colorado is forecast to

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<sup>4</sup> Cite NCHEM's SHEF report

1 increase by 18.5 percent between 2011-12 and 2024-25<sup>5</sup>, helping with the input side of the  
2 equation. The Commission realizes that it must work with and support our K-12 education  
3 partners to ensure that the systems are aligned, that the academic requirements for high  
4 school graduation line up with postsecondary expectations of incoming students, and that  
5 the institutions of higher education are providing K-12 teachers who can do the job.

6

7 The equation is also helped by the changing landscape of postsecondary education. As job  
8 preparation has become even more important for students, apprenticeships, short-term  
9 programs leading to certificates and other credentials play an increasingly important role  
10 as alternatives to the traditional four-year degree. As the Lumina Foundation said in  
11 discussing its national attainment goal, we should consider “all high-quality credentials—  
12 not just degrees—as valuable, so long as they lead to further education and  
13 employment...”<sup>6</sup> For purposes of the Master Plan, the Commission includes all certificates  
14 issued by our public institutions as credentials.<sup>7</sup> Going forward, as new credentials and  
15 credentialing approaches are explored and adopted, the Commission anticipates revisiting  
16 its definition.

17

18 Of note are the 300,000 to 400,000 adults in Colorado who are already in the labor force  
19 with some postsecondary education but no credential. Completing a credential will not just  
20 help the State’s attainment rate, but in most cases will open up new career opportunities  
21 and pathways for the individuals. Colorado’s institutions have engaged in efforts in the  
22 past to identify and reach out to such individuals; the Commission and Department are  
23 moving forward on a more coordinated statewide effort.

24

25 The Commission notes that not all credentials are equal. Of the *top jobs* in Colorado—that is,  
26 jobs with projected high openings, above average growth rates, and that offer a living wage for

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<sup>5</sup> Western Interstate Commission for Higher Education, *Knocking at the College Door*, 2016, [www.wiche.edu/pub/knocking-9th](http://www.wiche.edu/pub/knocking-9th)

<sup>6</sup> Lumina Foundation, *A Stronger Nation*, 2016

<sup>7</sup> *Certificates: Gateway to Gainful Employment and College Degrees*, Anthony P. Carnevale, Stephen J. Rose and Andrew R. Hansen, Center on Education and the Workforce, Georgetown University, 2012.

1 a family of three—three-quarters of them require skills in science, technology, engineering  
2 and/or math (STEM), with many of these jobs concentrated in healthcare, finance, and IT  
3 professions. Colorado has a higher demand for STEM-educated workers than the national  
4 average; to meet the needs of employers, we must increase credential production in these high  
5 demand areas.

6

7 Colorado also has a growing shortage of educators. There has been a 24 percent decline in the  
8 number of students completing an educator preparation program at Colorado colleges and  
9 universities between the years 2010- 2016.<sup>8</sup> If that enrollment trend continues, there is little  
10 hope of increases in the coming years. Rural districts in particular are already facing significant  
11 challenges in recruiting and retaining educators. This looming crisis will have a severe impact  
12 across the P-20 system of education. The Commission thus places a high priority on producing  
13 more teaching credentials and will continue to collaborate with the Colorado Department of  
14 Education and all stakeholders to support a strong educator pipeline into our local schools and  
15 districts.

16

17 Finally, the Commission recognizes that not all institutions can or should be expected to  
18 increase credential production at the same rate; all, nonetheless, have a role to play in this  
19 strategic goal. All institutions must focus on better outcomes for the students they enroll,  
20 utilizing increased student support systems and additional approaches to help students  
21 succeed (see Strategic Goal 3 of this Plan). For others, increasing credentials will mean  
22 reaching out to new student populations to increase enrollment and completion numbers.  
23 In addition, we recognize that the role and mission of some institutions positions them to  
24 better address the need for increased credentials in high demand areas such as STEM and  
25 teaching.

26

## 27 **Strategic Goal 1: Targets and Indicators**

### 28 **Increase annual credential completion**

---

<sup>8</sup> Colorado Department of Higher Education and Colorado Department of Education, Educator Preparation Report AY2015-2016, December 2016

- 1 • An additional 9200 credential completions per year
- 2 ○ Increase certificate completion from (25%) 15,845 in 2017 to (33%) 20,915 by
- 3 2025

4 **Increase high demand credential completion**

- 5 • Additional high demand credentials including:
- 6 ○ Increase STEM credentials, including healthcare, from 12,500 to 14,500 by
- 7 2025
- 8 ○ Increase Educator Preparation credentials

10  
11 **STRATEGIC GOAL 2: ERASE EQUITY GAPS**

12  
13 Colorado’s demographic profile is changing rapidly. These changes are visible on campuses  
14 throughout the state and are even more pronounced in the state’s K-12 system. Our  
15 colleges and universities are enrolling and completing increasing numbers of students who  
16 come from low-income families and who will be the first in their family to attend college,  
17 and increasing proportions of enrolled students represent communities historically  
18 underserved by colleges and universities, particularly the Hispanic/Latino community.

19  
20 In spite of this progress, many students are not being served well, or at all.

21  
22 This Master Plan uses the term equity gap to refer to the gap between the current attainment  
23 level for a demographic group and our 66 percent attainment goal. Colorado’s largest growing  
24 ethnic group, Hispanic/Latino, has the lowest average educational attainment and the lowest  
25 college enrollment rate of any ethnic group in the state. The gap between the educational  
26 attainment of the white majority and Hispanic minority is the second largest in the nation,  
27 behind only California.<sup>9</sup> While the four-year high school graduation rate for white students in  
28 Colorado is 84 percent, for Hispanic students it is 70 percent. And whereas the credential  
29 attainment rate for whites in Colorado is 64 percent, for Hispanics it is 29 percent. The past  
30 years have seen consistent increases in credentials awarded to Hispanic students, but those  
31 increases are a long way from keeping up with the overall growth of the Hispanic population or  
32 the needs of this knowledge economy.

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<sup>9</sup> American Community Survey, U.S. Census Bureau, 2015



1  
2 The story for African Americans in Colorado is even more sobering. While their attainment rate  
3 currently is higher than that for Hispanics at 39 percent and has increased slightly since 2012,  
4 the 10-year completion rate has actually decreased, making the gap even more challenging to  
5 address.

6  
7 Across the state, we see not only racial/ethnic gaps, but also income attainment gaps and first  
8 generation attainment gaps as well – that is, the educational success of students from low  
9 income families or students who would be the first in their families to attend postsecondary  
10 education is lagging.

11  
12 The Commission and the Department have made erasing these equity gaps a top priority, and  
13 institutions have a myriad of student support programs in place to enroll and retain students  
14 from underserved backgrounds. In a 2014 initiative called *Colorado Completes!* the Commission  
15 highlighted student support programs at institutions across the State with demonstrated  
16 success in retaining and assisting minority, low-income and first generation students to  
17 succeed. From first-year intensive coaching to peer advising to community-focused  
18 engagement of students, these efforts are showing success. But the challenge still looms large.  
19 We must advance solutions that meet the scale of this problem. Erasing equity gaps is both  
20 challenging and essential.

21  
22 The Commission recognizes that success in meeting the statewide goal of increasing the  
23 college attainment rate to 66 percent hinges on improving *all* students' access to, progress  
24 in, and completion in colleges and universities in the state.

25  
26 **Strategic Goal 2: Targets and Indicators**

- 27  
28 **Increase the 25-34 population credential attainment:**
- 29 • **Of the Hispanic population from 29% (2017) to 66% by 2025**
  - 30 • **Of the African American population from 39% (2017) to 66% by 2025**
  - 31 • **Of the Native American population from 29% (2017) to 66% by 2025**

- Increase number of annual credential completion by minority and low-income students
- Increase certificate completion by minority and low-income students

**Increase high demand credential completion including:**

- Increasing STEM credential completions by minority and low-income students
- Increasing Educator Preparation credential completions by minority and low-income students

**STRATEGIC GOAL 3: IMPROVE STUDENT SUCCESS**

Colorado should rightfully be proud of the many accomplishments of its postsecondary system. Nonetheless, in spite of its recognition as one of the most highly educated states, Colorado ranks at or below average in student persistence and completion. That is, not enough of our students are completing in a timely manner, or at all, after enrolling.

Currently in Colorado, only about half of students who enroll in a public postsecondary institution complete within 150% time—that is, within 3 years for a two-year degree or within 6 years for a 4-year degree. Indeed, the pipeline of public education in Colorado beginning in middle school and going through postsecondary education has a series of leaks that result in only 18 percent of 9<sup>th</sup> graders expected to get a postsecondary degree in 150% time.<sup>10</sup>

There are many indicators of future success for students along their education pipeline, beginning as early as third grade reading proficiency. In middle and high school, attendance, grades and exposure to college-level work are consistently viewed as indicators of future success. Once a student enters postsecondary education, indicators of likely on-time completion include completing credit-bearing gateway courses in English and math within the student’s first thirty credit hours and taking fifteen credits per semester. We also know that for many college students, “other life factors” increasingly get in the way and can reduce a

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<sup>10</sup> These numbers reflect students who follow the “traditional” public system of education in Colorado; they do not take into account students who go into the military, an apprenticeship or other “non-traditional” education pathways.

1 student's likelihood of completing.

2

3 Already noted is the priority that the Commission has placed in recent years on working with  
4 the state's K-12 system and putting into place policies to ensure that K-12 guidelines and  
5 requirements align with postsecondary expectations. While work remains to be done, we  
6 believe our efforts in such areas as alignment of the Commission's admissions and  
7 developmental education policies with the State Board of Education's graduation guidelines,  
8 concurrent enrollment, coordination with educator preparation programs, and informing  
9 school districts about guided pathways and guaranteed transfer will help ensure the success of  
10 our students.

11

12 In many ways, time is the enemy to student success. That is, the longer a student takes to  
13 acquire the required credit hours, the less likely it is that he or she will complete. Conversely,  
14 evidence is strong that students who complete at least 15 credit hours per semester—dubbed  
15 the "15 to finish" strategy and what researchers describe as high academic intensity—are far  
16 more likely to persist, successfully transfer, and complete a college degree. For many students  
17 who must work or have other family obligations, increasing credit hours would be possible only  
18 with increased financial aid. This is a trade-off that in the long run will pay off for Colorado.

19

20 Evidence also suggests that students who graduate from high school with some college credit  
21 are more likely to enroll and succeed in postsecondary education. Dual enrollment enables high  
22 school students to concurrently enroll in college courses tuition-free, thus shortening their time  
23 to degree, decreasing costs and increasing the chances of success for students. Colorado  
24 implemented a framework for dual enrollment in 2009 that has resulted in sustained annual  
25 increases, with more than 30 percent of Colorado 11th- and 12th-graders participating in some  
26 kind of dual enrollment program by academic year 2015/2016.

27

28 Colorado has been a leader in other innovative approaches that shorten the time required  
29 and lower the cost for students to earn a credential. Colorado Early Colleges allow students

1 to earn an associates degree at no cost while still in high school. And Pathways in  
2 Technology Early College High Schools (P-TECH), under which the Departments of Education  
3 and Higher Education support partnerships between school districts, postsecondary institutions  
4 and industry, students similarly earn a high school diploma and associates degree while also  
5 gaining work experience in six years (four years of high school and two equivalent years of  
6 college).

7  
8 Many students are not prepared for college-level work when they arrive; thus, they require  
9 remedial courses (also known as developmental education) before they can begin their college-  
10 level classes. Remediation increases a student's time to degree and lowers a student's chances  
11 of success. A U.S. Department of Education study found that 58 percent of students who do  
12 not require remediation earn a bachelor's degree, compared to only 17 percent of students  
13 enrolled in remedial reading and 27 percent of students enrolled in remedial math.<sup>11</sup>  
14 Remediation remains a challenge for Colorado, both in the number of students who are  
15 unprepared for college-level work and in institutions' over-placement of students into  
16 remediation who may have passed the college-level courses. In 2016, 36 percent of high school  
17 graduates required remedial courses. Over the last five years, Colorado has made strides to  
18 improve its remedial education approach, adding "supplemental academic instruction (SAI)," or  
19 co-requisite remediation. This strategy allows students with only limited remedial needs to  
20 enter credit-bearing courses while getting the support they need. SAI is gaining traction: today,  
21 of the 22 institutions (or systems) that admit remedial students, 20 are authorized in SAI and  
22 more than 1575 students are enrolled in SAI programs statewide.

23  
24 Finally, transferring among and between public institutions has become common, with national  
25 statistics suggesting that over one third of students transfer at least once during their  
26 postsecondary education. However, transfer can result in lost credits, duplication of coursework  
27 and increased time to degree. Colorado has made smooth transfer for students a priority, and  
28 institutions have sought to support transfer students and ensures their successful and timely

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<sup>11</sup>U.S. Department of Education

1 completion. Today, Colorado has 1,200 courses approved under its Guaranteed Transfer  
2 Pathways that are part of every associate’s degree and most bachelor degrees; these courses  
3 are guaranteed to transfer and apply to the general education core curriculum at any public  
4 institution.

5  
6 This strategic goal encompasses all of these approaches and others not yet identified that  
7 the State and institutions employ to improve students’ timely completion. By getting more  
8 students successfully across the finish line, we increase their chances of a fulfilling career  
9 and the State’s economic vibrancy.

10

11 **Strategic Goal 3: Targets and Indicators**

12

13 **Improve student persistence and retention**

- Increase first to second year and second to third year retention rates

14

15 **Reduce remediation needs of students**

- Increase number of students successfully completing introductory  
gtPathways course in English and Math

16

17

18 **Reduce average time to degree**

- Improve on-time graduation rates

19

20

21 **Reduce average credits to degree**

- Improve percentage of students who return for the second year with  
sophomore standing (30 credit hours or more)

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26 **STRATEGIC GOAL 4: INVEST IN AFFORDABILITY AND INNOVATION**

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The preceding three goals in this Master Plan are an economic necessity and must be a state  
priority. The stakes are high. We must increase attainment, erase attainment gaps and improve  
student success if Coloradans want to maintain a strong quality of life, meet workforce  
demands and continue to have a vibrant economy.

But these goals are only achievable with increased public investment. Colorado must invest in  
this critical public good. Declining affordability will continue to constrain enrollment and keep  
us from reaching our attainment goal. Moreover, the students we must focus on to increase  
attainment – whether they are first generation, low-income, adult or from other underserved

1 populations – are those most likely to come from backgrounds where they lack traditional  
2 support systems and thus require increased services to succeed.

3  
4 History has shown us that increased investment will yield powerful dividends. It is no  
5 coincidence that the U.S. economy grew exponentially following the Morrill Land Grant Act of  
6 1862 that greatly expanded access to higher education for all Americans, and again after the  
7 post-war bills further expanded education opportunities. And yet in the face of this historical  
8 evidence, the state has consistently disinvested in higher education over the past 15 years.

9  
10 Instead, the increasing costs of higher education have been financed through rising tuition.  
11 Over the past five years, tuition at four year colleges in Colorado grew 38 percent, while median  
12 income grew by only 13 percent.

13  
14 The result of the state’s disinvestment in higher education is that students and families today  
15 bear a far greater proportion of the total costs of education than they did a decade ago. In  
16 2000, the state funded two thirds of a student’s cost of higher education, while the student was  
17 responsible for one third: by 2016, that ratio had flipped and the state funded only one third.  
18 Despite some increases in state support for higher education, state funding per pupil is below  
19 where we were 15 years ago. Since the Master Plan was issued in 2012, we have made no  
20 progress in reversing the burden on students and families.

21  
22 With students having to shoulder more of the cost of an education comes increased student  
23 loan debt. Today, over 60 percent of students enrolled at public institutions graduate with  
24 debt. The average debt is \$25,877 for a bachelor’s degree and \$13,374 for an associates  
25 degree.<sup>12</sup> The Commission recognizes that debt itself is not necessarily bad—loans allow  
26 students of all socioeconomic demographics to continue education beyond high school.  
27 However, too many Colorado students are assuming more debt than they can reasonably  
28 handle or ending up in default without a postsecondary certificate or degree. Even if students

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<sup>12</sup> Colorado Department of Higher Education Financial Aid Report 2015-16.

1 obtain a credential, an overly burdensome debt can prevent them from purchasing a home,  
2 getting access to other credit and climbing the economic ladder.

3

4 This fourth goal—a precondition to meeting the three preceding goals—assumes a model of  
5 shared responsibility among the state, the institutions, and students and their families. Each  
6 has a role that will contribute to affordability, and through affordability, to increased  
7 attainment.

8

9 Our institutions have done exceedingly well at maintaining quality in the face of constrained  
10 budgets. They have begun to look to innovative delivery and management approaches and  
11 new revenue streams. Our own analysis in Colorado shows that our institutions spend less than  
12 what would be expected on salaries and related costs relative to peers around the country.<sup>13</sup>  
13 And they have implemented many of the strategies discussed under the third goal that reduce  
14 the cost of education to a student, most notably in strategies designed to shorten the time to  
15 degree. We need to provide flexibility to allow institutions to explore innovative models, while  
16 still requiring accountability.

17

18 The Commission believes that students and families have done their part and are paying at  
19 their limit. State by state comparisons and affordability studies suggest that we are very near  
20 the point of pricing our own students out of any opportunity for higher education. At the same  
21 time, students and families have the responsibility to be informed and understand the  
22 consequences of the decisions they make. Taking advantage of credit-earning programs during  
23 high school shortens time to degree and lessens cost; transferring and changing majors  
24 lengthens the time and increases cost. In short, the longer a student takes to complete, the  
25 more it costs the student and the institution.

26

27 With institutions and students doing their part, the state must recognize that it is in Colorado's  
28 interest to maintain affordability through increased investment. To be clear, the Commission

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<sup>13</sup> NCHEMS Cost Study

1 recommends increased public investment as a means to maintain and increase affordability and  
2 to accelerate attainment.

3  
4 Too often, higher education is perceived as a private good, and therefore a discretionary  
5 expense, considered after other public services. We do not suggest that public safety,  
6 healthcare and K-12 education are a lesser priority. Rather, we suggest that the state should  
7 not view these competing areas as a zero-sum game. Higher education is a public good.  
8 Increasing our investment today will result in far greater gains to our communities and our  
9 economy, resulting in a larger pie for all.

10  
11 Conversely, the state cannot afford the costs to our communities and our state of not investing.  
12 The correlation between decreased educational attainment and unemployment, crime, poor  
13 health and an increased dependence on social services is indisputable. The cost of education is  
14 high, but the cost of disinvesting is much higher and we believe too expensive a price for the  
15 state to bear.

16

#### 17 **Strategic Goal 4: Targets and Indicators**

18

##### 19 **Increase public investment in student success, research, and innovation**

- 20 • Increase state investment
- 21 • Increase funding for need based student aid (federal, state institutional)

##### 22 **Decrease average undergraduate federal student debt**

- 23 • Decrease percentage of students with debt
- 24 • Of those students with debt, decrease average debt

##### 25 **Increase innovation**

- 26 • Innovate new education delivery methods and business models

27

28

29



1 **CONCLUSION**

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It is hard to overstate the urgency with which the Commission delivers this Master Plan. The recommendations offered are not a luxury but a necessity.

Colorado is not alone in recognizing the need to increase educational levels among its citizenry. A majority of states have articulated an attainment goal for higher education credentials. But Colorado has always been—and prided itself at being—among the most educated states. And now we must do even more to remain competitive and meet the demands of our economy and workforce.

In putting forth this Master Plan and the four goals, the Commission and the state’s system of higher education are committing themselves to years of hard work.

For its part, the Commission commits to continuing to advocate for our high quality system of higher education and the value of investment, and to providing a policy environment that encourages innovation and fosters improvement in higher education institutions in the state.

Our institutions have all committed to continue upholding their mission by increasing access and providing high quality education. Now as we challenge them to do even more, we must invest in them more.

This Master Plan challenges the state—it’s elected leaders, business and community leaders along with the entire citizenry—to acknowledge the benefits of investing in our economic and civic well-being so that we can remain competitive in the national and global economy.

Colorado has an opportunity to ensure that all Coloradans—no matter their ethnic, geographic or economic background—have the opportunity to become engaged, productive citizens. That investment in our citizens represents a critical investment in the vitality of our state and our future economy. The stakes are high. Colorado must compete—we must rise to this challenge.



# Colorado State University



Colorado State University is proud to be one of the key partners in the re-imagining of the National Western Center (NWC). Read on for updates about CSU's activities within the NWC, as well as stories that spotlight neighbors, partners, and collaborators of this landmark project.



## News

### Tom and Christie Vilsack to join CSU



Tom Vilsack, CEO and President of the US Dairy Export Council, former Iowa Governor and US Secretary of Agriculture, will be joining Denver Water and the Colorado State University System as

## Upcoming Events

### [Tortillas for Tepeyac](#)

April 28, 2017  
National Western Stock Show Complex

Purchase tickets [here](#).

### [Nature's Amazing Machines](#)

This new exhibit at the Denver Museum of Nature & Science opens June 16, 2017.

### [Slow Food Nations](#)

July 14-16, 2017  
Union Station & Larimer Square

***National Western Center  
Citizens Advisory  
Committee Meetings***

a Strategic Adviser of Food & Water Initiatives at the National Western Center and as Global Chair for the International Board of Counselors on Food & Water Initiatives.

Christie Vilsack, longtime education and literacy champion and former senior advisor for international education at the US Agency for International Development (USAID), will also join the Colorado State University System as Senior Advisor to the Chancellor for Educational Access and Presidential Visiting Scholar of Educational Access.

[Read more.](#)

### CSU team joins National Western Center sustainability efforts

Leveraging world-renowned faculty and staff and the only Platinum Sustainability for a university campus, CSU has engaged multi-disciplinary experts to form a sustainability team. The team will create a framework at the NWC that supports a district-scale net-zero campus, implements cutting-edge technologies, and creates a model for a global demonstration site.

The CSU Sustainability Team is a part of the overall NWC Sustainability Team, which includes partners such as National Renewable Energy Laboratory, Department of Energy, Denver Water, Denver Metro Wastewater, Xcel, Environmental Protection Agency, and the City & County of Denver.

[Read more.](#)

### Creating real impact with equine assisted therapies



On March 17, more than 20 students with cognitive disabilities and affective needs from Bruce Randolph School, joined an orientation to prepare them for equine activities every Friday through the end of their school year. Roland Shaw, assistant principal at Bruce

April 27, 2017  
May 25, 2017  
June 29, 2017

*All meetings are from 5:30-7:30 p.m. in the Centennial Room of the National Western Complex.*

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#### **National Western Center Executive Oversight Committee**

June 22, 2017  
1:30 p.m.-2:30 p.m.  
Webb Building, Room 4.F.6

Click [here](#) to view the NDCC event calendar.

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### NWC Profile



#### **Josie Plaut**

*Associate Director of the Institute for the Built Environment at Colorado State University*

"Projects of this scale and significance have the potential to shift communities in meaningful ways – for better or for worse, and often as a mix of the two. It is our intention to help the NWC project become a source of inspiration and overall benefit to the community. What we see at NWC is the opportunity to engage the passion and brain trust of CSU in meaningful, applied research focused on some of the most pressing needs of our time: water, energy, waste, equity, population growth and ecological health."

Randolph, and CSU's Adam Daurio, director of the Temple Grandin Equine Center, began speaking about a partnership with Bruce Randolph in early 2017, and the March orientation kicked off programming at the Center.

[Read more.](#)

### CSU earns second STARS Platinum rating



Colorado State University, one of the nation's most sustainable universities, is the first university in the world to have its sustainability efforts go Platinum — twice.

"We know that sustainability is an ongoing challenge that encompasses everything from academics and research to operations and planning," said CSU President Tony Frank. "Once again, the shared commitment of Colorado State University's community to creating a sustainable, environmentally responsible campus has been affirmed through the STARS rating process. This is the result of the tireless dedication of everyone who shares our institutional commitment to environmental stewardship."

[Read more.](#)

### Making sustainability a priority at the National Western Stock Show



Energy-saving and recycling practices play a major part in the plans for the upcoming National Western Center, as most existing facilities

[Read more of Josie's interview here.](#)

### Partner Spotlight



Since 1994, IBE has performed on and off-campus teaching, research, and professional services focused on green building and healthy, sustainable communities. Aligned with Colorado State University's land grant mission, IBE provides expertise, applied research, and education to Colorado communities that encourage collaborative learning, citizen engagement, and innovation.

In 2016, IBE was honored as a CSU Program of Research & Scholarly Excellence. Programs are awarded this designation because they have achieved great distinction and set a standard for excellence in research, teaching and service that may serve as a model for programs throughout the institution and externally.

[Learn more about the IBE here.](#)

### Project Spotlight

The National Western Center team has created regeneration goals for the project build-out, and Colorado State University is partnering with the National Renewable Energy Laboratory to share information and expertise in order to achieve those aspirational goals.

"CSU has a big stake and a big opportunity at NWC," said Josie Plaut, associate director of the Institute for the Built Environment. "We have a

will be replaced as part of the redevelopment. But the National Western Stock Show is not waiting for new facilities to begin making a few upgrades and enjoying the related benefits. The NWSS has begun installing rooftop photovoltaic panels – solar panels – for power generation across the grounds. At the same time, the complex also significantly reduced its energy demand by replacing old fluorescent and incandescent light fixtures with LED fixtures throughout more than 600,000 square feet of the complex.

[Read more here.](#)

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## Articles and Links of Interest

### **Food and Agriculture:**

- [CSU receives \\$12.5M for food innovation center](#)

### **Sustainability:**

- [Massive transit-oriented housing project in Elyria-Swansea could build 560 homes near stock show](#)

### **Health:**

- [CSU researchers exploring compounds that could extend lifespan](#)
- [How CSU chemists are helping us not get food poisoning](#)

### **Water:**

- [CEO of Water for People addresses water sustainability](#)

### **Miscellaneous:**

- [National Western Stock Show takes over Denver County Fair](#)

tremendous amount of talent related to sustainability and I can't think of many better opportunities to apply, showcase, and develop CSU's research and programs on the subject."

[Read more about the sustainability goals for the NWC here.](#)



Congratulations to Carrol Dollard, co-chair of the President's Sustainability Committee and an engineer for facilities management at CSU or her recent [Celebrate! Colorado State Award](#) for Distinguished Administrative Professionals. Carol has been a key advisor on the NWC project, particularly around sustainability.

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This quarterly newsletter is sent to CSU partners and to individuals who have expressed interest in CSU's role in the National Western Center redevelopment and the university's activities in Denver.

The intent of the publication is to share news and updates about the NWC, showcase local and national stories related to the redevelopment, and to spotlight partners, residents and professionals active within the project.

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# Section 8

*CSU System Foundation and  
Beyond Campus Innovation  
Update*

# Beyond Campus Innovations, Inc.

CSU System Board of Governors Update



## Why BCI?

- *How the CSU System benefits*

### *The creation of BCI was based on several principles:*

- **Monetizing opportunities that do not fit the missions of the System institutions; and the creation of a pathway for investment funds that could benefit the System into the future.**
  - CO nonprofit entities cannot accept private sector investment dollars or loans, nor can they sell parts of themselves or stock in themselves to raise funds, and therefore they have no access to 'unrestricted' capital beyond state funds.
- **Harvesting of the expertise of CSU-Global as an early entrant in high quality online education, and efficient and technology-driven operations for benefit to other institutions while providing an ROI for the System.**
- **Providing an alternative vehicle to capture human resource talent, expertise, and interest that may no longer fit at CSUGC.**
  - CSUGC human resources are trained and honed to perform at high and accountable levels but there are limits in a state entity that are not present in a private, for-profit entity.
- **Ability to get a multiple ROI on net income.**
  - A 10-20+ times multiple on income generated vs. a 1-for-1 on state entity-generated funds.



# CSU System Foundation & BCI Board Members

## CSU System Foundation

Ed Haselden, Chairman\*

Paul Jacobs, Treasurer\*

Patrick McConathy, Secretary

Dave Edwards

Raylene Decatur

John Ikard

Paul Jacobs

(\* Indicates BCI Board members + Becky Takeda-Tinker as acting CEO for BCI)

# The Organization

- Suite 340 in the CSUGC building



- **The New BCI Team as of September 2016 – *Optimized for Scale***
  - Director of Operations
  - Internal Operations Manager
  - Director of Educational Services
  - Multimedia and Instructional Designer Expert
  - Business Development Director (April 1)
  - Applicant Advisor Trainer & Applicant Advisors
  - Contractor Crews: Subject Matter Experts, Instructional Designers, Multimedia Experts, Faculty
  - Becky's contracted time (25% by contract)
- **Vendor support on an as-needed basis**
  - Wenner Group LLC Auditor
  - Robinson Waters & O'Dorisio, P.C
  - AmCheck Payroll & HR
  - Anton Collins Mitchell LLP – accounting
  - CNT Group – technology services

# New website

- Created for search-based leads

BEYONDCAMPUS  
INNOVATIONS

HOME EXPERTS IN eLEARNING CURRICULUM DEVELOPMENT LEARNER SERVICES PARTNERSHIPS ABOUT BCI CONTACTUS

**Academic Solutions**

## Beyond Campus Innovations

Offering you real solutions to help grow your business.

**Innovative Online Academic solutions**

From individual course creation to full scale strategic and collaborative solutions, we can assist in the development, production, and management of any educational learning initiative — on-ground and online.

**Training for higher education professionals**

We help you assess your need and provide training solutions tailored to take your team to the next level.

**Training Development Services**

The speed of business is changing and employees are looking for continual training and development in all industries. Beyond Campus Innovations will partner with you to drive corporate strategy, align training to your

Pearson\_Executive...pdf EnrollmentExperi...docx UG Guild Students...pdf WebolutionsParki...JPG WebolutionsParki...JPG 2016\_Concurrent\_...pdf Show all

## What We're Building

An organization that can accommodate business and opportunities that do not meet CSU-Global's mission but which can provide real-time and future funds to the System via the CSU System Foundation.

- **BCI as an Outsource Provider in Education**

*Based on LLR Partners' Model with ASU Online Proposal on outsource service provision with ASU staff/faculty oversight.*

Market Valuation= 10x EBITD

- **BCI as an investor in opportunities for strategic investments for an ROI with a multiple**

# Proof-of-Concept

- Curriculum  
Development Clients

## Models for Course Development

- **Share Fair Nation:** large provider of professional development in K-12
- **Generation Schools Network:** transformation of K-12 resource network
- **US Interactive Media:** marketing and advertising agency
- **New Jersey Center for Teaching & Learning:** global organization for STEM teacher development around the world
- **EARCOS International Schools:** K12 professional development

## Generation Schools Network

More time. Effective schools. Successful students.



NEW JERSEY CENTER  
FOR TEACHING & LEARNING



East Asia Regional Council of Schools

## Proof-of-Concept

*- Services for Student Applications, University Curriculum Work, Instruction Provision*

### *Model for Online Institutional Services*

- **Support/Pilots for CSU-Global**

- Applicant Advising – facilitates CSU-Global growth without requiring additional CSU-Global Enrollment Counselors
- Curriculum Revisions – provides faster turnaround and scale
- Instructor Provision and Management for SEU – provides the operational support, under CSU-Global oversight, needed to support SEU's education programs

- ***New Business Development*** directed at higher education institutions effected on April 7.

## New Offering

*- Technology licensing,  
technology use through  
service provision, and  
per transaction models*

- **Scheduling & personnel management software**
  - Automatically schedules hundreds of people for work with a click of a button
  - Database storage of personnel qualification information
  - Storage and reporting of personnel evaluation information
- **Portal technology**
  - Communication site that connects e-resources
  - Connects to learning management systems
- **Website-to-LMS payment interface**
  - Allows for consumer transactions from websites
  - Connects to websites, collects and transmits credit card data, and enables access to learning management systems
  - Will facilitate BCI clients to monetize their online courses created by BCI

## New Offering

- *BCI learner-direct services*

### Learning for the Workforce— *created, marketed, and run by BCI*

- Pilot - Management training courses
- Lower cost, market-focused training with possible credit award toward bachelor's degrees (ACE-approved)





# Financials

## **FY16**

Revenue: \$1.826M

EBITDA: \$796.9k

Net Income: \$502.6k

To the CSUS: \$50.2k

## **FY17 (first 6 months/Sept.-Mar.)**

Revenue to-date: \$1.746M

EBITDA to-date: \$576k

# Section 9

*Real Estate and Facilities  
Committee*

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
REAL ESTATE/FACILITIES COMMITTEE MEETING AGENDA  
May 2-3, 2017 – Fort Collins**

**OPEN SESSION**

1. Program Plan Approval – Updated Shepardson Hall Addition and Renovation  
(Lynn Johnson) *Action Item* (10 min)
2. Program Plan Approval – Updated JBS Global Food Innovation Center  
(Lynn Johnson) *Action Item* (10 min)







**Board of Governors of the  
Colorado State University System  
Meeting Date: May 2-3, 2017  
Action Item**

MATTER FOR ACTION:

Approval of the Colorado State University Program Plan for the Shepardson Hall  
Addition and Renovation for \$38-\$43M.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approves the Program Plan for the Shepardson Hall Addition and Renovation.

EXPLANATION:

Presented by Lynn Johnson, Vice President for University Operations.

Colorado State University is requesting approval of the updated program plan for the Shepardson Hall Renovation and Addition. This project has been on CSU's State Capital Construction Request list for over 10 years, and the old program plan was in need of a refresh. The last BOG approval for this project was in 2013. The updated plan includes renovation of the existing building (46,811 gsf) and construction of an additional 42,000 gsf. The addition will provide space for classrooms, laboratories and a large auditorium. The existing building will be renovated to provide a Student Success Center, computer labs, office space for the Department of Agricultural and Resource Economics (currently located in the Clark Building), studio space for Horticulture and Landscape Architecture and the Dean's office. The estimated cost for the project is \$38M-\$43M to be paid from donations and State Capital Construction Funds.

Colorado State University intends to procure this project through a target value design-build lump sum project delivery method. The intent is to encourage innovation and ultimate value by allowing great flexibility in the specifications, with code minimum requirements as the base bid and upgrade to CSU standards as part of the scope ladder. Initial graphic concepts from this program plan will be included in the RFP for information only. The intent of this procurement method is for the design build firms to use the concepts as a standard of care in developing their own innovation and cost effective solutions to the design problem and RFP as stated both in narrative and graphic form.

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

**Shepardson Hall Addition and Renovation**

**Board of Governors of the  
Colorado State University System  
Meeting Date: May 2-3, 2017  
Action Item**

**SUMMARY OF PROGRAM PLAN FOR THE SHEPARDSON HALL ADDITION AND RENOVATION**

This project will renovate the existing Shepardson Hall (46,800 gsf), built in 1938, and construct additions to the north and south (approx. 42,000 gsf). The renovation will entirely revitalize the building with a new floor plan, modern architectural finishes, new plumbing, mechanical, electrical and telecommunications systems. As planned, the existing building will provide space for a Student Success Center, computer labs, office space for the Department of Agricultural and Resource Economics (currently located in the Clark Building), studio space for Horticulture and Landscape Architecture and the Dean's office. The new additions will provide space for classrooms, laboratories and a large auditorium.

The College of Agricultural Sciences is embracing challenges related to the safety, security and sustainability of our agricultural ecosystem and is committed to becoming the unquestioned, globally preeminent institution in meeting these challenges. Talented faculty need cutting edge technology to groom and nurture tomorrow's leaders, as well as to provide groundbreaking research for Agriculture's most pressing problems. The College currently has program spaces in several buildings around campus, including Shepardson Hall, Plant Sciences, Animal Sciences, Natural and Environmental Sciences, Weed Research Lab, Insectary, and Andrew Clark. There is a desire to consolidate some departments and to make Shepardson Hall the "home base" for all Agricultural Sciences students. Key components of this vision include: the new Student Success Center, computer lab and collaboration space, state of the art research and teaching labs as well as a large auditorium.

Shepardson Hall is currently utilized to capacity and has had limited upgrades over its long history. The building is structurally sound, but the building systems cannot support 21<sup>st</sup> century research and instruction. The existing building width is also too narrow to accommodate larger classrooms and lab spaces, which will be accommodated in the additions.

The estimated cost for the project is \$38M-\$43M to be paid from donations and State Capital Construction Funds. The project is currently shown as 2 phases on the State Budget request. Once approvals are in place and funding is received, the target value design-build lump sum project is expected to take approximately 24 months.

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

\_\_\_\_\_  
Board Secretary

\_\_\_\_\_  
Date

**Shepardson Hall Addition and Renovation**





JBS Global Food Innovation Center  
In Honor of  
Gary & Kay Smith



**Board of Governors of the  
Colorado State University System  
Meeting Date: May 2-3, 2017  
Action Item**

**MATTER FOR ACTION:**

Approval of the Colorado State University Phase II of the JBS Global Food Innovation Center in honor of Gary and Kay Smith for \$7M.

**RECOMMENDED ACTION:**

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

**EXPLANATION:**

Presented by Lynn Johnson, Vice President for University Operations.

In August 2016 the Board of Governors approved the program plan for the JBS Global Food Innovation Center in honor of Gary and Kay Smith, an approximately 38,000 gsf addition to be constructed on the south side of the existing Animal Sciences building. The cost of the project was estimated at \$13.5-\$14.8M for a core and shell building that would be fit out as additional donations were received. The current cost model for the project identifies costs for these areas as scope ladder items.

Additional funding has been allocated for Phase II of this project from university resources. The funding will accommodate complete fit out of spaces documented in the previous Board approved naming of the facility. The current cost model and associated estimate for Phase II is around \$7M. We estimate a total project development cost, with the addition of Phase II, of approximately \$20M-\$21M.

The JBS Global Food Innovation Center in honor of Gary and Kay Smith will create a world class, integrated facility to provide hands-on instruction for students in food animal handling and meat processing.

The updated program plan is posted for reference at [www.facilities.colostate.edu](http://www.facilities.colostate.edu).

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

\_\_\_\_\_  
Board Secretary

\_\_\_\_\_  
Date

**JBS Global Food Innovation Center in honor of Gary and Kay Smith, Phase II**



# Section 10

## *Evaluation Committee*

This section intentionally left blank

# Section 11

## *Executive Session*

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# 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  
April 17th, 2017**

### **General Statement**

This semester ASG was proud to focus on current ThunderWolves by establishing various methods of connecting with the student body through advocacy, representation, empowerment, and servant leadership. We were proud to play a role in the selection of the 15<sup>th</sup> president of the university and are excited to continue to positively impact the student body. We have also successfully worked directly with faculty, staff, and administration in order to better campus community by providing student support through events and programs.

### **Campus and Student Initiatives and Projects**

#### **Student Emergency Fund**

The Student Emergency Fund project is a fund for students to apply for when they experience hardships or emergencies and therefore need financial support. The fund will cover vehicle accidents, hospital bills, funerals, trips home for family emergencies or deaths, and other contingencies 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. An application for the fund has successfully been established and will be processed through CSU-Pueblo financial aid before it reaches ASG. 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.

#### **Bilingual Signage**

The push for bilingual signage in the Administration building is a project that will assist incoming first-generation students and their guardians in better understanding the enrollment process. It is a project that will create a more wholesome experience for students by encouraging active and comprehensive visitations to the Administration building as well as its many vital offices. This project is currently under the evaluation of the Facility Fee Policy and Advisory Subcommittee.

#### **Points of Pride**

Points of Pride are sign posts that are scattered across campus with facts or statistics that reflect the demographic of the university in order to instill pride in the student body. The signs will also serve as a method to keep students up to date with important and encouraging information about the university. They are strategically placed around campus and create a more interesting aesthetic for students.

**Website Revamp**

The revamp project helped to create a more organized and modern website for the university. The homepage of the website is now more appealing to students and offers clear insight into life as a Thunderwolf. The idea was to develop ways in which the application process could be more aesthetically pleasing while also continuing to put students first.

**Club Sports Fundraising**

A problem that was brought to our attention was the lack of support for club sports. This semester we have pushed for more advocacy within the programs and have helped to raise approximately \$8,000 in support for the various teams. In doing so, we hoped to empower the clubs to continue to represent CSU-Pueblo in a variety of sports competitions across the country.

**Recycling Project**

The recycling project was an initiative to better understand the habits of students across campus. We helped to conduct a waste audit for our biggest building, the Library and Academic Resource Center. In doing so, we have collected new data that will later aid in creating and establishing a more effective recycling program campus wide.

**External Initiatives and Projects****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 by continuously working with the Howl App which is a digital calendar of all major CSU-Pueblo events. We will also be working with the Alumni Association to make the Alumni and Student Discount program interchangeable. With the Student Discount Program we hope to continuously work to alleviate the financial burden of the student body and to create a stronger ThunderWolf presence in the Pueblo community by supporting local businesses.

**Internal Initiatives and Projects****New ASG Positions**

Last year, we added Legislative Aids and Cabinet Aids to our Associated Students' Government. These positions have helped to encourage freshman involvement in campus procedure and ASG. This year, with the announcement that the nursing program at CSU-Pueblo would soon become the School of Nursing, we have added intermediate positions for students who have been accepted into the department to begin to understand what it is like to serve with ASG. These positions are currently nonpaid, nonvoting but will become full positions once the school of nursing is established.

**Closing Statement**

TBD

*"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  
April 19, 2017

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**Items currently under discussion among CSU-Pueblo Faculty Senate and Faculty:**

- **New degree proposals**
  - Doctor of Nursing Practice was approved by Faculty Senate at February meeting
  - First reading for the Master of Social Work degree was presented at the April meeting. Second reading and vote will occur at September meeting
- **Other curricular changes**
  - Approved reduction of required upper division hours in RN to BSN program from 40 to 30, aligning program with others in the state with which we compete for students
- **University policy changes**
  - Approved changes to University syllabi template, to include General Education Learning Outcomes for General Education courses; other changes were minor.
  - Approved mandating the reporting of 'last day of attendance' for VA students who fail courses. Policy is required to be in compliance with VA benefits regulations.
  - Approved change in catalog language to clarify definition of double degrees (both degrees must be earned at CSU-Pueblo) and degree-plus (second bachelor degree) status.
  - First reading to award years of service toward tenure and promotion consideration for Director of Honors position presented at April meeting. Second reading and vote will occur at September meeting.

**CSU-Pueblo Presidential Search:**

- Faculty actively participated in the on-campus visits of prospective Presidential candidates and were widely pleased with the quality of candidates under consideration.

## PRESIDENT'S REPORT

### I. ACADEMIC EXCELLENCE

#### **A. CSU-Pueblo to offer new major in Wildlife and Natural Resources this fall**

With seed funding from the Colorado State University System and collaboration with CSU in Fort Collins, Colorado State University-Pueblo will offer a new bachelor's degree this fall in Wildlife and Natural Resources (WANR) with Aquatic and Terrestrial emphases that will lead to professional certifications with the American Fisheries Society or The Wildlife Society. The WANR degree is one of five new programs recently approved by the CSU System Board of Governors to be implemented over the next few years. The four other programs will be a Doctor of Nursing Practice, master's degrees in social work and athletic training, and a bachelor's degree in early childhood education. The WANR degree will be the first to be offered after earning approval last week by the Colorado Commission on Higher Education.

#### **B. CSU-Pueblo Forensics Teams Takes second at Missouri Classic**

The Colorado State University-Pueblo Forensics Team received second place honors at the Missouri Classic, held at the University of Missouri on February 11-12. The tournament was one of the largest competitions of the season, featuring 13 different colleges from states across the country. Senior Eliana Taylor, Longmont, and sophomore Max Groznik, Portland, OR, finished 4-3 in their preliminary rounds, with wins against Missouri Western State University, Carleton College, Texas Tech University, and William Jewell College. The team won four straight elimination rounds to find themselves in the final round of competition, debating the topic, "The United States Federal Government should impose term limits for congressional members." Defending the negative side of the topic, the team lost on a 2-1 decision to Washburn University in what Forensics Coach Kathryn Starkey calls "the team's best performance of the season."

#### **C. CSU-Pueblo Center for Teaching and Learning hosts Carl Hart**

As part of its ongoing public lecture series, The Center for Teaching and Learning at Colorado State University-Pueblo will host Columbia University professor of psychology who advocates the use of science in the formation of drug policy. Dr. Carl Hart is chair of the Department of Psychology at Columbia University and the Dirk Ziff Professor of Psychology in the Departments of Psychology and Psychiatry. He was the first tenured African-American professor of sciences at Columbia University and has won numerous awards, including Columbia University's Presidential Teaching Award and the Humanitarian Award from Mothers Against Teen Violence. Hart will present "Federal

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Marijuana Policies and Racial Discrimination” at 7 p.m. on Thursday, April 27 in Hoag Recital Hall on the CSU-Pueblo campus. The event is free and open to the public.

#### **D. CSU–Pueblo hosts Rocky Mountain Mathematical conference**

Colorado State University-Pueblo will host speakers, student activities, book sales, and more as part of the 100th anniversary meeting of the Rocky Mountain Section of the Mathematics Association of America (MAA), April 21-22. Keynote addresses will cover topics such as how math is used to create better and more realistic blockbuster movies like Star Wars, Avatar, and Frozen, and how math aids in facial recognition. The weekend's agenda will include a Friday Pre-Conference Workshop (Active Learning Bootcamp) and a Friday evening banquet at Pueblo Community College. Other happenings include a return of Student Jeopardy, door prizes from generous vendors, a 100th anniversary scavenger hunt, and special networking opportunities.

#### **E. CSU-Pueblo students earn top engineering ACEC scholarships**

Engineering students from Colorado State University-Pueblo have earned two of the top scholarships offered by the American Council of Engineering Companies of Colorado. The awards were presented at a scholarship reception in March at the Lakewood Country Club, where students had the opportunity to meet and network with ACEC Colorado-member firm principals and employees, as well as to learn more about consulting engineering. The ACEC Colorado Scholarship Committee awarded \$37,500 in scholarships to students in engineering programs for the 2017-18 academic year. The following CSU-Pueblo students will earn \$11,000 in scholarships from the \$37,500 total: Jordan Becker - \$6000 Leonard Rick Memorial Scholarship, a junior civil engineering technology major from Fountain, Caleb Johnson - \$5000, William Russell Stoneman Scholarship, a junior civil engineering technology major from Castle Rock.

#### **F. Williams is NCAA Elite 90 Winner**

Junior Derrick Williams was recognized as the 2017 NCAA Division II Men's Indoor Track and Field Elite 90 Award winner at the opening ceremonies of the 2017 NCAA Division II Winter Festival in Birmingham, Alabama. Williams becomes the 11th male student-athlete to be honored more than once since the program began in 2009-10. He owns a 3.99 GPA in biology (biomedical sciences). The ELITE 90, an award founded by the NCAA, recognizes the true essence of the student-athlete by honoring the individual who has reached the pinnacle of competition at the national championship level in his or her sport, while also achieving the highest academic standard among his or her peers. The Elite 90 is presented to the student-athlete with the highest cumulative grade-point average participating at the finals site for each of the NCAA's 90 championships.



Board of Governors of the  
Colorado State University System  
Meeting Date: May 2-3, 2017  
Report Item

Williams also was named Rocky Mountain Athletic Conference Male Indoor Track and Field Academic Athlete of the Year.

## **II. STUDENT ACCESS AND SUPPORT**

### **A. CSU-Pueblo Hosts National Parliamentary Tournament of Excellence**

The Colorado State University-Pueblo Forensics Team hosted the 2017 National Parliamentary Tournament of Excellence (NPTE) March 19-21. During the tournament, the top 50 teams from 23 different colleges representing 12 states competed to be crowned the national champion. Throughout the season, which runs September – February, teams compete at invitational tournaments, earning points based on their competitive success both in preliminary and elimination rounds. On January 1, teams that had accumulated 18 points after the first semester earned a First Round Bid to the NPTE, which was followed by the Second Round Bids on February 1. At-Large Bids were distributed on February 27 to bring the total to 50 teams.

### **B. CSU-Pueblo hosts new CDHE Executive Director Hunter Reed**

As part of a state-wide tour of higher education institutions, new Colorado Department of Higher Education (CDHE) Executive Director Dr. Kim Hunter Reed will be in Pueblo Thursday, April 20 to visit Pueblo Community College and Colorado State University-Pueblo. During her campus visits, Reed plans to meet with presidents, students, faculty, administrators and community members. She will tour the campuses and hold roundtable discussions on higher education issues and trends.

### **C. Pack 10<sup>th</sup> in Learfield Cup**

CSU-Pueblo ranks No. 10 in the final winter standings of the Learfield Directors' Cup following a collectively successful winter season. The rank is the highest in school history at any point of the standings. The ThunderWolves were No. 22 after the fall, which was the previous top mark. The Pack compiled a record 190 points at NCAA Championships this winter to combine with the 152.5 points from the fall. The 342.5 points is 10th overall and third among Rocky Mountain Athletic Conference foes (Colorado School of Mines is second, Adams State University is eighth). The Learfield Directors' Cup was developed as a joint effort between the National Association of Collegiate Directors of Athletics (NACDA) and *USA Today*. Points are awarded based on each institution's finish in NCAA Championships.

### **D. Indoor Track Nationals**

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Colorado State University System  
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Derrick Williams (Jr., Columbia Falls, Mont.) became a four-time indoor All-American and Sydni Riley (Sr., Florissant, Colo.) became the second NCAA women's indoor All-American in program history at the NCAA Division II Indoor Track and Field Championships. The Pack men totaled 11 team points to finish tied for 18th, while the women scored at an NCAA Indoor Championship for the first time in program history and finished tied for 40th. Williams was fourth in the 3000m run to capture All-American honors for the second time in the event in his career. He ran a season-best 8:05.21 in the race. Freshman Paul Roberts (Boulder, Colo.) finished 14<sup>th</sup> in the 3000m run with an 8:18.24. He scored five team points, while the men's distance medley relay team (which Williams was the anchor) added six points for the 11 point total. Riley ran to a seventh place finish, but was hindered a bit when a runner in front of her tripped and clipped Riley with two laps left.

#### **E. Dance Team places Third at USA Collegiate Competition**

The CSU-Pueblo Dance Team achieved its highest finish at a national competition. The WolfPack dance Team placed third in the Hip Hop division at the USA Collegiate Cheer Competition. After competing in the open dance division for each of the past three seasons, Coach Vonnie Taibi and the Pack decided to enter the hip hop division. In a two-day competition, the Pack overcame three of the six universities competing in the D-II and D-III division to post their highest finish in school history. The Pack beat fellow RMAC foe Westminster College. Their third place finish was the highest by any RMAC school in any division.

### **III. DIVERSITY**

#### **A. Colorado State University – Pueblo Political Science Club hosts immigration forum**

Colorado State University-Pueblo's Political Science Club hosted an open forum on immigration as part of its year end dinner and student awards in April. Panelists will include CSU-Pueblo Political Science Professor Gayle Berardi, who provided an academic perspective of immigration in the United States; Steve Turza, a retired U.S. Immigration and Customs Enforcement Agent, discussed immigration in the context of law enforcement; and Amber Blasingame, an Immigration Attorney at Hanes & Bartels, LLC, explicated the topic of immigration under the purview of law. Former U. S. Congressman Tom Tancredo, also a former member of the Colorado House of Representatives, detailed immigration from a state and national government perspective.

#### **B. International Student Wins National Racquetball Title**

Board of Governors of the  
 Colorado State University System  
 Meeting Date: May 2-3, 2017  
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Carla Munoz, a foreign exchange student from Chile, successfully defended her national title while representing CSU-Pueblo in the 2017 USA Racquetball Intercollegiate Championships in Fountain Valley, Calif. Munoz, 25, gave up just three points in the first round, seven points in the quarterfinals, eight points in the semis and nine points in her 15-6, 15-3 victory over Melania Sauma of Tempe, Ariz., in the No. 1 singles title match. Munoz and Samantha Baker were second in doubles for the ThunderWolves. On the men's side, CSU-Pueblo's Erik Garcia came up just short in his national championship match. He fell to Thomas Carter 15-8, 15-13 in men's gold No. 1 singles. The Pack had two winners in singles. Brad Schopieray was first in No. 2 singles and Lukas Le won the No. 4 singles title. Schopieray and Garcia finished second in No. 1 doubles. Le and teammate Aaron Booker were second in No. 2 doubles. Booker was second in No. 3 singles. The ThunderWolves finished second in the men's team chase and sixth among women's teams.

## **V. COMMUNITY OUTREACH**

### **A. Di Mare Named American Red Cross of Southeastern Colorado's Adult Hero**

On February 23, Colorado State University-Pueblo President Lesley Di Mare received the American Red Cross of Southeastern Colorado's Adult Hero Award. The American Red Cross recognizes that heroes come in all shapes and sizes and that ordinary people can do extraordinary things. The award was given in recognition for her outstanding leadership at CSU-Pueblo and throughout the Pueblo Community.

### **B. CSU-Pueblo hosts 900+ students for Science Olympiad**

On March 4, Colorado State University-Pueblo hosted more than 900 students from across Colorado and approximately 150 students, faculty, staff, and community professionals in a science competition featuring 35 separate categories from forensics and robotics to flight. According to contest organizer Abby Davidson, director of the Colorado Southern Regional Science Olympiad, 60 teams of up to 15 student competitors from middle schools and high schools throughout Colorado took part in the Southern Regional Science Olympiad. Winners advanced to the state competition at Colorado School of Mines in April.

### **C. Emmy Award Winning Alum to Present Commencement Address**

An Emmy-Award winning Atlanta broadcaster and 1980 graduate of Colorado State University-Pueblo will share his insights with graduates in May. Jeff Hullinger will present the Commencement Address during the spring ceremony beginning at 10 a.m. on Saturday, May 6 at the Colorado State Fair Southwest Motors Events Center. Hullinger currently co-anchors the 5, 6, 10 and 11 p.m. weeknight news on 11Alive WXIA-TV

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NBC in Atlanta, Ga., and also anchors the weeknight sports segments. He is a 19-time Emmy winner, two-time Edward R. Murrow winner, and a past recipient of Georgia Sportscaster of the Year as voted by his peers with the National Sportswriters and Sportscasters Association. Hullinger has been inducted into the Southeast Chapter of the National Academy of Television Arts & Sciences Silver Circle for 2015.

#### **D. CSU-Pueblo honors outstanding teachers at March 2 event**

Outstanding educators from Colorado State University-Pueblo's Teacher Education program were honored at the inaugural Alumni Educator Hall of Fame induction and Alumni Teacher of the Year Awards on Thursday, March 2 at El Pueblo Museum. The event was co-sponsored by the Teacher Education Program and the Office of Alumni Relations. CSU-Pueblo Student Teaching and Field Experience Director Jeremiah Blaha organized the event and wanted the department to celebrate alumni who have made outstanding achievements in the educational field, particularly in Colorado. The Hall of Fame is reserved for alumni who have demonstrated 15+ years of outstanding achievement in the field of education. A wall containing photographs and short biographies will be dedicated in the coming months. The Alumni Teacher of the Year awards aim to recognize recent graduates who are making an impact on the youth of Colorado.

#### **E. Konciljas, Occhiatos, and Mullen to be honored at CSU-Pueblo President's Gala**

Jim and Joe Koncilja, Mike and Joyce Occhiato, and Jennifer Mullen will be honored as part of the Colorado State University-Pueblo 2017 President's Gala, A Tuscan Tribute, on Saturday, May 20 at the Sangre de Cristo Arts and Conference Center. Proceeds from the Gala directly benefit future generations of CSU-Pueblo students through scholarships and programs. This will be the final gala for CSU-Pueblo President Lesley Di Mare, who will retire from the University on June 30. The 2017 President's Gala will begin at 6 p.m. with cocktails in the foyer and paseo of the Arts and Conference Center.

#### **F. Colorado State University-Pueblo hosts "Let's Move" Day for Pueblo youth**

Students and faculty in the Exercise Science, Health Promotion, and Recreation Department at Colorado State University-Pueblo hosted a day dedicated to promoting active, healthy lifestyles for children in kindergarten through 8th grade. The event was free of charge. As part of the national "Let's Move" campaign, CSU-Pueblo led a day of free activities, demonstrations, and access to health-related vendors on the CSU-Pueblo campus. The first 300 participants received a free t-shirt and goodie bag.

#### **G. Student, Adult Entrepreneurs vie for prizes at SOCO Entrepreneurship Competition**

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Student and adult entrepreneurs competed for prizes in April as part of the fourth annual entrepreneurship competition formerly known as the Pueblo Entrepreneurship Competition. The event has a new name, the SOCO Entrepreneurship Competition, but has kept the same idea of inspiring and developing new entrepreneurs in the Pueblo community. Coordinated by Colorado State University – Pueblo’s Hasan School of Business Healy Center, Junior Achievement, and supported by local sponsors such as Bank of the San Juans and Little Caesars, this competition gave entrepreneurs the opportunity to change an idea into reality. The student competition was held on Friday, April 14 in Hoag Recital Hall on the CSU-Pueblo campus, with the adult competition on Saturday, April 15 at the Sangre de Cristo Arts and Conference Center. American Furniture Warehouse president and CEO Jake Jabs and Southwest Motors CEO Mike Zavislan spoke at the student competition. The event featured local celebrities and business leaders as judges and emcees for each competition.

## **VI. RESOURCE MANAGEMENT**

### **A. Thunder Village Groundbreaking**

The Colorado State University-Pueblo Foundation recently broke ground on a 10,000-square-foot, \$2.4 million commercial complex that it hopes will begin to address the decades-long requests for commercial services near the Belmont campus. According to CSU-Pueblo Foundation CEO/President Todd Kelly, the purchase of the land and construction of the Thunder Village complex, located at 2200 Rawlings Blvd., will be paid by the CSU-Pueblo Foundation, which will manage the building’s tenants and parking lot. The complex was designed by Architect Gary Anzuini and will be erected by Arc Valley Construction. The first tenant to inhabit Thunder Village will be Thunder Zone Pizza, which was represented at the groundbreaking and hopes to open by June of 2017. All businesses will operate independently of the Foundation, which will serve solely as property manager.

### **B. CSU-Pueblo Foundation Gains Two Scholarship Funds Benefitting Southern Colorado Students**

The Colorado State University-Pueblo Foundation recently received funds to establish two scholarships to benefit students attending the university from southern Colorado. The Jennie & Albert Gersick Foundation will fund four full-tuition and fee scholarships for students of Pueblo County. The Foundation also received a scholarship from the family of James J. Vigil, which established an endowed scholarship for nursing students from southern Colorado.

### **C. Colorado State University – Pueblo receives \$35,000 for Boundless Opportunity**

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The Colorado State University-Pueblo Foundation has received a \$35,000 scholarship grant from the Daniels Foundation - Boundless Opportunity Scholarship (BOS). The Boundless Opportunity Scholarship grant will be spread over two years and will benefit those motivated junior and senior non-traditional students who recognize the power of education to create a better life for themselves and their families.

# Section 13

*Academic and Student Affairs  
Committee*

BOARD OF GOVERNORS OF THE  
 COLORADO STATE UNIVERSITY SYSTEM  
 ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA  
 May 3, 2017

**Committee Chair:** Jane Robbe Rhodes

**Assigned Staff:** Dr. Rick Miranda, Chief Academic Officer

I. New Degree Programs

Colorado State University

- M.S. Materials Science and Engineering (Plan A & B)
- Ph.D. Materials Science and Engineering
- B.A. Women's and Gender Studies
- Ph.D. Anthropology
- New Graduate Certificates
  - Business Analytics & Accounting Systems
  - TESOL Education
  - Facilitating Adult Learning
  - High Impact On-Demand Learning Solutions
  - Nutrition Sciences
  - Adventure Tourism
  - Agritourism Management
  - Conservation Actions with Lands, Animals, and People

Colorado State University-Global Campus

- None

Colorado State University-Pueblo

- None

II. Miscellaneous Items

Colorado State University

- Sabbatical Revisions for AY 2016-2017
- Emeritus Request Summaries for AY 2016-2017
- Faculty Manual Revisions
  - Section C.2.1.9.3 and C.2.1.9.4
  - Section C.2.1.9.3
  - Section C.2.1.9.5.h
  - Section C.2.1.9.5.i
  - Section E.15.1
  - Section F.3.2.1
  - Section I.19

Colorado State University-Global Campus

- None



Colorado State University-Pueblo

- Sabbatical Revisions for AY 2016-2017
- Emeritus Request Summaries for AY 2016-2017
- Faculty Handbook Revisions
  - Sections 2.7.2.4, 2.7.4, 2.7.5 and 2.7.6
  - Section 2.13.2.1
- Program Accreditation Schedule AY 17-18

III. Campus Reports

- Course (Re)Design

Board of Governors of the Colorado State University System  
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Consent Item

MATTERS FOR ACTION:

New Degree Program: Master of Science in Materials Science and Engineering, Plan A and Plan B

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Natural Sciences, to establish a new Master of Science in Materials Science and Engineering (Plan A and Plan B). If approved, this degree will be effective Fall Semester 2017.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

**Description:**

Future materials scientists and engineers will be educated to understand how different combinations of molecules can result in different thermal, mechanical, electrical, optical, and magnetic properties; to measure those properties at the atomic, electronic, surface, and bulk level; and to manufacture usable devices from the resulting materials.

**Rationale:**

MSE is currently a fast growing career area in the science/technology/engineering sector, with projected growth of 5-10% over the next decade. The reasons behind this popularity include the reliance of the world's population on advanced technology and the ever-increasing need for innovative solutions to the global challenges surrounding energy needs and protection of the environment. Currently, all of the academic departments included in this proposal offer numerous diverse opportunities for students to pursue research in MSE and offer graduate courses focused on various aspects of fundamental materials science and engineering. There are more than 150 graduate students currently pursuing some form of materials research at CSU in these departments combined, under the supervision of ~60 faculty members. None of our departments currently offer a comprehensive interdisciplinary program of study as an MSE degree. Thus students seeking an MSE degree are choosing universities other than CSU. The number of degrees conferred in materials/metallurgical engineering nationally have been on the rise over the past 10 years, and CSU needs to seize the opportunity to attract new students and leverage growing faculty strengths by

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offering MSE degrees. We can help lead the nation in preparing the next generation of highly trained materials researchers.



## NEW PROGRAM PROPOSAL

### MASTER OF SCIENCE IN MATERIALS SCIENCE AND ENGINEERING, PLAN A

**Program available to students:** Fall 2017

**College:** Natural Sciences

**Department/Unit:** 1801 - College of Natural Sciences

**Academic Level:** Graduate

**Program Type:** Degree

**Degree Type:** MS - Master of Science

**Program Title:** Master of Science in Materials Science and Engineering, Plan A

#### **Program Description**

The development of advanced materials, including their synthesis, characterization and application in novel devices, occupies a central role in 21st century science, technology and business. Materials research is by its very nature an extraordinarily inter- and multi-disciplinary endeavor, involving expertise in chemistry, physics, and engineering at the core, but also utilizing concepts from various other scientific disciplines as well as business and sociology, as materials research is often very focused on creating a product for the marketplace more efficiently and effectively. Indeed, work in this area is concerned with the structure, property and function of materials. Thus, we will educate future materials scientists and engineers to understand how different combinations of molecules can result in different thermal, mechanical, electrical, optical, and magnetic properties; to measure those properties at the atomic, electronic, surface and bulk level; and to manufacture usable devices from the resulting materials. It is imperative that the next generation of materials scientists and engineers be explicitly educated in an interdisciplinary manner. The degree program will contain elements that will address materials technology transfer, materials manufacturing, responsible conduct of research, and other professional development skills necessary for success in the materials community.

#### **Program Catalog Copy**

The overall objective of the MSE program is to develop students to be science and engineering professionals who use their multidisciplinary problem solving skills to address global challenges in the field of materials science and engineering.

The development of advanced materials, including their synthesis, characterization and application in novel devices, occupies a central role in 21st century science, technology and business. Materials research is by its very nature an extraordinarily inter- and multi-disciplinary endeavor, involving expertise in chemistry, physics, and engineering at the core, but also

utilizing concepts from various other disciplines as well as business and sociology as materials research is often very focused on creating a product for the marketplace more efficiently and effectively. Indeed, work in this area is concerned with the structure, property and function of materials.

Thus, a materials scientist must understand how different combinations of molecules can result in different thermal, mechanical, electrical, optical, and magnetic properties; be able to measure those properties at the atomic, electronic, surface and bulk level; and manufacture usable devices from the resulting materials. It is imperative that the next generation of materials scientists and engineers be explicitly educated in an interdisciplinary manner. The MSE degree program contains elements that address materials technology transfer, materials manufacturing, and other professional development skills necessary for success in the materials community.

#### Master of Science – Thesis Option (Plan A)

A student must complete a minimum of 30 semester credits. These must include 16 credits of approved classroom-based courses with 13 credits of Core SAMD courses and 3 credits of approved Specialty courses at the 500 level or higher. Additionally, two credits of MSE 793 (Professional Development Seminar) are required. The student must also perform research and prepare a thesis. The final examination for the Plan A M.S. Degree is the thesis defense. A minimum grade point average of 3.0 must be achieved for SAMD core credits.

**Offered as:** Main Campus Face-to-Face and Online

#### **Justification for Request**

Materials science and engineering (MSE) programs have existed at other U.S. institutions for the past several decades – many evolving from metallurgical engineering programs. MSE is currently a fast growing career area in the science/technology/engineering sector, with projected growth of 5-10% over the next decade. The reasons behind this popularity are several-fold, including the reliance of the world's population on advanced technology, the ever-increasing need for innovative solutions to the global challenges surrounding energy needs and protection of the environment. MSE is a versatile field that unites diverse disciplines through the development of new materials and improvements in current materials manufacturing, cost, properties, sustainability and performance. Indeed, many of the most pressing scientific problems result from intrinsic limitations of the currently available materials; consequently, groundbreaking discoveries in this field have significant impact on future technologies. Materials scientists and engineers are employed by virtually every manufacturing company, and more specifically by companies whose products are made of polymers, metals, ceramics, semiconductors and composites. They work in the coatings (creating coatings that are anti-corrosion, wear-resistant, optically tailored) and biomedical industries (designing biocompatible materials for a range of medical devices and implants) as well as the aerospace, semiconductor, sustainable energy, and magnetism sectors.

Currently, all of the academic departments included in this proposal offer numerous diverse opportunities for students to pursue research in MSE and offer graduate courses focused on various aspects of fundamental materials science and engineering. For example, the Department of Chemistry offers a research program of study in Materials Chemistry, which includes a limited selection of courses from other departments and three faculty from Physics and Engineering who have zero-time appointments in Chemistry. Likewise, the Department of Mechanical Engineering has long offered a materials focus at the graduate level both on campus and via Online Plus. Several other departments also offer courses in various aspects of materials science and engineering. Indeed, there are >150 graduate students currently pursuing some form of materials research at CSU in these departments combined, under the supervision of ~60 faculty members. None of our departments, however, currently offer a comprehensive interdisciplinary program of study as an MSE degree. Thus students seeking an MSE degree are choosing universities other than CSU. The number of degrees conferred in

materials/metallurgical engineering nationally have been on the rise over the past 10 years, and CSU needs to seize the opportunity to attract new students and leverage growing faculty strengths by offering new MSE degrees. We can help lead the nation in training the next generation of highly trained materials researchers.

Over the last decade, the number of CSU faculty with interests in materials research has risen dramatically (at least 6 individuals were hired in the past 2 years alone). Thus, this is an ideal time to develop the proposed graduate program in Materials Science and Engineering because it will respond to the following local and national needs and trends:

- **Employment:** There is high (and growing) demand for employees with experience and knowledge in MSE. Our recent industry survey shows that employers are highly interested in students with the skills this program will develop; namely (a) resourceful and global approaches to materials problem solving; (b) practical aspects of materials applications; (c) exposure to multidisciplinary aspects of real world problem solving; and (d) experience working with multidisciplinary teams. In addition academic employment opportunities in MSE continue to rise.
- **Interdisciplinarity:** There is a growing trend in higher education to develop truly integrated, cross-disciplinary and interdisciplinary degree programs. As the complexity of the world's problems increases, the solutions to these problems will undoubtedly come from an integrated approach. One of the rising trends in higher education is that of interdisciplinary research, and degree offerings which are perceived as being high quality ways to prepare graduates for future leadership and employment opportunities. Our degree program will encourage students to develop the cross-disciplinary knowledge and skills they will need to succeed in the 21st century global materials marketplace.
- **Federal and Private Sector Research Funding.** As federal funding agency budgets continue to decrease a large number of these agencies (e.g. NIH, NSF, DOE, DOD) have increasingly shifted their funding models to strategies that support interdisciplinary teams over individual investigators. Our program will foster and encourage the development of more interdisciplinary MSE research teams (built around students fulfilling the research component of the degree program) at CSU (and beyond). This will help diversify CSU's research portfolio, as it enhances our ability to pursue industrial funding and also provide students with an appreciation of team approaches to problem solving, improving their competitiveness for both industrial and academic positions upon graduation.

### **Program Level Learning Objectives**

Similar to the Land Grant mission of extension, education, and research. The specific learning objectives for the MSE program are centered on the following three themes:

- Scholarly engagement and research,
- Educational engagement
- Innovation.

The specific learning outcomes for SAMD align with the program objectives.

Scholarly engagement and research

- Students will graduate with an understanding of cross-disciplinary materials research in physics, engineering, and chemistry.
- Students will graduate in a timely manner from the MS, ME, and Ph.D. programs. Master's students will graduate within 2.5 years and Ph.D. students within 5 years.

### Educational engagement

- Students will synthesize and connect knowledge from the different disciplines of materials research to complete course work and research for their degree.
- Students will be able to communicate their science to a wide range of audiences
- Students will understand the life-cycle of materials – from design to manufacture
- Students will engage in team science where they will work with different faculty and different disciplines to answer important and innovative research questions.

### Innovation

- Students will gain experience working in an interdisciplinary research setting to enable them to solve complex real-world problems.
- Students will graduate with knowledge and skills necessary to assume careers in a wide variety of organizations and industries related to materials
- Students will understand how their skills are important in solving global-problems

### Diversity

- Students will gain an appreciation of different disciplines, as well as different approaches to problem solving so they can actively participate in global learning environments.

## Program Requirements

### Core Courses

<b>MSE 501</b>	Materials Technology Transfer	1
<b><u>MSE 502A</u></b>	Materials Science & Engineering Methods: Materials Structure and Scattering	1
<b>MSE 502B</b>	Materials Science & Engineering Methods: Computational Materials Methods	1
<b><u>MSE 503</u></b>	Mechanical Behaviors of Materials	3
<b>MSE 504</b>	Thermodynamics of Materials	3
<b><u>MSE 699</u></b>	Thesis <sup>1</sup>	3
<b>MSE 793</b>	Professional Development Seminar <sup>2</sup>	2

Select at least one course from the following:

<b><u>MSE 502C</u></b>	Materials Science & Engineering Methods: Materials Microscopy
<b><u>MSE 502D</u></b>	Materials Science & Engineering Methods: Materials Spectroscopy
<b><u>MSE 502E</u></b>	Materials Science & Engineering Methods: Bulk Properties and Performance
<b><u>MSE 502F</u></b>	Materials Science & Engineering Methods: Experimental Methods for Materials Research

Select one course from the following:

<b><u>CHEM 511</u></b>	Solid State Chemistry
<b><u>CHEM 517</u></b>	Chemistry of Electronic Materials
<b><u>ECE 574</u></b>	Optical Properties in Solids
<b><u>PH 531</u></b>	Introductory Solid State Physics

### Specialty Course(s)

3

Select at least 3 credits from the following: <sup>3</sup>

<b><u>BIOM 570/MECH 570</u></b>	Bioengineering
<b><u>BIOM 592</u></b>	Seminar



<b><u>CBE 501</u></b>	Chemical Engineering Thermodynamics
<b><u>CBE 514</u></b>	Polymer Science and Engineering
<b><u>CHEM 515</u></b>	Polymer Chemistry
<b><u>CHEM 550A</u></b>	Materials Chemistry: Hard Materials
<b><u>CHEM 550B</u></b>	Materials Chemistry: Soft Materials
<b><u>CHEM 550C</u></b>	Materials Chemistry: Nanomaterials
<b><u>CHEM 567</u></b>	Crystallographic Computation
<b><u>CHEM 569</u></b>	Chemical Crystallography
<b><u>CHEM 577</u></b>	Surface Chemistry
<b><u>CIVE 560</u></b>	Advanced Mechanics of Materials
<b><u>CIVE 565</u></b>	Finite Element Method
<b><u>CIVE 662</u></b>	Foundations of Solid Mechanics
<b><u>CIVE 664</u></b>	Mechanics of Fatigue and Fracture
<b><u>ECE 505</u></b>	Nanostructures: Fundamentals and Applications
<b><u>ECE 569/MECH 569</u></b>	Micro-Electro-Mechanical Devices
<b><u>ECE 673</u></b>	Thin Film Growth
<b><u>GRAD 544</u></b>	Ethical Conduct of Research
<b><u>MATH 535</u></b>	Foundations of Applied Mathematics
<b><u>MATH 550/ENGR 550</u></b>	Numerical Methods in Science and Engineering
<b><u>MATH 560</u></b>	Linear Algebra
<b><u>MATH 561</u></b>	Numerical Analysis I
<b><u>MATH 750</u></b>	Numerical Methods and Models I
<b><u>MECH 525/BIOM 525</u></b>	Cell and Tissue Engineering

<b><u>MECH 530</u></b>	Advanced Composite Materials
<b><u>MECH 531/BIOM 531</u></b>	Materials Engineering
<b><u>MECH 532/BIOM 532</u></b>	Materials Issues in Mechanical Design
<b><u>MECH 573</u></b>	Structure and Function of Biomaterials
<b><u>MECH 628</u></b>	Applied Fracture Mechanics
<b><u>MSE 505</u></b>	Kinetics of Materials
<b><u>PH 631</u></b>	Solid State Physics
<b><u>PH 731</u></b>	Condensed Matter Theory
<b>Research and Teaching</b>	
The M.S. Plan A requires a minimum of 30 credit hours, some of which may be fulfilled with the following	
<b><u>MSE 651</u></b>	Special Topics in Materials Science
<b><u>MSE 695</u></b>	Independent Study
<b><u>MSE 784</u></b>	Supervised College Teaching

**Program Total Credits**

**30**

A minimum of 30 credits are required to complete this program.

- <sup>1</sup> Complete a minimum of 3 credits of **MSE 699**.
- <sup>2</sup> Students must register for 1 credit of **MSE 793** each of their first 2 semesters in the program.
- <sup>3</sup> **CHEM 511**, **CHEM 517**, **ECE 574**, and **PH 531** can be used as specialty courses, if not used to fulfill core requirements



## NEW PROGRAM PROPOSAL

### MASTER OF SCIENCE IN MATERIALS SCIENCE AND ENGINEERING, PLAN B

**Program available to students:** Fall 2017

**College:** Natural Sciences

**Department/Unit:** 1801 - College of Natural Sciences

**Academic Level:** Graduate

**Program Type:** Degree

**Degree Type:** MS - Master of Science

**Program Title:** Master of Science in Materials Science and Engineering, Plan B

#### **Program Description**

The development of advanced materials, including their synthesis, characterization and application in novel devices, occupies a central role in 21st century science, technology and business. Materials research is by its very nature an extraordinarily inter- and multi-disciplinary endeavor, involving expertise in chemistry, physics, and engineering at the core, but also utilizing concepts from various other scientific disciplines as well as business and sociology, as materials research is often very focused on creating a product for the marketplace more efficiently and effectively. Indeed, work in this area is concerned with the structure, property and function of materials. Thus, we will educate future materials scientists and engineers to understand how different combinations of molecules can result in different thermal, mechanical, electrical, optical, and magnetic properties; to measure those properties at the atomic, electronic, surface and bulk level; and to manufacture usable devices from the resulting materials. It is imperative that the next generation of materials scientists and engineers be explicitly educated in an interdisciplinary manner. The degree program will contain elements that will address materials technology transfer, materials manufacturing, responsible conduct of research, and other professional development skills necessary for success in the materials community.

#### **Program Catalog Copy**

The overall objective of the MSE program is to develop students to be science and engineering professionals who use their multidisciplinary problem solving skills to address global challenges in the field of materials science and engineering.

The development of advanced materials, including their synthesis, characterization and application in novel devices, occupies a central role in 21st century science, technology and

business. Materials research is by its very nature an extraordinarily inter- and multi-disciplinary endeavor, involving expertise in chemistry, physics, and engineering at the core, but also utilizing concepts from various other disciplines as well as business and sociology as materials research is often very focused on creating a product for the marketplace more efficiently and effectively. Indeed, work in this area is concerned with the structure, property and function of materials.

Thus, a materials scientist must understand how different combinations of molecules can result in different thermal, mechanical, electrical, optical, and magnetic properties; be able to measure those properties at the atomic, electronic, surface and bulk level; and manufacture usable devices from the resulting materials. It is imperative that the next generation of materials scientists and engineers be explicitly educated in an interdisciplinary manner. The MSE degree program contains elements that address materials technology transfer, materials manufacturing, and other professional development skills necessary for success in the materials community.

#### Master of Science – Non-Thesis Option (Plan B)

A student must complete a minimum of 30 semester credits. These must include 21 credits of approved classroom courses at the 500 level or higher that must include 13 credits from the core SAMD courses and at least 6 credits from the specialty course list. Additionally, two credits of MSE 793 (Professional Development Seminar) are required. The final examination for the Plan B M.S. degree is the seminar/examination. A minimum grade point average of 3.0 must be achieved for SAMD core credits.

**Offered as:** Main Campus Face-to-Face and Online

#### Justification for Request

Materials science and engineering (MSE) programs have existed at other U.S. institutions for the past several decades – many evolving from metallurgical engineering programs. MSE is currently a fast growing career area in the science/technology/engineering sector, with projected growth of 5-10% over the next decade. The reasons behind this popularity are several-fold, including the reliance of the world's population on advanced technology, the ever-increasing need for innovative solutions to the global challenges surrounding energy needs and protection of the environment. MSE is a versatile field that unites diverse disciplines through the development of new materials and improvements in current materials manufacturing, cost, properties, sustainability and performance. Indeed, many of the most pressing scientific problems result from intrinsic limitations of the currently available materials; consequently, groundbreaking discoveries in this field have significant impact on future technologies. Materials scientists and engineers are employed by virtually every manufacturing company, and more specifically by companies whose products are made of polymers, metals, ceramics, semiconductors and composites. They work in the coatings (creating coatings that are anti-corrosion, wear-resistant, optically tailored) and biomedical industries (designing biocompatible materials for a range of medical devices and implants) as well as the aerospace, semiconductor, sustainable energy, and magnetism sectors.

Currently, all of the academic departments included in this proposal offer numerous diverse opportunities for students to pursue research in MSE and offer graduate courses focused on various aspects of fundamental materials science and engineering. For example, the Department of Chemistry offers a research program of study in Materials Chemistry, which includes a limited selection of courses from other departments and three faculty from Physics and Engineering who have zero-time appointments in Chemistry. Likewise, the Department of Mechanical Engineering has long offered a materials focus at the graduate level both on campus and via Online Plus. Several other departments also offer courses in various aspects of materials science and engineering. Indeed, there are >150 graduate students currently pursuing some form of materials research at CSU in these departments combined, under the supervision of ~60 faculty members. None of our departments, however, currently offer a comprehensive interdisciplinary program of study as an MSE degree.

Thus students seeking an MSE degree are choosing universities other than CSU. The number of degrees conferred in materials/metallurgical engineering nationally have been on the rise over the past 10 years, and CSU needs to seize the opportunity to attract new students and leverage growing faculty strengths by offering new MSE degrees. We can help lead the nation in training the next generation of highly trained materials researchers.

Over the last decade, the number of CSU faculty with interests in materials research has risen dramatically (at least 6 individuals were hired in the past 2 years alone). Thus, this is an ideal time to develop the proposed graduate program in Materials Science and Engineering because it will respond to the following local and national needs and trends:

- **Employment:** There is high (and growing) demand for employees with experience and knowledge in MSE. Our recent industry survey shows that employers are highly interested in students with the skills this program will develop; namely (a) resourceful and global approaches to materials problem solving; (b) practical aspects of materials applications; (c) exposure to multidisciplinary aspects of real world problem solving; and (d) experience working with multidisciplinary teams. In addition, academic employment opportunities in MSE continues to rise.

- **Interdisciplinarity:** There is a growing trend in higher education to develop truly integrated, cross-disciplinary

and interdisciplinary degree programs. As the complexity of the world's problems increases, the solutions to these problems will undoubtedly come from an integrated approach. One of the rising trends in higher education is that of interdisciplinary research, and degree offerings which are perceived as being high quality ways to prepare graduates for future leadership and employment opportunities. Our degree program will encourage students to develop the cross-disciplinary knowledge and skills they will need to succeed in the 21st century global materials marketplace.

- **Federal and Private Sector Research Funding.** As federal funding agency budgets continue to decrease a large number of these agencies (e.g. NIH, NSF, DOE, DOD) have increasingly shifted their funding models to strategies that support interdisciplinary teams over individual investigators. Our program will foster and encourage the development of more interdisciplinary MSE research teams (built around students fulfilling the research component of the degree program) at CSU (and beyond). This will help diversify CSU's research portfolio, as it enhances our ability to pursue industrial funding and also provide students with an appreciation of team approaches to problem solving, improving their competitiveness for both industrial and academic positions upon graduation.

### **Program Level Learning Objectives**

Similar to the Land Grant mission of extension, education, and research. The specific learning objectives for the MSE program are centered on the following three themes:

- Scholarly engagement and research,
- Educational engagement
- Innovation.

The specific learning outcomes for SAMD align with the program objectives.

Scholarly engagement and research

- Students will graduate with an understanding of cross-disciplinary materials research in physics, engineering, and chemistry.
- Students will graduate in a timely manner from the MS, ME, and Ph.D. programs. Master's students will graduate within 2.5 years and Ph.D. students within 5 years.

Educational engagement

- Students will synthesize and connect knowledge from the different disciplines of materials research to complete course work and research for their degree.
- Students will be able to communicate their science to a wide range of audiences
- Students will understand the life-cycle of materials – from design to manufacture
- Students will engage in team science where they will work with different faculty and different disciplines to answer important and innovative research questions.

#### Innovation

- Students will gain experience working in an interdisciplinary research setting to enable them to solve complex real-world problems.
- Students will graduate with knowledge and skills necessary to assume careers in a wide variety of organizations and industries related to materials
- Students will understand how their skills are important in solving global-problems

#### Diversity

- Students will gain an appreciation of different disciplines, as well as different approaches to problem solving so they can actively participate in global learning environments.

*Program Requirements***Core Courses**

<b><u>MSE 501</u></b>	Materials Technology Transfer	1
<b><u>MSE 502A</u></b>	Materials Science & Engineering Methods: Materials Structure and Scattering	1
<b><u>MSE 502B</u></b>	Materials Science & Engineering Methods: Computational Materials Methods	1
<b><u>MSE 503</u></b>	Mechanical Behaviors of Materials	3
<b><u>MSE 504</u></b>	Thermodynamics of Materials	3
<b><u>MSE 695</u></b>	Independent Study <sup>1</sup>	3
<b><u>MSE 793</u></b>	Professional Development Seminar <sup>2</sup>	2
Select at least one course from the following		
<b><u>MSE 502C</u></b>	Materials Science & Engineering Methods: Materials Microscopy	
<b><u>MSE 502D</u></b>	Materials Science & Engineering Methods: Materials Spectroscopy	
<b><u>MSE 502E</u></b>	Materials Science & Engineering Methods: Bulk Properties and Performance	
<b><u>MSE 502F</u></b>	Materials Science & Engineering Methods: Experimental Methods for Materials Research	
Select one course from the following:		
<b><u>CHEM 511</u></b>	Solid State Chemistry	
<b><u>CHEM 517</u></b>	Chemistry of Electronic Materials	
<b><u>ECE 574</u></b>	Optical Properties in Solids	
<b><u>PH 531</u></b>	Introductory Solid State Physics	
<b>Specialty Courses</b>		<b>6</b>
Select at least 6 credits from the following: <sup>3</sup>		
<b><u>BIOM 570/MECH 570</u></b>	Bioengineering	
<b><u>BIOM 592</u></b>	Seminar	

<b><u>CBE 501</u></b>	Chemical Engineering Thermodynamics
<b><u>CBE 514</u></b>	Polymer Science and Engineering
<b><u>CHEM 515</u></b>	Polymer Chemistry
<b><u>CHEM 550A</u></b>	Materials Chemistry: Hard Materials
<b><u>CHEM 550B</u></b>	Materials Chemistry: Soft Materials
<b><u>CHEM 550C</u></b>	Materials Chemistry: Nanomaterials
<b><u>CHEM 567</u></b>	Crystallographic Computation
<b><u>CHEM 569</u></b>	Chemical Crystallography
<b><u>CHEM 577</u></b>	Surface Chemistry
<b><u>CIVE 560</u></b>	Advanced Mechanics of Materials
<b><u>CIVE 565</u></b>	Finite Element Method
<b><u>CIVE 662</u></b>	Foundations of Solid Mechanics
<b><u>CIVE 664</u></b>	Mechanics of Fatigue and Fracture
<b><u>ECE 505</u></b>	Nanostructures: Fundamentals and Applications
<b><u>ECE 569/MECH 569</u></b>	Micro-Electro-Mechanical Devices
<b><u>ECE 673</u></b>	Thin Film Growth
<b><u>GRAD 544</u></b>	Ethical Conduct of Research
<b><u>MATH 535</u></b>	Foundations of Applied Mathematics
<b><u>MATH 550/ENGR 550</u></b>	Numerical Methods in Science and Engineering
<b><u>MATH 560</u></b>	Linear Algebra
<b><u>MATH 561</u></b>	Numerical Analysis I
<b><u>MATH 750</u></b>	Numerical Methods and Models I
<b><u>MECH 525/BIOM 525</u></b>	Cell and Tissue Engineering



<b><u>MECH 530</u></b>	Advanced Composite Materials
<b><u>MECH 531/BIOM 531</u></b>	Materials Engineering
<b><u>MECH 532/BIOM 532</u></b>	Materials Issues in Mechanical Design
<b><u>MECH 573</u></b>	Structure and Function of Biomaterials
<b><u>MECH 628</u></b>	Applied Fracture Mechanics
<b><u>MSE 505</u></b>	Kinetics of Materials
<b><u>PH 631</u></b>	Solid State Physics
<b><u>PH 731</u></b>	Condensed Matter Theory
<b>Research and Teaching</b>	
The M.S. Plan B requires a minimum of 30 credit hours, some of which may be fulfilled with the following	
<b><u>MSE 651</u></b>	Special Topics in Materials Science
<b><u>MSE 784</u></b>	Supervised College Teaching
<b>Program Total Credits</b>	<b>30</b>

A minimum of 30 credits are required to complete this program.

- <sup>1</sup> A project/report will be required for satisfactory completion of **MSE 695**; complete a minimum of 3 credits.
- <sup>2</sup> Students must register for 1 credit of **MSE 793** each of their first 2 semesters in the program.
- <sup>3</sup> **CHEM 511**, **CHEM 517**, **ECE 574**, and **PH 531** can be used as specialty courses, if not used to fulfill core requirement



Board of Governors of the Colorado State University System  
Meeting Date: May 3, 2017  
Consent Item

MATTERS FOR ACTION:

New Degree: Ph.D. in Materials Science and Engineering

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Natural Sciences, to establish a New Degree: Ph.D. in Materials Science and Engineering. If approved, this degree will be effective Fall Semester 2017.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

**Description:**

Future materials scientists and engineers will be educated to understand how different combinations of molecules can result in different thermal, mechanical, electrical, optical, and magnetic properties; to measure those properties at the atomic, electronic, surface and bulk level; and to manufacture usable devices from the resulting materials.

**Rationale:**

MSE is currently a fast growing career area in the science/technology/engineering sector, with projected growth of 5-10% over the next decade. The reasons behind this popularity include the reliance of the world's population on advanced technology and the ever-increasing need for innovative solutions to the global challenges surrounding energy needs and protection of the environment. Currently, all of the academic departments included in this proposal offer numerous diverse opportunities for students to pursue research in MSE and offer graduate courses focused on various aspects of fundamental materials science and engineering. There are more than 150 graduate students currently pursuing some form of materials research at CSU in these departments combined, under the supervision of ~60 faculty members. None of our departments currently offer a comprehensive interdisciplinary program of study as an MSE degree. Thus students seeking an MSE degree are choosing universities other than CSU. The number of degrees conferred in materials/metallurgical engineering nationally have been on the rise over the past 10 years, and CSU needs to seize the opportunity to attract new students and leverage growing faculty strengths by offering MSE degrees. We can help lead the nation in preparing the next generation of highly trained materials researchers.



## NEW PROGRAM PROPOSAL

### PH.D. IN MATERIALS SCIENCE AND ENGINEERING

**Program available to students:** Fall 2017

**College:** Natural Sciences

**Department/Unit:** 1801 - College of Natural Sciences

**Academic Level:** Graduate

**Program Type:** Degree

**Degree Type:** PHD - Doctor of Philosophy

**Program Title:** Ph.D. in Materials Science and Engineering

#### Program Description

The development of advanced materials, including their synthesis, characterization and application in novel devices, occupies a central role in 21st century science, technology and business. Materials research is by its very nature an extraordinarily inter- and multi-disciplinary endeavor, involving expertise in chemistry, physics, and engineering at the core, but also utilizing concepts from various other scientific disciplines as well as business and sociology, as materials research is often very focused on creating a product for the marketplace more efficiently and effectively. Indeed, work in this area is concerned with the structure, property and function of materials. Thus, we will educate future materials scientists and engineers to understand how different combinations of molecules can result in different thermal, mechanical, electrical, optical, and magnetic properties; to measure those properties at the atomic, electronic, surface and bulk level; and to manufacture usable devices from the resulting materials. It is imperative that the next generation of materials scientists and engineers be explicitly educated in an interdisciplinary manner. The degree program will contain elements that will address materials technology transfer, materials manufacturing, responsible conduct of research, and other professional development skills necessary for success in the materials community.

#### Program Catalog Copy

The overall objective of the MSE program is to develop students to be science and engineering professionals who use their multidisciplinary problem solving skills to address global challenges in the field of materials science and engineering.

The development of advanced materials, including their synthesis, characterization and application in novel devices, occupies a central role in 21st century science, technology and business. Materials research is by its very nature an extraordinarily inter- and multi-disciplinary endeavor, involving expertise in chemistry, physics, and engineering at the core, but also utilizing concepts from various other disciplines as well as business and sociology as materials research is often very focused on creating a product for the marketplace more efficiently and effectively. Indeed, work in this area is concerned with the structure, property and function of materials. Thus, a materials scientist must understand how different combinations of molecules can result in different thermal, mechanical, electrical, optical, and magnetic properties; be able to measure those properties at the atomic, electronic, surface and bulk level; and manufacture usable devices from the resulting materials. It is imperative that the next generation of materials scientists and engineers be explicitly educated in an interdisciplinary manner. The MSE degree program contains elements that address materials technology transfer,

materials manufacturing, and other professional development skills necessary for success in the materials community.

### Doctor of Philosophy

The primary requirement is a dissertation covering research performed by the student under the supervision of a SAMD-associated research advisor. A minimum of 72 semester credits including course work and research is required by the graduate school. These must include 13 credits from the SAMD core courses: MSE 501 (1 unit), 3 out of a possible 6 units of MSE 502, where MSE 502A and MSE 502B must be two of the units, MSE 503, MSE 504a, and MSE 504b. A minimum grade point average of 3.0 must be achieved for SAMD core credits.

In addition, a student is required to complete four credits of MSE 793 (Professional Development Seminar) and six elective classroom credits at the 500 level or above. The elective credits should be chosen from the SAMD approved specialty courses.

**Offered as:** Main Campus Face-to-Face and Online

### Justification for Request

Materials science and engineering (MSE) programs have existed at other U.S. institutions for the past several decades – many evolving from metallurgical engineering programs. MSE is currently a fast growing career area in the science/technology/engineering sector, with projected growth of 5-10% over the next decade. The reasons behind this popularity are several-fold, including the reliance of the world's population on advanced technology, the ever-increasing need for innovative solutions to the global challenges surrounding energy needs and protection of the environment. MSE is a versatile field that unites diverse disciplines through the development of new materials and improvements in current materials manufacturing, cost, properties, sustainability and performance. Indeed, many of the most pressing scientific problems result from intrinsic limitations of the currently available materials; consequently, groundbreaking discoveries in this field have significant impact on future technologies. Materials scientists and engineers are employed by virtually every manufacturing company, and more specifically by companies whose products are made of polymers, metals, ceramics, semiconductors and composites. They work in the coatings (creating coatings that are anti-corrosion, wear-resistant, optically tailored) and biomedical industries (designing biocompatible materials for a range of medical devices and implants) as well as the aerospace, semiconductor, sustainable energy, and magnetism sectors.

Currently, all of the academic departments included in this proposal offer numerous diverse opportunities for students to pursue research in MSE and offer graduate courses focused on various aspects of fundamental materials science and engineering. For example, the Department of Chemistry offers a research program of study in Materials Chemistry, which includes a limited selection of courses from other departments and three faculty from Physics and Engineering who have zero-time appointments in Chemistry. Likewise, the Department of Mechanical Engineering has long offered a materials focus at the graduate level both on campus and via Online Plus. Several other departments also offer courses in various aspects of materials science and engineering. Indeed, there are >150 graduate students currently pursuing some form of materials research at CSU in these departments combined, under the supervision of ~60 faculty members. None of our departments, however, currently offer a comprehensive interdisciplinary program of study as an MSE degree. Thus students seeking an MSE degree are choosing universities other than CSU. The number of degrees conferred in materials/metallurgical engineering nationally have been on the rise over the past 10 years, and CSU needs to seize the opportunity to attract new students and leverage growing faculty strengths by offering new MSE degrees. We can help lead the nation in training the next generation of highly trained materials researchers.

Over the last decade, the number of CSU faculty with interests in materials research has risen dramatically (at least 6 individuals were hired in the past 2 years alone). Thus, this is an ideal time to develop the proposed graduate program in Materials Science and Engineering because it will respond to the following local and national needs and trends:

- **Employment:** There is high (and growing) demand for employees with experience and knowledge in MSE. Our recent industry survey shows that employers are highly interested in students with the skills this program will develop; namely (a) resourceful and global approaches to materials problem solving; (b) practical aspects of materials applications; (c) exposure to multidisciplinary aspects of real world problem solving; and (d) experience working with multidisciplinary teams. In addition, academic employment opportunities in MSE continues to rise.

- **Interdisciplinarity:** There is a growing trend in higher education to develop truly integrated, cross-disciplinary and interdisciplinary degree programs. As the complexity of the world's problems increases, the solutions to these problems will undoubtedly come from an integrated approach. One of the rising trends in higher education is that of interdisciplinary research, and degree offerings which are perceived as being high quality ways to prepare graduates for future leadership and employment opportunities. Our degree program will encourage students to develop the cross-disciplinary knowledge and skills they will need to succeed in the 21st century global materials marketplace.
- **Federal and Private Sector Research Funding.** As federal funding agency budgets continue to decrease a large number of these agencies (e.g. NIH, NSF, DOE, DOD) have increasingly shifted their funding models to strategies that support interdisciplinary teams over individual investigators. Our program will foster and encourage the development of more interdisciplinary MSE research teams (built around students fulfilling the research component of the degree program) at CSU (and beyond). This will help diversify CSU's research portfolio, as it enhances our ability to pursue industrial funding and also provide students with an appreciation of team approaches to problem solving, improving their competitiveness for both industrial and academic positions upon graduation.

### Program Level Learning Objectives

Similar to the Land Grant mission of extension, education, and research. The specific learning objectives for the MSE program are centered on the following three themes:

- Scholarly engagement and research,
- Educational engagement
- Innovation.

The specific learning outcomes for SAMD align with the program objectives. Scholarly

engagement and research

- Students will graduate with an understanding of cross-disciplinary materials research in physics, engineering, and chemistry.
- Students will graduate in a timely manner from the MS, ME, and Ph.D. programs. Master's students will graduate within 2.5 years and Ph.D. students within 5 years.

Educational engagement

- Students will synthesize and connect knowledge from the different disciplines of materials research to complete course work and research for their degree.
- Students will be able to communicate their science to a wide range of audiences
- Students will understand the life-cycle of materials – from design to manufacture
- Students will engage in team science where they will work with different faculty and different disciplines to answer important and innovative research questions.

Innovation

- Students will gain experience working in an interdisciplinary research setting to enable them to solve complex real-world problems.
- Students will graduate with knowledge and skills necessary to assume careers in a wide variety of organizations and industries related to materials
- Students will understand how their skills are important in solving global-problems

Diversity

- Students will gain an appreciation of different disciplines, as well as different approaches to problem solving so they can actively participate in global learning environments.

## Program Requirements

**Core Courses**

<b>MSE 501</b>	Materials Technology Transfer	1
<b><u>MSE 502A</u></b>	Materials Science & Engineering Methods: Materials Structure and Scattering	1
<b>MSE 502B</b>	Materials Science & Engineering Methods: Computational Materials Methods	1
<b><u>MSE 503</u></b>	Mechanical Behaviors of Materials	3
<b>MSE 504</b>	Thermodynamics of Materials	3
<b><u>MSE 793</u></b>	Professional Development Seminar <sup>1</sup>	1
<b>MSE 799</b>	Dissertation <sup>2</sup>	6
Select at least one course from the following:		
<b><u>MSE 502C</u></b>	Materials Science & Engineering Methods: Materials Microscopy	
<b><u>MSE 502D</u></b>	Materials Science & Engineering Methods: Materials Spectroscopy	
<b><u>MSE 502E</u></b>	Materials Science & Engineering Methods: Bulk Properties and Performance	
<b><u>MSE 502F</u></b>	Materials Science & Engineering Methods: Experimental Methods for Materials Research	
Select one course from the following:		
<b><u>CHEM 511</u></b>	Solid State Chemistry	
<b><u>CHEM 517</u></b>	Chemistry of Electronic Materials	
<b><u>ECE 574</u></b>	Optical Properties in Solids (Select 1)	
<b><u>PH 531</u></b>	Introductory Solid State Physics	
<b>Specialty Courses</b>		<b>6</b>
Select at least 6 credits: <sup>3</sup>		
<b><u>BIOM 570/MECH 570</u></b>	Bioengineering	
<b><u>BIOM 592</u></b>	Seminar	

<b><u>CBE 501</u></b>	Chemical Engineering Thermodynamics
<b><u>CBE 514</u></b>	Polymer Science and Engineering
<b><u>CHEM 515</u></b>	Polymer Chemistry
<b><u>CHEM 550A</u></b>	Materials Chemistry: Hard Materials
<b><u>CHEM 550B</u></b>	Materials Chemistry: Soft Materials
<b><u>CHEM 550C</u></b>	Materials Chemistry: Nanomaterials
<b><u>CHEM 567</u></b>	Crystallographic Computation
<b><u>CHEM 569</u></b>	Chemical Crystallography
<b><u>CHEM 577</u></b>	Surface Chemistry
<b><u>CIVE 560</u></b>	Advanced Mechanics of Materials
<b><u>CIVE 565</u></b>	Finite Element Method
<b><u>CIVE 662</u></b>	Foundations of Solid Mechanics
<b><u>CIVE 664</u></b>	Mechanics of Fatigue and Fracture
<b><u>ECE 505</u></b>	Nanostructures: Fundamentals and Applications
<b><u>ECE 569/MECH 569</u></b>	Micro-Electro-Mechanical Devices
<b><u>ECE 673</u></b>	Thin Film Growth
<b><u>GRAD 544</u></b>	Ethical Conduct of Research
<b><u>MATH 535</u></b>	Foundations of Applied Mathematics
<b><u>MATH 550/ENGR 550</u></b>	Numerical Methods in Science and Engineering
<b><u>MATH 560</u></b>	Linear Algebra
<b><u>MATH 561</u></b>	Numerical Analysis I
<b><u>MATH 750</u></b>	Numerical Methods and Models I
<b><u>MECH 525/BIOM 525</u></b>	Cell and Tissue Engineering



<u>MECH 530</u>	Advanced Composite Materials
<u>MECH 531/BIOM 531</u>	Materials Engineering
<u>MECH 532/BIOM 532</u>	Materials Issues in Mechanical Design
<u>MECH 573/BIOM 573</u>	Structure and Function of Biomaterials
<u>MECH 628</u>	Applied Fracture Mechanics
<u>MSE 505</u>	Kinetics of Materials
<u>PH 631</u>	Solid State Physics
<u>PH 731</u>	Condensed Matter Theory

### Research and Teaching

The Ph.D. requires a minimum of 72 credit hours, some of which may be fulfilled with the

<u>MSE 651</u>	Special Topics in Materials Science
<u>MSE 695</u>	Independent Study
<u>MSE 784</u>	Supervised College Teaching
<u>MSE 795</u>	Independent Study

### Program Total Credits

- <sup>1</sup> Students must register for 1 credit of MSE 793 each of their first 4 semesters in the program.
- <sup>2</sup> Complete a minimum of 6 credits of MSE 799.
- <sup>3</sup> CHEM 511, CHEM 517, ECE 574, and PH 531 can be used as specialty courses, if not Used to fulfill core requirements.

A minimum of 72 credits are required to complete this program.

Board of Governors of the Colorado State University System  
Meeting Date: May 3, 2017  
Consent Item

MATTERS FOR ACTION:

New Degree: Bachelor of Arts, Major in Women's and Gender Studies

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Liberal Arts to establish a New Degree: Bachelor of Arts, Major in Women's and Gender Studies. If approved, this degree will be effective Fall Semester 2017.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

Description:

The Bachelor of Arts in Women's and Gender Studies prepares individuals for the needs and opportunities of an increasingly interconnected and interdependent world by building awareness of the range of human experiences, potentials, and accomplishments that place women and gender at the center of inquiry.

The Women's and Gender Studies major allows students to acquire academic preparation that engages the complexities and intersections of gender, race, sexuality, ethnicity, class, ability, religion, and nationality as analyzed within and across various disciplines and fields of study.

Rationale:

This degree replaces the Women's Studies Concentration in the Ethnic Studies Major (BA).



## **NEW PROGRAM PROPOSAL**

### **MAJOR IN WOMEN'S AND GENDER STUDIES**

**Program available to students:** Fall 2017

**College:** Liberal Arts

**Department/Unit:** 1790 – Ethnic Studies

**Academic Level:** Undergraduate

**Program Type:** Major

**Degree Type:** BA – Bachelor of Arts

**Program Title:** Major in Women's and Gender Studies

#### **Program Description**

The Women's and Gender Studies major prepares individuals for the needs and opportunities of an increasingly interconnected and interdependent world by building awareness of the range of human experience, potential, and accomplishment that place women and gender at the center of inquiry.

#### **Program Catalog Copy**

The Women's and Gender Studies major allows students to acquire academic preparation that engages the complexities and intersections of gender, race, sexuality, ethnicity, class, ability, religion and nationality as analyzed within and across various disciplines and fields of study.

**Offered as:** Main Campus Face-to-Face

#### **Justification for Request**

Replacement of the Ethnic Studies Concentration in Women's Studies

#### **Program Level Learning Objectives**

Upon completion of the program of study, students will:

- Demonstrate mastery of knowledge of academic disciplines from feminist and intersectional perspectives
- Analyze historic and contemporary contributions of women of all cultures
- Demonstrate effective oral communication, writing, and research skills
- Implement critical thinking, writing, reading skills to their intellectual, professional, and personal lives
- Assess critical ideological understandings regarding women and gender implicit in social institutions and structures

## Program Requirements

Students in the Women's and Gender Studies major must earn a minimum grade of C (2.000) for all Women's Studies courses required for the major.

<b>FRESHMAN</b>			
		<b>AUCC</b>	<b>CREDITS</b>
<b><u>CO 150</u></b>	College Composition (GT-CO2)	1A	3
<b><u>ETST 100</u></b>	Introduction to Ethnic Studies (GT-SS3)	3E	3
<b><u>WS 200</u></b>	Introduction to Women's Studies	3C	3
<b><u>Arts and Humanities</u></b>		3B	3
<b><u>Biological and Physical Sciences</u></b>		3A	3
<b><u>Mathematics</u></b>		1B	3
<b><u>Social and Behavioral Sciences</u></b>		3C	3
<b><u>Historical Perspectives</u></b>		3D	3
Electives			6
<b>Total Credits</b>			<b>30</b>
<b>SOPHOMORE</b>			
Select two courses from the following:			6
<b><u>ECON 211</u></b>	Gender in the Economy (GT-SS1)	3E	
<b><u>ETST 254</u></b>	La Chicana in Society		
<b><u>MU 231</u></b>	Women in Music		
<b><u>WS 269</u></b>	Women of Color in the United States		

<u>WS 270</u>	Feminist Theory		
<u>Advanced Writing</u>		2	3
<u>Arts and Humanities</u>		3B	3
<u>Biological and Physical Sciences</u>		3A	4
Minor <sup>1</sup>			6
Electives			8
<b>Total Credits</b>			<b>30</b>

## JUNIOR

Intersectional courses – select three from the following:			9
<u>ANTH 338</u>	Gender and Anthropology		
<u>E 334</u>	Gay and Lesbian Literature		
<u>ETST 254</u>	La Chicana in Society		
<u>ETST 300</u>	Queer Studies and Women of Color		
<u>ETST 352/SOWK 352</u>	Indigenous Women, Children, and Tribes		
<u>ETST 411</u>	Black Feminism(s)		
<u>ETST 413</u>	Queer Creative Expressions		
Arts & Humanities courses – select two from the following not taken above:			6
<u>ART 314</u>	Women in Art History		
<u>E 330</u>	Gender in World Literature		
<u>E 331</u>	Early Women Writers		
<u>E 332</u>	Modern Women Writers		
<u>E 334</u>	Gay and Lesbian Literature		
<u>ETST 354</u>	Black Cinema and Media		

Social Science courses – select two from the following not taken above:		6
<u><b>HIST 304</b></u>	Women in Ancient Greece and Rome	
<u><b>HIST 312</b></u>	Women in Medieval Europe	
<u><b>HIST 320</b></u>	Women and Gender in Europe, 1450-1789	
<u><b>HIST 358</b></u>	American Women's History to 1800	
<u><b>HIST 359</b></u>	American Women's History Since 1800	
<u><b>HIST 369</b></u>	History of Sexuality in America	
<u><b>PHIL 353</b></u>	Feminist Philosophies	
<u><b>PSY 327</b></u>	Psychology of Women	
<u><b>SOC 333</b></u>	Gender and Society	
<u><b>SPCM 335</b></u>	Gender and Communication	
<u><b>SPCM 358</b></u>	Gender and Genre in Film	
<u><b>WS 397</b></u>	Group Study	

Minor<sup>1</sup>

9

**Total Credits****30****SENIOR**

<u><b>ETST 405</b></u>	Ethnicity, Class, and Gender in the U.S.	4A,4B	3
<u><b>WS 472</b></u>	Seminar in Multiracial Decolonial Feminisms	4C	3
<u><b>WS 487</b></u>	Internship		3

Select three courses from the following not taken above:

9

<u><b>ETST 411</b></u>	Black Feminism(s)	
<u><b>ETST 413</b></u>	Queer Creative Expressions	
<u><b>HIST 369</b></u>	History of Sexuality in America	

<u><b>LSPA 445</b></u>	Women Writers in the Hispanic World	
<u><b>PSY 437</b></u>	Psychology of Gender	
<u><b>SOC 450</b></u>	Gender, Crime, and Criminal Justice	
Select two courses from the following not taken above:		6
<u><b>ANTH 338</b></u>	Gender and Anthropology	
<u><b>ANTH 447</b></u>	Gender Equity in Development	
<u><b>ART 314</b></u>	Women in . rt History	
<u><b>E 330</b></u>	Gender in World Literature	
<u><b>E 331</b></u>	Early Women Writers	
<u><b>E 332</b></u>	Modern Women Writers	
<u><b>E 334</b></u>	Gay and Lesbian Literature	
<u><b>ETST 254</b></u>	La Chicana in Society	
<u><b>ETST 300</b></u>	Queer Studies and Women of Color	
<u><b>ETST 352/SOWK 352</b></u>	Indigenous Women, Children, and Tribes	
<u><b>ETST 354</b></u>	Black Cinema and Media	
<u><b>ETST 382/LGEN 382</b></u>	Italian Ethnic Identity, Culture, and Gender	
<u><b>ETST 411</b></u>	Black Feminism(s)	
<u><b>ETST 413</b></u>	Queer Creative Expressions	
<u><b>HIST 304</b></u>	Women in . Ancient Greece and Rome	
<u><b>HIST 312</b></u>	Women in l Medieval Europe	
<u><b>HIST 320</b></u>	Women and Gender in Europe, 1450-1789	
<u><b>HIST 358</b></u>	American Women's History to 1800	
<u><b>HIST 359</b></u>	American Women's History Since 1800	

<u><b>HIST 369</b></u>	History of Sexuality in America
<u><b>LSPA 445</b></u>	Women Writers in the Hispanic World
<u><b>IE 470</b></u>	Women and Development
<u><b>PHIL 353</b></u>	Feminist Philosophies
<u><b>PSY 327</b></u>	Psychology of Women
<u><b>SOC 333</b></u>	Gender and Society
<u><b>SOC 450</b></u>	Gender, Crime, and Criminal Justice
<u><b>SPCM 335</b></u>	Gender and Communication
<u><b>SPCM 358</b></u>	Gender and Genre in Film
<u><b>WS 397</b></u>	Group Study
<u><b>WS 484</b></u>	Supervised College Teaching
<u><b>WS 495</b></u>	Independent Study

Minor<sup>1</sup>

6

**Total Credits****30****Program Total Credits:****120**

<sup>1</sup> A second major will substitute for the required minor.



Board of Governors of the Colorado State University System  
Meeting Date: May 3, 2017  
Consent Item

MATTERS FOR ACTION:

New Degree: Ph.D. in Anthropology

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Liberal Arts to establish a New Degree: Ph.D. in Anthropology. If approved, this degree will be effective Fall Semester 2017.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

Description:

A Ph.D. in anthropology at CSU will be unique in that it will support advanced coursework and research with a focus on place, space, and adaptation. Students will achieve this perspective on the discipline by engaging with a curriculum infused with geographic methods and approaches. This program will provide prospective students with the skills and expertise to address research questions that 1) sit at the intersection of anthropology and geography; 2) apply geographic methods to anthropological questions; and 3) critically evaluate the impact of place and space on human/ecosystem adaptation. In this regard, the Department of Anthropology will forge a new path for graduate level instruction and research in anthropology; creating a niche that will provide our students with the ability to ask meaningful questions and examine those questions with a set of techniques that also trains them to work outside of academia. The relationships between place, space, and adaptation can be examined at different scales and temporal contexts. These variables influence health and wellness, group security, ecosystem and human viability, and cultural vitality.

Rationale:

The rationale to develop a Ph.D. program in anthropology with a focus on place, space, and adaptation is threefold. First, both current and prospective graduate students have expressed a desire to obtain a Ph.D. in anthropology from our department. Second, many of our faculty members actively advise Ph.D. students from other departments as well as other universities; faculty energies, and student interest are better matched under the umbrella of a Ph.D. program in anthropology. Third, an advanced graduate program that addresses the interrelationships between place, space, and adaptation showcases our diverse faculty and their research interests and allows the department to better integrate the disciplines of anthropology and geography. These foci and their ability to

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frame hypotheses concerning human-environment interactions in the past and present place the program at the forefront of the anthropological sciences.



## **NEW PROGRAM PROPOSAL**

### **PH.D. IN ANTHROPOLOGY**

#### **Program Description**

A Ph.D. in anthropology at CSU will be unique in that it will support advanced coursework and research with a focus on place, space, and adaptation. Students will achieve this perspective on the discipline by engaging with a curriculum infused with geographic methods and approaches. This program will provide prospective students with the skills and expertise to address research questions that 1) sit at the intersection of anthropology and geography; 2) apply geographic methods to anthropological questions; and 3) critically evaluate the impact of place and space on human/ecosystem adaptation. In this regard, the Department of Anthropology at Colorado State will forge a new path for graduate level instruction and research in anthropology; creating a niche that will provide our students with the ability to ask meaningful questions and examine those questions with a set of techniques that also trains them to work outside of academia. The relationships between place, space, and adaptation can be examined at different scales and temporal contexts. These variables also influence health and wellness, group security, ecosystem and human viability, and cultural vitality.

#### **Program Catalog Copy**

A Ph.D. in anthropology will provide students with an opportunity to pursue advanced coursework and research with a focus on place, space, and adaptation. Students will achieve this perspective on the discipline by engaging with a curriculum infused with geographic methods and approaches. Please see [anthropology.colostate.edu](http://anthropology.colostate.edu) for full description and course list.

**Offered as:** Main Campus Face-to-Face

#### **Justification for Request**

The rationale to develop a Ph.D. program in anthropology with a focus on place, space and adaptation is threefold. First, both existing and prospective graduate students have expressed a desire to obtain a Ph.D. in anthropology from our department. Second, many of our faculty members actively advise Ph.D. students from other departments as well as other universities; faculty energies and student interest is better matched under the umbrella of a Ph.D. program in anthropology. Third, an advanced graduate program that addresses the interrelationships between place, space, and adaptation showcases our diverse faculty and their research interests and allows the department to better integrate the disciplines of anthropology and geography. These foci and their ability to frame hypotheses concerning human-environment interactions in the past and present also place the program at the forefront of the anthropological sciences.

## Program Level Learning Objectives

- To provide a more current and flexible Ph.D. training in anthropology by incorporating advanced coursework in geography than currently exists at the state and national level.
- To provide state of the art training in anthropological theory and methods.
- To create Ph.D. training that goes beyond the academy.
  - To integrate Ph.D. students in current and new multi-disciplinary research projects.
  - To support a diverse body of resident, non-resident, and international students in the department.

## Program Requirements

### Effective Fall 2017

Core Courses		
<b>ANTH 500</b>	Development of Anthropological Theory	3
<b>ANTH 692</b>	Seminar	3
Method Courses – 9 credits total		
Select at least 3 credits in ANTH method courses:		3
<b>ANTH 372</b>	Human Osteology	
<b>ANTH 438</b>	Approaches to Community-Based Development	
<b>ANTH 441</b>	Method in Cultural Anthropology	
<b>ANTH 442</b>	Ethnographic Field School	
<b>ANTH 443</b>	Ethnographic Field Methods	
<b>ANTH 444</b>	Cultures of Virtual Worlds--Research Methods	
<b>ANTH 449</b>	Participatory Monitoring and Evaluation	
<b>ANTH 465</b>	Zooarchaeology	
<b>ANTH 475</b>	Methods of Analysis in Paleoanthropology	
<b>ANTH 530</b>	Human-Environment Interactions	
<b>ANTH 541</b>	Seminar in Archaeological Method	
<b>ANTH 543</b>	Advanced Ethnographic Field Methods	
<b>ANTH 544</b>	From Death to Discovery	
<b>ANTH 545</b>	Global Mental Health--Theory and Method	

<a href="#"><u>ANTH 566</u></a>	Field Methods Training in Online Environments	
<a href="#"><u>ANTH 573</u></a>	Paleoclimate and Human Evolution	
<a href="#"><u>ANTH 660</u></a>	Field Archaeology	
<a href="#"><u>ANTH 686</u></a>	Practicum-Field Archaeology	
Select at least 3 credits in GR method courses:		3-6
<a href="#"><u>GR 311</u></a>	GIS for Social Scientists	
<a href="#"><u>GR 420</u></a>	Spatial Analysis with GIS	
<a href="#"><u>GR 430</u></a>	Land Change Science and Remote Sensing	
<a href="#"><u>GR 431</u></a>	Land Change Science Lab	
<a href="#"><u>GR 503</u></a>	Remote Sensing and Image Analysis	

**Theory/Topical electives – 15 credits total (Select at least 3 credits from each of the four categories below – these can be fulfilled at the Master's level)**

Depending on specific content covered, the following courses could satisfy any of the 3 anthropology (ANTH) sub-disciplines below:

<a href="#"><u>ANTH 684</u></a>	Supervised College Teaching	
<a href="#"><u>ANTH 692</u></a>	Seminar	
<a href="#"><u>ANTH 792</u></a>	Special Topics in Anthropology	
<a href="#"><u>ANTH 795</u></a>	Independent Study	
Archaeology courses:		3-6
<a href="#"><u>ANTH 542</u></a>	Seminar in Archaeological Theory	
<a href="#"><u>ANTH 550A</u></a>	Regional Prehistory: Great Plains	
<a href="#"><u>ANTH 550B</u></a>	Regional Prehistory: Great Basin	
<a href="#"><u>ANTH 550C</u></a>	Regional Prehistory: Southwestern	
<a href="#"><u>ANTH 551</u></a>	Historical Archaeology	
<a href="#"><u>ANTH 553</u></a>	Archaeology of Complex Societies	

<a href="#"><u>ANTH 555</u></a>	Paleoindian Archaeology	
<a href="#"><u>ANTH 660</u></a>	Field Archaeology	
<a href="#"><u>ANTH 686</u></a>	Practicum-Field Archaeology	
Biological Anthropology courses:		3-6
<a href="#"><u>ANTH 540</u></a>	Medical Anthropology	
<a href="#"><u>ANTH 570</u></a>	Contemporary Issues-Biological Anthropology	
<a href="#"><u>ANTH 571</u></a>	Anthropology and Global Health	
<a href="#"><u>ANTH 572</u></a>	Human Origins	
Cultural Anthropology course:		3-6
<a href="#"><u>ANTH 515</u></a>	Culture and Environment	
<a href="#"><u>ANTH 520</u></a>	Women, Health, and Culture	
<a href="#"><u>ANTH 521</u></a>	Gender, Sexuality, and Culture	
<a href="#"><u>ANTH 532</u></a>	The Culture of Disaster	
<a href="#"><u>ANTH 528</u></a>	Economic Anthropology	
<a href="#"><u>ANTH 529</u></a>	Anthropology and Sustainable Development	
<a href="#"><u>ANTH 535</u></a>	Globalization and Culture Change	
<a href="#"><u>ANTH 546</u></a>	Culture, Mind, and Cognitive Science	
<a href="#"><u>ANTH 547</u></a>	Mind, Medicine, and Culture	
<a href="#"><u>ANTH 679</u></a>	Applications of International Development	
Geography courses:		3-6
<a href="#"><u>GR 410</u></a>	Climate Change: Science, Policy, Implications	
<a href="#"><u>GR 415</u></a>	The Geography of Commodities	
<a href="#"><u>GR 448</u></a>	Forest Biogeography and Climate Change	

<u>GR 592</u>	Special Topics in Geography	
<b>Dissertation</b>		
<u>ANTH 799</u>	Dissertation	3-12
<b>Outside Department Elective (Select at least 3 credits from subject code other than ANTH or GR)</b>		
<b>Additional Credits:</b>		<b>3-6</b>
<u>ANTH 684</u>	Supervised College Teaching	
<u>ANTH 692</u>	Seminar	
<u>ANTH 792</u>	Special Topics in Anthropology	
<u>ANTH 795</u>	Independent Study	
Electives		
<b>Master's Degree Credit (a maximum of 30 credits may be accepted from a master's degree)</b>		<b>30</b>
<b>Program Total Credits:</b>		<b>72</b>

A minimum of 72 credits are required to complete this program.

Most students entering the Ph.D. program in anthropology will bring in 30 credits from a Master's program in a related field. The above curriculum represents a total of 42 credits beyond the Master's level. If a prospective student has less than 30 credits toward the program, an individualized curriculum plan will be developed by working with primary advisor that will cover possible anthropology deficiencies.

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MATTERS FOR ACTION:

Graduate Certificates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the following Graduate Certificates:  
Adventure Tourism; Agritourism Management; Business Analytics & Accounting  
Systems; Conservation Actions with Lands, Animals, & People; Facilitating Adult  
Learning; High Impact On-Demand Learning Solutions; Nutrition Sciences; and TESOL  
Education.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

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



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**Graduate Certificates:**

**College of Business**

Business Analytics & Accounting Systems – 9 credits

**College of Liberal Arts**

TESOL Education – 15 credits

**College of Health and Human Sciences**

Facilitating Adult Learning – 12 credits

High Impact On-Demand Learning Solutions – 9 credits

Nutrition Sciences – 9 credits

**Warner College of Natural Resources**

Adventure Tourism – 12 credits

Agritourism Management – 12 credits

Conservation Actions with Lands, Animals, & People – 12 credits

## **New Program Proposal**

### **AVTF-CT: Graduate Certificate in Adventure Tourism**

**Effective Catalog:** 2017-2018

**Program change available to students:** Fall 2017

**College:** Warner College of Natural Resources

**Department/Unit:** 1480 - Human Dimensions of Nat Res

**Academic Level:** Graduate

**Program Type:** Certificate

**Program Code:** AVTF-CT

**Program Title:** Graduate Certificate in Adventure Tourism

#### **Program Description**

The Graduate Certificate in Adventure Tourism is a 6 course, 12 credit offering that provides students with the theoretical, managerial, and entrepreneurial knowledge and skills required for successfully developing and managing land-, water-, and air-based adventure tourism enterprises. This graduate certificate addresses a growing need within the adventure tourism industry for graduate-level education focused specifically on small- to medium-sized business entrepreneurship and development. The Department of Human Dimensions of Natural Resources is uniquely situated to address this industry identified need, due to its expertise in tourism management and development, and nature-based tourism and recreation.

#### **Program Catalog Copy**

The Graduate Certificate in Adventure Tourism is a 6 course, 12 credit offering that provides theoretical, managerial, and entrepreneurial knowledge and skills required for successfully developing and managing land-, water-, and air-based adventure tourism enterprises.

**Part of state-wide agreement:** No

Offered as Main Campus Face-to-Face and Online

Offered by: Main Campus

#### **Justification for Request**

1. Tourism is one of the most rapidly growing sectors in the world, and adventure tourism is one of the fastest growing categories. Reports by the Adventure Travel Trade Association (ATTA) suggest the global value of the adventure travel industry rose from \$89 to \$263 billion between 2010 and 2013

2. Colorado is positioned as one of the top adventure travel and outdoor recreation destinations in the USA, with a robust tourism and outdoor recreation economy, and state-level leadership for tourism and outdoor recreation. A 2015 report of the U.S. adventure traveler market suggests Colorado ranks first among states most recently visited by U.S. adventure travelers, and ranks first or second among states U.S. adventure travelers want to visit next
3. This graduate certificate can help meet the industry-identified, growing need for competent adventure tourism managers in CO and beyond
4. This graduate certificate would help establish strategic industry partnerships that will benefit and serve the graduate certificate and the department
5. This graduate certificate would be one of a few graduate-level programs in the USA/North America, and help further distinguish the HDNR Department as an innovative leader in tourism education and training
6. This graduate certificate capitalizes on the strengths, infrastructure, and resources of the HDNR tourism programs, and is aligned with the departmental mission
7. This graduate certificate would add value to the existing Master of Tourism Management program by offering an additional area of tourism study and expertise to students. In addition, this graduate certificate would be academically synchronized with the undergraduate concentrations in Natural Resource Tourism and Global Tourism to promote matriculation from undergraduate programs to the graduate degree and certificate programs
8. This graduate certificate can also be seen as a way to attract students from industry to the Master of Tourism Management program, with the graduate certificate envisioned as being both a stand-alone certificate, as well as being substitutable into the Master of Tourism Management program
9. There are significant professional career opportunities associated with adventure tourism, due to its rapid growth in popularity in recent years

### **Program Level Learning Objectives**

Upon completion of this graduate certificate, students should be able to:

1. Meet the workforce needs of an increasingly diverse, complex, and international adventure tourism industry in Colorado, the USA, and internationally
2. Identify opportunities for new business development in adventure tourism within the USA and internationally
3. Apply small business development and entrepreneurship concepts to the creation of an adventure tourism enterprise
4. Critically examine and implement industry best practices in the development of an adventure tourism enterprise
5. Lead and facilitate safe and enjoyable adventure tourism experiences
6. Critically discuss the role of public land agencies and their policies and relationships with adventure tourism operators

7. Address the needs of key adventure tourism stakeholders
8. Evaluate the outdoor products industry

### **Purpose and Objectives of the Certificate**

This graduate certificate addresses an industry-identified need for graduate-level education, to help develop competent adventure tourism managers with the necessary skills and knowledge to be successful in a rapidly growing industry. The aim is to provide students with a sound understanding of the managerial, operational, and entrepreneurial know-how to be able to successfully start, manage, and lead a range of adventure tourism enterprises.

### **Target Audiences and Documented Demand**

There are two key target markets for this graduate certificate that have been identified:

1. Adventure tourism entrepreneurs and professionals
2. Graduating undergraduate NRRT students looking to obtain graduate-level education within the adventure tourism field.

Graduate education within the adventure tourism field is limited within the US and internationally. As Colorado is ranked first as an adventure tourism destination within the US, there is an opportunity for CSU to become a leader in this field and educate current and future adventure tourism professionals.

For current NRRT and CSU students, the addition of the Graduate Certificate in Adventure Tourism would broaden their graduate education options within the tourism field. This graduate certificate is proposed as a complement to the existing Master of Tourism Management program and could promote matriculation from undergraduate programs to the graduate degree and certificate programs.

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

### **Admissions Criteria**

This graduate certificate requires a completed bachelor's degree. There are no specific exclusions.

**Exclusions:** There are no specific exclusions.

**Inclusions:** There are no specific inclusions

## Program Requirements

Additional coursework may be required due to prerequisites.

Course List		
Code	Title	Credits
<b>NRRT 530</b>	Insight into the Adventure Tourism Industry	2
<b>NRRT 531</b>	Building an Adventure Tourism Enterprise	2
<b>NRRT 532</b>	Leading the Adventure Tourism Experience	2
<b>NRRT 533</b>	Adventure Tourism Policy and Planning	2
<b>NRRT 534</b>	Applications in the Outdoor Products Industry	2
<b>NRRT 655</b>	Tourism Marketing Concepts and Applications	2
<b>Program Total Credits:</b>		<b>12</b>

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

## **New Program Proposal**

### **Graduate Certificate in Agritourism Management**

**Program change available to students:** Fall 2017

**College:** Warner College of Natural Resources

**Department/Unit:** 1480 - Human Dimensions of Natural Resources

**Academic Level:** Graduate

**Program Type:** Certificate

**Program Title:** Graduate Certificate in Agritourism Management

#### **Program Description**

The Graduate Certificate in Agritourism Management is a 6 course, 12 credit offering that provides students with practical, managerial and theoretical skills needed for the successful creation and management of an agritourism operation. Program coursework focuses on an introduction to the agritourism industry, agribusiness development and planning, as well as using statistical analysis to analyze conditions of success for agritourism operations.

This graduate certificate addresses a need for graduate-level education in a growing tourism sector as farmers increasingly use agritourism operations as a revenue diversifying and generating tool for their agricultural business. The aim of this graduate certificate is to provide students with a sound understanding of the agritourism industry and knowledge to successfully support a range of agritourism activities.

#### **Program Catalog Copy**

The Graduate Certificate in Agritourism Management is a 6 course, 12 credit offering that provides students with practical, managerial and theoretical skills needed for the successful creation and management of an agritourism operation.

**Part of statewide agreement:** No

**Offered as:** Online/DCE

**Offered by:** Main Campus

#### **Justification for Request**

- The U.S. Census of Agriculture shows an increasing trend in agritourism in the United States. Between 2007 and 2012 the value of agritourism nationally increased 24% to \$704 million dollars
- Colorado and CSU are well positioned to offer a program in Agritourism. In 2012 Colorado farmers received over 30 million in revenues from a wide range of Agritourism programs.
- HDNR provides a range of complementary coursework in its Masters of Tourism Management

program.

- This graduate certificate can help meet the growing need for competent agritourism managers in Colorado and beyond
- This graduate certificate can help to establish strategic industry partnerships that will benefit and serve the graduate certificate as well as multiple university departments.
- The information contained in this certificate would be of interest not only to students in the HDNR department but also the Department of Agricultural and Natural Resource Economics and Agricultural Education.
- This certificate program creates a mutually beneficial partnership between the HDNR and AGED Departments, which could stimulate other collaborations in the future.
- This graduate certificate represents a uniquely accessible approach to graduate level education that recognizes the importance of agritourism to the economies of the farming industry.
- This graduate certificate adds a new focus of study for students in the existing Master of Tourism Management program as well as other programs under HDNR and AGED.
- This graduate certificate can also be seen as a way to attract students from industry to the Master of Tourism Management program. The agritourism graduate certificate is envisaged as being both a stand-alone certificate, as well as being substitutable into the Master of Tourism Management Program.
- This collaborative program addresses increasing employment opportunities in agritourism and provides the specific skills based education required to ensure success in the management of these emerging enterprises.

### **Program Level Learning Objectives**

Upon completion of this graduate certificate, students should be able to:

- Define the scope and consequence of tourism for the agricultural industry and linkages to other key economic sectors.
- Analyze the supply and demand for agritourism
- Critically analyze the theory and practice associated with agritourism management, including applicable aspects of the lodging and culinary industries.
- Critically analyze how agritourism uniquely relates to farm and ranch management, community assets, and competitiveness within the agritourism sector.
- Analyze how agritourism may be influenced by policy dimensions at the local, state and federal levels in the international setting.
- Describe the motivators for agritourism enterprise development and the determinants of a successful agritourism operation
- Manage risk and liability in the context of agritourism
- Identify secondary data sources and perform primary research and data analysis to recognize industry trends and evaluate economic base reports for the agritourism industry.
- Develop a business plan for an agritourism enterprise that applies marketing theory and management concepts specifically applied to an existing or potential business.
- Apply research and analysis methods in tourism, including practical application of SPSS and other analytical software to collect primary data.

### **Purpose and Objectives of the Certificate**

This graduate certificate addresses a need for graduate-level education in a growing tourism sector as farmers increasingly use agritourism operations as a revenue diversifying and

generating tool for their agricultural business. The aim of this graduate certificate is to provide students with a sound understanding of the agritourism industry and knowledge to successfully support a range of agritourism activities.

### Target Audiences and Documented Demand

There are several key target markets for this graduate certificate that have been identified:

- Individuals currently involved in the agricultural industry who are interested in expanding their operations into agritourism
- Students in HDNR/NRRT or AGED looking to obtain graduate-level education within the agritourism field
- Individuals from a variety of backgrounds including traditional farm and ranch operations, lodging, culinary and destination management looking to become involved in agritourism.

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

### Admissions Criteria

This graduate certificate requires a completed bachelor's degree. This certificate also requires a statement of purpose that will be reviewed for clear career goals that are consistent with the program outcomes.

### Exclusions

There are no specific exclusions.

### Inclusions

There are no specific inclusions.

### Program Requirements

Additional coursework may be required due to prerequisites.

Course List		
Code	Title	Credits
<b>NRRT 541</b>	Overview & Trends of Agritourism Management	2
<b>NRRT 542</b>	Spatial & Community Dimensions of Agritourism	2
<b>NRRT 548</b>	Agritourism Enterprise Management	2
<b>NRRT 601</b>	Tourism Quantitative Analysis I	2
<b>NRRT 650</b>	Financial Management in Tourism	2



Course List		
Code	Title	Credits
<b>RRM 520</b>	Lodging Management	2
<b>Program Total Credits:</b>		<b>12</b>

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

## **New Program Proposal**

### **BCAF-CT : Graduate Certificate in Business Analytics and Accounting Systems**

**Effective Catalog:** 2017-2018

**Program change available to students:** Fall 2017

**College:** Business

**Department/Unit:** 1277 - Computer Information Systems

**Academic Level:** Graduate

**Program Type:** Certificate

**Program Code:** BCAF-CT

**Program Title:** Graduate Certificate in Business Analytics and Accounting Systems

#### **Program Description**

The Business Analytics and Accounting Systems certificate provides students with the ability to harness vast data stores to solve problems, enhance decision-making and discover new opportunities. They will learn data mining concepts, methodologies, models, and tools, along with appropriate applications for optimizing business functions, forecasting, detection, prediction, classification, and discovery. Additionally, students will gain increased expertise in accounting technology systems used in organizational accounting systems worldwide, including skills in spreadsheet and database technologies. The graduate coursework is designed, in part, to help accounting and technology professionals enhance specialized accounting and technology skills applicable to a wide variety of industries. Courses in the certificate could also be used to meet continuing professional education requirements for various certifications. The courses included in this certificate are: Business Intelligence, Applied Data Mining and Analytics in Business, and Accounting Information Technologies.

#### **Program Catalog Copy**

Completion of the Business Analytics and Accounting Systems certificate provides students with the ability to harness vast data stores to solve problems, enhance decision-making and discover new opportunities. They will learn data mining concepts, methodologies, models, and tools, along with appropriate applications for optimizing business functions, forecasting, detection, prediction, classification, and discovery. Additionally, students will gain increased expertise in accounting technology systems used in organizational accounting systems worldwide, including skills in spreadsheet and database technologies.

**Part of state-wide agreement:** No

Offered as Online/DCE

Offered by: CSU Online

### **Justification for Request**

Demand for skills in business intelligence, data mining, and accounting technologies is on the rise. This certificate program will continue to advance the mission and purpose of the College of Business while serving the needs of business professionals across industries. The program will provide an enrichment opportunity for students pursuing graduate programs within the College as well as professional development options for individuals interested in learning and strengthening skills that are immediately applicable. All courses in the certificate are currently being taught within our existing CIS and accounting programs.

### **Program Level Learning Objectives**

- 1) Improve decision making ability through exposure to and lessons in business intelligence (students will learn techniques that will allow them to optimize, forecast, detect, predict, classify and discover new ways of using data for the purposes of improving organizational productivity and efficiency)
- 2) Increase expertise in data mining and analytics techniques
- 3) Improve skills in accounting technologies, with specific focus on spreadsheets and current accounting software programs (students will learn best practices in information technologies used in organizational accounting systems worldwide)

### **Purpose and Objectives of the Certificate**

To meet market demand and prepare students for specific industry needs in business intelligence, data analytics and accounting technologies.

### **Target Audiences and Documented Demand**

Primary audiences include: Accounting and technology professionals seeking to meet continuing professional education requirements for various certifications. Professionals with backgrounds in technology and/or accounting who want to increase their knowledge and expertise in the area of business intelligence, data mining and analytics, and information technologies used in accounting systems and/or require a valuable credential and immediate recognition in the IS/IT or accounting fields. Current College of Business graduate students seeking additional credentials to include in their degree may also consider the certificate program.

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

### **Admissions Criteria**

Applicants must have earned an undergraduate degree from an accredited institution in any discipline, earned a 3.0 or better GPA; and complete a graduate certificate application. For international applicants a TOEFL score of 86 or higher, or an IELTS score of 6.5 or higher must also be submitted.

\*If the GPA is lower than a 3.0, applicants must include a narrative describing previous work, additional training, skills, or experience that has help strengthen their skill set, and share how they plan to succeed in the courses included in the certificate.

\*Candidates must also have completed any prerequisite coursework necessary prior to

registering for any of the three courses, and/or receive written approval/override from the department to complete the enrollment process.

**Exclusions:** NA

**Inclusions:** NA

### Program Requirements

**Effective Fall 2017**

**Additional coursework may be required due to prerequisites.**

Course List		
Code	Title	Credits
<b>ACT 550</b>	Accounting Information Technologies	3
<b>CIS 570</b>	Business Intelligence	3
<b>CIS 575</b>	Applied Data Mining and Analytics in Business	3
<b>Program Total Credits:</b>		<b>9</b>

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

## **New Program Proposal**

### **CAAF-CT : Graduate Certificate in Conservation Actions with Lands, Animals, and People**

Effective Catalog: 2017-2018

Program change available to students: Fall 2017

College: Warner College of Natural Resources

Department/Unit: 1474 - Fish/Wildlife/Conservation Biology

Academic Level: Graduate

Program Type: Certificate

Program Code: CAAF-CT

Program Title: Graduate Certificate in Conservation Actions with Lands, Animals, and People

#### **Program Description**

Course content and applied assignments seek to integrate a holistic approach for sustainable practices with lands, animals, and people in private and public sectors using history, philosophy, policy, management techniques, leadership, education, and communications to improve environmental management, human interactions, and social/environmental justice.

#### **Program Catalog Copy**

A minimum of 9 credits is required from the six courses offered to enhance knowledge, skills, attitudes, and behaviors of students. Course content and applied assignments seek to integrate a holistic approach for sustainable practices with lands, animals, and people in private and public sectors using history, philosophy, policy, management techniques, leadership, education, and communications to improve environmental management, human interactions, and social/environmental justice.

Students will gain critical insights into issues, uses, and management of natural resources. Students will gain an understanding and develop skills to review situations and viewpoints that impact public and private debate, and use assignments that may influence decisions in conservation. Upon completion of this certificate, students will have foundations to be stronger leaders, better communicators, and more active members of their communities.

**Offered as:** Online/DCE

**Offered by:** Main Campus

### **Justification for Request**

All courses in the Certificate have been approved online delivery through the curriculum review process and all content has been taught over time. The goal is to facilitate opportunities for persons who have baccalaureate degrees to fill gaps in timing, content, and outcomes of their education. Types of audiences include persons who may eventually seek graduate degrees, established professionals in natural resources fields needing relevant continuing education, persons seeking career changes, and for persons outside of natural resources who desire and will benefit from holistic understanding and actions toward their role in society and with land, animals, and people. A certificate helps to provide a thoughtfully managed and integrated link to education beyond the random selection of courses.

### **Program Level Learning Objectives**

A. Students will be able to integrate and apply holistic thoughts and actions toward solving problems and capitalizing on opportunities with lands, animals, and people using the following attributes through the readings, personal research, and the assignments:

1. Physical and Biological Processes
2. Economics, Money, Trade
3. Psychological, Individual and Personal Beliefs
4. Social Norms, Cultures, Groups
5. Logistics, Skills, Technology, Administration
6. Legal and Political Systems

B. Students will be able to use critical thinking and problem solving skills to address problems and opportunities presented through the assignments.

C. Students will be able to write evaluations, journals, papers, essays, management plans, strategic plans, and model legislation from among the certificate assignments.

### **Purpose and Objectives of the Certificate**

To assist learners toward interests, work and outcomes with natural resources management and sustainability practices within private and public sectors who desire and are in need of continuing education and graduate study. Current students in the courses are working professionals and graduate students primarily interested in natural resources who should be more effective by integrating land, animals, and people rather than being in discipline silos where other disciplines are not considered as integral parts of problems and intended outcomes.

The Graduate Certificate will engage students to transfer learning from books and independent study toward real-world issues fostered by assignments and the objectives to incorporate holistic reasoning and actions using: physical and biological processes; economics, money, trade; psychology of individuals and personal beliefs; social norms, cultures, and groups; meaningful logistics, skills, technology, and administration; and legal and political systems.

### **Target Audiences and Documented Demand**

Professionals with natural resources agencies and organizations such as US and State Forest Services, state and federal Fish and Wildlife Agencies, Natural Resources Conservation Service, Bureau of Land Management, local to national park services, Bureau of Indian Affairs and local tribe members, city and county governments and committee members, and the many non-governmental organizations and private consulting firms whose employees work with nature conservation, resource management, policy, and communications. Other students may include

university outreach faculty such as Extension and a growing group of private land biologists and managers.

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

### Admissions Criteria

The intent of the audiences for the Certificate is students or persons who already attained the baccalaureate degree who will professionally build their contents and methods for critical thinking and problem solving.

**Exclusions:** No exclusions

### Inclusions

The courses and the Certificate are targeted primarily to persons with environmental and natural resources management interests. However, the contents, delivery methods, and outcomes desired from students can apply to a wide array of interests and needs.

### Program Requirements

**Additional coursework may be required due to prerequisites.**

Course List		
Code	Title	Credits
Select a minimum of 4 courses in consultation with advisor:		12
<b>FW 556</b>	Leopold's Ethic for Wildlife and Land	
<b>FW 557</b>	Wildlife Habitat Management on Private Land	
<b>FW 576</b>	Wildlife Policy, Administration, and Law	
<b>NR 501</b>	Leadership and Public Communications	
<b>NR 515</b>	Natural Resources Policy and Biodiversity	
<b>NR 535</b>	Action for Sustainable Behavior	
<b>Program Total Credits:</b>		<b>12</b>

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

## **New Program Proposal**

### **Graduate Certificate in Facilitating Adult Learning**

**Program change available to students:** Spring 2018

**College:** Health and Human Sciences

**Department/Unit:** 1588 - School of Education

**Academic Level:** Graduate

**Program Type:** Certificate

**Program Title:** Graduate Certificate in Facilitating Adult Learning

#### **Program Description**

The Facilitating Adult Learning graduate certificate will provide students with theoretical knowledge and practical skills to effectively design and deliver instruction for adult learners within their unique settings.

#### **Program Catalog Copy**

Teaching the adult learner requires a different skill set from teaching the younger K-12 student. This skill set includes the art of facilitation. Facilitating allows faculty and students to become co-learners in the educational setting.

The certificate is 12 credits and the required courses would include EDAE 620, Processes & Methods; EDAE 624, Adult Learning Theory; and EDAE 639 Instructional Design. Students choose an elective course (3 credits) from a specified list relevant to their professional setting.

**Part of statewide agreement:** No

#### **Offered as**

Main Campus Face-to-Face

Online/DCE

#### **Offered by**

Main Campus

#### **Justification for Request**

This certificate includes three required courses that provide a foundation for how to facilitate learning for adults. These include facilitation techniques (EDAE 620), adult learning theory (EDAE 624) and instructional design (EDAE 639). These three courses complement one another by allowing learners to understand techniques, the theories underlying those techniques, and how to design instruction to facilitate adult learning.

This certificate allows students to choose a fourth course as an elective to gain additional expertise in an area that best fits their professional interests. This is why there are numerous electives to choose from offered by various programs/departments.



This graduate certificate presents the opportunity for interdisciplinary studies for learners in the School of Education, across disciplines at CSU, and those not pursuing degrees at CSU. For example, SAHE students can benefit from learning more about teaching the adult learner population and how to best serve them in a community college setting; HEL students can benefit from learning how to teach adult learners in a variety of contexts such as those interested in museum, library, or international environments; students in educational Leadership and K-12 can benefit from a professional development perspective; and also, for faculty across disciplines at CSU who would like to improve their own skills sets for the adult learner population. The certificate will also benefit those who are or plan to be in an instructional role but do not pursue a Master's degree in Adult Education and Training.

### **Program Level Learning Objectives**

To prepare professional adult learning facilitators to work in a variety of learning environments within a culturally diverse global context;

To assist candidates in becoming critically reflective practitioners capable of conducting and communicating workplace research as it relates to and informs the field of adult learning;

To encourage individual and professional growth through exposure to other colleagues and collaborative and project based learning environments

### **Purpose and Objectives of the Certificate**

Students who are seeking knowledge and skills about teaching adult learners will benefit from the integrated nature of the courses offered in this graduate certificate.

Upon completion of this certificate, students will:

1. Investigate a variety of adult learning theories and models.
2. Analyze methods of instruction (e.g., lecture, guided discussion, case study, nominal group technique, role playing, demonstration, simulation, etc.) through application of the best instructional methods that meet the learning outcomes for their setting.
3. Develop an instructional plan incorporating elements of design including selecting appropriate technology, defining objectives, addressing diverse populations, and creating assessments and evaluations.

### **Target Audiences and Documented Demand**

Non-traditional learners represent almost half of the college student population. As enrollment of this population continues to grow, knowledge and skills for teaching and learning about this group of learners is paramount. In addition, as human resource and workplace development continues to advance, understanding teaching and learning for the adult learner will be beneficial for successful training purposes.

The Facilitating Adult Learning graduate certificate is being proposed due to the increased interest in learning how to teach/train specific student populations. This certificate has been requested by many learners who are engaged in other degree programs such as SAHE, HEL, Ed Sciences, and TESoL /TEFoL. In addition, those not in a degree program at CSU would be potential students as well (i.e., those who want to expand their knowledge of teaching adults, but

that don't want/need a full degree). This is a certificate faculty across the university may find beneficial to extend their scope of instructional skills.

Courses are offered such that the certificate may be completed in how many terms? 4

### Admissions Criteria

Students must fulfill the following requirements to be admitted into the certificate program: (a) completed application for graduate certificate and acceptance; (b) completion of a baccalaureate degree; and (c) evidence in a purpose statement of work or future interest in this emphasis area.

### Exclusions

Students who have not met the admissions criteria and current Adult Education and Training specialization Master's students.

### Inclusions

Open to all that meet the admissions criteria.

### Program Requirements

Additional coursework may be required due to prerequisites.

Course List		
Code	Title	Credits
Required Courses:		
<b>EDAE 620</b>	Processes and Methods	3
<b>EDAE 624</b>	Adult Teaching and Learning I	3
<b>EDAE 639</b>	Instructional Design	3
Choose one elective below:		3
Education-Adult Education and Training		
<b>EDAE 629</b>	Program Development	
<b>EDAE 664</b>	Assessment and Evaluation in Adult Education	

Course List		
Code	Title	Credits
<b>EDAE 668</b>	Cognitive Theory and Learning Transfer	
Education-General		
<b>EDUC 610</b>	Principles of Supervision and Evaluation	
<b>EDUC 651</b>	Multicultural and Special Populations	
Education-Community Colleges		
<b>EDCL 675</b>	The Community College	
<b>EDCL 702</b>	Community College Curriculum	
Education-Organizational Learning Performance and Change		
<b>EDOD 506</b>	Human Resource Development	
Education-Counseling and Career Development		
<b>EDCO 500</b>	Career and Employment Concepts	
English		
<b>E 526</b>	Teaching English as a Foreign/Second Language	
<b>Program Total Credits:</b>		<b>12</b>

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

## **New Program Proposal**

### **HLSF-CT : Graduate Certificate in High Impact On-Demand Learning Solutions**

**Effective Catalog:** 2017-2018

**Program change available to students:** Fall 2017

**College:** Health and Human Sciences

**Department/Unit:** 1588 - School of Education

**Academic Level:** Graduate

**Program Type:** Certificate

**Program Code:** HLSF-CT

**Program Title:** Graduate Certificate in High Impact On-Demand Learning Solutions

#### **Program Description**

The graduate certificate in High Impact On-Demand Learning Solutions provides students the opportunity to connect learning theory to the practice of design, development, and deployment of on-demand learning objects to impact organizational performance.

#### **Program Catalog Copy**

The graduate certificate in High Impact On-Demand Learning Solutions introduces learning theory that supports on-demand learning. Students leverage this theoretical understanding to design and develop on-demand digital solutions to maximize learning and organizational impact. Students will develop basic on-demand learning objects and gain exposure to on-demand solutions gaining broad experience with on-demand assets and practice engaging in learning systems.

**Part of state-wide agreement:** No

**Offered as Online/DCE**

**Offered by Main Campus**

#### **Justification for Request**

This On-Demand Learning certificate prepares instructional designers with understanding of learning systems, learning theories, and instructional design models that support content creation that is integrated into the larger on-demand learning ecosystem. Additionally, students are exposed to state-of-the-art solutions and tools for developing on-demand learning content.

Currently, our curriculum does not include a certificate program that engages students in research- theory based approaches to aligning performance opportunities, justification, and

digital-learning objectives to plan the develop of on-demand learning content. In this certificate program, we teach instructional designers how to theorize about learning within systems, how to go beyond face-to-face training, to develop and maintain ecosystems that leverage on-demand learning content.

### **Program Level Learning Objectives**

This certificate has been designed to support the Master of Education in Education and Human Resources Studies program's learning objectives. The program's learning objectives are listed below.

- 1) Analyze workplace issues
- 2) Diagnose the opportunities for organizational change, then plan and implement that change
- 3) Enhance performance systems
- 4) Understand and develop workplace expertise within employees
- 5) Develop and implement workplace learning
- 6) Evaluate learning and performance improvement interventions

### **Purpose and Objectives of the Certificate**

- Connect theory to on-demand learning
- Consult in the workplace for on-demand learning needs
- Plan the development of high impact on-demand solutions
- Produce high impact on-demand solutions
- Contribute to a on-demand learning community
- Collect evidence of impact of high impact on-demand solutions
- Create and share work through an e-Portfolio

### **Target Audiences and Documented Demand**

Performance Technologists, instructional designers, trainers, training and human resource managers, subject matter experts, operational staff responsible for training as well as educational and instructional technologists

Demand for Online Learning (Performance Solutions)

Top eLearning Statistics and Facts for 2015 (Pappas, 2015)

<http://elearningindustry.com/elearning-statistics-and-facts-for-2015>

- The global eLearning Market is expected to reach \$107 billion by 2015 [5]. The global self-paced eLearning market reached \$32.1 billion in revenue in 2010 [3], with a five year compound annual growth rate of approximately 9.2%.

- Online Corporate Training. Online corporate market is expected to grow by 13% per year to 2017. Today, 77% of U.S. companies offer online corporate training to improve the professional development of their employees.

Training and Development Specialists

<http://www.bls.gov/ooh/business-and-financial/training-and-development-specialists.htm#tab-6>

Employment of training and development specialists is projected to grow 7 percent from 2014 to 2024, about as fast as the average for all occupations. Employees in many occupations are

required to take continuing education and skill development courses to lead training activities.

### Training and Development Managers

Employment of training and development managers is projected to grow 7 percent from 2014 to 2024, about as fast as the average for all occupations. In many occupations, employees are required to take continuing education and skill development courses throughout their careers to develop and provide training materials.

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

**Admissions Criteria:** Completed bachelor's degree.

**Exclusions:** N/A

**Inclusions:** N/A

### Program Requirements

**Additional coursework may be required due to prerequisites.**

Course List		
Code	Title	Credits
<b>EDOD 651</b>	On-Demand Learning–Improving Performance	3
<b>EDOD 652</b>	High Impact On-Demand Solutions	3
<b>EDOD 653</b>	Managing Development of On-Demand Solutions	3
<b>Program Total Credits:</b>		<b>9</b>

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

## **New Program Proposal**

### **Graduate Certificate in Nutrition Sciences**

**Program change available to students:** Fall 2017

**College:** Health and Human Sciences

**Department/Unit:** 1571 - Food Science & Human Nutrition

**Academic Level:** Graduate

**Program Type:** Certificate

**Program Title:** Graduate Certificate in Nutrition Sciences

#### **Program Description**

The Graduate Certificate in Nutrition Sciences provides students with advanced knowledge of nutrition science, with further exploration into nutrient metabolism, obesity, chronic disease prevention, and other important topics in the field of nutrition. To earn the certificate, students must complete 9 semester credits of specified courses.

#### **Program Catalog Copy**

The Graduate Certificate in Nutrition Sciences is offered for students with a personal or professional interest in nutrition, health promotion, or disease prevention. Courses address the fundamentals of nutrition science, and how they are involved in nutrient metabolism, obesity, chronic disease prevention, and other current or controversial areas in nutrition. Each course allows students to develop skills in locating credible sources of nutrition information, analyzing research, and debating contradictory information, all of which will support ongoing professional development.

**Part of state-wide agreement:** No

**Offered as:** Online/DCE

**Offered by:** Main Campus

#### **Justification for Request**

Currently in the United States, over two-thirds of adults are considered to be overweight or obese, and cardiovascular disease and cancer are the leading causes of death for adults. Americans spend billions of dollars each year on dietary supplements and weight loss efforts, while attempting to sort through conflicting information about nutrition from the media and other sources. Professionals in various disciplines often field questions about nutrition and need to be able share credible resources or refer to appropriate practitioners. However, there is a lack of curriculum dedicated to nutrition for most health-related fields outside dietetics. For example, a minimum of 25 hours of nutrition education is recommended for medical students. However, a recent survey of 121 U.S. medical schools found that 71% failed to meet that minimum

recommendation, and over one-third failed to meet half the minimum recommended (1). The dynamic nature of the subject matter requires continuing education to stay abreast of current research and recommendations. This certificate will provide important continuing education for health professionals, and valuable, evidence-based information for all students.

1. Adams, K, Butsch, SW, and Kohlmeier, M. (2015) The State of Nutrition Education at US Medical Schools. *Journal of Biomedical Education*, vol. 2015, Article ID 357627, p1-7. <http://dx.doi.org/10.1155/2015/357627>

### **Program Level Learning Objectives**

1. Identify credible sources of nutrition information and research
2. Develop the ability to critically analyze research related to nutrition science, obesity, and chronic disease prevention
3. Identify the structure and functional roles of macronutrients and major micronutrients
4. Explain digestion, absorption, and metabolism of nutrients
5. Explain diet and lifestyle factors that affect body weight and risk of chronic disease
6. Identify effective, evidence-based strategies for health promotion and disease prevention
7. Investigate new developments and sources of controversy in nutrition, health, fitness, food science, and food safety

### **Purpose and Objectives of the Certificate**

The purpose of this certificate is to provide students with graduate-level education in the field of nutrition science, while helping them develop skills for evaluating nutrition research, especially as it relates to health promotion and disease prevention. The certificate program is not meant to prepare individuals to engage in medical nutrition therapy.

### **Target Audiences and Documented Demand**

The certificate is geared toward individuals who currently have at least an undergraduate degree in a life sciences discipline and have a professional or personal interest in nutrition science and chronic disease prevention.

Health professionals including physicians, nurses, dentists, physical therapists, exercise physiologists and health educators are the primary target due to their frequent exposure to nutrition-related problems in clinical practice, their opportunities to provide sound nutrition information aimed at disease prevention, and their relative lack of formal training in nutrition. In addition, the online format of the certificate will accommodate both the time constraints, and the unconventional work hours of individuals working in medical professions.

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

### **Admissions Criteria**

At least an undergraduate or advanced degree in a life sciences discipline

### **Exclusions**

Students who have not met the admissions criteria

### **Inclusions**

Health professionals, nutrition students, and eligible individuals from other disciplines.



## Program Requirements

Additional coursework may be required due to prerequisites.

Course List		
Code	Title	Credits
<b>FSHN 530</b>	Principles of Nutrition Science & Metabolism	3
<b>FSHN 531</b>	Diet, Nutrition, and Chronic Disease	3
<b>FSHN 532</b>	Emerging Issues in Nutrition	3
<b>Program Total Credits:</b>		<b>9</b>

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

## **New Program Proposal**

### **Graduate Certificate in TESOL Education**

**Program change available to students:** Spring 2018

**College:** Liberal Arts

**Department/Unit:** 1773 – English

**Academic Level:** Graduate

**Program Type:** Certificate

**Program Title:** Graduate Certificate in TESOL Education

#### **Program Description**

The Graduate Certificate in TESOL Education provides graduates with practical, theoretical, and critical knowledge of the English language and of methods for teaching it in various social and academic settings. The program features a comprehensive understanding of the form and communicative functions of the English language, combined with both general and skill-specific (reading, writing, listening, speaking) pedagogical theories and applications. These courses are designed to promote reflective inquiry, to provide students with the necessary tools for ongoing professional growth, to serve as models of effective pedagogy, and to introduce students to the various ways in which instruction can be enhanced by contemporary technologies.

To earn the Certificate, students must complete 15 semester credits of specified courses.

#### **Program Catalog Copy**

The Graduate Certificate in TESOL Education provides graduates with practical, theoretical, and critical knowledge of the English language and of methods for teaching it in various social and academic settings. The five graduate courses required for the Certificate promote reflective inquiry, provide students with the necessary tools for ongoing professional growth, serve as models of effective pedagogy, and to introduce students to the various ways in which instruction can be enhanced by contemporary technologies.

**Part of state-wide agreement:** No

Offered as Main Campus Face-to-Face

Offered by: Main Campus

#### **Justification for Request**

The English Department regularly responds to inquiries about a TEFL/TESL program that provides thorough training in the field but which does not require the expenditure of time and resources of our MA in TEFL/TESL. This Certificate will attract a significant number of students who wish to attain a TEFL/TESL credential from an accredited university but who

cannot or do not wish to complete an MA degree in that field. The five graduate level courses required for the Certificate will provide graduates with a coherent body of up-to-date knowledge of English, language learning theories, and teaching methodologies.

### **Program Level Learning Objectives**

1. Enable graduates to teach English as a foreign or second language in the U.S. and abroad.
2. Evaluate the relative utility and validity of diverse teaching methodologies
3. Develop materials for unique teaching/learning situations
4. Evaluate recent research in applied linguistics and its relevance to ESL/EFL teaching and learning.

### **Purpose and Objectives of the Certificate**

The English Department regularly responds to inquiries about a TEFL/TESL program that provides thorough training in the field but which does not require the expenditure of time and resources of our MA in TEFL/TESL. This Certificate will attract a significant number of students who wish to attain a TEFL/TESL credential from an accredited university but who cannot or do not wish to complete an MA degree in that field. The five graduate level courses required for the Certificate will provide graduates with a coherent body of up-to-date knowledge of English, language learning theories, and teaching methodologies.

The Certificate in TESL/TEFL enables graduates to teach English as a foreign or second language, evaluate the relative utility and validity of diverse teaching methodologies, adapt and/or develop materials for unique teaching/learning situations, and evaluate recent research in applied linguistics and its relevance to EFL/ESL teaching and learning. The Certificate integrates pedagogy, linguistics, and classroom teaching and prepares graduates for teaching ESL/EFL teaching in the U.S. and abroad.

### **Target Audiences and Documented Demand**

Students seeking a competitive credential in teaching English as a foreign or second language from an accredited university but who might not want to complete the two year MA.

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

### **Admissions Criteria**

Applicants should possess a bachelor's degree in any field from an accredited university or college, with a GPA of at least 3.00 out of 4.00. Applicants with lower GPAs will be considered if they have considerable pertinent experience.

Non-native speakers of English must achieve a TOEFL score of 550 (paper-based) or 80 (internet based), or higher before admission. A minimum IELTS score for admission is 6.5, or 53 for PTE Academic.

**Exclusions:** None.

### **Inclusions**

Applicants with a bachelor's degree in any field from an accredited university or college, with a GPA of at least 3.00 out of 4.00. Applicants with lower GPAs will be considered if they have considerable pertinent experience.

Non-native speakers of English with a TOEFL score of 550 (paper-based) or 80 (internet based), or higher before admission. A minimum IELTS score for admission is 6.5, or 53 for PTE Academic.

### Program Requirements

Additional coursework may be required due to prerequisites.

Course List		
Code	Title	Credits
<b>E 514</b>	Phonology/Morphology-ESL/EFL	3
<b>E 515</b>	Syntax for ESL/EFL	3
<b>E 526</b>	Teaching English as a Foreign/Second Language	3
<b>E 527</b>	Theories of Foreign/Second Language Learning	3
<b>E 528</b>	Professional ESL Teaching: Theory to Practice	3
<b>Program Total Credits:</b>		<b>15</b>

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

Board of Governors of the Colorado State University System  
Meeting Date: May 3, 2017  
Consent Item

MATTERS FOR ACTION:

2017-18 Academic Faculty and Administrative Professional Manual Revisions:  
Section C.2.1.9.3 - Membership and Organization; C.2.1.9.4 Election to  
Membership and Term of Service

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.2.1.9.3 – Membership and Organization; C.2.1.9.4 Election to Membership and Term of Service

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2017-2018 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

In order of the proposed changes:

1. Eliminate repeated word.
2. The first sentence is not enforceable since the CoFG can only nominate faculty that agree to be nominated and who have the approval of the nominees' chairs and deans. Standing Committees elect committee officers following the procedures outlined in the Manual and we must presume that committee members use good judgment in electing committee officers.
3. Simple correction
4. In practice, Faculty Council members and standing committee members resign their appointments early for various professional and personal reasons at scattered times throughout the year. This leads to two issues:
  - a. The need to provide the opportunity for a mechanism that provides the opportunity for steady rotation of faculty members in Faculty Council service must be balanced against the need for Faculty Council

members to develop the experience and knowledge required for effective operation and to develop faculty capable of assuming leadership roles in Faculty Council obtained by serving full terms of service.

- b. Because Faculty Council and its standing committees require full membership to operate, elections to fill vacancies on Faculty Council and its standing committees is an ongoing process. The effectiveness of nominee searches decreases significantly with the number of searches that are required. Having nominees serve full three year terms where appropriate greatly reduces the number of times nominees must be sought. Also, this effectively presents a pseudo-random approach to fulfilling the goal of approximately 1/3 replacement each year since the mid-appointment vacancies occur more or less randomly. There are variations from year to year, but practice over many years shows that appointing nominees to full terms when possible means that the number of replacements sought in the regular election varies reasonably around 1/3.
5. The procedure for filling mid-term vacancies should be described after the regular nomination process, so this language has been moved to the end of this section. It was also altered.
6. The CoFG should have the flexibility to nominate replacements to serve a temporary appointment (typically for a temporary absence, e.g. due to sabbatical) or for a full three year term depending on the needs of the standing committee in question and the interest of the nominees. In the case of appointments lasting a significant amount of time, the standard election process should be used. It appears that item a. in the original list was superfluous. The proposed accounting of a three year term is consistent with how the tenure and promotion clock counts years with respect to appointment date.

Board of Governors of the Colorado State University System  
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NOTE: Revisions are noted in the following manner:  
 Additions - underlined Deletions - ~~overseored~~

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

SECTIONS C.2.1.9.3 AND C.2.1.9.4 OF THE MANUAL BE AMENDED AS FOLLOWS:

C.2.1.9.3 Membership and Organization (last revised ~~August 8, 2014~~)

The membership of each standing committee is specified to fit the functions of that committee. The Chair of the Committee on Non-Tenure-Track Faculty (or designee on the CoNTTF), administrators, administrative professionals, classified staff, undergraduate student members representing the Associated Students of Colorado State University (ASCSU), and graduate student members representing the University Graduate Student Council shall be authorized for certain standing committees. Faculty membership on specialized standing committees shall be limited to regular full-time, regular part-time, transitional, and nontenure track faculty members who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above. Faculty membership on regular standing committees shall be limited to regular full-time, regular part-time, and transitional faculty members who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above. A member of a standing committee who becomes ineligible shall cease to hold this position.

Each standing committee shall have a chairperson whose term of office is twelve (12) months beginning July 1. Each standing committee ~~committee~~ chairperson shall be elected by and from the membership of that committee. After members of standing committees are elected, as specified in Section C.2.1.9.4, the continuing and newly elected members of each standing committee, other than the Executive Committee, shall meet and elect a committee chairperson for the coming term before May 15. The committee members who are being replaced may attend this meeting, and they may speak, but they shall not cast votes for the new chairperson. However, if a newly elected committee member is unable to attend the meeting, then he or she may allow the committee member that he or she is replacing to cast a vote for the chairperson in his or her place.

~~Membership on standing committees of the Faculty Council shall be spread as widely as possible among faculty members so that newer members of the faculty may serve on these committees. Standing committee leadership shall be rotated as good judgment allows.~~

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Standing committees are expected to consult regularly with those administrators, members of the faculty, or others who can provide information necessary for effective deliberation. Each standing committee may name ex officio or associate members, who are expected to attend committee meetings regularly. The appointments shall be reviewed by the standing committee annually. Each standing committee shall identify in its annual report to the Faculty Council its ex officio and associate members and others with whom it has regularly conferred. All ex officio and associate members shall be non-voting, unless specified otherwise.

Standing committees shall convene subcommittees as needed to consider specific issues or perform specific tasks. These subcommittees shall exist to serve the standing committees. A subcommittee of a standing committee or advisory committee shall be chaired by a member of that committee, but may draw other members from throughout the University as appropriate.

The Chairperson of ~~the Executive Committee~~ Faculty Council shall be an ex officio, non-voting member of each standing committee of the Faculty Council.

Unless otherwise specified in the committee's operating procedures, for transacting business at standing committee meetings, a quorum is defined as a simple majority of the voting members.

The elected chairperson of the standing committee shall serve as an ex officio voting member of the Faculty Council for the duration of his or her term as chairperson. The chairperson may designate a committee member to substitute as ex officio voting member provided prior notice is given to the Chairperson of Faculty Council.

C.2.1.9.4 Election to Membership and Term of Service (~~last revised August 8, 2014~~)

Unless otherwise specified by the University Code, the terms of service for all elected faculty members of standing committees of the Faculty Council shall be three (3) years with ~~terms of~~ the intent of approximately one-third (1/3) expiring each year. An exception is the Executive Committee, where faculty members serve one (1) year terms. The terms of service for all elected student members of standing committees of the Faculty Council shall be one (1) year. Terms of office for newly elected members of all standing committees are to begin July 1 for faculty members and October 25 for student members. Student members may serve on at most two (2) standing committees at any given time.

~~The Committee on Faculty Governance shall fill vacancies on standing committees of the Faculty Council occurring between normal elections in one (1) of the following ways:~~

CSU-Fort Collins – Academic Faculty and Administrative Professional Manual Revision  
 Section C.2.1.9.3 and C.2.1.9.4



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- ~~a. Immediate election in the same manner as the original position was filled.~~
  - ~~b. Temporary appointment by the Committee on Faculty Governance.~~
  - ~~c. Regular appointment with the appointee to be nominated by the Committee on Faculty Governance and approved by the Faculty Council.~~
- ~~Vacancies other than those occurring because of expiring memberships are to be filled for the unexpired terms only.~~

Nominations for the elected faculty membership on all standing committees other than Executive Committee (see Section C.2.1.9.5.a) shall be made by the Committee on Faculty Governance, with the slate of nominees to be placed on the agenda of the April meeting of Faculty Council. Nominations may be made from the floor. Voting shall be by written ballot unless otherwise specified. If only one (1) candidate is nominated, voting can be by voice vote. Election shall be by plurality. In the event of a tie for any position, the Faculty Council shall ballot again at the next regular meeting.

Nominations of undergraduate students to standing committees of the Faculty Council shall be made by the ASCSU Director of Academics with the advice and consultation of the President and the Vice President of ASCSU. All such nominees shall be recommended to the ASCSU Senate and shall have majority approval of the ASCSU Senate before the nominations are forwarded to the Faculty Council Committee on Faculty Governance for inclusion on the ballot.

Nominations of graduate student members to Faculty Council standing committees shall be made by the University Graduate Student Council. Graduate student nominations shall be forwarded to the Faculty Council Committee on Faculty Governance for inclusion on the ballot.

Student nominations shall be submitted to the Faculty Council at its October meeting. After nominations have been closed, a vote shall be taken on the floor of the Faculty Council. In the event of a tie, the Faculty Council shall vote again. Election shall be by plurality.

The Committee on Faculty Governance may fill vacancies on standing committees of the Faculty Council occurring between normal elections either by making a temporary appointment to serve a period of time not more than the length of the vacancy being filled or by nominating a replacement to serve for a three year term ending on June 30 three years hence. A three year term beginning between the end of spring semester of the previous academic year and December 31 of the current academic year includes the current academic year and two more years. A three year term beginning between January

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1 and end of the spring semester of the current academic year will include the rest of the current spring semester and then three more academic years.

A temporary appointment shall be approved by majority vote of the Committee on Faculty Governance. A replacement serving for a three year term shall be elected using the regular election procedure as described in C.2.1.9.4 (this section). The Committee on Faculty Governance will communicate with chairs of affected standing committees when replacing a vacancy that occurs between normal elections.

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MATTERS FOR ACTION:

2017-18 Academic Faculty and Administrative Professional Manual Revisions:  
Section C.2.1.9.3 - Membership and Organization

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.2.1.9.3 – Membership and Organization

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2017-2018 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

In general, specific Faculty Council Committees may routinely deal with issues that involve non-tenure-track faculty in a significant way, and hence should include formal representation of non-tenure-track faculty. The Chair of the Committee on Non-Tenure-Track Faculty already serves as a voting ex officio member of Faculty Council and is well positioned to represent non-tenure-track faculty interests. However, it may be infeasible for the Chair of the Committee on Non-Tenure Track Faculty to participate in all Standing Committee meetings. The proposed change allows the Chair to appoint an representative.

Some standing committees include ex officio members, and have noted that certain ex officio members have voting rights. The addition of “unless specified otherwise” removes the inconsistencies between the current language in C.2.1.9.3 (ex officio is non-voting) with language in C.2.1.9.5 standing committee descriptions that designate some members as “ex officio, voting”.

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

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**C.2.1.9.3 Membership and Organization** (*last revised August 8, 2014*)

The membership of each standing committee is specified to fit the functions of that committee. The Chair of the Committee on Non-Tenure-Track Faculty (or designee on the CoNTTF), administrators, administrative professionals, classified staff, undergraduate student members representing the Associated Students of Colorado State University (ASCSU), and graduate student members representing the University Graduate Student Council shall be authorized for certain standing committees. Faculty membership on specialized standing committees shall be limited to regular full-time, regular part-time, transitional, and non-tenure track faculty members who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above. Faculty membership on regular standing committees shall be limited to regular full-time, regular part-time, and transitional faculty members who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above. A member of a standing committee who becomes ineligible shall cease to hold this position.

Standing committees are expected to consult regularly with those administrators, members of the faculty, or others who can provide information necessary for effective deliberation. Each standing committee may name ex officio or associate members who are expected to attend committee meetings regularly. The appointments shall be reviewed by the standing committee annually. Each standing committee shall identify in its annual report to the Faculty Council its ex officio and associate members and others with whom it has regularly conferred. All ex officio and associate members shall be non-voting, unless specified otherwise.

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MATTERS FOR ACTION:

2017-18 Academic Faculty and Administrative Professional Manual Revisions:  
Section C.2.1.9.5.h – Committee on Strategic and Financial Planning

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.h – Committee on Strategic and Financial Planning

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2017-2018 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

The Committee on Strategic and Financial Planning often considers issues that affect non-tenure-track faculty. Adding the Chair of the Committee on Non-Tenure-Track Faculty will strengthen the representation of non-tenure track faculty when such issues are considered. This change is in line with including the chair of the Administrative Professional Council (*ex officio* voting) and the Chair of the Classified Personnel Council (*ex officio*, voting).

The addition of the two charges aligns the list of CoSFP charges with language in the Manual, Section E.16.2 Declaration of Financial Exigency and E.16.5 Responsibility of Committee on Strategic and Financial Planning.

Section E.16.2 states that “Any declaration of a condition of financial exigency shall be made by majority action of the Board. (Such a declaration is not subject to challenge by faculty members under the University mediation and grievance procedure.) The President of the University may recommend the declaration of a condition of financial exigency at any time after consultation with the Committee on Strategic and Financial Planning. When the President makes such a recommendation to the Board, the chairman or other member designated by each

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of these committees shall present the views of their respective committees to the Board.”

Section E.16.5 states “The Committee on Strategic and Financial Planning should monitor the ongoing financial status of the University and keep the Faculty Council informed of any conditions which are likely to result in a condition of financial exigency. The Committee should collect information about procedures used in other universities faced with financial exigencies and any other information that would aid in developing reasonable plans to deal with any emergent condition of financial exigency.”

The Committee on Non-Tenure Track Faculty has approved the motion regarding membership. The Committee on Strategic and Financial Planning has approved this motion.

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

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h. *Committee on Strategic and Financial Planning* (~~last revised August 2, 2013~~)

The Committee on Strategic and Financial Planning shall consist of one (1) faculty representative from each college and the Libraries, one (1) undergraduate student, one (1) graduate student, one (1) dean (*ex officio*), the Provost (*ex officio*), the Vice President for Finance (*ex officio*), the chair of the Administrative Professional Council (*ex officio* voting), the chair of the Committee on Non-Tenure Track Faculty or designated member of the Committee on Non-Tenure Track Faculty (*ex officio* voting), and the Chair of the Classified Personnel Council (*ex officio*, voting). The duties of this standing committee shall be:

1. To recommend policies to the Faculty Council related to planning and budgeting activities that affect the academic function of the University.
2. To review the procedures, outcomes, and accountability of the University's strategic planning processes and plans.
3. To present the standing committee's evaluations and recommendations on such planning processes and plans to the Faculty Council for approval or disapproval on a semiannual basis.
4. To review University proposals, policies and procedures as they affect the academic programs and structure of the institution.
5. To review new academic program proposals from a strategic and financial planning perspective and report recommendations to Faculty Council.
6. To recommend priorities for resource allocations to achieve University academic planning goals.
7. To recommend policies for the distribution of faculty compensation increases.
8. To monitor the on-going financial status of the University and inform Faculty Council of any conditions likely to result in financial exigency. The Committee should collect information about procedures used in other universities faced with financial exigency and any other information that would aid in developing reasonable plans to deal with current conditions of financial exigency.

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9. To consult with the President of the University regarding the declaration of the condition of financial exigency; should a recommendation of financial exigency be made by the President to the Board, the CoSFP chair shall present the views of the committee to the Board.



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MATTERS FOR ACTION:

2017-18 Academic Faculty and Administrative Professional Manual Revisions:  
Section C.2.1.9.5.i - Committee on Teaching and Learning

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.i - Committee on Teaching and Learning

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2017-2018 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

The Committee on Teaching and Learning often considers issues that affect non-tenure-track faculty. Adding the Chair of the Committee on Non-Tenure-Track Faculty will strengthen the representation of Non-Tenure Track Faculty when such issues are considered.

The Committee on Non-Tenure Track Faculty and the Committee on Teaching and Learning have approved this motion.

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Additions - underlined Deletions - ~~overseored~~

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i. Committee on Teaching and Learning (~~last revised June 4, 2008~~)

The Committee on Teaching and Learning shall consist of one (1) faculty member from each college and the Libraries, one (1) graduate student, one (1) undergraduate student, the chair of the Committee on Non-Tenure Track Faculty or designated member of the Committee on Non-Tenure Track Faculty (ex officio voting), the Provost or his or her designee (ex officio), the Vice President for Student Affairs or his or her designee (ex officio), and the Director of The Institute for Learning and Teaching (ex officio).

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MATTERS FOR ACTION:

2017-18 Academic Faculty and Administrative Professional Manual Revisions:  
Section E.15.1 – Initiating the Disciplinary Process

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section E.15.1 – Initiating the Disciplinary Process

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2017-2018 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

Allowing a tenured faculty member to initiate the E.15 disciplinary process allows for such action to be used as harassment. If any other person who is allowed to initiate the process attempts to initiate such action in bad faith, they can be removed from their position by their supervisor. However, this is not the case for a tenured faculty member; in such a case, it would be possible for the faculty member to continue to initiate disciplinary action against people repeatedly with no mechanism to put a stop to this.

If a tenured faculty member feels that discipline is needed, they can go to the supervisor and make the case for why they believe it is needed. (If an unsatisfactory response is given, then the faculty member could, if they chose, appeal to others up the administrative chain.) Ultimately, if no supervisor/administrator can be convinced that there is a problem that warrants discipline, then none would have been applied, even if the faculty member had been able to initiate the process, since it would be the supervisor/administrator(s) that would carry out the discipline.

Thus, the change being proposed should prevent potential serious abuses of this process, while at the same time not preventing the ability to recommend disciplinary processes if they are actually warranted.

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

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**E.15.1 Initiating the Process**

The disciplinary process shall be initiated when a written and signed statement (hereinafter termed the “Statement”), which specifies with reasonable particularity the alleged grounds for disciplinary action, is filed with the UGO by one or more of the following individuals: ~~tenured faculty member(s) from the Tenured Faculty Member’s department,~~ the academic supervisor, the college dean, or the Provost. Anyone may write the Statement, but one or more of the individuals listed in the previous sentence shall file it with the UGO in order to initiate the disciplinary process. Upon receipt of the Statement, the UGO shall notify the person(s) who filed the Statement that the disciplinary process has been initiated. Also, when the process has been completed, the UGO shall notify the person(s) who filed the Statement of the final outcome. In both cases, the person(s) who filed the Statement shall notify the person(s) who wrote the Statement.

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MATTERS FOR ACTION:

2017-18 Academic Faculty and Administrative Professional Manual Revisions:  
Section F.3.2.1 Sick Leave Accrual

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section F.3.2.1 Sick Leave Accrual

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2017-2018 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

The description of Sick Leave Accrual has been rearranged and edited slightly in order to provide better procedural clarity.

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

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**F.3.2.1 Sick Leave Accrual** *(last revised August 8, 2014)*

[moved from last sentence of first paragraph, from seventh paragraph, and from fifth paragraph] One (1) day of sick leave is considered to be eight (8) hours of sick leave. The accrual of sick leave is rounded to the nearest 1/100 of an hour. No sick leave is earned by employees working less than half-time (0.5) or employed on an hourly basis. Graduate assistants do not earn sick leave.

[moved from last paragraph] If an employee with accrued sick leave changes to an employment status that is less than half-time (0.5), without a break in service, the employee shall retain his or her accrued sick leave and the ability to use this sick leave for a period of one (1) year, provided he or she remains employed by the University. If the employee changes to a status that is again eligible to earn sick leave within the one (1) year period and without having his or her employment with the University terminated, then the accrued sick leave shall continue to be available for use by the employee. No sick leave is earned during the period in which the appointment is less than half-time.

*Faculty and Administrative Professionals*

Full-time faculty members and administrative professionals on twelve (12) month appointments earn one and one-quarter (1.25) days of sick leave per month, cumulative with no maximum. ~~One (1) day of sick leave is considered to be eight (8) hours of sick leave.~~

[moved from sixth paragraph] Employees who begin work after the first of a month or who terminate before the end of a month earn sick leave on a prorated basis as described in Section 2 of the Human Resources Manual.

Full-time faculty members and administrative professionals on nine (9) month appointments earn one and one-quarter (1.25) days of sick leave per month, cumulative with no maximum. Full-time nine (9) month faculty members and administrative professionals who accept summer session appointments accumulate sick leave at the rate of one and one-quarter days (1.25) per month while on such appointment.

Faculty members and administrative professionals appointed less than full-time, but at least half-time (0.5) earn sick leave prorated by the part time fraction of their appointment.

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[moved from ninth paragraph] At the time of initial employment, the employee shall receive an amount of sick leave equal to that which they are expected to earn during a ~~their first~~ year of employment (as described above). This initial year of sick leave is an “advance” and is granted in lieu of monthly sick leave accruals during the first year of benefits eligible employment ~~must be earned before any additional sick leave shall accrue. It is possible that it will take the employee more or less than one (1) year to earn the amount of sick leave advanced and begin accruing additional sick leave (e.g., the employment status could change, or the employee could take leave without pay).~~

[moved from eighth paragraph] Sick leave does not accrue during leave without pay nor during sabbatical leave. Sick leave accrued during periods of paid leave (annual, sick, injury, etc.) is not credited to the employee until he or she returns to work.

Post-doctoral Fellows, Veterinary Interns, and Clinical Psychology Interns

Post-doctoral fellows, veterinary interns, and clinical psychology interns on full-time nine (9) month or twelve (12) month appointments earn one and one-quarter (1.25) days of sick leave per month. ~~Sick leave accrues and expires each fiscal year. One (1) day of sick leave is considered to be eight (8) hours of sick leave.~~

Post-doctoral fellows, veterinary interns, and clinical psychology interns with appointments of less than full-time, but at least half-time (0.5), earn sick leave each fiscal year prorated by the part time fraction of their appointment. Sick leave accrues and expires each fiscal year.

At the time of initial appointment, and at the beginning of each subsequent fiscal year, ~~p~~Post-doctoral fellows, veterinary interns, and clinical psychology interns shall receive an amount of sick leave equal to that which they are expected to earn during a fiscal ~~their first year of employment~~ (as described above). Unused ~~The~~ sick leave “advance” is ~~earned on a fiscal year basis and~~ does not carry forward into the next fiscal year.

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MATTERS FOR ACTION:

2017-18 Academic Faculty and Administrative Professional Manual Revisions:  
Section I.19 – Policies Regarding Controlled Substances, Illicit Drugs, and  
Alcohol

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section I.19 – Policies Regarding Controlled Substances, Illicit Drugs, and Alcohol

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2017-2018 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

These changes reflect changes to campus (Hughes stadium, vs new stadium, Director of HR, etc.) as well as the need to bring this part of the manual into line with legal requirements and allowances and make it consistent with University policy.

The Executive Director of HR makes the decision regarding who else (supervisor, etc.) needs to be informed of criminal drug statute convictions.

The University's policy states that an employee may not serve in their role at work while impaired by any substance, illegal or legal (prescription medications, for instance).



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

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I.19 Policies Regarding Controlled Substances, Illicit Drugs, and Alcohol (last revised May 2, 2007)

No member of the academic community (faculty members, administrative professionals, staff, and students) may unlawfully possess, use, manufacture, dispense, or distribute controlled substances, illicit drugs, or alcohol on University property or as a part of any University activity. University policy also prohibits the performance of one’s duties while impaired by the use of alcohol or drugs.

The University, through its established committees and procedures, will impose sanctions on students and employees found to be in violation of this policy, possibly including, but not limited to, one (1) or more of the following: ~~required rehabilitative treatment,~~ reprimand, probation, expulsion, eliminating or lowering salary increases for a period of time, temporary suspension with or without pay, termination, and referral to civil authorities for prosecution consistent with local, State, and Federal law and University policy. University employees who are convicted under a criminal drug statute for an act in violation of this policy must report the conviction to ~~their appropriate supervisor~~ the Executive Director of the Department of Human Resources, in writing, within five (5) days. The University will annually inform faculty members, administrative professionals, staff, and students of applicable health risks, counseling, treatment, rehabilitation or reentry programs, and applicable local, State, and Federal law on unlawful possession or distribution of ~~illicit~~ drugs and alcohol.

Under certain conditions, alcoholic beverages may be served at campus functions. However, before alcoholic beverages may be served at a function held on campus, the intent to serve alcoholic beverages must be registered with the appropriate office. If alcoholic beverages are to be served at a function held in the Lory Student Center, the registration is with that office, and their policies and procedures must be followed. If alcoholic beverages are to be served at a function held elsewhere on campus, the registration is with Facilities Management, and their policies and procedures must be followed. Policies related to alcohol at athletic events held at ~~Hughes Stadium~~ athletics venues, including tailgating areas, are available from the Department of Athletics. University employees and students intending to serve alcoholic beverages as part of a campus function need to be aware of and follow the appropriate policies and procedures.

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MATTERS FOR ACTION:

2016-2017 Faculty Handbook revision – sections 2.7.2.4, 2.7.4, 2.7.5 and 2.7.6

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revision to the Colorado State University-Pueblo Faculty Handbook, sections 2.7.2.4, 2.7.4, 2.7.5 and 2.7.6

EXPLANATION:

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

The proposed revisions for the 2016-2017 edition of the CSU-Pueblo Faculty Handbook has been adopted by the CSU-Pueblo Faculty Senate on January 16, 2017. The request formalizes the position of Assistant Chair for those academic departments with a demonstrable need for such a position. It also defines a term used in the faculty handbook (“Program Coordinator”). Due to the insertion of two sections, one section and several subsections must be renumbered.

NOTE: Revisions are noted in the following manner:

Additions – underlined      Deletions – ~~strikethrough~~

**2.7.4 Department Assistant Chairs**

Department Assistant Chairs are full-time ranked faculty members who represent the faculty of and have administrative responsibilities and duties within their respective departments. They are under the supervision of the respective department Chair.

**2.7.4.1 Terms of Appointment**

The Department Chair and Dean will determine terms of appointment in consultation with the faculty member.

**2.7.5 Program Coordinators**

Program coordinators are full time faculty members who have administrative responsibilities for a single program in their respective departments. They shall be generally responsible for the administration of the program.

### **2.7.5.1 Terms of appointment**

The Department Chair and Dean will determine terms of appointment in consultation with the faculty member.

### **2.7.2.4 Releases from teaching**

After consultation with the faculty and Chair of a department, the Dean shall recommend to the Provost all requests for release from teaching. Faculty members released from teaching assignments shall devote a minimum of three (3) clock hours per week for each semester hour of released time to tasks associated with such release. Guaranteed releases from teaching shall be provided for the following faculty positions:

- a. The President of the Faculty Senate: six (6) credit hours in a semester or as arranged by mutual agreement.
- b. Department Chairs: six (6) credit hours in a semester or as arranged by mutual agreement.
- c. Department Assistant Chairs: three (3) credit hours in a semester or as arranged by mutual agreement.
- ~~e~~d. Faculty Directors: from three (3) to twelve (12) credit hours in a semester or as arranged by mutual agreement.
- ~~d~~e. University Grievance Officer (UGO): minimum of three (3) credit hours in a semester as arranged by mutual agreement of UGO, Provost and UGO's Department Head. (See Section 2.18.13.3).

Release from teaching to engage in sponsored research, University supported scholarly or creative activity, University service or other approved activities may be authorized by the Provost dependent upon the availability of funds and program needs.

### **2.7.46 Graduate Faculty**

#### **2.7.46.1 Criteria for Appointment**

#### **2.7.46.2 Responsibilities of Graduate Faculty Include:**

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MATTERS FOR ACTION:

2016-2017 Faculty Handbook revision – section 2.13.2.1

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revision to the Colorado State University-Pueblo Faculty Handbook, section 2.13.2.1.

EXPLANATION:

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

The proposed revisions for the 2016-2017 edition of the CSU-Pueblo Faculty Handbook has been adopted by the CSU-Pueblo Faculty Senate on January 16, 2017 with an update from the Faculty Senate Executive Committee on March 6, 2017. The request makes the salary adjustments for promotion to Associate and (Full) Professor more in line with other institutions, helps address equity and compression issues, and comes from the Faculty Senate at the initial request of the Faculty Compensation Committee (which is the committee of the Faculty Senate that has been most involved with the campus-wide equity study).

NOTE: Revisions are noted in the following manner:

Additions – underlined          Deletions – ~~strikethrough~~

**2.13.2.1 Salary Adjustments for Promotion in Rank**

Automatic salary increases to be included in the base for subsequent years of employment shall be made for faculty members who advance in rank in accordance with the following priorities and in consideration of availability of funds:

Promotion to Assistant Professor:	\$2000
Promotion to Associate Professor:	<del>\$3000</del> <u>6000</u>
Promotion to Professor:	<del>\$4000</del> <u>8000</u>

CSU-Pueblo Approval of 2016-2017 Faculty Handbook revision

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REPORT ITEM:

Report: Emeritus Rank Designations Approved for Academic Year 2016-2017

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

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

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

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**Colorado State University**  
**Emeritus Rank Designations Approved in Academic Year 2016-2017**

College of Agricultural Sciences

Robert Davidson, Professor – Horticulture and Landscape Architecture  
 Nancy Irlbeck, Associate Professor and Associate Dean  
 William Jacobi, Professor – Bioagricultural Sciences and Pest Management  
 Calvin Pearson, Professor, Western Colorado Research Center  
 Howard Schwartz, Professor – Bioagricultural Sciences and Pest Management  
 Ned Tisserat, Professor – Bioagricultural Sciences and Pest Management

College of Engineering

Patrick Fitzhorn, Associate Professor – Mechanical Engineering  
 Thomas Vonderhaar, Professor – Atmospheric Science

College of Health and Human Sciences

Victoria Buchan, Professor – School of Social Work  
 Nathalie Kees, Associate Professor – School of Education  
 David MacPhee, Professor – Human Development and Family Studies

College of Liberal Arts

John Calderazzo, Professor – English  
 Sue Ellen Campbell, Professor - English  
 Cindy Griffin, Professor – Communication Studies  
 Paul Metz, Associate Professor – School of Music, Theatre, and Dance  
 Scott Moore, Associate Professor – Political Science  
 Douglas Murray, Professor - Sociology  
 Anne Reid, Instructor – English  
 Irene Vernon, Professor - Ethnic Studies  
 Gary Voss, Professor – Art and Art History

College of Natural Sciences

Roger Culver, Professor – Physics  
 Branka Ladanyi, Professor – Chemistry  
 Stephen Stack, Professor - Biology

College of Veterinary Medicine and Biomedical Sciences

Kenneth Blehm, Professor and Associate Dean – Environmental and Radiological Health  
 Sciences  
 Janice Bright, Professor - Clinical Sciences

Vice President for Student Affairs

Paul Thayer, Associate Vice President for Student Success

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### **Emeritus Rank Justifications Academic Year 2016-2017**

#### **College of Agricultural Sciences**

##### **Robert Davidson Horticulture and Landscape Architecture**

Dr. Davidson began his career at CSU in 1982. He has provided problem solving research and education to the Colorado potato industry and to our students and others for decades. His long career as a faculty member in the College of Agricultural Sciences is a model for others, and his expertise and perspective exemplify the value of the Emeritus appointment. Dr. Davidson has a long standing history with the Colorado Certified Potato Growers Association and he plans to continue the affiliation during his retirement. The collaboration between CSU and the CCPGA is quite strong given Dr. Davidson's careful cultivation, and it will continue to be a vibrant partnership with Dr. Davidson's involvement.

##### **Nancy Irlbeck College of Agricultural Sciences**

Dr. Irlbeck has been a member of the College of Agricultural Sciences since 1990 when she was hired as an Assistant Professor in the Department of Animal Sciences. She was tenured and promoted to Associate Professor (1996) and was appointed Associate Dean of Academic Affairs (2005). Dr. Irlbeck has served as the Director of the Master of Agriculture Program. She also served as the Consulting Nutritionist for the Denver Zoo (1992-2014).

During her many years of service to Colorado State University, Dr. Irlbeck has overseen numerous important and successful programs within the College of Agricultural Sciences in addition to serving in many roles including:

- Recruiting and Retention programs in the College of Agricultural Sciences;
- Freshman Orientation and Retention;
- Academic Affairs, Curriculum Development;
- Scholarship Committee;
- Council of Academic Associate Deans (CAAD);
- College Coordinator for all Undergraduate and Graduate Programs;
- College Coordinator for Distance Education;
- Maintenance of College Assessment;
- College Equal Opportunity Officer;
- Oversight of the Student Ambassadors;
- Management of all faculty and student grievances;
- College of Agricultural Sciences representative on the Standing Committee on the Status of Women Faculty;

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- College of Agricultural Sciences representative on the One Health Education Task Force (Chair).

Her administrative focus areas include Ag Literacy; Curriculum Development; Relation/Team Building; Recruiting and Student Affairs; Distance Education; Diversity and Status of Women.

A few highlights from Dr. Irlbeck's career include:

- Rebuilding Colorado Association of Colleges and Teachers of Agriculture (CACTA);
- Facilitating state-wide articulation agreements for all majors in the College of Agricultural Sciences through community colleges and creating seamless transfer of credits for students to CSU;
- Facilitating transfer agreements for other community colleges that did not qualify for state-wide articulation;
- Beginning the development of 3+1 with community colleges;
- Beginning the development to facilitate CSU faculty teaching 300-400 level classes at community colleges;
- Bringing Ag Education into the College of Agricultural Sciences (previously housed in Education);
- Rebuilding the Master of Agriculture Program focusing on rigor and credibility;
- Creating an Ag Family environment within the College of Agricultural Sciences;
- Hiring a College recruiter – numbers have increased over the years with that individual in place;
- Hiring the first University-wide college Diversity Officer;
- Rebuilding state-wide Ag Commodity relations and fostering aid for National Western Stock Show Ag Adventure (focus on ag literacy);
- Facilitating the Four Corner's Ag Adventure in Cortez, Co;
- Building/promoting online course work in the college including two degree completions in Agriculture Business and Horticulture Business and began building a strong summer course program using an incentive funding model.

Dr. Irlbeck's recent awards include APLU Academic Programs Section Recognition for Outstanding Service (2015); AAAE Distinguished Award (2013); FSLI (Food Systems Leadership Institute) Graduate - Third Cohort (2009); American Society of Animal Science Jim Corbin Award in Companion Animal Biology (2009); and Honorary American FFA Degree (2008).

### **William Jacobi** **Bioagricultural Sciences and Pest Management**

Dr. Jacobi had a distinguished career of 34 years at Colorado State University and made many contributions through his teaching and research, primarily related to diseases of forest and trees in urban landscapes. Additionally, he was outstanding in his devotion to various stakeholders beyond the university and contributed a great deal to solving tree health problems throughout



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the state. In addition to teaching undergraduate students the basics of tree health, he also was a long-time member of the department's Education Committee and served several times on the college's Academic Affairs Committee and the University Curriculum Committee.

One of his many strengths was getting groups of people (both within CSU and external to the university) together to accomplish more than anyone could working individually. Some examples of groups he brought together include the Central Rocky Mountain White Pine Health Working Group, the Colorado Forest Health Discussion Group, and the Emerald Ash Borer Task Force.

In the 2000-2001 academic year, he was awarded the Jack E. Cermak Advising Award. In 2009, he received the Western International Forest Disease Workshop Outstanding Achievement Award – evidence of his sustained contributions to the research community that he did so much to establish, build, and hold together.

Since retiring, Professor Jacobi has continued to pursue research and publication goals and has been available to BSPM as an occasional guest lecturer, tree pathologist, and faculty mentor.

### **Calvin Pearson**

#### **Western Colorado Research Center**

Dr. Pearson retired after 33 years of service to Colorado State University. Throughout his career, Dr. Pearson made many contributions to Colorado State and the community in Western Colorado as an educator and researcher. His role as an educator in the community has been critical to CSU's mission in Western Colorado. Over the years, he developed excellent working relationships with local Extension agents, campus faculty, industry representatives, growers, and many others.

His research program focused on topics related to sustainable crop production and soil management systems on furrow-irrigated cropland in the arid west with traditional agronomic crops and new and alternative crops. His research and publications focused on new alternative crops as well as primary crops grown in the Grand Junction/Tri-River area.

After retiring, Dr. Pearson will be available to the Western Colorado Research Center at Fruita as a faculty mentor; he will complete some writing projects; and will be an occasional guest lecturer in Soil and Crop Sciences. These post-retirement involvements will be facilitated by Emeritus status, and these activities will bring unique benefit to Colorado State University.

### **Howard Schwartz**

#### **Bioagricultural Sciences and Pest Management**

Dr. Schwartz retired after 35 years of service to Colorado State University. Throughout his career, he made many contributions to Colorado State University, the College of Agricultural

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Sciences, and the Department of Bioagricultural Sciences and Pest Management. He clearly has a long and distinguished record of excellence in engagement/outreach and research (primarily with an applied focus but also occasionally leaning toward the more basic). In addition, though he has not had formal classroom teaching responsibility, he has regularly contributed to advanced undergraduate and graduate teaching through guest lectures in a number of courses. Because of his vast field level pest management experience, he conveyed a unique realism to students' learning experience that they truly appreciate. Over the years, he has advised 13 M.S. students and advised or co-advised 6 Ph.D. students who have completed their degrees under his mentorship. Over his career, he received many honors and awards from CSU Extension, the American Phytopathological Society, and the National Onion Association. As a capstone to his remarkable career, he received the Lee Sommers Agricultural Sciences Distinguished Career Award this past April.

In retirement, Professor Schwartz has made himself available to BSPM as an occasional guest lecturer, field plant pathologist, and faculty mentor.

### **Ned Tisserat** **Bioagricultural Sciences and Pest Management**

Dr. Tisserat retired after 10 years of service. He had a distinguished career at Colorado State and made many contributions through his teaching and research, especially in turf, tree, ornamental, and small grain diseases. Additionally, he was outstanding in his devotion to pest management beyond the university through his work in extension, and contributed a great deal in extension programming for plant diseases. In addition to teaching both undergraduate and graduate students in plant pathology, he also played an important role as a graduate student advisor and committee member throughout his years of service.

One of Dr. Tisserat's career highlights while at CSU was his part in the discovery of a new and potentially catastrophic disease in black walnut called Thousand Cankers. His pioneering work brought in multiple grants from many sources, including the USDA-CSREES and US Forest Service, to aid in the research of Thousand Cankers Disease. He gave many presentations at a variety of professional and lay meetings highlighting findings and recommendations regarding Thousand Cankers Disease.

Dr. Tisserat exemplified the meaning of service with his dedication to extension education. He served as the Integrated Pest Management (IPM) and Pesticide Safety coordinator, along with taking part in developing a plant pest diagnostic training program for the Colorado Master Gardeners.

Since retiring, Professor Tisserat has continued to pursue research and publication goals, and continues to serve as an advisor for one of his graduate students.

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### **College of Engineering**

#### **Patrick Fitzhorn Mechanical Engineering**

Dr. Fitzhorn has been at CSU for 33 years, starting as a mechanical engineering instructor. In 2007, he became the Associate Department Head for Undergraduate Studies. He served as the associate director and then director of the Center for Computer Assisted Engineering beginning in 1985.

A few highlights of Dr. Fitzhorn's remarkable career include the following:

- 2006 - Co-winner of the Provost's N. Preston Davis Award for Instructional Innovation (with Dr. Don Radford and Dr. Hiroshi Sakurai).
- 1995 – Engineering Dean's Council Award
- 1995 – State Board of Agriculture Excellence in Undergraduate Teaching Award
- 1988 – Halliburton Foundation Research Award
- 1988 – National Science Foundation Presidential Young Investigator
- 2011-2012, 2012-2013 – TILT Engineering Fellow

Dr. Fitzhorn has been involved in every major redesign of the mechanical engineering undergraduate curriculum since the late 1980's – integrating engineering computing and design into core course threads. He revamped the senior design experience to focus on major group projects, encouraging a concurrent engineering theme and strong deliverables, and is one of the few faculty members to teach both incoming freshman and final semester seniors during the same academic year. Dr. Fitzhorn spearheaded the two largest and most comprehensive undergraduate mechanical engineering curriculum changes: creating the engineering design courses and design threads, and embedding the statistical analysis through the curriculum.

Dr. Fitzhorn served the Department and College as Chair from 2003-2009 and has been a member of the College Curriculum Committee since 2010. He served the college as a member of the University Curriculum Committee and also served as Associate Dean for Undergraduate Initiatives from 2011-2012.

#### **Thomas Vonder Haar Atmospheric Science**

On May 1, 1970, Professor Tom Vonder Haar joined the faculty in the Department of Atmospheric Science at Colorado State University. For more than forty-five years, Professor Vonder Haar has conducted research in the areas of satellite meteorology, atmospheric radiation and climate. His exceptional work has been widely recognized across the field of atmospheric science and resulted in his election to the National Academy of Engineering for “fundamental analysis of the Earth's radiation balance and its impact on climate”. He is a longtime University Distinguished Professor.

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Professor Vonder Haar served as Head of the Department of Atmospheric Science from 1974 to 1984, and was the founding Director of CIRA, serving in that role from 1980 to 2008. He has been awarded research grants from many federal agencies, including the National Aeronautics and Space Administration, the National Oceanic and Atmospheric Administration, and the Department of Defense.

### **College of Health and Human Sciences**

#### **Victoria Buchan School of Social Work**

Dr. Buchan has served as a faculty member in the School of Social Work since 1987. Dr. Buchan made significant contributions to the School and University during her career. For research, she has been PI or Co-PI on local and federal grants totaling well over \$15 million. She has played a national leadership role in developing outcomes measures for social work programs that is used across the country. Dr. Buchan spearheaded the creation and rollout of the School's relatively new Ph.D. program. In addition, less tangibly, she has made contributions for nearly three decades to the School's curriculum and several reaccreditations.

#### **Nathalie Kees School of Social Work**

Dr. Kees has a productive 28-year history of service to the School of Education and the Counseling and Career Development program in particular, as well as the College of Health and Human Sciences and the university. Dr. Kees became chair of the CCD program in her first year at CSU and helped build it into the solid CACREP approved program that it is today. She chaired the search committee that hired Drs. Sharon Anderson and Laurie Carlson and served as faculty mentor for them and several other women faculty over the years. Dr. Kees has received awards for her teaching and has created key curriculum components for the CCD program over the years. She has successfully advised numerous doctoral and masters students with outstanding advising surveys. She chaired the interdisciplinary Doctoral program for five years, which served many departments within the College of Health and Human Sciences.

In the area of research, she has specialized in women's issues in counseling, women's group research, and spirituality and counseling. She has served on the editorial boards of two of the major counseling journals and edited two special editions of journals on women and counseling. She has co-authored several books, numerous articles, and book chapters and was PI on a \$900,000 Department of Education grant that started the Poudre Transition Center in the Poudre School District.

In the area of service, some highlights include serving on numerous search committees including the Dean search that hired Dr. Nancy Hartley. She was chair of the CSU President's Commission on Women and Gender Equity and was appointed to chair the first CSU Diversity

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Conference. She has provided outreach and service to Poudre School District and Pathways Hospice over the years and is a founding member of the CSU Center for Mindfulness.

**David MacPhee**  
**Human Development and Family Studies**

Dr. MacPhee has had an outstanding career at CSU since 1985, successfully moving through the ranks of assistant, associate, and full professor. Most recently, he served as Assistant Department Head, as well as Director of the Applied Developmental Science Ph.D. program. Dr. MacPhee has functioned in a multitude of service roles within the Department, College of Health and Human Sciences, the University, community, and various professional associations. David has been recognized with the College's Outstanding Teacher and Superior Service Awards, as well as CSU's Jack E. Cermak Outstanding Advisor Award and the Oliver P. Pennock Distinguished Service Award. He has been a respected and sought after mentor of faculty and students. He has served on a multitude of committees, including chairing the HDFS T & P committee for 12 years, developing curriculum and training faculty in multicultural infusion. He has repeatedly demonstrated that he is an excellent instructor at both the undergraduate and graduate levels, and his course (and peer) evaluations are among the best. He has been among the most popular graduate student mentors, and served as chair of numerous masters and doctoral committees.

In terms of research, he is known nationally and internationally for his work on the Dare to be You Program, an evidence-based, family-support program that empowers youth, families, and communities and is listed as a model intervention program by the U.S. Substance Abuse and Mental Health Services Administration's (SAMSHA) National Registry of Evidence-Based Programs and Practices. He has published in several journals, and his work is well cited. He has been successful in extramural funding to support his work, notably related to Dare to be You, and as part of multi-disciplinary teams involved in work related to women in STEM careers.

**College of Liberal Arts**

**John Calderazzo**  
**English**

Professor Calderazzo was hired in 1986 as an assistant professor and received promotion to associate professor and to full professor early in recognition of his outstanding achievements. He is a creative writer in the area of nonfiction. He has written three books and an extraordinary number (over 150) of articles, essays, and other publications. His creative work has received a number of awards. He has an extraordinary national reputation that crosses disciplines from creative writing to the sciences.

As a teacher, Professor Calderazzo also excels. Although for most of his career he has taught fiction and nonfiction writing courses at the undergraduate and graduate levels. He also has

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taught literature and composition courses over the course of his career as well as Honors and freshman seminars. He is an excellent teacher and truly wonderful mentor and advisor.

His record of service is as varied as it is distinguished. He has served not only on departmental and college committees, but also consulted with the Energy Institute, served on a steering committee for the Interdisciplinary Methane Symposium, and is Co-founder and Co-director of Changing Climates at Colorado State. This is merely a small sample of the extraordinary number and variety of groups and organizations that Professor Calderazzo has helped in one way or another. He has worked with high school teachers and community groups with issues ranging from writing to the environmental. He has an amazing list of service activities to national organizations that range from writing groups to environmental, climate change, and other science-related organizations.

**Sue Ellen Campbell**  
**English**

Dr. Campbell came to Colorado State University and the Department of English in 1988 as an associate professor. She has an international reputation in the area of “ecocriticism”. She is the author of three books and co-editor of two more; she published a very significant number of refereed articles and book chapters. This impressive publication record has led to her giving 73 presentations since 2003. Professor Campbell’s work has been recognized with several prestigious awards. In sum, Dr. Campbell has contributed in very significant ways to the field of literature and played a central role in creating a sub-discipline focused on environmental issues.

The number and variety of courses Dr. Campbell has taught are simply amazing, ranging from environmental and nonfiction literature to 20<sup>th</sup> century literature to a whole range of other literature courses. She is a fine teacher who finds time to supervise independent study projects, do summer workshops for graduate and post-doctoral students in other colleges, and provide summer seminars for K-12 teachers and for Elderhostel participants.

She also has a significant record of service and engagement. She is co-founder and co-director of Changing Climates @ Colorado State and created the website, “100 Views of Climate Change”. She has been an excellent departmental and college citizen as well, serving on a large variety of committees.

**Cindy Griffin**  
**Communication Studies**

Dr. Griffin came to Colorado State as an assistant professor in 1993. Her area of scholarship is feminist communication and theory, and she has developed a national reputation in that area as well as added significantly to that area of study.

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Her scholarship is frequently cited and has changed the discourse in the field of communication. The theories she and her co-authors developed on invitational (as opposed to persuasive) rhetoric have perhaps been the most influential of Dr. Griffin's theoretical contributions. She went on to write a public speaking textbook based on invitational rhetoric that has been widely adopted. It and another of her books caught the attention of the National Geographic Society, which has created a partnership with Dr. Griffin regarding her theoretical constructs.

Dr. Griffin is an award-winning and popular teacher as well as an engaged member of organizations in her discipline. She has advised a large number of graduate students during her tenure at Colorado State. She also has been actively involved in the women's studies programs on campus over the years.

**Paul Metz**  
**School of Music, Theatre, and Dance**

Dr. Metz was hired in 1986 and has been a truly outstanding teacher of music theory, consistently receiving excellent annual evaluations for his instruction and mentoring. Students have praised his instruction highly, as well. The highlight of Dr. Metz's variety of scholarly achievements is his body of work on atonal music of the 20<sup>th</sup> century. This work has been cited in major texts on music theory and 20<sup>th</sup> century music.

His record of service is outstanding. He served for years on the departmental, college, and university curriculum committees and was the "go-to guy" in Liberal Arts for all questions about the curriculum process. He served on Faculty Council and on the Fine Arts Series Committee. He was both the coordinator and advisor for two decades for the B.A. in music. Most recently, he served as Interim Director of the School of Music, Theatre, and Dance.

Dr. Metz has been a wonderful university citizen. As the Director of Music, Theatre, and Dance notes, Dr. Metz has been central to building the program to its current level of excellence.

**Scott Moore**  
**Political Science**

Dr. Moore is retiring after 30 years of service in the Political Science Department. He has been a valuable member of the department's faculty, providing particular expertise in the subfield of Public Administration. During his tenure, he taught 15 different courses across all levels of the curriculum. He developed several new classes and was one of the first faculty members to teach an online course. He is a dedicated teacher, committed to regularly updating his syllabi and incorporating new pedagogical techniques into his classes.

Dr. Moore has served the department, college and university in a number of capacities over the years, but perhaps his most lasting achievements are reflected in his extensive service to the



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department's undergraduate program. He served as a member of the Department's undergraduate committee for 8 years and as the Department's undergraduate coordinator for another 7 years. Most recently, he oversaw the process of creating three new concentrations for political science majors to help them better navigate the department's curriculum and pursue specific interests in global politics and policy; U.S. government, law and policy; and environmental politics and policy. He expertly managed the process of shepherding these changes through the University Curriculum Committee. Dr. Moore received the John E. Cermak Advising Award in 2002-2003.

**Douglas Murray, Professor**  
**Sociology**

Professor Murray came to Colorado State University's Department of Sociology in 1992 as an Assistant Professor and now retires as a Professor. When he was hired, Professor Murray brought with him an already impressive national and international reputation as a sociologist. For example, he had been very unusually if not uniquely, twice awarded the prestigious John D. and Catherine T. MacArthur Foundation Research and Writing Grant.

As an internationally known applied research sociologist, Professor Murray engaged in groundbreaking research, outreach and engagement in areas of International Development, the Sociology of Agriculture and Food, and Fair and Alternative Trade Studies. His 1994 University of Texas Press book, *Cultivating Crisis: The Human Cost of Pesticides in Latin America*, continues today to influence how policymakers, practitioners, and researchers approach the complex intersections of international development strategies, pesticide problems, agrarian change, and human health and poverty issues that represent daunting challenges for achieving sustainable development. Professor Murray is also an internationally renowned figure in Global Fair Trade studies. He co-founded the influential CSU-based Center for Fair and Alternative Trade Studies, an interdisciplinary research group that has won over \$1M in grant support. With colleagues, Professor Murray published a co-edited Routledge Press book, *Fair Trade: the Challenges of Transforming Globalization* that today still shapes debates and practices related to fair and alternative trade.

Professor Murray was an influential international development advisor during his career at CSU. Among the highlights of this work are that he designed, led and supervised a Government of Denmark-supported 12 year, seven country, \$18M health project in Central America. He was closely involved with the World Bank/OECD International Agricultural Science and Technology Project. Closer to home, Professor Murray worked closely for several years with the City of Fort Collins on local sustainable development programs.

In addition to his high national and international profiles in research and outreach/engagement, Professor Murray has been a much valued teacher and mentor, researcher and colleague who has accomplished much as a key faculty member. He helped develop the Department of Sociology's current undergraduate and graduate teaching programs and has been a key person



in building and strengthening the current nationally ranked MA and PhD programs in the Sociology of Social Change. Professor Murray has been a popular and inspiring undergraduate teacher, from freshman level Social Problems courses to doctoral seminars in Agriculture and Society. He has been a highly sought-after and supportive advisor and mentor for graduate students, a number of whom have gone on to successful careers in Research 1 Universities and other higher education institutions, research centers and public and private service sector organizations.

**Anne Reid**  
**English**

Ms. Anne Reid was hired at Colorado State in 1990 as a temporary instructor. Her employment status later was changed to special instructor, and in 2012 she was promoted to a Senior Teaching Appointment. Anne has played very important teaching and administrative roles in the Department of English. She has a record of excellent teaching. She taught composition courses at all levels as well as a rather extraordinary range of literature courses. These included nearly every introductory literature course in the department (from Introduction to Poetry to Introduction to Humanities), other lower-division literature courses (including Reading Shakespeare, Survey of British Literature, and Reading without Borders) and upper-division courses in Shakespeare and Western Mythology. Both students and faculty peer reviewers praise her for her knowledge of the subject matter, high standards, and caring attitude.

She also has provided significant service to the department and the University. She served on multiple standing committees, graded composition placement exams for two and one half decades, was academic advisor for “open option” students, and served on a variety of departmental committees. She also served on the University’s Academic Integrity Panel. Additionally, she played a central role in the AUCC composition courses, training and mentoring GTAs, designing and implementing the course-wide CO 150 syllabus, scheduling courses for 45 instructors, and providing workshops for other teachers.

**Irene Vernon**  
**Ethnic Studies**

Dr. Vernon is known nationally for her research and work in the area of Native American health, with a particular emphasis on sexually transmitted diseases. In addition to her 2001 monograph, *Killing Us Quietly: Native Americans and HIV/AIDS* (University of Nebraska Press), 17 peer-reviewed articles and numerous other publications, Dr. Vernon has consulted with both federal and state government agencies to prepare HIV prevention and education programs. Among her many grants and fellowships, her award as co-PI for a \$2M grant from the U.S. Centers for Disease Control is a particularly notable achievement.

She was initially hired as an assistant professor in the Department of English as part of the then Center for Applied Studies in American Ethnicity. Over the years, she has played a lead role in

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the development of a new, robust curriculum for both undergraduate and graduate students, resulting in the eventual creation of the Department of Ethnic Studies. During this evolution, she has taught a great variety of courses and developed a campus-wide reputation as a caring, yet firm mentor and faculty advisor.

Over her career at CSU, Dr. Vernon has emerged as campus leader and faculty mentor. She has served in a variety of administrative and consultative roles, including the founding Chair of the Department of Ethnic Studies, Assistant to the Dean of the College of Liberal Arts, Director of the Center for Applied Studies in American Ethnicity, and Associate Provost for Special Projects in the Office of the Provost. Most recently and visibly, she has served on the campus Standing Committee on the Status of Women Faculty, Chair (Presidential Appointment); and the President's Commission on Women and Gender Equity. Her awards for service include: Oliver P. Pennock Distinguished Service Award, National Association of Ethnic Studies Award, 2015 College of Liberal Arts Distinguished Service Award, and the 2015 Margaret B. Hazaleus Award.

### **Gary Voss** **Art and Art History**

Professor Voss has been a wonderful teacher, a fine department chair, and an extraordinary college and University citizen during his career at CSU, which began in 1983. He spent his career in the department now known as Art and Art History. He played a central role in the redesign and updating of the sculpture curriculum. He was an outstanding teacher whose students went on to graduate school, teaching, and other art-related careers. He played a leadership role in transforming the department as well as significantly improving the Visual Arts Building.

His service in administration was distinguished, serving as assistant chair on two occasions, building proctor (being that rarity among liberal arts faculty who not only understands but also “speaks” construction and facilities language). During his tenure as chair, he oversaw the upgrading and new construction on the Visual Arts Building. As a result of his efforts and leadership, the building not only accommodates new areas of art, but also no longer has the number of dangerous problems it had formerly, including inadequate ventilation in areas in which toxic fumes were created.

The number of committees on which he has served is quite amazing, ranging from the Art in Public Places Selection Committee to search and awards committees. He was a leader in the College of Liberal Arts in improving the situations of adjunct faculty. The department added the concentration Electronics Art that has been significantly successful. He was a wonderful advocate for departmental equipment needs, securing significant funding, including for the university's first 3D printer.

Professor Voss's own exhibition record is quite impressive. He has over 25 national and international exhibitions.

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### **College of Natural Sciences**

#### **Roger Culver**

##### **Physics**

Professor Culver has a long and distinguished association with Colorado State University. He has taught literally thousands of students introductory astronomy over the 50 years that he has been teaching at CSU. Not only is his length of service remarkable, but his enthusiasm and dedication in teaching this astronomy course have made him a well-known professor on campus. CSU's enrollment in this course is larger than typical at other peer institutions, and Professor Culver deserves credit for engaging students with respect to astronomy.

In addition to his introductory astronomy course, Professor Culver has taught astrophysics at the 300 course level as well. He has maintained a research program in observation astronomy, particularly with reference to variable stars, that is active today with a recent journal publication in 2015. Professor Culver engages the public, too, through viewing nights on Tuesdays and when noteworthy astronomical events are occurring and through a regular column in the local *Coloradoan* newspaper. He oversees the maintenance of astronomical technical capabilities in the Department of Physics, enabling students and public astronomical observational capabilities at CSU.

#### **Branka Ladanyi**

##### **Chemistry**

Until her passing on January 29, 2016, Dr. Ladanyi was an important part of the Chemistry Department at Colorado State University who contributed to the department, college, university, and scientific community through her research, service, teaching, and friendship.

Dr. Ladanyi was a leader and pioneer in the scientific community. Her research contributed profoundly to the theory and modeling of liquids, supercritical fluids and molecular clusters, bringing prestige and acclaim to Colorado State University. Over her career, Dr. Ladanyi published 148 peer-reviewed manuscripts, receiving more than 4700 citations. She had active funding from a number of federal sources, most notably the National Science Foundation. She served on executive committees both for the American Physical Society Division of Chemical Physics and for the American Chemical Society Division of Physical Chemistry. In addition to presenting her work broadly around the world, she also organized national and international meetings, workshops and symposia, and reviewed programs both in the U.S. and abroad. In 1994, the *Journal of Chemical Physics* named Dr. Ladanyi one of its first two associate editors. She subsequently served as the interim editor-in-chief of the journal from 2007 through 2008. As the first woman to hold such a position at this prominent scientific journal, she paved the way serving as a role model for other women scientists, who now regularly serve as editors of major research journals.

The unifying theme in her research was the desire to unravel the complex dynamics in these systems and phenomena at the microscopic level- a goal that has challenged scientists for generations and one critical for the comprehension of real chemical processes. Dr. Ladanyi achieved this goal in a diverse range of contexts. She was a valued colleague and mentor to students in both chemistry and physics. Though she officially mentored a modest number of students and postdocs at CSU, her blended theoretical and computational statistical mechanics invited active collaborations with many scientists, both theorists and experimentalists around the world. Her influence and teaching extended far beyond the CSU walls; collaborations provided opportunities for others – students and faculty alike – to learn from her. A small measure of influence she had on others can be seen by the 65 papers submitted by the scientific community to a *Journal of Physical Chemistry* honoring her and her work.

Beyond her deep scientific contributions, Dr. Ladanyi was a dedicated and effective teacher. She had a significant impact on both her own chemistry and physics students in her research laboratory but also the students in her courses. Dr. Ladanyi was more than an effective teacher; she helped her students achieve a new level of understanding of complex subjects associated with Physical Chemistry.

### **Stephen Stack** **Biology**

Dr. Stack has been a faculty member at CSU for 47 years, since finishing his Ph.D. at the University of Texas in 1969. He is an internationally recognized researcher in plant genetics, and especially cytogenetics and chromosome structure. Dr. Stack has published 86 journal articles and book chapters with over 2,800 citations of his work and innumerable invitations to speak at national and international meetings. Not surprisingly, his research has garnered consistent support from multiple federal and state agencies throughout his career. Remarkable support and recognition of his work on the tomato genome accelerated in the last 10 years as his application of classical cytogenetic work made possible the modern sequencing and assembly of the genome. This is seen in a consortium publication in *Nature* in 2012 (already cited >660 times) and the 2014 U.S. Secretary of Agriculture's Award for Increasing Global Food Supply. His contributions extend beyond these accomplishments to include service on editorial boards, grant panels, and in leadership positions of his professional societies.

In addition to his scholarly excellence, Dr. Stack is an outstanding educator and leader. His student evaluations consistently rank him among the best in the department, and in 1979, he gained CSU's Charles A. Lory Distinguished Service Award for Excellence in Teaching. Moreover, Dr. Stack supervised four Ph.D. and five M.S. students. Significantly, Dr. Stack's contributions are not limited to his scholarly and teaching achievements. He has also provided exceptional service to the University on a variety of committees, most notably as one of the faculty who founded and reformed the university-wide Cellular and Molecular Biology Program in 1982. By all measures, Dr. Stack has been a noteworthy member of our faculty. His contributions to teaching, research, and service are exemplary.

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### **College of Veterinary Medicine and Biomedical Sciences**

#### **Kenneth Blehm Environmental and Radiological Health Sciences**

Dr. Blehm received his M.S. degree in Environmental and Health/Industrial Hygiene from Colorado State University and his Ph.D. in Industrial Hygiene and Toxicology from the University of Oklahoma. He began his career at Colorado State University as a Research Associate, and moved up through the tenure and promotion process to Full Professor in 2001. Dr. Blehm served as Director of Undergraduate Education in the department of Environmental Health for five years and as Associate Dean for Undergraduate Education in the College of Veterinary Medicine and Biomedical Sciences for 14 years. In both positions, he diligently worked to enhance recruitment and academic success of CSU Students.

During his 37 years at CSU, Dr. Blehm has undertaken an extensive list of service responsibilities. He has served on numerous professional, university, and college committees resulting in significant professional contributions and improvement in undergraduate education within the college and across campus. Dr. Blehm is an outstanding educator and mentor, serving as major advisor for over 70 students. He is revered by his students, and has been the recipient of multiple college and university awards for outstanding undergraduate teaching and advising.

Dr. Blehm is interested in lending his expertise to the college and serving as a resource when requested, following his retirement.

#### **Janice Bright, Professor Clinical Sciences**

Professor Bright received her M.S. degree in Biochemistry from the University of Maryland and Doctorate of Veterinary Medicine from Purdue University. She began her career at Colorado State University in 1998 as an Associate Professor of Cardiology in the Department of Clinical Sciences, and was promoted to the rank of Professor in 2002.

During her 18 years at CSU, Dr. Bright has had a strong record of clinical teaching excellence, of successfully publishing in refereed journals and textbooks, of departmental committee participation, and of excellent clinical resident training performance.

## **Vice President for Student Affairs**

### **Paul Thayer**

#### **Associate Vice President for Student Success**

In his 37 years of service to Colorado State University, Dr. Thayer has been “present at the creation” of an extraordinary string of initiatives that have helped transform the ways in which the University approaches the undergraduate experience and the opportunities for all students to have an authentic opportunity to complete a college education. These programs include Upward Bound, Talent Search, the country’s first program for First Generation Students, the Center for Educational Access and Outreach, the first Director for Undergraduate Student Retention, the first Executive Director for the Center for Advising and Student Achievement, lead author on the May 2006 plan for the University’s first comprehensive set of Student Success Initiatives, Special Advisor to the Provost for Retention, and finally his culminating capstone role as Associate Vice President for Student Success.

His contributions on campus have been recognized through several honors and awards, including, among others, the Pennock Award, the Multicultural Faculty and Staff Distinguished Service Award, and the Division of Enrollment and Access Outstanding Service Award. In May of 2016, The Board of Governors approved the naming of a campus building in his honor: The Paul B. Thayer TRIO house.

Dr. Thayer has been involved in elevating CSU’s visibility beyond campus. CSU has been recognized in a variety of ways for its achievements related to the Student Success Initiatives, including recognition as Outstanding Student Retention Award (2011) by the Education Policy Institute and the Outstanding Institution for Retention Success by Educational benchmarking (2010). The Lieutenant Governor visited campus in 2014 to recognize CSU’s Student Success Initiatives, including the success of the Key Communities, which have demonstrated exceptional success in retaining and graduating students, including those from underrepresented backgrounds. Dr. Thayer led efforts to involve CSU in the National Access to Success Network, and led the CSU System team’s involvement from 2010 to 2014.

Dr. Thayer has been involved in state and national leadership positions and has helped to raise the visibility of Colorado State University among a variety of national constituencies. He served as President of the Association of Special Programs in Region Eight (ASPIRE) and was recognized with the organization’s highest honor, the Art Quinn Memorial Award. He served on the Board of Directors of the Council for Opportunity in Education (COE), and was recognized with its highest award, the Walter O. Mason Award. He has presented nationally and internationally. For example, he provided keynote presentations for ECHO in Amsterdam and at The Hague, and keynoted the Diversity Conference for the University of Leiden. He keynoted a 2013 international conference on student development in Beijing. He has played a lead role in trainings, including the Native American Student Retention Training sponsored by Salish Kootenai College, and a variety of national trainings by the Council for Opportunity in Education. His article “Retention in Higher Education of Students from First Generation and

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Low Income Backgrounds” (2000) is still often cited in educational opportunity circles. By appointment of the Governor, Dr. Thayer has served on the Statewide P-20 Council and on the Board of Directors of the Colorado Opportunity Scholarship Initiative. He has played a central role in the creation of the Colorado Counselor Corps Program and served as Chair of the State Advisory Council. The program has become a national model for increasing postsecondary preparation and school outcomes.

Throughout the years in which Paul was exercising truly exceptional leadership on campus, he was a highly visible and active contributor of his expertise, time, and energy at local, state, and national levels. The institution is a far better place for undergraduates from all backgrounds to learn and grow as a direct result of his efforts



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MATTERS FOR ACTION:

Emerita Rank Designation. Report Item. No action necessary.

EXPLANATION:

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

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

**College of Humanities and Social Sciences**

*Dr. Dora Luz Cobián-Klein* – Professor Emerita of Spanish

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

Dr. Dora Luz Cobián-Klein (1995-2016). Professor of Spanish. Professor Cobián-Klein retired at the end of the fall 2016 semester from her role as professor of Spanish in the Department of English and Foreign Languages after a career that began at the University of Southern Colorado in 1995. She made major contributions to several academic disciplines on campus: Spanish, Chicano Studies, and Women’s Studies. For instance, Dr. Cobián-Klein was the coordinator of the Chicano Studies program for seven years.



She was instrumental in bringing the Ballet Folclórico to campus, serving as general director for four years and securing grant funding from the David and Lucile Packard Foundation to help maintain the program. Dr. Cobián-Klein also participated in national Hispanic Association of Colleges and Universities (HACU) Latino/Latina Higher Education Institutes on Preparing Today's Latino/Latina leaders, and was CSU-Pueblo's HACU representative for five years. She also was a recent director of the Spanish Study Abroad program. Dr. Cobián-Klein published articles and a monograph on the *Popul Vuh*, and the first volume of a project trilogy Border People: T. J. Living. Among other awards recognizing her accomplishments to the community, she received the Outstanding Educator of the Year award from the Pueblo Hispanic Education Foundation in 2013 and the Outstanding Woman of the Year Award from the Rawlings Library in Pueblo in 2007, and was an Outstanding Woman of the Year YWCA Seventh Annual Tribute to Women Nominee in 2008.

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REPORT ITEM:

Report: Sabbatical Revisions Approved for Academic Year 2016-2017

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

The recommendations for changes to sabbatical leaves previously approved for 2016-2017 are listed below. These revisions are reviewed at the Department, College, and University levels and have received approval at each level. The requests have been evaluated and judged appropriate with strict adherence to CCHE guidelines.

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**Colorado State University**  
**Sabbatical Leave Revisions Academic Year 2016-2017**

College of Engineering

Anthony Marchese	Mechanical Engineering	Cancel AY 2015-2016
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College of Liberal Arts

Blythe LaGasse	Music, Theatre, & Dance	Change from Fall 2016 to Spring 2017
Terry Iverson	Economics	Change from AY 2016-2017 to Fall 2016
Idris Hamid	Philosophy	Change from AY 2016-2017 to Fall 2016

College of Natural Sciences

Christopher Ackerson	Chemistry	Change calendar year 2017 to SP 17
Jeanette Cleveland	Psychology	Change AY 2017-2018 to Spring 2018 and Fall 2018

Warner College of Natural Resources

Steve Fassnacht	Ecosystem Science & Sustainability	Change from AY 2016-2017 to Fall 2016
William Sanford	Geosciences	Change AY 2017-2018 to Spring 2018

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MATTERS FOR ACTION:

Report on CSU-Pueblo sabbatical and educational enhancement leave revisions approved for Academic Year 2016-2017. No action required -- report only.

EXPLANATION:

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

The recommendations for changes to sabbatical and educational enhancement leaves previously reported to the Board of Governors in December 2015 for the 2016-2017 academic year are listed below. These revisions are reviewed at the Department, College/School and University levels, and have received approval at each level. One individual requested delaying their sabbatical to another academic year, and went through the application and approval process for the following year in the usual manner. The other individual requested cancelling their educational enhancement leave.

**Report on Sabbatical and educational enhancement leave revisions for Academic Year 2016-2017 for CSU-Pueblo**

Dr. Dana Ihm	Professor of Music	cancel spring 2017 sabbatical; approved for fall 2017
Dr. Kristy Proctor	Professor of Chemistry	cancel academic year 2016-2017 educational enhancement leave

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MATTERS FOR ACTION:

Report of Colorado State University-Pueblo Accreditation Schedule for AY 2017-2018.  
Report Item. No action necessary.

EXPLANATION:

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

REPORT ON ACCREDITATION SCHEDULE FOR AY2017-2018

CSU-Pueblo as an institution is accredited by the Higher Learning Commission (HLC). The University as a whole has been accredited by HLC since 1951, and is currently in year 10 of the 10 year HLC reaffirmation of accreditation cycle. As part of the comprehensive evaluation that occurs in year 10, a peer review team conducted a site visit in February 2017, with report pending at the time this document was submitted.

Special program-level accreditations exist in numerous programs, typically on a 5-year cycle although the period varies by discipline. Three bachelor's programs, namely Civil Engineering Technology, Engineering, and Industrial Engineering, will be proceeding with reaccreditation steps in AY 2017-2018 with their accrediting body, ABET Inc. (formally the Accreditation Board for Engineering and Technology, Inc.). More specifically, each will submit self-study documents (by July 1 2017) and host campus visits in fall 2017, as part of ABET's 6-year accreditation cycle.

# CSU Course (Re) Design

May 2-3, 2017

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# CSU Course (Re)Design Priorities:<sup>356</sup> Pueblo, Global, and Fort Collins

- Improve D,F,W rates, especially in large-enrollment courses
- Faculty-led approach
- Integrate new developments:
  - Science of Learning, Scholarship of Learning & Teaching (e.g., active and collaborative learning, interleaved practice)
  - Educational Technologies (e.g., web publishing platform, commercial messaging platform, adaptive platforms, 3-D maps plus projected data)
- Help departments build and revise programs
- Partner with individual faculty members

# Course (Re)Design Approaches

CSU-Pueblo	CSU-Global	CSU-Fort Collins
<ul style="list-style-type: none"> <li>• <u>Face-to-face, online, and hybrid</u> courses</li> <li>• Take <u>faculty-centered approach</u>: “Faculty Fellows” lead year-long projects</li> <li>• <u>Improve general education</u>: 2 or more redesigned courses per general education area by AY 2018-19</li> <li>• <u>Scale through Workshops/initiatives</u> (e.g., integrating Open Educational Resources (OER); using online/hybrid learning tools; leveraging commercial messaging system)</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum development <u>overseen by faculty</u> with support from curriculum committee</li> <li>• <u>Programs revised</u> every 18 – 24 months</li> <li>• <u>Program Committee approves</u> programmatic changes—added to Program Analysis and Design document</li> <li>• Revision process takes into account academic <u>assessment data, student and faculty feedback, and professional advisory board reviews</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Face-to-face, online, and hybrid</u> courses</li> <li>• Emphasize <u>high-impact practices</u> in flipped classroom approach, supported by <u>learning assistants</u></li> <li>• Use <u>learning analytics</u> (Center for the Analytics of Learning and Teaching, Unizin Consortium, CSU Learning Analytics Data Warehouse)</li> <li>• Support <u>CSU-specific research on learning and teaching</u> (Faculty Fellows Program)</li> </ul>



## **CSU-Pueblo online course development Example 2: Dr. Margie Massey, Teacher Education (undergrad and Med courses)**



- Redesigned two face-to-face courses to be wholly online – Educational Media, and Technology. Because of interest and background, Margie Massey herself was designer, subject matter expert, and IT person (i.e. self-contained).
- Teaches a master’s course for K12 teachers, Distance Learning; by end of course, teachers design and implement their own online course.
- Challenges include incorporating a variety of tools (i.e. no platform has all the necessary best tools; show teachers many options).
- Teachers learn that monitoring emails, providing times when they would be available to students, is crucial for student success – challenging to some because makes them feel connected “24/7”.

# CSU-Pueblo online course development

## Example 3: Dr. Brad Gilbreath, Management (MBA courses)



- Collaborated with staff in Instructional Technology and with staff in Extended Studies unit.
- Instructional Technology staff provided content management system support (Blackboard) and assisted with transforming course grading scheme to more online-friendly format (e.g. point system, not letter-grade system, with many grading rubrics)
- Developed course (Managing Human Resources) from existing hybrid course (i.e. already had video lectures, although had to update them)
- Extended Studies course design staff assisted with pedagogical strategies and technical areas, e.g. editing of videos, posting to YouTube – can't just be audio-voice-overs of PowerPoint slides.
- Lessons learned: must monitor email and Blackboard queries much more frequently than in face-to-face course, so students do not feel as isolated and to minimize their stress level (especially in accelerated course). Developing professional quality instructional videos can be difficult - but experience is being acquired.

# CSU-Pueblo online course development

## Example 4: Mike Mincic and Daniel Trujillo, Civil Engineering Technology and Construction Management (undergrad courses)



- Collaborated with CSU Global in course development over 2+ years, for 8 CET and 11 CM courses
- CSU-Pueblo provided curriculum and syllabi; CSU Global team (lead person, content expert including Daniel Trujillo, instructional designer) in conjunction with Mike Mincic for final approval developed courses.
- As content expert and course reviewer, Daniel Trujillo did not interact directly with production team (that was role of instructional designer).
- Using course objectives from CSU-Pueblo syllabi, developed 8 modules, from traditional ~16 week courses.
- Since full hand-off to CSU-Pueblo, continuous improvement process developed to maintain course integrity, making changes as appropriate, editing modules.
- Edits currently implemented by CSU-Pueblo Instructional Technology staff.



# CSU- Global Course Design Process

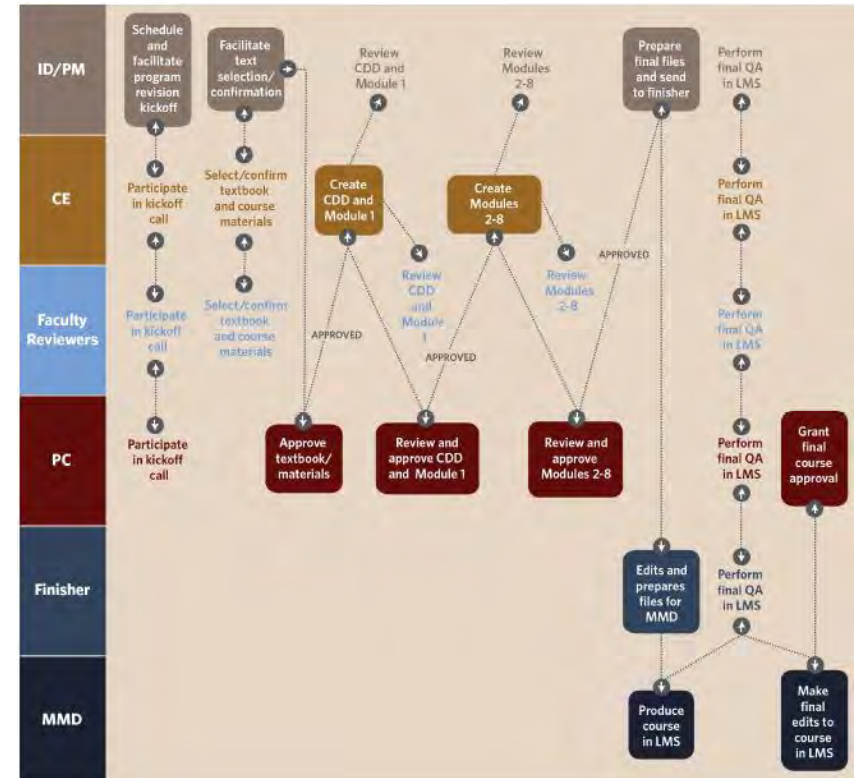
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Starts with a Kick-Off Call

Faculty Content Expert and Instructional Designer create or revise the Course Design Document (CDD) which is reviewed by the program coordinator and faculty reviewers

Final course undergoes a quality assurance review before final approval by program coordinator, content expert, and faculty reviewers

Process lasts 8-12 weeks



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# CSU-Global Faculty Roles in the Design Process <sup>362</sup>

## Kick-Off Call

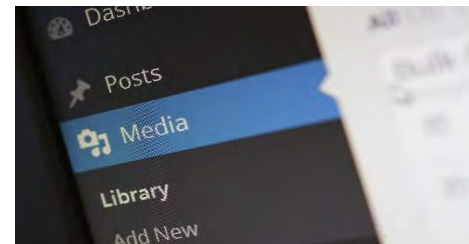
Includes Content Expert, Instructional Designer, Program coordinator/Faculty Leads, Faculty reviewer, Library and other support when needed



## Course Reviewer Role

Help identify textbook and reading materials; Review completed course

**Content Expert (CE) Role**  
With support of a dedicated Instructional Designer, Construct Course Blueprint/CDD



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# CSU-Global Instructor Role in Curriculum

## Expand on Course Content

### Video Introduction

Includes additional guidelines, lecture updates with current trends/news



### Weekly Lectures and Discussions

Expand on learning objectives with professional cases and experiences



### Curriculum/Course Updates

Forward suggested edits to PC and complete end of course survey



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# CSU-Fort Collins: School of Social Work Collaboration with TILT<sup>364</sup>

- **Issue:** Significant program- and course-development support was needed to expand the School of Social Work's educational reach through online graduate certificate programs and a hybrid Master of Social Work program.
- **Guiding Principles:**
  - Measurable course goals and learning objectives that align with national accreditation competencies.
  - Learner-focused course design.
- **Solution:** Collaborative development with TILT across programming to provide curricular alignment that emphasizes active-learning strategies, engaging activities, and the use of instructional technologies.
- **Impact:** Faculty training and support in best practices for distance learning, peer-reviewed course offerings, and expansion in both online and hybrid programs.

# CSU-Fort Collins: School of Social Work and TILT Collaboration Since 2015





# CSU-Fort Collins: Principles of Microeconomics Redesign with TILT

- **Issue:** Course often taught by inexperienced, transient graduate instructors, leading to inconsistent outcomes across sections and semesters.
- **Guiding principle:** Use learning science findings to improve course design and interventions.
- **Solution:** Work with TILT to coordinate sections across instructors, integrate active learning, assign adaptive courseware problem sets, and pilot use of Learning Assistants (LAs).
- **Impact:** Final grades closely aligned across sections, improved grades for students who complete adaptive courseware assignments.
- **Future Goals:** Evaluate Spring 2017 sections by continuing Fall 2016 analysis of survey responses and LA evaluations.

# CSU-Fort Collins: Online Economics Program – <sup>367</sup> Provost's Faculty Fellows Research Study

- **Issue:** Significantly higher DFW rate in online vs. resident instruction Economics courses.
- **Guiding principle:** Use learning analytics data to inform course design and interventions.
- **Solution:** Work with the Center for the Analytics of Learning & Teaching (C-ALT) and TILT to identify predictive analytics and effective interventions.
- **Planned Outcomes:** Increased, more consistent student engagement in the courses; decreased DFW grades; higher student satisfaction with the courses.
- **Future Goals:** Transferring and adapting analytics and interventions to other programs.

# Section 14

## *CSU-Global Campus Reports*

- CSU-Global Campus Student Representative's Report
- CSU-Global Campus Faculty Representative's Report
- CSU-Global Campus President's Report

Board of Governors to the  
 Colorado State University System  
 May 2-3, 2017  
 Student's Report

### **Curriculum Development and Review-the Impact on CSU Global Students**

The world today is ever changing and the employment environment is no exception. CSU Global students need and expect current and applicable information that can be immediately used for real life application. Since impromptu classroom discussions are not the norm in online courses, current and relevant online curriculum is critical to learning. Of note, many CSU-Global courses weave in some "soft" skills that are so critical to workplace success.

Since early 2016, I have been on an educational journey to complete a Masters degree in Healthcare Administration and Management. Determining my best strategic course, I began checking the box of the following courses, each strategically placed and designed to culminate in the final Capstone project.

- HCM500: The U.S. Healthcare System-this course lays the foundation and gives MHA students the basic understanding of the U.S healthcare of the road traveled to where U.S. healthcare is today. Understanding the complexity of this complex business is essential for success.
- HCM502: Organizational Behavior and Human Resources in Healthcare-As with any HR focused class, this course focused on overall organizational leadership, training, development, retention, motivation, engagement, and of course labor relations. Concepts learned in this course set the stage for healthcare leaders to get in the trenches with front line nurses, physicians, and janitorial staff for the ultimate beneficiary; the patient.
- HCM515: Health Law and Ethics- this course focused on the intersection of law and ethics. Understanding the ethical principles of beneficence, autonomy, nonmaleficence, and justice are key for the ability to apply case law to real life scenarios. Healthcare leaders face difficult decisions; caring for the poor and uninsured while being obligated to balance the budget. Tough decisions.
- HCM520: Quality and Performance Improvement in Healthcare-this is a hot topic in today's healthcare environment and now payments are tied to quality metrics. This course is essential to understand the value of risk mitigation, safety, and quality performance. Just as the decisions surrounding legal and ethics, informed decisions related to quality will impact an organizations bottom line.
- HCM550: Healthcare Policy Analysis and Development-this was my absolute favorite course. Focusing on current events, understanding healthcare policy and the impact on day to day operations is critical for all healthcare leaders. Interacting with legislatures and lobby groups should be commonplace for healthcare leaders and this course provides the knowledge for informed conversations.
- HCM565: Healthcare Finance-this was the toughest course but essential for all healthcare leaders to understand key finance principles in both the ability to develop, analyze, and interpret reports and dashboards leading to the ability to make strategic decisions based on solid financial data.
- HCM570: Healthcare Information Systems-this course really ties all former courses together. Like any other industry, Health IT draws on the cooperation and interaction of many diverse departments. From physician order entry into an electronic medical record, to processing of insurance claims, Health IT is heavily regulated so familiarity with federal regulations gives students the core knowledge to watch over health IT to improve processes, communication, and outcomes.

The above courses lead to the final healthcare course, the Capstone, HCM580: Strategic Management in Healthcare. What has been learned over the past year is immediately applicable to my current position. I have gained benefit and my employer has as well. This CSU-Global student is looking forward to this last course then onto specialization in Strategic Innovation and Change Management.

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**MATTERS FOR ACTION:**

Report Item. No action necessary.

**EXPLANATION:**

Presented by Tony Vrba, Ph.D., Faculty Representative from CSU-Global  
Report to the Board of Governors that provides an overview of the CSU-Global's Faculty Affairs, Curriculum and Graduate foci

**Curriculum Process and CE training**

- Testing a new 3 week course for faculty Content Expert training course

**Faculty Affairs Committee - Focus this quarter:**

- Reviewing the Faculty performance and Engagement process
- Considering various captioning for video use /ADA

**All Faculty Meeting**

- Approximately 200 attendees
- Tony presented on role of Faculty Rep
- Much discussion on Faculty Development grants and opportunities

**CSU-Global Faculty Peer Collaboration and Development Award (2nd annual)**

We are currently seeking nominations of CSU-Global outstanding faculty members who work together to create courses, programs, and other educational opportunities for each other and our students characterized by academic excellence. As Deans, Program Coordinators, Lead Faculty, Mentors, FCC Facilitators, Career Coaches, Committee Members, and more, they engage and communicate as colleagues and peers in a caring, developmental, and professional manner.

**Faculty Development Courses**

All faculty have the opportunity to take faculty development courses to learn more about CSU-Global processes and opportunities, and to improve teaching techniques. Some of these include:

- Working with Adult Learners
- Information Literacy in the Classroom
- Enhanced Instructional Technology
- Achieving Classroom Excellence
- Assessing with Impact
- Facilitating Discussions in the Online Environment

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**CSU System Strategic Goals: Student Success and Satisfaction**

**CSU-Global Transformation Plan Goal: Utilize Evidence-based Practices**

- The Student Portal has been updated for ease of student navigation to the areas our data reflects are more utilized by them; and to put student resources e.g., the Writing Center, Tutoring, Library, and Career Center, front and center on the Home Page. The redesigned site included the feedback of over 5000 students.
- Out of the over 17,000 student-to-Advisor contacts between mid-February to mid-March, the Average Student Experience Survey Scores on assistance received from our Student Advisors netted 4.7 out of 5.0 being the highest score (over 500 Surveys received). CSU-Global Student Advisors interact with students through email, phone, and chat on both a proactive and reactive basis; and the university also provides a self-service online knowledge basis and provides students with the ability to schedule online appointments with their Advisor.
- The campus is continuing to pilot smaller class sizes for the first course at the undergraduate level with the intention of driving higher student academic performance.
- We are currently piloting a differentiated course design approach for higher levels of student engagement/retention, learning outcomes achievement, and student satisfaction. The piloted courses will continue to honor the individual and collective contributions of the faculty and course development support teams and that includes the scalability of 3PlayMedia captioning for all videos and other more industry-specific interactive tools and resources.

**CSU System Goals: Expand Statewide Presence**

**CSU-Global Transformation Plan Goal: Develop Innovative Stakeholder Engagement**

- CSU-Global was the title sponsor of the Denver7 New Year New You Expo. This is Colorado's biggest New Year's resolution event. Associate Provost, Dr. Karen Ferguson and Allana Farley were on-site to offer free one-on-one career coaching sessions as part of our interactive booth.
- CSU-Global was proud to be a gold sponsor at the Asian Pacific Development Center's (APDC) Asian New Year Celebration on February 22nd. The APDC is a community

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based nonprofit who serves the needs of a growing population of Asian American and Pacific Islander (AAPI) residents in Colorado through health and education programs.

**CSU System Goals: Transform Colorado's Future**  
**CSU-Global Transformation Plan Goal: Sharing for Global Good**

- We launched the Faculty Speaker Series with video presentations by CSU-Global Faculty that included Dr. Dean Gualco presenting “Changing the World in which We Live”; and Dr. Michael Skiba presenting on “Global Cyber Security and The Impact of Data Breaches”
- CSU-Global Staff and Faculty Conference Presentations in March included:
  - UPCEA
    - Framework for International Online Education: Criteria and Recommendations
    - In Pursuit of Excellence: Beyond peer data
  - Learn Launch Innovation Showcase
    - Competency Based Professional Learning Communities
  - Educause Learning Initiatives Annual Meeting
    - Quantifying Quality: How Collecting and Utilizing Data Can Improve Effectiveness
  - Higher Learning Commission Annual Conference
    - Data Drive Academic Quality and ROI
- The activities for FY18 under the Transformation Strategic Plan have been identified and budgeted into CSU-Global's FY18 proposed budget. For FY18, there are \$5.74M in planned strategic expenditures for an overall \$105M in operating revenues against \$71.25M in operating expenses. Based on FY17's margins, CSU-Global's investments in technology, outsourcing, and internal changes, the university will benefit from \$4.84M in efficiencies as it applies the \$5.74M in new strategic initiatives for FY18.
- CSU-Global Learning Solutions department has reported that as of March 2017, the university has signed affiliate agreements with 563 corporations, over 80 signed articulation agreements with 2-year institutions, and over 250 program-to-program articulations.

# Growing Partnerships and Affiliations

*May 2017 CSU System Board of Governors Meeting*



CSUGlobal.edu



# Learning Solutions Overview



- CSU-Global partners with corporations, governmental, educational, military, and non-profit organizations to provide career relevant education for their employees.
- Our Learning Solutions model ensures a single point of contact that will be immediately and personally available to strategic partners.
  - Attend education fairs and events
  - Provide communications and materials about available programs and support
  - Answer questions and provide information about custom training opportunities, professional training articulations, and other deeper dive partnership opportunities

# Learning Solutions Overview

- Our Learning Solutions model has dedicated representatives for:
  - Corporations and non-profit organizations
  - Community Colleges
  - Military
- Currently testing a model for building corporate relationships and better brand penetration in the southeast region of U.S.



# Corporate Affiliates Program



# Affiliate Program Overview

- Employees of affiliate organizations receive a 10% tuition discount for the lifetime of their program
- Employers are able to partner with an institution to help
  - Professional development and succession pipeline for employees
  - Opportunity to participate in Programmatic Advisory Boards
  - Ability to post jobs and recruit CSU-Global students and alumni



# Number of Affiliates

- 563 corporate affiliate organizations (as of March 2017)
- Some recognizable national and regional corporate affiliates include:

- USAA
- AT&T
- Cigna
- RTD
- Target
- Comcast
- Bonfils
- Verizon
- Otterbox
- Dish Network
- SCL Health
- Wells Fargo
- Caesar's Entertainment Corporation
- US Postal Service
- Bright Horizons
- United Airlines
- Bank of America
- AmeriCorps/ City Year
- Qdoba
- Jack in the Box
- Progressive Insurance



# Leads and Students

- In FY16, CSU-Global had 4,148 prospective student leads who were employed by an affiliate organization.
  - From July to December of FY17, CSU-Global on pace to exceed 5,000 affiliate leads
- These led to 1339 new students in that 18-month span:
  - 784 enrolled from affiliates in FY16
  - On pace to enroll over 1,000 students from affiliates in FY17



# Serving Employers & Students

- In total, 14.3% of active CSU-Global students are affiliate students (2,551 out of 17,800)
  - 1,521 Bachelor's Degree Students
  - 911 Master's Degree Students
  - 119 in Certificate and Non-Degree Seeking programs
- In FY17, 48,144 credits have been earned using the discounted affiliate rate (34,044 UG | 14,100 Grad) for a total of \$3,031,197 in tuition savings for students since July 2016.
- 1<sup>st</sup> to 3<sup>rd</sup> Term Retention of 80% for undergraduate and 85% for graduate students which is comparable to overall student population.



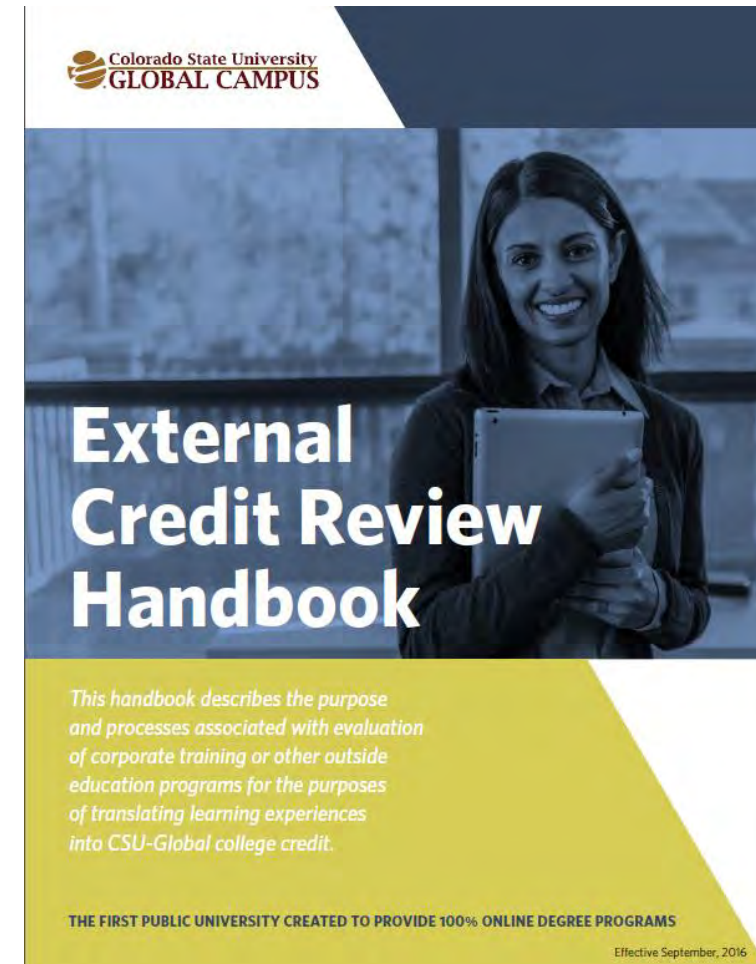


# Advancing Organizational Success



# Org Training & Nontrad Student Success

- Organizational Advancement Partners can have employee training curriculum evaluated for college credit.
- Training must meet criteria for academic rigor, contact hours, assessment of learning, proof of completion, and more.



# Example of Org Training for Nontrad Success

## Bright Horizons Company

- Developed specialized certificate program for entry level, call center employees.
- Designed to provide fundamental business acumen so they could be promoted into operations.
  - HRM400: Human Resources Development and Management
  - MTH156: Introduction to Statistics
  - OPS400: Operations Management
  - FIN300: Principles of Finance for the Private Sector
  - COM310: Interpersonal Communication
- Met organizational need and provides a pathway to a CSU-Global Bachelor's degree



# Affiliate Community Colleges



- CSU-Global Partners with 2-year institutions including community colleges and technical colleges to provide clear pathways to a bachelor's degree after completion of their associate's degree.
- Benefits include:
  - Creation of program-to-program articulations at no charge
  - Guaranteed admission and a 10% discount for students who have completed an associate's degree with a grade of C- or higher within the last year.
- Currently have over 80 affiliate 2-year institutions and five community college systems (including CCCS).
- Over 250 program-to-program specific articulations have been created and are maintained annually

# K-12 Partner Projects



Working with K-12 School Districts on providing online educational opportunities for teachers and students

- Providing specialized programs for teacher credentialing options throughout Colorado
- Part of the Colorado Rural Education Collaborative (CREC)
- Conducting pilot cohort with Denver Public School's Online High School to provide gtPathways approved gen ed courses as dual enrollment option during Junior and Senior year of high school





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# Transformation Strategic Plan

FY2017 through FY2019

*FY18 Activities for Goal Achievement*

# CSU-Global Strategic Plan Goals

**Develop Stakeholder Engagement**



**Utilize Evidence-based Practices**

**Sharing for Global Good**



**align with the CSU System Goals of:**

*Ensure Student Satisfaction & Success*  
*Create Financial Sustainability*

*Expand Statewide Presence*  
*Transform Colorado's Future*

# #1: Stakeholder Engagement FY18 Activities <sup>389</sup>



- **Optimize relationships with stakeholders**
  - Launch a web-based Campus Tour
  - Conduct research on potential students to optimize unconverted applications
  - Create framework for a possible Ph.D. in Education Leadership & Innovation
  - Implement technology for peer-to-peer and motivation-based messaging to drive student academic goal completion
  - Unify the messaging and tone of all student communication across all departments
  - Build an alumni portal that connects alumni back to the university for mentor-based contributions, lifelong learning, and new student referral opportunities
- **Deepen the role of the Library in research literacy and engagement**
  - Strategically integrate Information literacy concepts into academic programs/curriculum
  - Expand Library collections to respond to curricular changes for student learning



# #1: Stakeholder Engagement FY18 Activities <sup>390</sup>



- **Intensify focus on academic programs' workplace value**

- Market lifelong learning programs beyond a degree – Certificates, CEUs, Awards of Completion and Endorsements for courses, industry certification achievements
- Complete ABET and PMI accreditation process to enhance market value of student/alumni education
- Provide system for 'anywhere credentials'
- Update all public-facing program information as it relates to skills, careers, and compensation
- Promote student and alumni understanding of program value
- Provide self-directed pathways for non-academic/soft skill acquisition for workplace success
- Develop plan for expanded experiential learning opportunities
- Ensure the relevancy of career learning outcomes in courses and develop reporting processes
- Expand Affiliate networks and diverse CSU-Global relationships with them

# #1: Stakeholder Engagement FY18 Activities <sup>391</sup>

- **Strengthen commonality among staff and faculty**

- Develop university-wide training programs for staff & faculty to better unify the approach and support of student success
- Increase professional development opportunities and recruitment of diverse faculty
- Create a financial data warehouse to house department and project-level financial metrics for ease of access, transparency and decision-making at all levels
- Broaden the reach of Employee Recognition programs
- Provide alternative healthcare options for increased affordability



**= Total Goal 1 Investments \$601,500**

# #2: Utilize Evidence-based Practices FY18<sup>392</sup>

- **Further develop CSU-Global services that are providing positive stakeholder ROI**

- Create Career Facilitator program for Career Coaches with evaluations, student surveys, metric tracking; identify and evaluate career assessment tools
- Upgrade courses with new Discussion Board rubric and WCAG 2.0 standards, and plan for 2020 Vision implementation in 2019
- Add interactive tool to website for prospective student Q&A on educational goals and programs
- Create an internal Accreditation site to house resources, track projects etc.
- Fully understand and embrace personnel management tools for staff and faculty
- Further enhance the faculty experience through improved communication & performance management practices
- Increase the scope of Tuition Planning beyond new students to incorporate continuing students needs



# #2: Utilize Evidence-based Practices FY18<sup>393</sup>

- **Fully embed proven CSU-Global practices**

- Institutionalize Compliance pathways for Federal, State, and System requirements
- Optimize CSU-Global's cloud environments and onsite infrastructure
- Re-architect data warehouse for use by all CSU-Global departments

- **Partner with experts and entities with identifiable success**

- Design an unmediated pay-by-click interlibrary loan request system for expanded resources provided by CSU
- Contract with a service provider for network and critical systems monitoring
- Launch predictive analytics software for student lead and student success optimization



# #2: Utilize Evidence-based Practices FY18<sup>394</sup>

- **Test and/or Implement new technologies for increased efficiency**
  - Degree audit system to provide degree planning tools for student self-service and for Student Advisors
  - Automated transcript and evaluation processes
  - Digital asset management system for organization and internal sharing of videos and other collateral
  - Tools that proactively motivate/push students towards graduation at higher and faster rates
  - Student management system to automate financial aid packaging
  - Student lead distribution software
  - Candidate screening tools



**= Total Goal 2 Investments \$2,200,000**

# #3: Sharing for Global Good FY18

- **Develop additional pathways for understanding of CSU-Global**
  - Creation of web pages that more fully explain and showcase CSU-Global data-driven/based success
  - Develop economic impact analyses at the program level
  - Create industry-thought leadership roadmap and pieces including nontraditional learner trends reports based on CSU-Global data
- **Expand the reach of enhanced CSU-Global messaging vehicles**
  - Reframe faculty speaker series towards areas related to CSU-Global mission
  - Expand the Advocates Program and include exclusive written, video, and presentation opportunities



**= Total Goal 3 Investments \$444,000**



# FY18 Strategic Goal Investments & Budget <sup>396</sup>

FY17 Income Margin = 34% (\$32M off of \$93.5M in Revenue)

FY18 Income Margin = 33% (\$34.88M off of \$105.2M in Revenue)

**= \$900k being spent above FY17 34% margin**

Strategic Plan FY18 Activity Investments = \$3.25M

Additional costs for student acquisition (8% increase on 10,500 new students) = \$1.34M

Additional costs for faculty management, new curriculum & library resources = \$444k

**= Total FY18 Planned Investments \$5.03M**

**\$5.03M – \$900k = \$4.13M in CSUGC university efficiencies & benefits from scale**



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# Section 15

## *Consent Agenda*

- Colorado State University System
  - Minutes of the February 1-2, 2017 Retreat, Board and Committee Meetings
  - Minutes of the April 6, 2017 Special Meeting
- Colorado State University
  - New Degree Programs
    - M.S. Materials Science and Engineering (Plan A & B)
    - Ph.D. Materials Science and Engineering
    - B.A. Women's and Gender Studies
    - Ph.D. Anthropology
  - New Graduate Certificates
    - Business Analytics & Accounting Systems
    - TESOL Education
    - Facilitating Adult Learning
    - High Impact On-Demand Learning Solutions
    - Nutrition Sciences
    - Adventure Tourism
    - Agritourism Management
    - Conservation Actions with Lands, Animals, and People
  - Faculty Manual Changes
- Colorado State University - Pueblo
  - Faculty Manual Changes

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM RETREAT  
Colorado State University-Pueblo  
February 1, 2017**

**CALL TO ORDER**

Chair Mosher called the meeting to order at 11:00 a.m.

**ROLL**

**Governors present:** William Mosher, Chair; D. Rico Munn, Vice Chair; Scott Johnson, Secretary; Nancy Tuor, Treasurer; Dennis Flores; Mark Gustafson; Jane Robbe Rhodes; Dean Singleton; Andrea Buchmeier, Student Representative, CSU-Global Campus; Paul Doherty, Faculty Representative, CSU; Antonio Huerta, Student Representative, CSU-Pueblo; Daniela Pineda Soracá, Student Representative, CSU; David Volk, Faculty Representative, CSU-Pueblo; Tony Vrba, Faculty Representative, CSU-Global Campus

**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; Jason Johnson, 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; Brian Braid, Manager of Technology Services, CSU-Global Campus; Andrew Dixon, Associate Director of Student Engagement Development, CSU-Global Campus; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Chris Fendrich, Director of Auxiliary Services, CSU-Pueblo; Karen Ferguson, Associate Provost, CSU-Global Campus; Michelle Gjerde, Career Center Director, CSU-Pueblo; Christin Holliday, Vice President of Enrollment Management and Student Affairs, CSU-Pueblo; Maria Jump, Senior Director of Student Advising, CSU-Global Campus; Rick Kreminski, Provost, CSU-Pueblo; Bridget Mullen, Director of Budget and Finance, CSU System; Derrick Pope, Director of Strategic Enrollment, CSU-Global Campus; Jeff Sellingo; Karl Spiecker, Vice President for Finance and Administration, CSU-Pueblo

**INNOVATION AND QUALITY IN ONLINE EDUCATION**

Dr. Takeda-Tinker introduced Mr. Sellingo who shared his perspectives on the challenges for the future of higher education that include student demographic, socioeconomic and enrollment changes; relevant modern workforce skills; higher education responses to compete with different degrees, flexible learning methodology and platforms, micro-credentialing, and lifelong learning; and shifts occurring in assessing quality and return on investment (ROI) of college degrees. New alliances are emerging with higher education institutions working cooperatively to navigate the challenges for the future. He answered questions on how universities can work collaboratively and remain competitive; how experiential learning is valued by companies and provides necessary soft skills; the need for transparency of outcome data including the for-profit institutions; and the design of the Stanford open loop concept and similar models.

## INNOVATION AND QUALITY IN ONLINE EDUCATION

Dr. Takeda-Tinker provided an overview of CSU-Global Campus' mission, retention and graduation rates, student demographics, and degree programs. She explained why ROI is important and described the six core components for the university's ROI paradigm. Designated learning outcomes for student achievement are tracked. ETS assessment data is monitored and demonstrates overall growth in test scores and in each of the four skills tested. The assessment data is reviewed by faculty to continue improving the academic degree programs.

The fall 2016 survey results indicate employers are 98% very satisfied/satisfied with the skills of CSU-Global Campus graduates. The fall 2016 alumni one-year after graduation survey indicated 94% of alumni thought their program contributed to their professional goals and 95% were satisfied with their education. Equifax income trends for bachelor's and master's degrees illustrate upward movement in salaries. Enhancements to the master's programs have been undertaken to improve engagement and learning with 29% of total enrollment now comprised of graduate students. Data is aggregated from job searches across the nation into a job search engine that is available for free to students to assist with obtaining gainful employment.

Dr. Takeda-Tinker explained how CSU-Global Campus has over 400 employer partners across the nation and is creating a new program to create deeper relationships to offer more opportunities for students and to customize programs to better meet employer needs. Through affiliate agreements with employers, students can receive a 10% discount on the standard undergraduate and graduate tuition rates.

Conversation followed on utilizing a faculty team approach; redesigning existing courses in a more traditional environment with new tools and hybrid modalities with course survey assessment; higher education funding trends; and customized learning experiences.

In response to a question on the CSU Ascend program, Ms. Parsons explained how companies pay annual subscriber fees to affiliate with the university. Donations have been received to pay for non-profit organizations to participate in the program. An external advisory committee composed of representative groups is being considered. The Ascend program is intended to be self-sustaining by generating revenue to cover program costs.

The retreat recessed for lunch at 12:07 p.m. and reconvened at 12:23 p.m.

## OPERATIONAL REVIEW

Dr. Frank recounted that the presentation is a follow-up to the June Board retreat with refined statistics to provide a broad overview of the CSU System. The Board was asked to consider if the format of a large annual data report coupled with focused reports during the year, i.e., athletics, enrollment, student success, research, safety, etc., meets the Board's informational needs to govern on behalf of the citizens of Colorado. The Board was also asked to consider if there are metrics missing from the report.

Ms. Johnson acknowledged Ms. Mullen and the campuses for their assistance in preparing the presentation. She explained the approach utilized for the report was to look at the financial health and the drivers that support the metrics to ensure the CSU System and its institutions are progressing in the right direction. The presentation began with an overall graphic of the CSU System with data points for each of the three campuses.

Ms. Johnson reviewed the main drivers of revenue, expenditures and related support structures, and the financial ratios and related risks. Revenue was broken out by the categories of tuition that includes

enrollment, retention and graduation rates, and price and competition; state support; research activity; philanthropy; and strategic partnerships. Highlights include the three campuses have a combined enrollment of approximately 60,000 students; the minority student population at CSU-Pueblo has increased to 46%; the CSU System has steadily grown the number of degrees awarded to 11,053 in FY 2016; and tuition at CSU and CSU-Pueblo is competitively priced to peers and other Colorado four-year institutions.

State support has declined for most Colorado public higher education institutions, including CSU and CSU-Pueblo, with 71% of revenues to support resident students now coming from tuition compared to 29% in 1990-91. Research expenditures and the number of awards granted have increased for CSU and significantly increased in 2015 for CSU-Pueblo. There has been significant growth at both CSU and CSU-Pueblo in the number of private gifts and the number of alumni donors. Strategic partnerships to leverage purchasing power and value-added relationships continue to be developed.

Ms. Johnson reviewed expenditures and related support structures that include employee salaries and diversity, administrative costs, and facilities. CSU and CSU-Pueblo faculty salary and total compensation comparison data indicate that CSU ranges from 89% to 93% of peers and 83% to 90% of peers for CSU-Pueblo. Dr. Frank pointed out the data for the presentation was generated from IPEDS and not the CSU-Pueblo salary equity study. He commented on the challenges to remain competitive and to retain faculty.

Both CSU and CSU-Pueblo are consistently below peers in administrative costs. The categories of expenditures do not always align exactly with private sector companies. The suggestion was made to illustrate the expenditures in a pie chart.

Facilities are critical to the students' experiences and to the delivery of the education, research and outreach mission. There currently are general fund maintenance backlogs of \$511 million at CSU and \$17 million at CSU-Pueblo. Annual campus walk-throughs are conducted to determine critical safety issues. With limited or no resources available through the state, there is a continuing challenge of how to fund controlled maintenance.

Ms. Johnson explained how changes with GASB 68 require recording of the entire amount of PERA liabilities which has had a significant impact on unrestricted net assets and the calculation of the composite financial index for the CSU System. The CSU System has maintained its bond ratings of Aa3 with Moody's and A+ with Standard and Poors for several years.

Discussion followed on expanding the administrative cost information and utilizing the annual financial accountability report that is prepared from the audited financial statements. The financial accountability report is not broken out by NACUBO codes that are used for the IPEDS reporting and does not provide benchmarks to peers.

The retreat then recessed for a break at 2:47 p.m. and reconvened at 3:03 p.m.

## **CAMPUS AND SYSTEM STRATEGIC PLANS**

*Colorado State University:* Dr. Miranda reported the strategic plan is refreshed every three to four years and has two parts: low frequency (multiple goals and metrics, multi-year initiatives) and high frequency (current major initiatives). The strategic plan is built on the five pillars of instruction and student success; research and discovery; engagement and strategic partnerships; people and community; and financial and structural sustainability. He reviewed the high frequency goals and major initiatives for each of the five pillars and noted there is connectivity between the major elements of the CSU and CSU System strategic plans.

When asked about climate change, Dr. Miranda responded the university does not take a position on specific issues and maintains itself as an honest, reliable partner with information and expertise based on best science. When asked about agricultural 2+2 programs, Dr. Frank commented on the critical role CSU has as the state's land grant institution with the potential to partner with numerous other universities.

*CSU-Pueblo:* Dr. Di Mare acknowledged the leadership of Dean Gonzales and Dr. Kreminski in the development, implementation and ongoing monitoring of progress of the strategic plan. Drs. Di Mare and Kreminski provided an update on the overall strategic plan outcomes of improved enrollment, retention and graduation, and the progress achieved on the goals and objectives of excellent academics, affordable education, transformational opportunities, and supportive student life.

In response to questions, Ms. Holliday explained CSU-Pueblo has a reverse transfer program. New initiatives have been undertaken for transfer advising and to better track whether students who leave CSU-Pueblo graduate from other schools. When asked about alternative ways to rehab the Belmont residence hall, Mr. Spiecker explained a consultant will be brought in to provide a range of options and then financing options would be considered.

*CSU-Global Campus:* Dr. Takeda-Tinker reported the current transformation strategic plan was launched on July 1, 2016, and blends the university's mission and vision with the three overarching goals of develop innovative stakeholder engagement; utilize evidence-based practices; and create knowledge-sharing for the global good. The format of the strategic plan allows for flexibility in order to be market-sensitive and adaptable. She then introduced the leadership team who has moved forward the strategic plan.

Ms. Jump reviewed activities for goal 1 that include shifting the focus to more personalized services and the creation of the Student Experience Department. She reviewed the FY 17 roadmap of student experience beginning with a new feedback/complaint log and concluding with analysis and development of plans for FY 17-18 and FY 18-19.

Dr. Ferguson reviewed the goal 2 activities that include a data-driven design to plan, design and assess programs; resources to improve student achievement with integration of adaptive learning technologies; and ongoing faculty professional development. Results of the first six months show that 93% of undergraduate and 89% of graduate students have demonstrated mastery of program learning outcomes.

Mr. Braido continued review of goal 2 from an IT perspective by explaining how disparate sources have been combined to form a data warehouse. He provided an example of how data can be extracted to a leadership dashboard for business intelligence reporting.

Mr. Pope explained how the data from the evidence-based practices can be utilized to integrate marketing, enrollment and student advising. He demonstrated a new employee gamified system based on learning tools that helps employees be more productive and engaged.

Mr. Dixon shared marketing advances made under goal 3 with expansion of capabilities for lead generation, brand awareness, community engagement and public outreach. New technologies that include management, asset management and predictive analytic software have helped redefine the institution's brand position. Traditional advertising and communication channels as well as new vehicles focused on public relations and social media have allowed for expansion and better connectivity with stakeholders.

When asked about assisting students with personal problems that could impact their educational goals, Dr. Takeda-Tinker explained the Student Advising Department assists on a reactive basis. Students also

have access to free mental health services through an outsourced firm that can be accessed through the student portal. When asked about using outsourced technology, Dr. Takeda-Tinker explained how technology solutions created by outside parties can be integrated and then customized through apps.

*CSU System:* Ms. Parsons reported planning is underway for the June retreat with a focus on the strategic plan and overall mission of the System. She reviewed progress made in the three strategic work areas of engagement and community building; academic coordination; and process alignment. Governors Pineda-Soracá, Huerta and Buchmeier reported on the meeting held to explore a CSU System student passport that could utilize 21<sup>st</sup> Century technology and leverage opportunities to benefit students from all three campuses. Ms. Parsons reminded the Board of the upcoming AGB conference.

Chair Mosher reviewed the details for the evening's social event and the agenda for the next day's business meeting. The retreat was adjourned at 4:57 p.m.

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM MEETING  
Colorado State University-Pueblo  
February 2, 2017**

**CALL TO ORDER**

Chair Mosher called the meeting to order at 8:30 a.m.

**ROLL**

**Governors present:** William Mosher, Chair; D. Rico Munn, Vice Chair; Scott Johnson, Secretary; Nancy Tuor, Treasurer; Dennis Flores; Mark Gustafson; Jane Robbe Rhodes; Dean Singleton; Andrea Buchmeier, Student Representative, CSU-Global Campus; Paul Doherty, Faculty Representative, CSU; Antonio Huerta, Student Representative, CSU-Pueblo; Daniela Pineda Soracá, Student Representative, CSU; David Volk, Faculty Representative, CSU-Pueblo; Tony Vrba, Faculty Representative, CSU-Global Campus

**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; Jason Johnson, 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-Pueblo; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Kathleen Henry, President/CEO, CSURF; Christin Holliday, Vice President, Enrollment Management and Student Affairs, CSU-Pueblo; Blanche Hughes, Vice President of Student Affairs, CSU; Nancy Hurt, Managing Director, CSURF; Rick Kreminski, Provost, CSU-Pueblo; Maureen O'Keefe, Director of Institutional Research and Analysis, CSU-Pueblo; Nikki Kubly, BKD; Rob McCoy, BKD; Derek Lopez, Director, Center for Academic Enrichment, CSU-Pueblo; Donna Souder, Director of Center for Learning and Teaching, CSU-Pueblo; Karl Spiecker, Vice President for Finance and Administration, CSU-Pueblo

**PUBLIC COMMENT**

Chair Mosher called the meeting to order and indicated no one signed up for public comment. He asked if there was anyone present who would like address the Board to which there was no response.

**CSU-PUEBLO REPORTS**

*Student Report:* Governor Huerta reported not much had changed since the December meeting. The student government has hired ten more positions for a total of 34 students representing different campus aspects and departments. He announced a groundbreaking for the new commercial complex would be held on February 3<sup>rd</sup> at Thunder Village.

*Faculty Report:* Governor Volk noted the written report included information on the Experiential Education Roundtable workshop. He shared an anecdote from his experience at a previous institution to



contextualize appreciation to the Board for the financial investment and support of CSU-Pueblo in moving forward to the future of the university.

*President's Report:* Dr. Di Mare announced CSU-Pueblo has launched a redesigned website. She then asked Ms. Holliday to present a report on the university's HSI status relative to the overall strategic plan and noted Ms. O'Keefe also contributed to the preparation of the presentation.

Ms. Holliday announced CSU-Pueblo was recently named as one of the 50 best schools for Latinos by *Latino Leaders* magazine and explained the presentation data was gathered from IPEDS and HACU. She reviewed the requirements for federal HSI designation and the purpose of the designation to close the access and achievement gap with a growing Hispanic population. CSU-Pueblo, one of six public HSIs in Colorado, currently has a 32% self-reported Hispanic undergraduate head count population and is close to being a minority serving institution.

Performance data reflects the progress made for Hispanic students in academic preparation, first-year retention, persistence, and degrees awarded. Comparisons to similarly-sized HSIs illustrate CSU-Pueblo's retention and six-year graduation rates are in-line with the comparison group mean and significantly above the other Colorado four-year HSIs. The IPEDS data utilized was from fall 2014, the most recent available, and the expectation is continued improvements will be reflected in future data. Since 2010, the university has received close to \$16 million in HSI-related funding that provides programming support for all of the institution's students. More information on the successful MAESTRO program that is funded through Title V HSI funding would be provided later in the meeting. Additional initiatives are being considered to continue improving the success of Hispanic students.

When asked about leveraging the HSI designation, Ms. Holliday commented on campus discussions related to diversity and first generation students to highlight the values of the institution. Other initiatives include sharing stories, such as through the campus ambassadors program; providing translators to create better connections with families and students; and providing materials, i.e. financial aid information, in Spanish. Dr. Di Mare pointed out the collaborations with numerous community and national partnerships, the information provided through newsletters and the updated website, and the importance of HACU which is attended annually by several CSU-Pueblo students.

Governor Huerta commented on efforts to translate information into Spanish on the website and other ideas under consideration, such as campus signage in Spanish. Governor Volk remarked that the HSI and potential minority designation could help stabilize the university for the future.

## **AUDIT AND FINANCE COMMITTEE**

Committee Chair Tuor convened the committee meeting and asked Ms. Horn to begin the audit report.

*FY 2015-16 Financial Audit and Compliance Audit Report:* Ms. Horn introduced Mr. McCoy and Ms. Kubly. Mr. McCoy reported a clean opinion was issued with no errors material to the financial statements. The compliance audit report related to federal funds has different criteria and thresholds with testing of attributes. A finding is issued for an error rate higher than 10% which is not uncommon for higher education. The findings issued relative to student financial aid do not reflect concerns on fraud or improper transactions.

Mr. McCoy reviewed the financial statements for the CSU System that includes the three campuses totaling \$565 million in current assets, \$229 million in liabilities and an overall net position of \$495 million. Financial statements for each of the three foundations were provided and consolidated into the CSU System results. Mr. McCoy then reviewed the statement of revenues, expenses and changes in net



position with an increase in the net position of approximately \$50 million. The cash flow statement that converts accrual to cash basis reflects \$44 million in positive cash flow. The statement of activity shows a \$66 million loss or negative amount on an accrual basis with depreciation, a non-cash expense, as the main adjustment. Capital assets include an addition of \$300 million largely due to campus construction projects which correlates with additional debt.

Ms. Kubly reviewed the three federal student financial aid findings relative to enrollment reporting or student status changes, Pell grant payment reporting dates, and disbursements under the direct loan program. She commented that, with the numerous requirements under the U.S. Dept. of Higher Education, these are typical findings in the higher education industry. Ms. Johnson explained that part of the issue is the data had been deposited into the National Clearinghouse who then forwarded the information to the U.S. Dept. of Higher Education. Each of the campuses have implemented changes to rectify the issues with notifications now to both the federal government and the National Clearinghouse. Ms. Kubly then reviewed the last finding relative to the Colorado work study program threshold.

*Status of FY 2016-17 Audit Plan and Audit Reports Issued:* Ms. Horn reviewed the audits in progress that include the CSU Data Centers; CSU Athletics annual compliance audit which is no longer an NCAA requirement but considered best practice; the CSU-Pueblo Cashier Operations with an exit interview scheduled; CSU-Pueblo Office of International Programs; CSU Fringe Benefits Pool; CSU Natural Resources Ecology Lab; CSU Electrical and Computer Engineering Dept.; and CSU Export Control. The audit for the CSU Bookstore was a special project and the executive summary for the report issued was provided in the meeting materials with a recommendation to strengthen controls.

*Overdue Recommendations:* Ms. Horn explained that optimistic target implementations are the main reason for not meeting targeted implementation dates. She reviewed the past due recommendations and reported the recommendation for CSU University Purchasing has been implemented.

*FY 2018 Campus Incremental Budget and Tuition Update:* Ms. Johnson reported there were few changes from the previous meeting with minor refinements on the draft CSU budget for allocating resources from the fall 2016 enrollment growth. The numbers will be validated after the spring census. Requests were made to highlight in yellow changes from the previous version and, rather than collapsing columns, a fourth column be added for the final recommendation to allow for comparisons. The budget was developed with a 5% tuition increase for resident undergraduate students. Dr. Frank noted there has been no indication yet as to whether the 6% tuition cap recommended by the DHE will be implemented.

Mr. Spiecker reported the draft CSU-Pueblo budget was developed on the basis of a 6% tuition increase and, after further discussions, no proposal will be presented for tuition differential. A 2.6% decline in enrollment was factored in as a concerted effort to use conservative estimates with no assumed growth of transfers or incoming freshmen. Ms. Holliday commented on the challenge of developing the budget with an August 1<sup>st</sup> application deadline and a large amount of applications submitted between May and August. While the university instituted a deposit two years ago, there are challenges in extrapolating projections based on such a limited amount of data.

Discussion followed on potentially hitting the tuition ceiling, and the impacts on students with rising tuition and on the quality of education. Dr. Frank explained how assessments based on the national and local market are ongoing and noted the efforts to keep the Board informed on the complexities and challenges to provide efficient and affordable quality education. Dr. Miranda pointed out the financial aid offered to residents has automatic increases based on tuition increases. Dr. Frank explained how tuition is paid for low income students at CSU through the financial aid model with the Commitment to Colorado. Ways to address the economic challenges for lower middle income families who do not benefit from the financial aid model continue to be explored.

*FY 2017 2<sup>nd</sup> Quarter Financial Statements:* Ms. Johnson reported the CSU System and each of the institutions are on track with no unusual or unique occurrences.

*Approval of Changes to the CSU System Debt Management Policy, Board Policy 202:* Ms. Henry reported the policy was reviewed by numerous campus departments including General Counsel and by the North Slope financial advisors. She reviewed the summary of the revisions that were incorporated. Based on questions raised on the timing of policy reviews, General Counsel Johnson was tasked with reviewing the individual policies to develop overarching guidelines for the reviews. **Motion/Action:** Governor Flores made the motion to approve the revised policy; Chair Mosher seconded; and the motion passed unanimously.

*Short-Term Interim Financing Update:* Ms. Henry recounted that approval of the 11<sup>th</sup> supplemental resolution included issuing up to \$100 million for improvement projects and up to \$230 million for refinancing. In the December Series 2016 bond issuance, \$100 million was issued with \$50 million available for short-term financing. A table of the approved projects for short-term financing was provided. Ms. Henry reviewed the due diligence completed, potential future short-term needs, the financing options, and the decision factors with a recommendation to utilize commercial paper (CP) as the short-term financing option that would provide flexibility and the lowest costs. Ms. Johnson reiterated the advantages of selecting the CP as the short-term financing tool and confirmed this was an information item since approval was given by the Board at the October meeting.

With no further business to come before the committee, the committee meeting was adjourned. The Board meeting then recessed for a break at 10:18 a.m. and reconvened at 10:31 a.m.

## ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Committee Chair Robbe Rhodes convened the committee meeting and asked Dr. Miranda for his report.

*CSU New Degree Program – Master of Addiction Counseling, Plan C:* Dr. Miranda reported the new academic degree program is a terminal degree with coursework only that is not intended for continuation to a Ph.D. The program will prepare students to become licensed addiction counselors which is the highest level of certification in that area. Approval of the new degree program is on the consent agenda.

*CSU New Graduate Certificates:* Dr. Miranda recounted that Board approval is necessary to receive Title IV funding for graduate certificates. The proposed Adult Basic Education certificate is a 12-credit, four-course program out of the School of Education that has a strong Ph.D. program in Adult Education. The Sustainable Military Lands Management certificate is a nine-credit program in the Warner College of Natural Resources that has a large unit for environmental management of military lands with a curriculum that has been in place for several years. Approval of the graduate certificates is on the consent agenda.

*CSU-Pueblo New Degree Program – B.S. in Wildlife and Natural Resources:* The proposed new academic degree program is one of five academic programs identified in the strategic planning efforts during the past year. The curriculum is in place and the program has been developed in collaboration with CSU's Department of Fish and Wildlife Conservation Biology. Approval is on the consent agenda.

*CSU Faculty Manual Changes:* The revisions in Sections D.3.6 and D.5.1 and Appendix 1 align language with federal law to ensure non-discrimination due to pregnancy and pay discussions. The changes have been vetted by the Office of General Counsel. The language in Section I.11 has been changed to reflect that students called up for active duty are now advised and supported by Adult Learners and Veteran Services. Approval of the modifications is on the consent agenda.

*CSU-Pueblo Faculty Handbook Change:* The revision to Section 1.2.5.5 changes the representative identified for the Office of Research and Sponsored Programs on the Scholarly Activities Board. Approval is on the consent agenda.

*Sabbatical Summaries for 2015-16:* Brief summaries were provided on activities completed by the 55 CSU and 12 CSU-Pueblo faculty who had taken sabbaticals during the prior year.

*Accreditation Overview:* Committee Chair Robbe Rhodes reported the presentation is the educational component for the meeting and encouraged the Board to provide suggestions for future meetings.

Dr. Miranda acknowledged the work on the accreditation presentation by Dr. Laura Jensen, Associate Provost for Planning and Effectiveness and Director of the Institutional Research at CSU. He commented on how the system of accreditation is under stress with criticisms and the need for innovation, and with changes in governmental administrations and regulations.

Dr. Miranda explained how accreditation in the U.S. differs from most countries and is a voluntary process carried out by private, non-profit entities that assures accountability and is an impetus for quality improvements. He summarized the five basic principles utilized to inform how accrediting bodies develop criteria and to define the primary responsibilities of higher education institutions to ensure achievement of mission, autonomy, quality, and academic freedom. There are two basic levels of accreditation: institutional with the Higher Learning Commission (HLC) accrediting all three of the CSU System universities and specialized discipline-specific accreditations.

Dr. Miranda reviewed the HLC guiding values and reaffirmation process that includes annual updates; periodic updates on quality improvement; an extensive self-study; the review team site visit and follow-up draft report with an opportunity for the institution to correct factual errors; and a completed report to the HLC Institutional Actions Committee that produces the final report and actions. The HLC site visit for the ten-year reaffirmation for CSU-Pueblo is scheduled for February 13 and 14, 2017. The next reaffirmation for CSU-Global will be in 2020 and in 2024 for CSU. Failure to receive reaffirmation or the identification of deficiencies can result in serious consequences and diminish the value of degrees.

In response to questions, Dr. Miranda explained there are ongoing dues to the HLC and the universities are billed for the self-study and review team. Examples of metrics that might cause an institution to not meet accreditation standards were provided. Annual reports are submitted to the HLC with progress on the five-year declared substantive projects selected by the institutions.

There are currently twenty programs at CSU, eight at CSU-Pueblo, and one at CSU-Global Campus (with two additional in process) that have specialized accreditations which provide assurance of professional curricular standards. The specialized accreditations are managed by the colleges and departments. CSU-Global Campus considered three accreditors for its business programs and selected the Accreditation Council of Business Schools and Programs which is more attuned to the institution's mission with primary focuses on teaching, student learning, contemporary business values, and continuous improvement. The Association to Advance Collegiate Schools of Business is primarily for research institutions and is utilized by CSU and CSU-Pueblo.

Dr. Miranda concluded the presentation by commenting on how accreditation has been static for decades and is now in flux with discussions on if the mechanism is currently optimal and what needs to be evolved. When asked about ROI and salaries, he responded the issue tends to be more closely tied to the specialized accreditations.

## CSU-GLOBAL CAMPUS REPORTS

*Student Report:* Governor Buchmeier explained the written report was focused on the numerous innovative programs and tools available to engage and assist students that include a monthly newsletter; a mobile app to access student CSU-Global accounts; an e-Portfolio program for job search documents; a free, confidential student assistance program; and a faculty speaker series. Improvements have also been made in the Writing and Research Center.

*Faculty Report:* Governor Vrba shared highlights from the written report on the faculty speaker series and the expansion of grants for faculty development. The 2016 faculty survey had an overall 80% response rate with 97.3% of faculty satisfied with teaching at CSU-Global Campus. As part of the 2020 strategic plan, course curriculum development will experience a higher level of faculty collaboration with instructional designers and industry experts, increased student engagement in the classroom, and the implementation of a new faculty dashboard.

*President's Report:* As follow-up to the previous day's ROI presentation, videos demonstrating a career coaching and evaluation tool and the faculty management system were viewed. Dr. Takeda-Tinker reported there are free one-on-one sessions with faculty in the degree programs to work with students who sign up electronically for live appointments. A similar career analysis tool is also used by program developers to develop the academic degree programs. Dr. Bellum explained how faculty work with the tool to examine specific job codes for job demand to ensure the degree programs have the basic skills and the necessary in-demand skills to ensure a tight alignment with employer needs. Dr. Takeda-Tinker added that the data is incorporated to allow faculty to also refine the learning outcomes to appropriately equip students for workforce success.

## CHANCELLOR'S REPORT

Dr. Frank indicated the written report would stand as submitted and asked Ms. Parsons to give the government relations report.

*Government Relations:* Ms. Parsons reported work continues with the federal lobbyists as the new administration gets established. The current federal budget continuing resolution will expire in April and the congress will need to complete the budget for the remainder of the current fiscal year. The budget proposals and executive orders will continue to be monitored for direct and indirect impacts. Senator Gardner has assumed leadership of the National Republican Senatorial Committee and Congressman Polis has been appointed to the House Higher Education and Workforce Development subcommittee. The CSU System legislative team is also monitoring state legislation that will impact higher education.

When asked about the IT efforts between CSU and CSU-Pueblo, Ms. Parsons reported Dr. Di Mare and Mr. Spiecker appeared before the Joint Technology Committee (JTC) to request additional funding this year. Dr. Frank and other CSU System representatives have appeared in front of the JBC and CDC. Mr. Spiecker recalled the \$1.8 million in funding received for CSU-Pueblo during the past two legislative sessions used for a new modular data center, improved Wi-Fi capability and enhanced security for the university's information technology. The request to the JTC was for an additional \$800,000 to complete the modernization of the IT systems with the renovation of the server room in the basement of the administration building. A request has been subsequently received from the JTC to break down the costs into components, i.e. replacing the floor, wiring, and HVAC.

*National Western Update:* Ms. Parsons commented on the success of the recent National Western Stock Show (NWSS) with CSU participating in numerous events. An RFP has been issued for program management at the National Western Center (NWC) site and interviews will be held to hire the project

management team that will work with CSU and Denver Water to refine the existing vision and program plan for the Water Center. The City of Denver is preparing its 2017 work plan and internally the CSU sustainability team is launching its work. The City of Denver is also preparing to issue an RFP for the place-making team that will work on the design standards for all of the buildings. The City has brought on a communications team to help with branding. Governance discussions are also continuing.

Governor Huerta announced that CSU-Pueblo's women's basketball team is now ranked 3<sup>rd</sup> nationally in Division II which is the highest ranking for the program in the school's history and is one of the last three undefeated teams with a record of 21-0 and 15-0 in RMAC. The Board was invited to attend the game against Adams State.

The meeting then adjourned for lunch at 12:00 p.m. and reconvened at 12:15 p.m. for a presentation on CSU-Pueblo's MAESTRO Program.

### **MAESTRO PROGRAM PRESENTATION**

Dr. Di Mare introduced Dr. Souder and Dr. Lopez who completed the grant application for a Title V grant that was awarded in 2015. Dr. Souder provided an overview of the Center for Teaching and Learning and the initiatives funded through the grant that include the Mastering Academic Excellence Scholarship Teaching Research Opportunities (MAESTRO) program. An overview was provided on CSU-Pueblo student demographics; the planning process to create the MAESTRO program; the student recruitment efforts; and the demographics of the 41 students who participated in the summer of 2016. The program utilized an innovative, collaborative experiential education model under the guidance of 15 faculty and staff that provided educational tools, college credits in 30 days and a campus experience for the participants.

A testimonials video was shared with the Board. Dr. Souder explained how pre- and post-testing was conducted and shared the retention and academic success rates. Planning efforts are underway to begin recruiting for the summer 2017 program.

In response to questions, Dr. Souder explained MAESTRO was designed for approximately 40 students and utilized a one-room school model; the students were Pell-eligible, tuition is not charged and the program costs a flat fee of \$2,700 which is priced at the Pell rate; and the overall costs include the housing, food, instruction and field trips. She commented on community outreach and support for MAESTRO and other campus programs.

### **APPROVAL OF CONSENT AGENDA**

Chair Mosher outlined the items for approval on the consent agenda. **Motion/Action:** Governor Tuor made the motion; Governor Singleton seconded; and the motion carried unanimously.

### **COLORADO STATE UNIVERSITY REPORTS**

*Student Report:* Governor Pineda Soracá shared highlights from the written report that included ASCSU passed legislation for a new representative from the Multi-faith and Belief Council; a trip will be made to Todos Santos and the University of Baja California in late February to explore a leadership exchange program; ASCSU is partnering with the Larimer County Food Bank for a pilot mobile food pantry program; and the annual ASCSU Day at the Capitol will be February 21<sup>st</sup>. An open forum with Dr. Frank held on January 31<sup>st</sup> provided an opportunity to share information and support for students impacted or concerned about the travel restrictions and immigration policies. Other highlights include additional bike



share locations have been funded through the Alternative Transportation Fee Advisory Board and efforts are underway to expand the shuttle service to the south end of the campus.

*Faculty Report:* Governor Doherty indicated the written report contains notes from the December Faculty Council meeting. Discussions continue on the parking plan and potential upcoming items include an expression of support for the international students. The election process for the Faculty Council officers is underway. During the winter break, he accompanied 22 students to Todos Santos and an additional 16 students from the Dept. of Fish, Wildlife and Conservation Biology are there for the spring semester.

*President's Report:* Dr. Frank indicated the written report will stand as submitted. He acknowledged the assistance of Representative Polis and Senators Bennet and Gardner to help the international students trapped overseas by the travel ban. Dr. Frank recalled the parking services plan that was developed on the basis of numerous factors including national best practices with the rates approved by the Board. The Center for Public Deliberation was subsequently engaged to gather input and the results of that process are now being shared with the various campus constituencies. An update will be provided at the May meeting.

*Stadium Update:* Ms. Parsons reported the project is within budget and on schedule. There has been a focus on game day operations with open houses held recently for the general public and campus constituents and a presentation will be made to the Board at the May meeting. The construction budget and schedule has been modified to reflect the adjustments made for new donor-funded items for the academic and alumni space and adjustments for additional revenue generating assets within the stadium.

In response to questions, Ms. Parsons responded the expectation is the practice fields will be completed on the same schedule as the stadium. Ms. Johnson pointed out the resources for the practice field were built into the stadium project that remains on budget with the additional scope due to the overall good job of managing the costs. Ms. Parsons explained the budget tracking of operations will begin to be populated by the October meeting.

## EXECUTIVE SESSION

Chair Mosher asked for a motion to convene in executive session. **Motion/Action:** Governor Flores moved; Governor Johnson seconded; and the motion carried unanimously. General Counsel Johnson read the meeting into executive session for the purposes of discussions relating to the purchase or sale of property, honorary degrees or naming of buildings and other matters required to be confidential by law, and to receive the litigation report and legal advice, all confidential pursuant to statute as set forth in the meeting notice. The meeting convened in executive session at 1:18 p.m. and reconvened in open session at 2:44 p.m.

## GENERAL ACTION ITEMS

Chair Mosher asked for a motion to approve the two honorary degrees discussed in the executive session. **Motion/Action:** Governor Singleton moved; Governor Johnson seconded; and the motion carried unanimously.

Chair Mosher asked for a motion to approve the seven naming opportunities discussed in the executive session. **Motion/Action:** Governor Singleton moved; Governor Johnson seconded; and the motion carried unanimously.

## REAL ESTATE/FACILITIES COMMITTEE

Governor Johnson convened the committee meeting and indicated there were two action items.

*Approval of Program Plan for CSU Corbett-Parmelee Dining Center and Lobby Renovation:* Ms. Johnson explained a minor renovation of the dining hall was completed in 2006 and then reviewed the program plan for a proposed major renovation that will be financed through Housing and Dining Services revenue. **Motion/Action:** Governor Gustafson moved to approved; Governor Flores seconded; and the motion carried unanimously.

*Approval of Long-Term Project Development Agreement with Master Developer:* Committee Chair Johnson stated the next action item was discussed in executive session. Dr. Frank noted for the record that the executive session discussion focused on proprietary information included in the proposal. **Motion/Action:** Governor Gustafson moved to approve; Governor Singleton seconded; and the motion carried unanimously.

## EVALUATION COMMITTEE

Chair Mosher indicated the regular business meeting was concluded and asked for a motion to convene the Evaluation Committee in executive session. **Motion/Action:** Governor Flores moved; Governor Robbe Rhodes seconded; and the motion carried unanimously. The Evaluation Committee convened in executive session at 2:52 p.m. and adjourned at approximately 3:28 p.m.

**THE BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM SPECIAL MEETING  
Colorado State University System Office, Denver  
April 6, 2017**

**CALL TO ORDER**

Chair Mosher called the meeting to order at 9:30 a.m.

**ROLL**

**Governors present:** William Mosher, Chair; D. Rico Munn, Vice Chair; Scott Johnson (participating by telephone), Secretary; Nancy Tuor (participating by telephone), Treasurer; Dennis Flores; Mark Gustafson; Jane Robbe Rhodes; Dean Singleton.

**Administrators present:** Tony Frank, Chancellor, CSU System, and President, CSU; Amy Parsons, Executive Vice Chancellor, CSU System; Jason Johnson, General Counsel, CSU System

**System staff present:** Adam Fedrid, IT Manager; Melanie Geary, Executive Assistant; Wayne Hall, IT Support;

**Guests present:** Laurie Wilder, Parker Executive Search; Porsha Williams, Parker Executive Search

**EVALUATION OF FINALISTS**

Chair Mosher called the meeting to order and took a roll call. Chair Mosher then discussed the agenda for the meeting, and, along with Vice Chair Munn, described the activities of the search process and the Colorado State University-Pueblo Presidential Search Advisory Committee. Vice Chair Munn talked about the initial meeting of the Search Advisory Committee and how the search process has been strong, active, and effective. Approximately 97 completed applications were submitted for the position and the Search Advisory Committee selected eleven (11) candidates for in-person airport interviews. Also, on March 22, 2017, the Search Advisory Committee named four finalists for the position as President of Colorado State University-Pueblo in accordance with C.R.S § 24-6-402 (3.5). The four finalists are:

- Neal Weaver, Ph.D., Vice President for Advancement, Nicholls State University, Thibodaux, LA
- Mark Arant, Ph.D., Provost and Vice President for Academic Affairs, Northeastern State University, Tahlequah, OK
- Timothy Mottet, Ed.D., Provost, Northwest Missouri State University, Maryville, MO
- Karl Spiecker, Vice President for Finance and Administration, Colorado State University-Pueblo, Pueblo, CO

The finalists visited the Colorado State University-Pueblo campus between March 27 and April 4, and they each met with various university and community stakeholders. Chair Mosher explained the purpose of the April 6 special meeting is to interview and discuss the four finalists.



## **EXECUTIVE SESSION**

Chair Mosher asked for a motion to convene in executive session. **Motion/Action:** Governor Robbe Rhodes moved, Governor Munn seconded, and the motion carried unanimously. General Counsel Johnson read the meeting into executive session to conduct an interview with each finalist, to discuss confidential applicant information and to consider the potential employment of an applicant, and legal advice on specific questions, all confidential pursuant to C.R.S. §§ 24-6-402(3)(a)(II); (3)(b)(I); and (3.5). The meeting convened in executive session at 9:52 a.m. and reconvened in open session at 5:05 p.m.

## **OPEN SESSION AND ACTION ITEM**

**Motion/Action:** In open session, Governor Mosher asked for a motion and Vice Chair Munn made a motion to authorize the Chancellor to engage in discussions with the finalist identified by the Board of Governors in executive session about potential employment as President of Colorado State University-Pueblo, to authorize the Chancellor to make an offer of employment, and to enter into an employment agreement with that candidate under agreeable compensation terms discussed in executive session. The motion was seconded and carried unanimously.

The meeting adjourned at 5:09 p.m.

Board of Governors of the Colorado State University System  
Meeting Date: May 3, 2017  
Consent Item

MATTERS FOR ACTION:

New Degree Program: Master of Science in Materials Science and Engineering, Plan A and Plan B

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Natural Sciences, to establish a new Master of Science in Materials Science and Engineering (Plan A and Plan B). If approved, this degree will be effective Fall Semester 2017.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

**Description:**

Future materials scientists and engineers will be educated to understand how different combinations of molecules can result in different thermal, mechanical, electrical, optical, and magnetic properties; to measure those properties at the atomic, electronic, surface, and bulk level; and to manufacture usable devices from the resulting materials.

**Rationale:**

MSE is currently a fast growing career area in the science/technology/engineering sector, with projected growth of 5-10% over the next decade. The reasons behind this popularity include the reliance of the world's population on advanced technology and the ever-increasing need for innovative solutions to the global challenges surrounding energy needs and protection of the environment. Currently, all of the academic departments included in this proposal offer numerous diverse opportunities for students to pursue research in MSE and offer graduate courses focused on various aspects of fundamental materials science and engineering. There are more than 150 graduate students currently pursuing some form of materials research at CSU in these departments combined, under the supervision of ~60 faculty members. None of our departments currently offer a comprehensive interdisciplinary program of study as an MSE degree. Thus students seeking an MSE degree are choosing universities other than CSU. The number of degrees conferred in materials/metallurgical engineering nationally have been on the rise over the past 10 years, and CSU needs to seize the opportunity to attract new students and leverage growing faculty strengths by

Board of Governors of the Colorado State University System

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offering MSE degrees. We can help lead the nation in preparing the next generation of highly trained materials researchers.

Board of Governors of the Colorado State University System  
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MATTERS FOR ACTION:

New Degree: Ph.D. in Materials Science and Engineering

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Natural Sciences, to establish a New Degree: Ph.D. in Materials Science and Engineering. If approved, this degree will be effective Fall Semester 2017.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

**Description:**

Future materials scientists and engineers will be educated to understand how different combinations of molecules can result in different thermal, mechanical, electrical, optical, and magnetic properties; to measure those properties at the atomic, electronic, surface and bulk level; and to manufacture usable devices from the resulting materials.

**Rationale:**

MSE is currently a fast growing career area in the science/technology/engineering sector, with projected growth of 5-10% over the next decade. The reasons behind this popularity include the reliance of the world's population on advanced technology and the ever-increasing need for innovative solutions to the global challenges surrounding energy needs and protection of the environment. Currently, all of the academic departments included in this proposal offer numerous diverse opportunities for students to pursue research in MSE and offer graduate courses focused on various aspects of fundamental materials science and engineering. There are more than 150 graduate students currently pursuing some form of materials research at CSU in these departments combined, under the supervision of ~60 faculty members. None of our departments currently offer a comprehensive interdisciplinary program of study as an MSE degree. Thus students seeking an MSE degree are choosing universities other than CSU. The number of degrees conferred in materials/metallurgical engineering nationally have been on the rise over the past 10 years, and CSU needs to seize the opportunity to attract new students and leverage growing faculty strengths by offering MSE degrees. We can help lead the nation in preparing the next generation of highly trained materials researchers.

Board of Governors of the Colorado State University System  
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Consent Item

MATTERS FOR ACTION:

New Degree: Bachelor of Arts, Major in Women's and Gender Studies

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Liberal Arts to establish a New Degree: Bachelor of Arts, Major in Women's and Gender Studies. If approved, this degree will be effective Fall Semester 2017.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

Description:

The Bachelor of Arts in Women's and Gender Studies prepares individuals for the needs and opportunities of an increasingly interconnected and interdependent world by building awareness of the range of human experiences, potentials, and accomplishments that place women and gender at the center of inquiry.

The Women's and Gender Studies major allows students to acquire academic preparation that engages the complexities and intersections of gender, race, sexuality, ethnicity, class, ability, religion, and nationality as analyzed within and across various disciplines and fields of study.

Rationale:

This degree replaces the Women's Studies Concentration in the Ethnic Studies Major (BA).

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MATTERS FOR ACTION:

New Degree: Ph.D. in Anthropology

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Liberal Arts to establish a New Degree: Ph.D. in Anthropology. If approved, this degree will be effective Fall Semester 2017.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

Description:

A Ph.D. in anthropology at CSU will be unique in that it will support advanced coursework and research with a focus on place, space, and adaptation. Students will achieve this perspective on the discipline by engaging with a curriculum infused with geographic methods and approaches. This program will provide prospective students with the skills and expertise to address research questions that 1) sit at the intersection of anthropology and geography; 2) apply geographic methods to anthropological questions; and 3) critically evaluate the impact of place and space on human/ecosystem adaptation. In this regard, the Department of Anthropology will forge a new path for graduate level instruction and research in anthropology; creating a niche that will provide our students with the ability to ask meaningful questions and examine those questions with a set of techniques that also trains them to work outside of academia. The relationships between place, space, and adaptation can be examined at different scales and temporal contexts. These variables influence health and wellness, group security, ecosystem and human viability, and cultural vitality.

Rationale:

The rationale to develop a Ph.D. program in anthropology with a focus on place, space, and adaptation is threefold. First, both current and prospective graduate students have expressed a desire to obtain a Ph.D. in anthropology from our department. Second, many of our faculty members actively advise Ph.D. students from other departments as well as other universities; faculty energies, and student interest are better matched under the umbrella of a Ph.D. program in anthropology. Third, an advanced graduate program that addresses the interrelationships between place, space, and adaptation showcases our diverse faculty and their research interests and allows the department to better integrate the disciplines of anthropology and geography. These foci and their ability to

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frame hypotheses concerning human-environment interactions in the past and present place the program at the forefront of the anthropological sciences.

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MATTERS FOR ACTION:

Graduate Certificates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the following Graduate Certificates:  
Adventure Tourism; Agritourism Management; Business Analytics & Accounting  
Systems; Conservation Actions with Lands, Animals, & People; Facilitating Adult  
Learning; High Impact On-Demand Learning Solutions; Nutrition Sciences; and TESOL  
Education.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

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



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**Graduate Certificates:**

**College of Business**

Business Analytics & Accounting Systems – 9 credits

**College of Liberal Arts**

TESOL Education – 15 credits

**College of Health and Human Sciences**

Facilitating Adult Learning – 12 credits

High Impact On-Demand Learning Solutions – 9 credits

Nutrition Sciences – 9 credits

**Warner College of Natural Resources**

Adventure Tourism – 12 credits

Agritourism Management – 12 credits

Conservation Actions with Lands, Animals, & People – 12 credits

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MATTERS FOR ACTION:

2017-18 Academic Faculty and Administrative Professional Manual Revisions:  
Section C.2.1.9.3 - Membership and Organization; C.2.1.9.4 Election to  
Membership and Term of Service

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.2.1.9.3 – Membership and Organization; C.2.1.9.4 Election to Membership and Term of Service

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2017-2018 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

In order of the proposed changes:

1. Eliminate repeated word.
2. The first sentence is not enforceable since the CoFG can only nominate faculty that agree to be nominated and who have the approval of the nominees' chairs and deans. Standing Committees elect committee officers following the procedures outlined in the Manual and we must presume that committee members use good judgment in electing committee officers.
3. Simple correction
4. In practice, Faculty Council members and standing committee members resign their appointments early for various professional and personal reasons at scattered times throughout the year. This leads to two issues:
  - a. The need to provide the opportunity for a mechanism that provides the opportunity for steady rotation of faculty members in Faculty Council service must be balanced against the need for Faculty Council

- members to develop the experience and knowledge required for effective operation and to develop faculty capable of assuming leadership roles in Faculty Council obtained by serving full terms of service.
- b. Because Faculty Council and its standing committees require full membership to operate, elections to fill vacancies on Faculty Council and its standing committees is an ongoing process. The effectiveness of nominee searches decreases significantly with the number of searches that are required. Having nominees serve full three year terms where appropriate greatly reduces the number of times nominees must be sought. Also, this effectively presents a pseudo-random approach to fulfilling the goal of approximately 1/3 replacement each year since the mid-appointment vacancies occur more or less randomly. There are variations from year to year, but practice over many years shows that appointing nominees to full terms when possible means that the number of replacements sought in the regular election varies reasonably around 1/3.
  5. The procedure for filling mid-term vacancies should be described after the regular nomination process, so this language has been moved to the end of this section. It was also altered.
  6. The CoFG should have the flexibility to nominate replacements to serve a temporary appointment (typically for a temporary absence, e.g. due to sabbatical) or for a full three year term depending on the needs of the standing committee in question and the interest of the nominees. In the case of appointments lasting a significant amount of time, the standard election process should be used. It appears that item a. in the original list was superfluous. The proposed accounting of a three year term is consistent with how the tenure and promotion clock counts years with respect to appointment date.

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

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

SECTIONS C.2.1.9.3 AND C.2.1.9.4 OF THE MANUAL BE AMENDED AS FOLLOWS:

C.2.1.9.3 Membership and Organization (last revised ~~August 8, 2014~~)

The membership of each standing committee is specified to fit the functions of that committee. The Chair of the Committee on Non-Tenure-Track Faculty (or designee on the CoNTTF), administrators, administrative professionals, classified staff, undergraduate student members representing the Associated Students of Colorado State University (ASCSU), and graduate student members representing the University Graduate Student Council shall be authorized for certain standing committees. Faculty membership on specialized standing committees shall be limited to regular full-time, regular part-time, transitional, and nontenure track faculty members who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above. Faculty membership on regular standing committees shall be limited to regular full-time, regular part-time, and transitional faculty members who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above. A member of a standing committee who becomes ineligible shall cease to hold this position.

Each standing committee shall have a chairperson whose term of office is twelve (12) months beginning July 1. Each standing committee ~~committee~~ chairperson shall be elected by and from the membership of that committee. After members of standing committees are elected, as specified in Section C.2.1.9.4, the continuing and newly elected members of each standing committee, other than the Executive Committee, shall meet and elect a committee chairperson for the coming term before May 15. The committee members who are being replaced may attend this meeting, and they may speak, but they shall not cast votes for the new chairperson. However, if a newly elected committee member is unable to attend the meeting, then he or she may allow the committee member that he or she is replacing to cast a vote for the chairperson in his or her place.

~~Membership on standing committees of the Faculty Council shall be spread as widely as possible among faculty members so that newer members of the faculty may serve on these committees. Standing committee leadership shall be rotated as good judgment allows.~~

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Standing committees are expected to consult regularly with those administrators, members of the faculty, or others who can provide information necessary for effective deliberation. Each standing committee may name ex officio or associate members, who are expected to attend committee meetings regularly. The appointments shall be reviewed by the standing committee annually. Each standing committee shall identify in its annual report to the Faculty Council its ex officio and associate members and others with whom it has regularly conferred. All ex officio and associate members shall be non-voting, unless specified otherwise.

Standing committees shall convene subcommittees as needed to consider specific issues or perform specific tasks. These subcommittees shall exist to serve the standing committees. A subcommittee of a standing committee or advisory committee shall be chaired by a member of that committee, but may draw other members from throughout the University as appropriate.

The Chairperson of ~~the Executive Committee~~ Faculty Council shall be an ex officio, non-voting member of each standing committee of the Faculty Council.

Unless otherwise specified in the committee's operating procedures, for transacting business at standing committee meetings, a quorum is defined as a simple majority of the voting members.

The elected chairperson of the standing committee shall serve as an ex officio voting member of the Faculty Council for the duration of his or her term as chairperson. The chairperson may designate a committee member to substitute as ex officio voting member provided prior notice is given to the Chairperson of Faculty Council.

C.2.1.9.4 Election to Membership and Term of Service (~~last revised August 8, 2014~~)

Unless otherwise specified by the University Code, the terms of service for all elected faculty members of standing committees of the Faculty Council shall be three (3) years with ~~terms of~~ the intent of approximately one-third (1/3) expiring each year. An exception is the Executive Committee, where faculty members serve one (1) year terms. The terms of service for all elected student members of standing committees of the Faculty Council shall be one (1) year. Terms of office for newly elected members of all standing committees are to begin July 1 for faculty members and October 25 for student members. Student members may serve on at most two (2) standing committees at any given time.

~~The Committee on Faculty Governance shall fill vacancies on standing committees of the Faculty Council occurring between normal elections in one (1) of the following ways:~~

CSU-Fort Collins – Academic Faculty and Administrative Professional Manual Revision  
 Section C.2.1.9.3 and C.2.1.9.4

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- ~~a. Immediate election in the same manner as the original position was filled.~~
  - ~~b. Temporary appointment by the Committee on Faculty Governance.~~
  - ~~c. Regular appointment with the appointee to be nominated by the Committee on Faculty Governance and approved by the Faculty Council.~~
- ~~Vacancies other than those occurring because of expiring memberships are to be filled for the unexpired terms only.~~

Nominations for the elected faculty membership on all standing committees other than Executive Committee (see Section C.2.1.9.5.a) shall be made by the Committee on Faculty Governance, with the slate of nominees to be placed on the agenda of the April meeting of Faculty Council. Nominations may be made from the floor. Voting shall be by written ballot unless otherwise specified. If only one (1) candidate is nominated, voting can be by voice vote. Election shall be by plurality. In the event of a tie for any position, the Faculty Council shall ballot again at the next regular meeting.

Nominations of undergraduate students to standing committees of the Faculty Council shall be made by the ASCSU Director of Academics with the advice and consultation of the President and the Vice President of ASCSU. All such nominees shall be recommended to the ASCSU Senate and shall have majority approval of the ASCSU Senate before the nominations are forwarded to the Faculty Council Committee on Faculty Governance for inclusion on the ballot.

Nominations of graduate student members to Faculty Council standing committees shall be made by the University Graduate Student Council. Graduate student nominations shall be forwarded to the Faculty Council Committee on Faculty Governance for inclusion on the ballot.

Student nominations shall be submitted to the Faculty Council at its October meeting. After nominations have been closed, a vote shall be taken on the floor of the Faculty Council. In the event of a tie, the Faculty Council shall vote again. Election shall be by plurality.

The Committee on Faculty Governance may fill vacancies on standing committees of the Faculty Council occurring between normal elections either by making a temporary appointment to serve a period of time not more than the length of the vacancy being filled or by nominating a replacement to serve for a three year term ending on June 30 three years hence. A three year term beginning between the end of spring semester of the previous academic year and December 31 of the current academic year includes the current academic year and two more years. A three year term beginning between January

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1 and end of the spring semester of the current academic year will include the rest of the current spring semester and then three more academic years.

A temporary appointment shall be approved by majority vote of the Committee on Faculty Governance. A replacement serving for a three year term shall be elected using the regular election procedure as described in C.2.1.9.4 (this section). The Committee on Faculty Governance will communicate with chairs of affected standing committees when replacing a vacancy that occurs between normal elections.

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MATTERS FOR ACTION:

2017-18 Academic Faculty and Administrative Professional Manual Revisions:  
Section C.2.1.9.3 - Membership and Organization

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.2.1.9.3 – Membership and Organization

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2017-2018 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

In general, specific Faculty Council Committees may routinely deal with issues that involve non-tenure-track faculty in a significant way, and hence should include formal representation of non-tenure-track faculty. The Chair of the Committee on Non-Tenure-Track Faculty already serves as a voting ex officio member of Faculty Council and is well positioned to represent non-tenure-track faculty interests. However, it may be infeasible for the Chair of the Committee on Non-Tenure Track Faculty to participate in all Standing Committee meetings. The proposed change allows the Chair to appoint an representative.

Some standing committees include ex officio members, and have noted that certain ex officio members have voting rights. The addition of “unless specified otherwise” removes the inconsistencies between the current language in C.2.1.9.3 (ex officio is non-voting) with language in C.2.1.9.5 standing committee descriptions that designate some members as “ex officio, voting”.



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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL  
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**C.2.1.9.3 Membership and Organization** (*last revised August 8, 2014*)

The membership of each standing committee is specified to fit the functions of that committee. The Chair of the Committee on Non-Tenure-Track Faculty (or designee on the CoNTTF), administrators, administrative professionals, classified staff, undergraduate student members representing the Associated Students of Colorado State University (ASCSU), and graduate student members representing the University Graduate Student Council shall be authorized for certain standing committees. Faculty membership on specialized standing committees shall be limited to regular full-time, regular part-time, transitional, and non-tenure track faculty members who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above. Faculty membership on regular standing committees shall be limited to regular full-time, regular part-time, and transitional faculty members who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above. A member of a standing committee who becomes ineligible shall cease to hold this position.

Standing committees are expected to consult regularly with those administrators, members of the faculty, or others who can provide information necessary for effective deliberation. Each standing committee may name ex officio or associate members who are expected to attend committee meetings regularly. The appointments shall be reviewed by the standing committee annually. Each standing committee shall identify in its annual report to the Faculty Council its ex officio and associate members and others with whom it has regularly conferred. All ex officio and associate members shall be non-voting, unless specified otherwise.

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MATTERS FOR ACTION:

2017-18 Academic Faculty and Administrative Professional Manual Revisions:  
Section C.2.1.9.5.h – Committee on Strategic and Financial Planning

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.h – Committee on Strategic and Financial Planning

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2017-2018 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

The Committee on Strategic and Financial Planning often considers issues that affect non-tenure-track faculty. Adding the Chair of the Committee on Non-Tenure-Track Faculty will strengthen the representation of non-tenure track faculty when such issues are considered. This change is in line with including the chair of the Administrative Professional Council (*ex officio* voting) and the Chair of the Classified Personnel Council (*ex officio*, voting).

The addition of the two charges aligns the list of CoSFP charges with language in the Manual, Section E.16.2 Declaration of Financial Exigency and E.16.5 Responsibility of Committee on Strategic and Financial Planning.

Section E.16.2 states that “Any declaration of a condition of financial exigency shall be made by majority action of the Board. (Such a declaration is not subject to challenge by faculty members under the University mediation and grievance procedure.) The President of the University may recommend the declaration of a condition of financial exigency at any time after consultation with the Committee on Strategic and Financial Planning. When the President makes such a recommendation to the Board, the chairman or other member designated by each

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of these committees shall present the views of their respective committees to the Board.”

Section E.16.5 states “The Committee on Strategic and Financial Planning should monitor the ongoing financial status of the University and keep the Faculty Council informed of any conditions which are likely to result in a condition of financial exigency. The Committee should collect information about procedures used in other universities faced with financial exigencies and any other information that would aid in developing reasonable plans to deal with any emergent condition of financial exigency.”

The Committee on Non-Tenure Track Faculty has approved the motion regarding membership. The Committee on Strategic and Financial Planning has approved this motion.

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

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h. *Committee on Strategic and Financial Planning* (~~last revised August 2, 2013~~)

The Committee on Strategic and Financial Planning shall consist of one (1) faculty representative from each college and the Libraries, one (1) undergraduate student, one (1) graduate student, one (1) dean (*ex officio*), the Provost (*ex officio*), the Vice President for Finance (*ex officio*), the chair of the Administrative Professional Council (*ex officio* voting), the chair of the Committee on Non-Tenure Track Faculty or designated member of the Committee on Non-Tenure Track Faculty (ex officio voting), and the Chair of the Classified Personnel Council (*ex officio*, voting). The duties of this standing committee shall be:

1. To recommend policies to the Faculty Council related to planning and budgeting activities that affect the academic function of the University.
2. To review the procedures, outcomes, and accountability of the University's strategic planning processes and plans.
3. To present the standing committee's evaluations and recommendations on such planning processes and plans to the Faculty Council for approval or disapproval on a semiannual basis.
4. To review University proposals, policies and procedures as they affect the academic programs and structure of the institution.
5. To review new academic program proposals from a strategic and financial planning perspective and report recommendations to Faculty Council.
6. To recommend priorities for resource allocations to achieve University academic planning goals.
7. To recommend policies for the distribution of faculty compensation increases.
8. To monitor the on-going financial status of the University and inform Faculty Council of any conditions likely to result in financial exigency. The Committee should collect information about procedures used in other universities faced with financial exigency and any other information that would aid in developing reasonable plans to deal with current conditions of financial exigency.

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9. To consult with the President of the University regarding the declaration of the condition of financial exigency; should a recommendation of financial exigency be made by the President to the Board, the CoSFP chair shall present the views of the committee to the Board.

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MATTERS FOR ACTION:

2017-18 Academic Faculty and Administrative Professional Manual Revisions:  
Section C.2.1.9.5.i - Committee on Teaching and Learning

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.i - Committee on Teaching and Learning

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2017-2018 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

The Committee on Teaching and Learning often considers issues that affect non-tenure-track faculty. Adding the Chair of the Committee on Non-Tenure-Track Faculty will strengthen the representation of Non-Tenure Track Faculty when such issues are considered.

The Committee on Non-Tenure Track Faculty and the Committee on Teaching and Learning have approved this motion.

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

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i. Committee on Teaching and Learning (~~last revised June 4, 2008~~)

The Committee on Teaching and Learning shall consist of one (1) faculty member from each college and the Libraries, one (1) graduate student, one (1) undergraduate student, the chair of the Committee on Non-Tenure Track Faculty or designated member of the Committee on Non-Tenure Track Faculty (ex officio voting), the Provost or his or her designee (ex officio), the Vice President for Student Affairs or his or her designee (ex officio), and the Director of The Institute for Learning and Teaching (ex officio).

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MATTERS FOR ACTION:

2017-18 Academic Faculty and Administrative Professional Manual Revisions:  
Section E.15.1 – Initiating the Disciplinary Process

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section E.15.1 – Initiating the Disciplinary Process

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2017-2018 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

Allowing a tenured faculty member to initiate the E.15 disciplinary process allows for such action to be used as harassment. If any other person who is allowed to initiate the process attempts to initiate such action in bad faith, they can be removed from their position by their supervisor. However, this is not the case for a tenured faculty member; in such a case, it would be possible for the faculty member to continue to initiate disciplinary action against people repeatedly with no mechanism to put a stop to this.

If a tenured faculty member feels that discipline is needed, they can go to the supervisor and make the case for why they believe it is needed. (If an unsatisfactory response is given, then the faculty member could, if they chose, appeal to others up the administrative chain.) Ultimately, if no supervisor/administrator can be convinced that there is a problem that warrants discipline, then none would have been applied, even if the faculty member had been able to initiate the process, since it would be the supervisor/administrator(s) that would carry out the discipline.

Thus, the change being proposed should prevent potential serious abuses of this process, while at the same time not preventing the ability to recommend disciplinary processes if they are actually warranted.



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

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**E.15.1 Initiating the Process**

The disciplinary process shall be initiated when a written and signed statement (hereinafter termed the “Statement”), which specifies with reasonable particularity the alleged grounds for disciplinary action, is filed with the UGO by one or more of the following individuals: ~~tenured faculty member(s) from the Tenured Faculty Member’s department,~~ the academic supervisor, the college dean, or the Provost. Anyone may write the Statement, but one or more of the individuals listed in the previous sentence shall file it with the UGO in order to initiate the disciplinary process. Upon receipt of the Statement, the UGO shall notify the person(s) who filed the Statement that the disciplinary process has been initiated. Also, when the process has been completed, the UGO shall notify the person(s) who filed the Statement of the final outcome. In both cases, the person(s) who filed the Statement shall notify the person(s) who wrote the Statement.

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MATTERS FOR ACTION:

2017-18 Academic Faculty and Administrative Professional Manual Revisions:  
Section F.3.2.1 Sick Leave Accrual

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section F.3.2.1 Sick Leave Accrual

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2017-2018 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

The description of Sick Leave Accrual has been rearranged and edited slightly in order to provide better procedural clarity.

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

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**F.3.2.1 Sick Leave Accrual** *(last revised August 8, 2014)*

[moved from last sentence of first paragraph, from seventh paragraph, and from fifth paragraph] One (1) day of sick leave is considered to be eight (8) hours of sick leave. The accrual of sick leave is rounded to the nearest 1/100 of an hour. No sick leave is earned by employees working less than half-time (0.5) or employed on an hourly basis. Graduate assistants do not earn sick leave.

[moved from last paragraph] If an employee with accrued sick leave changes to an employment status that is less than half-time (0.5), without a break in service, the employee shall retain his or her accrued sick leave and the ability to use this sick leave for a period of one (1) year, provided he or she remains employed by the University. If the employee changes to a status that is again eligible to earn sick leave within the one (1) year period and without having his or her employment with the University terminated, then the accrued sick leave shall continue to be available for use by the employee. No sick leave is earned during the period in which the appointment is less than half-time.

*Faculty and Administrative Professionals*

Full-time faculty members and administrative professionals on twelve (12) month appointments earn one and one-quarter (1.25) days of sick leave per month, cumulative with no maximum. ~~One (1) day of sick leave is considered to be eight (8) hours of sick leave.~~

[moved from sixth paragraph] Employees who begin work after the first of a month or who terminate before the end of a month earn sick leave on a prorated basis as described in Section 2 of the Human Resources Manual.

Full-time faculty members and administrative professionals on nine (9) month appointments earn one and one-quarter (1.25) days of sick leave per month, cumulative with no maximum. Full-time nine (9) month faculty members and administrative professionals who accept summer session appointments accumulate sick leave at the rate of one and one-quarter days (1.25) per month while on such appointment.

Faculty members and administrative professionals appointed less than full-time, but at least half-time (0.5) earn sick leave prorated by the part time fraction of their appointment.

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[moved from ninth paragraph] At the time of initial employment, the employee shall receive an amount of sick leave equal to that which they are expected to earn during a ~~their first~~ year of employment (as described above). This initial year of sick leave is an “advance” and is granted in lieu of monthly sick leave accruals during the first year of benefits eligible employment must be earned before any additional sick leave shall accrue. ~~It is possible that it will take the employee more or less than one (1) year to earn the amount of sick leave advanced and begin accruing additional sick leave (e.g., the employment status could change, or the employee could take leave without pay).~~

[moved from eighth paragraph] Sick leave does not accrue during leave without pay nor during sabbatical leave. Sick leave accrued during periods of paid leave (annual, sick, injury, etc.) is not credited to the employee until he or she returns to work.

*Post-doctoral Fellows, Veterinary Interns, and Clinical Psychology Interns*

Post-doctoral fellows, veterinary interns, and clinical psychology interns on full-time nine (9) month or twelve (12) month appointments earn one and one-quarter (1.25) days of sick leave per month. ~~Sick leave accrues and expires each fiscal year. One (1) day of sick leave is considered to be eight (8) hours of sick leave.~~

Post-doctoral fellows, veterinary interns, and clinical psychology interns with appointments of less than full-time, but at least half-time (0.5), earn sick leave each fiscal year prorated by the part time fraction of their appointment. Sick leave accrues and expires each fiscal year.

At the time of initial appointment, and at the beginning of each subsequent fiscal year, ~~p~~Post-doctoral fellows, veterinary interns, and clinical psychology interns shall receive an amount of sick leave equal to that which they are expected to earn during a fiscal ~~their first year of employment~~ (as described above). Unused ~~The~~ sick leave “advance” is ~~earned on a fiscal year basis and~~ does not carry forward into the next fiscal year.

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MATTERS FOR ACTION:

2017-18 Academic Faculty and Administrative Professional Manual Revisions:  
Section I.19 – Policies Regarding Controlled Substances, Illicit Drugs, and  
Alcohol

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section I.19 – Policies Regarding Controlled Substances, Illicit Drugs, and Alcohol

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2017-2018 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

These changes reflect changes to campus (Hughes stadium, vs new stadium, Director of HR, etc.) as well as the need to bring this part of the manual into line with legal requirements and allowances and make it consistent with University policy.

The Executive Director of HR makes the decision regarding who else (supervisor, etc.) needs to be informed of criminal drug statute convictions.

The University's policy states that an employee may not serve in their role at work while impaired by any substance, illegal or legal (prescription medications, for instance).

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

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I.19 Policies Regarding Controlled Substances, Illicit Drugs, and Alcohol (last revised May 2, 2007)

No member of the academic community (faculty members, administrative professionals, staff, and students) may unlawfully possess, use, manufacture, dispense, or distribute controlled substances, illicit drugs, or alcohol on University property or as a part of any University activity. University policy also prohibits the performance of one’s duties while impaired by the use of alcohol or drugs.

The University, through its established committees and procedures, will impose sanctions on students and employees found to be in violation of this policy, possibly including, but not limited to, one (1) or more of the following: ~~required rehabilitative treatment,~~ reprimand, probation, expulsion, eliminating or lowering salary increases for a period of time, temporary suspension with or without pay, termination, and referral to civil authorities for prosecution consistent with local, State, and Federal law and University policy. University employees who are convicted under a criminal drug statute for an act in violation of this policy must report the conviction to ~~their appropriate supervisor~~ the Executive Director of the Department of Human Resources, in writing, within five (5) days. The University will annually inform faculty members, administrative professionals, staff, and students of applicable health risks, counseling, treatment, rehabilitation or reentry programs, and applicable local, State, and Federal law on unlawful possession or distribution of ~~illicit~~ drugs and alcohol.

Under certain conditions, alcoholic beverages may be served at campus functions. However, before alcoholic beverages may be served at a function held on campus, the intent to serve alcoholic beverages must be registered with the appropriate office. If alcoholic beverages are to be served at a function held in the Lory Student Center, the registration is with that office, and their policies and procedures must be followed. If alcoholic beverages are to be served at a function held elsewhere on campus, the registration is with Facilities Management, and their policies and procedures must be followed. Policies related to alcohol at athletic events held at ~~Hughes Stadium~~ athletics venues, including tailgating areas, are available from the Department of Athletics. University employees and students intending to serve alcoholic beverages as part of a campus function need to be aware of and follow the appropriate policies and procedures.

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MATTERS FOR ACTION:

2016-2017 Faculty Handbook revision – sections 2.7.2.4, 2.7.4, 2.7.5 and 2.7.6

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revision to the Colorado State University-Pueblo Faculty Handbook, sections 2.7.2.4, 2.7.4, 2.7.5 and 2.7.6

EXPLANATION:

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

The proposed revisions for the 2016-2017 edition of the CSU-Pueblo Faculty Handbook has been adopted by the CSU-Pueblo Faculty Senate on January 16, 2017. The request formalizes the position of Assistant Chair for those academic departments with a demonstrable need for such a position. It also defines a term used in the faculty handbook (“Program Coordinator”). Due to the insertion of two sections, one section and several subsections must be renumbered.

NOTE: Revisions are noted in the following manner:

Additions – underlined      Deletions – ~~strikethrough~~

**2.7.4 Department Assistant Chairs**

Department Assistant Chairs are full-time ranked faculty members who represent the faculty of and have administrative responsibilities and duties within their respective departments. They are under the supervision of the respective department Chair.

**2.7.4.1 Terms of Appointment**

The Department Chair and Dean will determine terms of appointment in consultation with the faculty member.

**2.7.5 Program Coordinators**

Program coordinators are full time faculty members who have administrative responsibilities for a single program in their respective departments. They shall be generally responsible for the administration of the program.

### **2.7.5.1 Terms of appointment**

The Department Chair and Dean will determine terms of appointment in consultation with the faculty member.

### **2.7.2.4 Releases from teaching**

After consultation with the faculty and Chair of a department, the Dean shall recommend to the Provost all requests for release from teaching. Faculty members released from teaching assignments shall devote a minimum of three (3) clock hours per week for each semester hour of released time to tasks associated with such release. Guaranteed releases from teaching shall be provided for the following faculty positions:

- a. The President of the Faculty Senate: six (6) credit hours in a semester or as arranged by mutual agreement.
- b. Department Chairs: six (6) credit hours in a semester or as arranged by mutual agreement.
- c. Department Assistant Chairs: three (3) credit hours in a semester or as arranged by mutual agreement.
- ~~e~~d. Faculty Directors: from three (3) to twelve (12) credit hours in a semester or as arranged by mutual agreement.
- ~~d~~e. University Grievance Officer (UGO): minimum of three (3) credit hours in a semester as arranged by mutual agreement of UGO, Provost and UGO's Department Head. (See Section 2.18.13.3).

Release from teaching to engage in sponsored research, University supported scholarly or creative activity, University service or other approved activities may be authorized by the Provost dependent upon the availability of funds and program needs.

### **2.7.46 Graduate Faculty**

#### **2.7.46.1 Criteria for Appointment**

#### **2.7.46.2 Responsibilities of Graduate Faculty Include:**



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MATTERS FOR ACTION:

2016-2017 Faculty Handbook revision – section 2.13.2.1

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revision to the Colorado State University-Pueblo Faculty Handbook, section 2.13.2.1.

EXPLANATION:

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

The proposed revisions for the 2016-2017 edition of the CSU-Pueblo Faculty Handbook has been adopted by the CSU-Pueblo Faculty Senate on January 16, 2017 with an update from the Faculty Senate Executive Committee on March 6, 2017. The request makes the salary adjustments for promotion to Associate and (Full) Professor more in line with other institutions, helps address equity and compression issues, and comes from the Faculty Senate at the initial request of the Faculty Compensation Committee (which is the committee of the Faculty Senate that has been most involved with the campus-wide equity study).

NOTE: Revisions are noted in the following manner:

Additions – underlined          Deletions – ~~strikethrough~~

**2.13.2.1 Salary Adjustments for Promotion in Rank**

Automatic salary increases to be included in the base for subsequent years of employment shall be made for faculty members who advance in rank in accordance with the following priorities and in consideration of availability of funds:

Promotion to Assistant Professor:	\$2000
Promotion to Associate Professor:	<del>\$3000</del> <u>6000</u>
Promotion to Professor:	<del>\$4000</del> <u>8000</u>

CSU-Pueblo Approval of 2016-2017 Faculty Handbook revision

May 2017

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# Section 16

## *Board Chair's Agenda*

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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				Status as of 3/17
<p>Multipurpose Stadium</p> <p>Total Budget: \$220,000,000</p>	<p>\$220,000,000</p> <p>Stadium Revenue</p>		<p>August 2017</p>	<p>This project will construct a multi-use stadium on main campus.</p> <p>Project is in budget and on schedule. Field installation to be complete mid-May. Construction is approximately 90% complete.</p>
<p>Stadium Alumni and Academic Space</p> <p>Total Budget: \$18,500,000</p>	<p>\$18,500,000</p> <p>General Fund and Alumni</p>		<p>August 2017</p>	<p>This project consists of approximately 82,000 gsf of classroom, advising and Alumni Center space.</p> <p>Construction is proceeding concurrent with the Stadium project. Drywall and painting underway in Alumni Center with framing and drywall underway in Academic Space.</p>
<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 4<sup>th</sup> floor unfinished to accommodate future growth.</p> <p>Project is in budget and on schedule. Commissioning of major systems underway. Construction is approximately 94% complete.</p>

Project				Status as of 3/17
<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. Telecom installation, finishes underway. Construction is approximately 83% complete.</p>
<p>Chemistry Building</p> <p>Total Budget: \$56,566,618</p>	<p>\$5,400,000</p> <p>General fund</p> <p>State funding: \$51,166,618</p>		<p>July 2017</p>	<p>This project will construct an approximately 61,000 gsf chemistry building.</p> <p>Project is on schedule and in budget. Start up of mechanical systems underway, installation of fume hoods complete. Construction is approximately 89% complete.</p>
<p>Translational Medicine Institute and Research Horse Barn</p> <p>Total Budget: \$77,800,000</p>	<p>\$9,600,000</p> <p>General fund</p> <p>Remaining funding from donations and State COP.</p>		<p>March 2019</p>	<p>This project will construct an approximately 130,000 gsf research building and a 48 stall research horse barn on South Campus.</p> <p>Public Private Partnership (P3) developer has been selected. Design Build team working on Design Development documents. Site work to start mid-May 2017.</p>



Project				Status as of 3/17
<p>Michael Smith Natural Resources Addition</p> <p>Total Budget: \$20,200,000</p>	<p>\$5,000,000</p> <p>General fund</p> <p>Remaining funding from donations and Student Facility Fees.</p>		<p>August 2018</p>	<p>This project will construct an approximately 37,400 gsf addition to the Warner College of Natural Resources.</p> <p>Design Build team has been selected and working on Design Development documents. Expect construction start in mid-May 2017.</p>
<p>Shields and Elizabeth Underpass</p> <p>Total Budget: \$10,800,000</p>	<p>\$10,800,000</p> <p>General Fund</p>		<p>August 2017</p>	<p>This project will construct a bike and pedestrian underpass at West Elizabeth Street and Shields Street.</p> <p>Project is in budget and on schedule. Construction is approximately 55% complete.</p>
<p>Richardson Design Center</p> <p>Total Budget: \$16,500,000</p>	<p>\$5,500,000</p> <p>General Fund</p> <p>Remaining funding from donations</p>		<p>January 2019</p>	<p>This project will construct an approximately 41,000 gsf building to house interdisciplinary design programs.</p> <p>Project is in preliminary procurement.</p>
<p>Global Food Innovation Center in Honor of Gary &amp; Kay Smith</p> <p>Total Budget: \$13,100,000</p>	<p>All funding from donations and General Fund</p>		<p>August 2018</p>	<p>This project will construct an approximately 36,600 gsf food animal handling and meat processing facility addition to Animal Sciences.</p> <p>Project is in preliminary procurement.</p>



COLORADO STATE UNIVERSITY - PUEBLO					
CONSTRUCTION PROJECT STATUS REPORT					
Project	Total Budget & Funding Source	Construction Start	Scheduled Completion	STATUS as of 03/29/2017	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	
Oechiato University Center Renovation and Addition	\$35,000,000 Debt to be repaid with student fee facility fees, grants, & auxiliary services revenue			Oechiato 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) 100% complete, occupied November 28, 2016. Phase 2 (ACM Abatement Completed February 6, 2017>Phase 2 Renovation began with demolition at interior and clerestory roof opening. Entire project approximately 62% 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	\$16,000,000 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 Phase 1 field and bleachers June 2014, Phase 2 Building completed February 1, 2016	Phase 2 (building) 100% complete. Occupancy on February 1, 2016 Press box Completed 6/1/16 (Phase 1-- Synthetic turf field--- completed and in use.) H. W. Houston General Contractor	

# APPENDIX II

## *Correspondence*

<b>CSUS Board of Governors Correspondence Received [dates]</b>				
<u>Date Received</u>	<u>Email/Letter</u>	<u>From</u>	<u>Subject</u>	<u>Response</u>
January 24, 2017	Email	Courtney Taylor	Accountability Project Planning	January 30, 2017
March 31, 2017	Email	Bob Vangermeersch	NY Times Article	March 31, 2017

**Geary, Melanie**

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**From:** courtney Taylor <courtney.gorin.taylor@gmail.com>  
**Sent:** Tuesday, January 24, 2017 1:44 PM  
**To:** CSUS Board  
**Subject:** CSU Accountability for project planning  
**Attachments:** CSU Phys Devl 2017-01 presentation.pdf

Hello-

Please see the attached slide deck (specifically slide 24) for a figure of CSU's Fort Collins "potential" parking permit zones for football games. This presentation was distributed to CSU students with text that quote "We're still trying to figure out where people will park on 'game days'."

As an alumni, tax payer, community member, resident, and property owner (not of property in the currently proposed parking zone), I am frustrated that the planning process for such a major campus development initiative has not been held accountable for basic planning and financial suitability. Furthermore, it is confounding that this project occurred with the Board of Governor's approval. Isn't it a primary tenant of your mission to question unsound financial investments that are poorly planned and clearly a 'pet project' of a small faction?

This extremely poor decision of the CSU President, Tony Frank, and the lack of oversight of the Board of Governors, will hamstring the campus's financial viability for decades to come.

My questions are:

- 1) To what extent is the Board of Governors working with CSU to minimize stadium construction and operation costs and focus future financial investments on funding for education? The corollary is: How is the Board of Governors going to oversee CSU's mitigation of this adverse financial investment to maintain a similar relative cost without affecting quality of education or faculty?
- 2) what issues related to stadium traffic, parking, noise, litter, light pollution, and public drunkenness are being reviewed by the Board of Governors?
- 3) how will the Board of Governors engage\oversee the planning for the decommissioning of the current stadium?
- 4) What is the planned process for the Board of Governors to participate in decision making related to stadium concerns?

I am planning to advocate that the City of Fort Collins decline community support to CSU. One such current item on the table is to allow parking in the adjacent communities. Instead the City should require parking exclusively on-campus or via CSU-funded transportation rather than allowing CSU to transfer the financial and other cost burden to the City and community. I feel very strongly about this since CSU acknowledged from the outset of this project the difficulties with parking and traffic and intentionally under-scoped solutions (such as building additional parking structures). This misrepresented the true financial impacts of the project: costs which should not be passed on to the community.

As an alumni, I will never donate funds to a system that invests in such poor financial decisions. In further protest of the poor decisions, lack of truthfulness and lack of oversight that allowed this to occur, I have also made the decision to not attend a game or event at the new stadium.

Thank you for your responsiveness to my concerns,  
 Much appreciated,



# CSU Physical Development Committee (PDC) Meeting

January 20, 2017



Colorado State University

**FACILITIES**  
MANAGEMENT

AT COLORADO STATE UNIVERSITY

# Agenda

460

1. **Proposed Solar Structure on Main Campus – Carol Dollard, Stacey Baumgarn**
2. **Art in Public Places: Chemistry Art Update – Jessica Kramer**
3. **College of Engineering Signage – Jessica Kramer**
4. **Residential Adjacencies to Campus – Fred Haberecht, David Hansen**
5. **Road Construction Impacts – Fred Haberecht, David Hansen**



# *Request for Approval*

Proposed Solar Structure on  
Main Campus





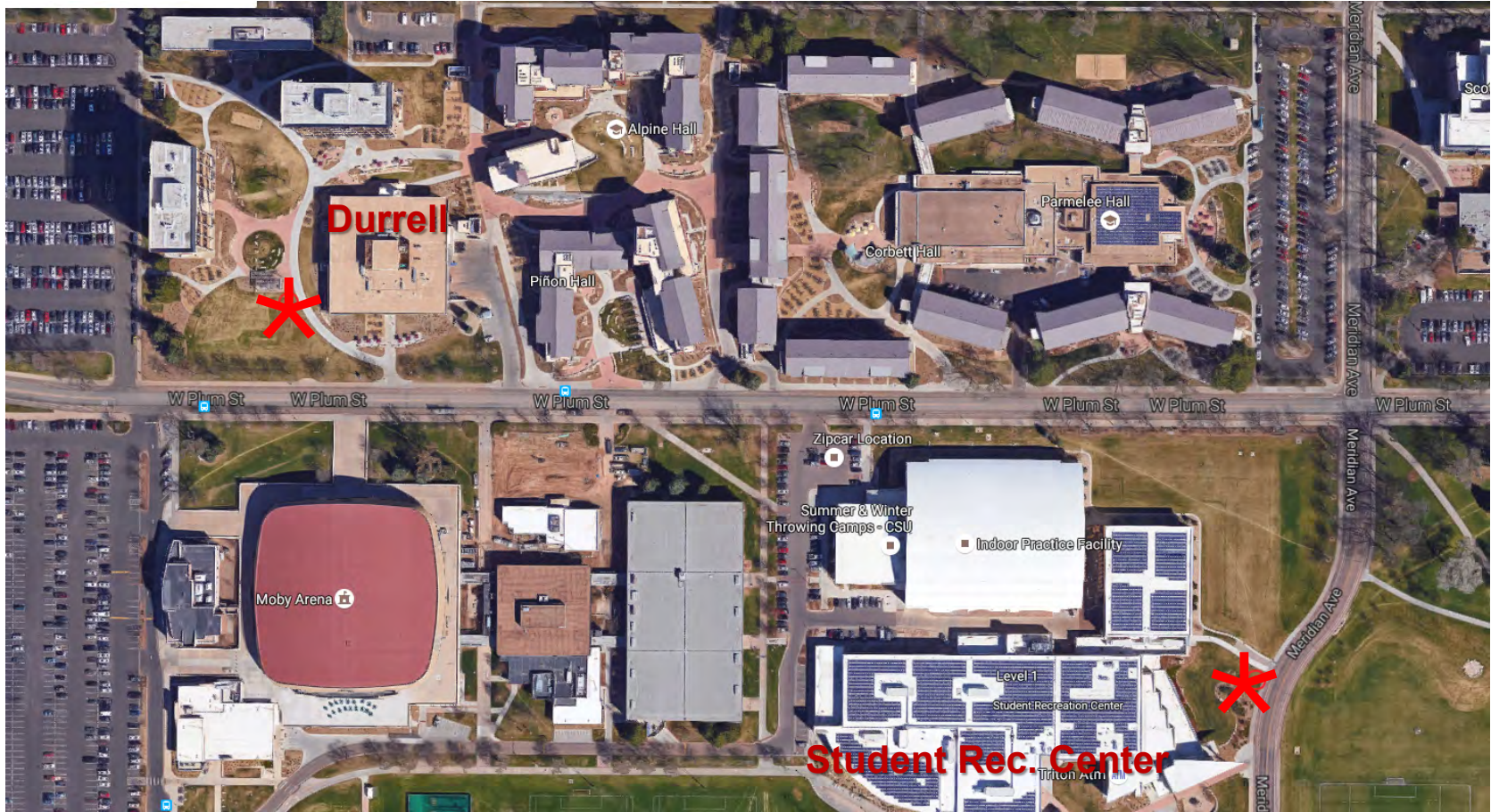
# Proposed Solar Structure

462

- **Great win-win**
  - **Merage Foundation interested in gift to CSU**
  - **CSU interested in highlighting solar projects**
- **Two locations studied – Recreation Center & Durrell**
- **Adjacent CSU interpretive signage would link to solar information**



# Proposed Solar Structure – Potential Sites <sup>463</sup>





# Proposed Solar Structure at Rec. Center <sup>464</sup>

**17 – 20  
Feet in Height**



# Solar on Roof of Recreation Center <sup>465</sup>





# Proposed Solar Structure – Near Durrell Trellis 466

**17 – 20  
Feet in Height,  
Shown with  
Optional Table and  
Charging Outlets**



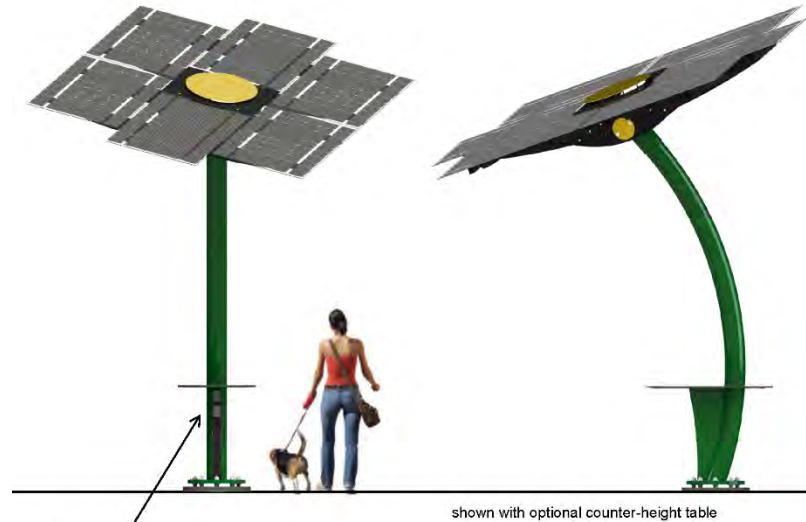
# Proposed Solar Structure

467



Curve  
6 Lumos LSX modules  
1.5kW  
Adjustable array  
17-20' tall

## Optional Table and Charging Outlets



(2) Combination Duplex Receptacle/Outlet and USB Charger. 15 Amp Outlet, .5 Amp 5VDC 2.0 Type A USB Charger with Weather-Resistant Self-Closing Wall Plate Cover.

shown with optional counter-height table

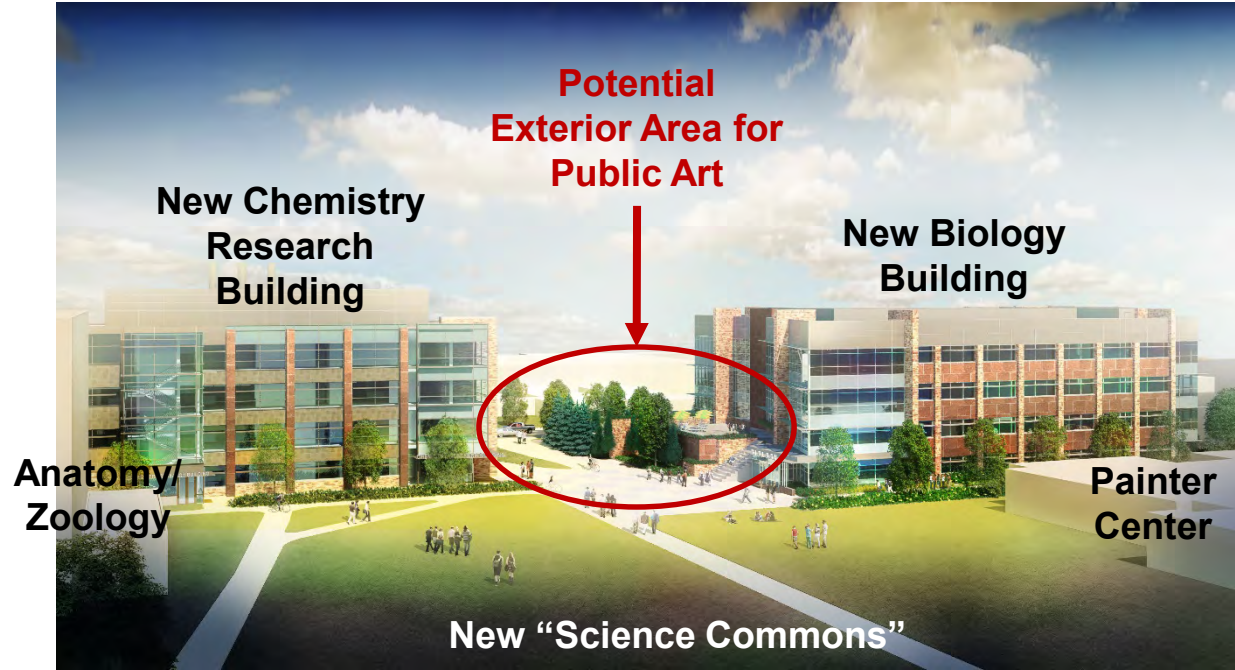
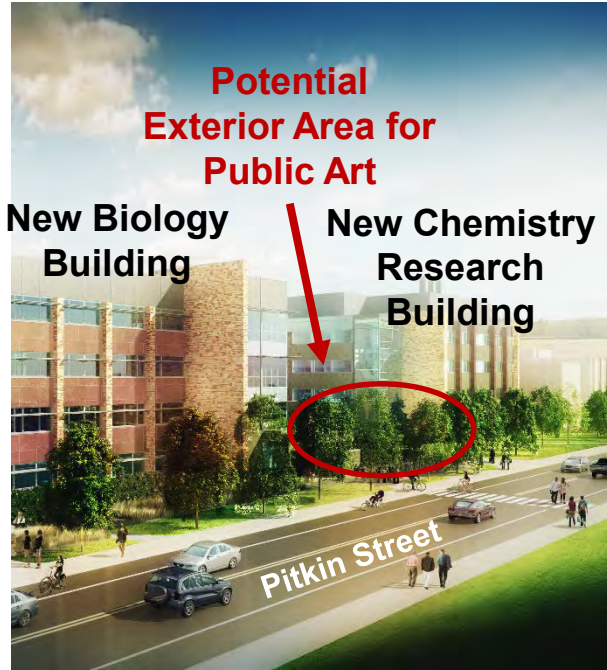
# *Update*

Art in Public Places:  
Public Art for New Chemistry Building



# Public Art for New Chemistry Research Building 469

## Interviews for 4 Semi-Final Artists Scheduled for February 16





# *Discussion*

Proposed  
College of Engineering Signage  
("College Identification" Signage)



# Proposed College of Engineering Signage

Proposed “college identification” signage for both the Engineering Building and the Suzanne and Walter Scott, Jr. Building  
(Walter Scott, Jr. College of Engineering)



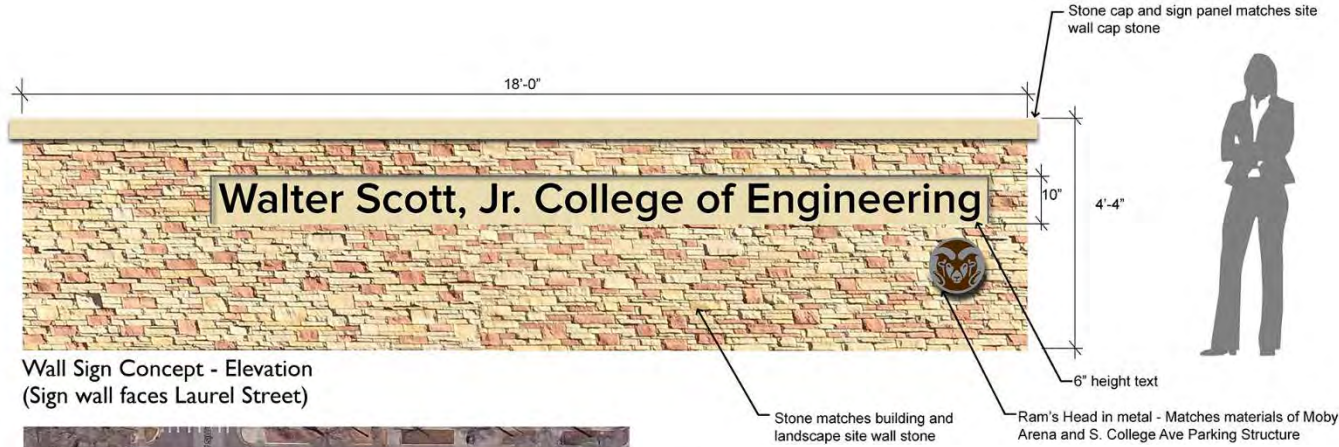
Suzanne and Walter Scott, Jr. Building



Engineering Building

# Proposed College of Engineering Sign: Scott Building Option 1

472



Wall Sign Concept - Elevation  
(Sign wall faces Laurel Street)



Site Plan



# Proposed College of Engineering Sign: Scott Building Option 1

473



Sign Concept

# Proposed College of Engineering Sign: Scott Building Option 2

474



Recommend 18" height text  
(Existing "Scott Building" letters are 10" in height)

Building-Mounted Sign Concept - West Elevation



# Proposed College of Engineering Sign: Scott Building Option 2

475



Building-Mounted Sign Concept - West Elevation

Recommend 18"  
height text



8" height text  
10" height text



10" height text (Approx.)  
8" height text  
10" height text

South Elevation - Existing view of building name

# Proposed College of Engineering Sign: Engineering Building

476



Recommend 18" height text.  
Material to match window mullion material.

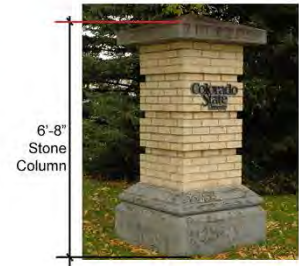
8" height text (Same size as "Scott Building" text on building canopy)  
Material to match window mullion material.

Sign Concept - South Elevation

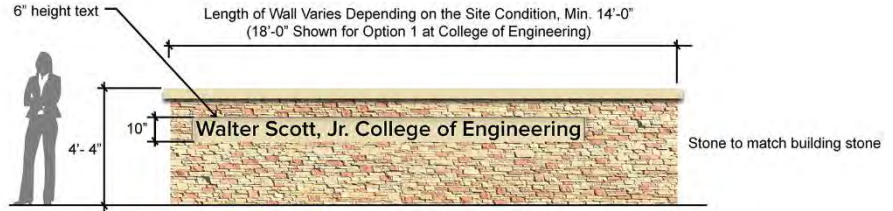
# Hierarchy of University, College and Building Identification Signage



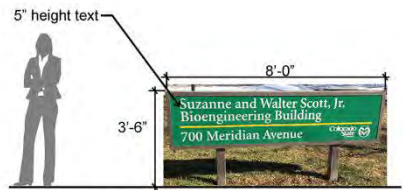
Existing University Monument Sign (at Prospect Rd. & Center Ave./Whitcomb St.)



Existing University Monument Column (at Laurel St. & Loomis/Meridian Ave.)



Proposed College Identification Monument Sign



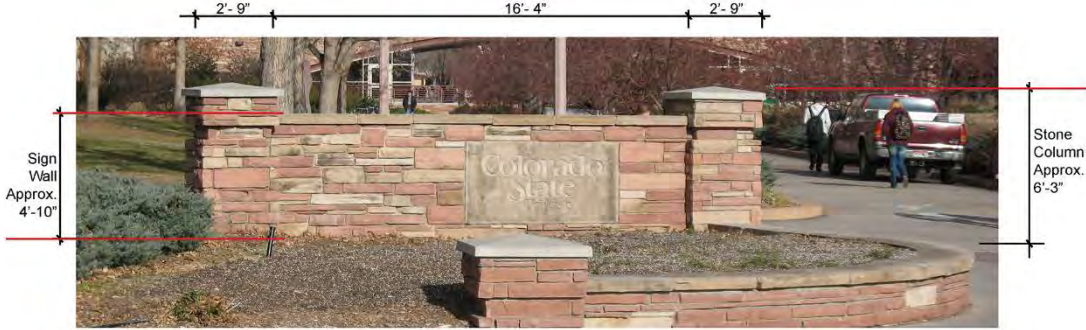
Existing Building Address Sign



Existing Building Name Sign Mounted on Building



# Hierarchy of University, College and Building Identification Signage



Existing University Monument Sign (at Lake St. & Center Ave.)



Existing University Monument Sign (at College Ave. & Pitkin St.)



Existing University Monument Sign - Foothills Campus

# Need for Future “College Identification” Signage <sup>479</sup>

- Known need for *Warner College of Natural Resources* and the *Michael Smith Natural Resources Building*
- Potential for *College of Veterinary Medicine and Biomedical Sciences* and the new *IBTT building*
- More as colleges are named for donors

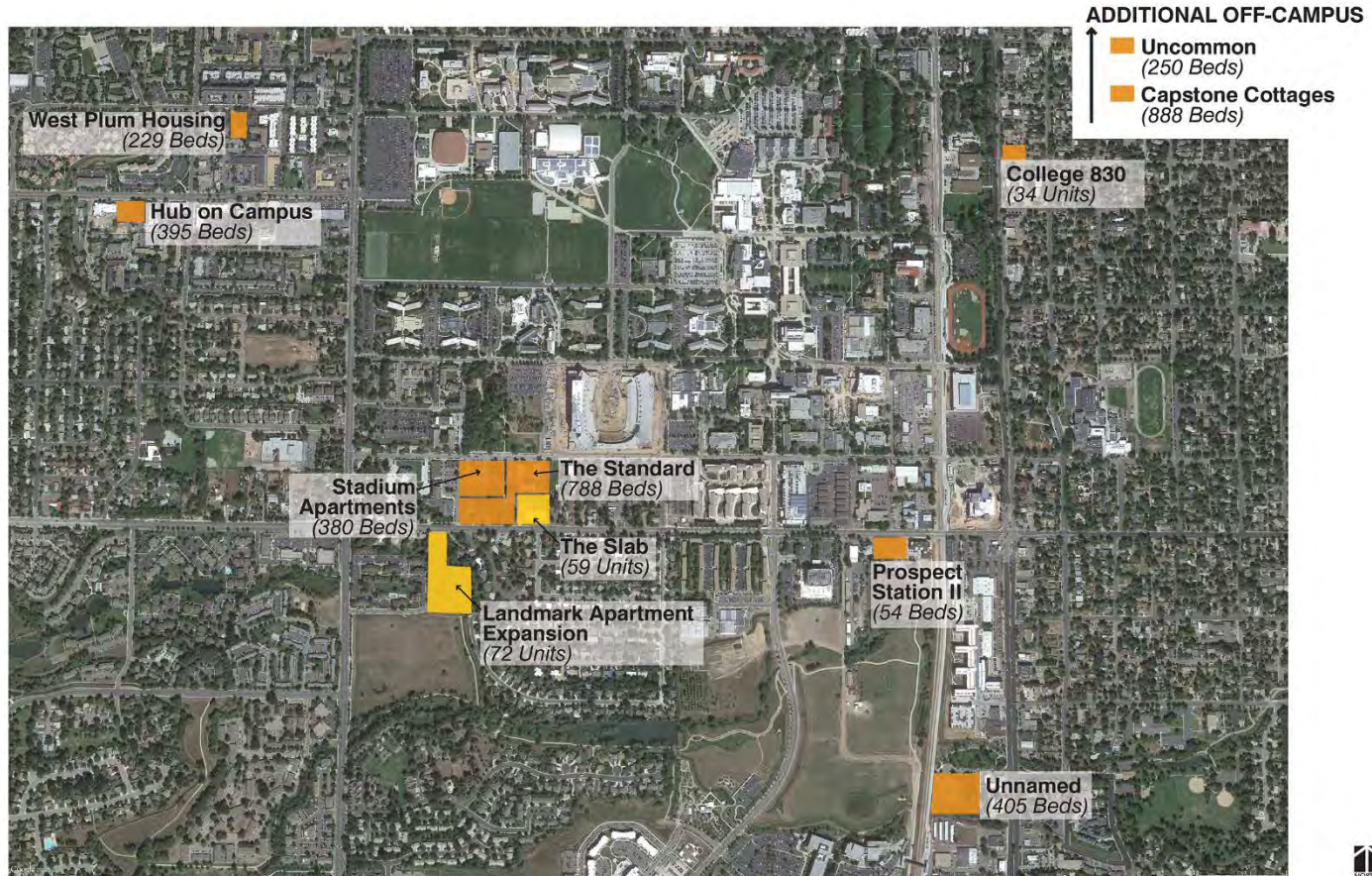
# *Informational*

## Residential Adjacencies to Campus

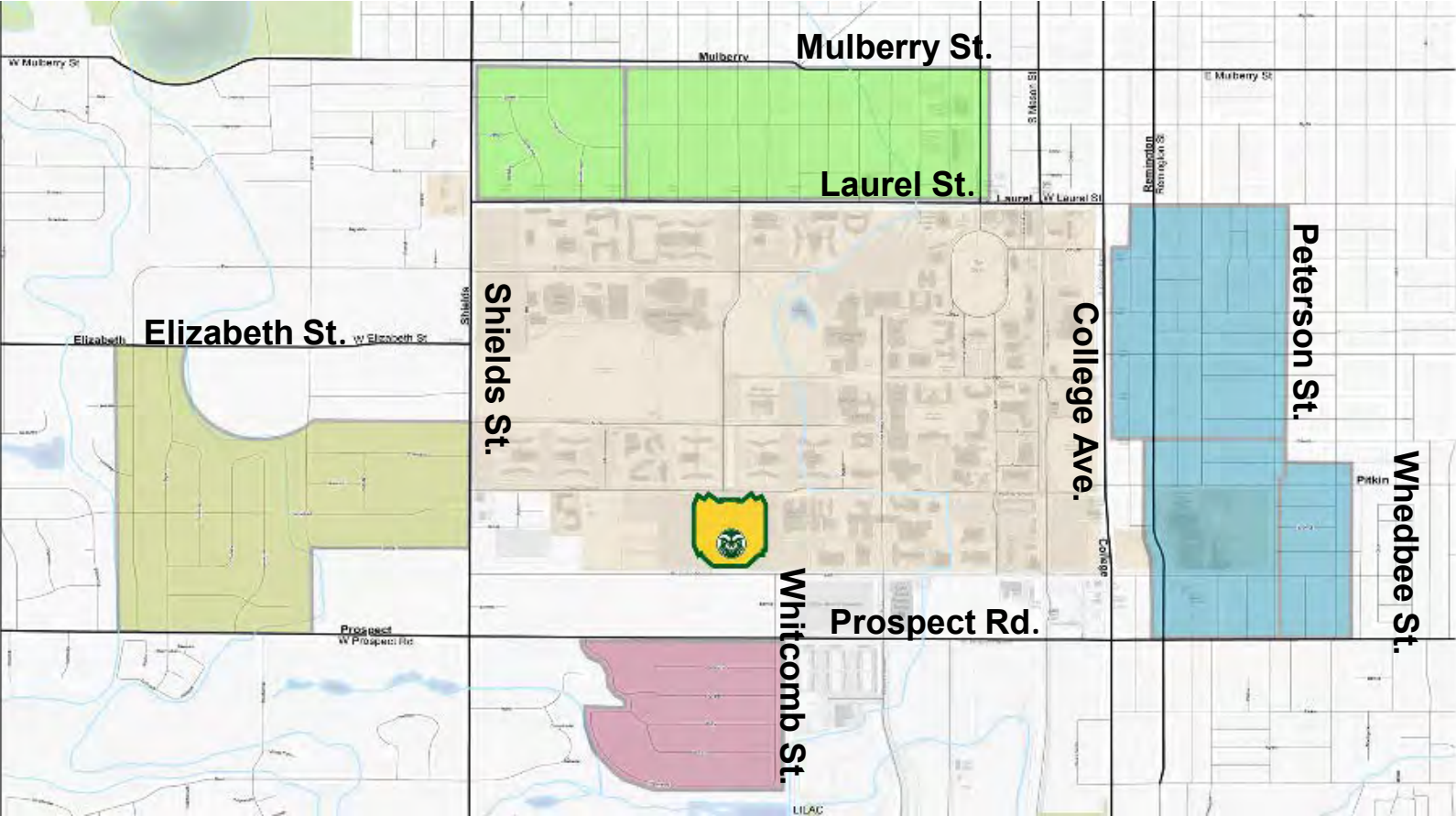




# Off-Campus Adjacent Housing Projects



# Potential Stadium Event Parking Permit Zones in Adjacent Neighborhoods



# *Informational*

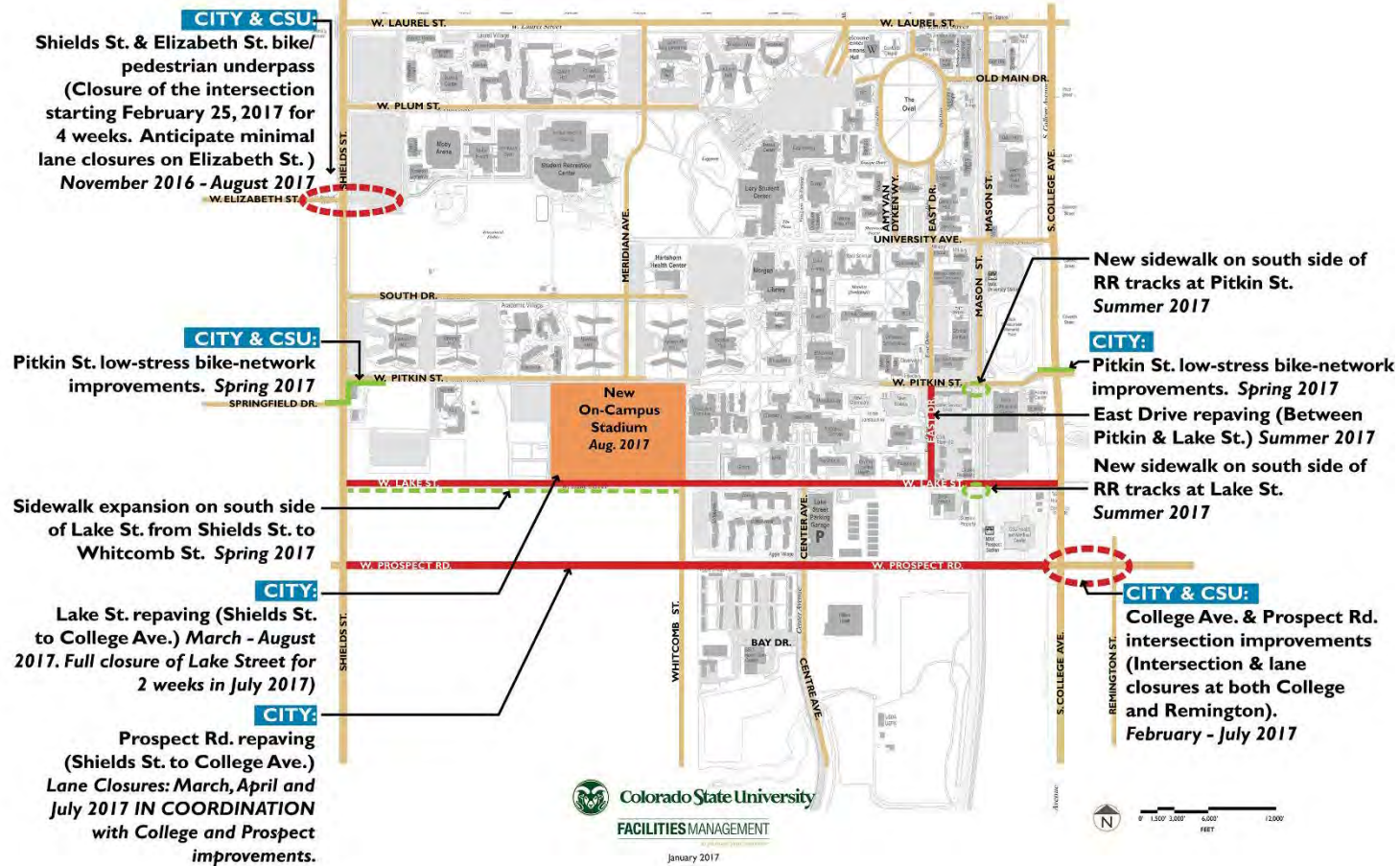
Road Construction Impacts  
Through Summer 2017





# Road Construction Impacts through Summer 2017

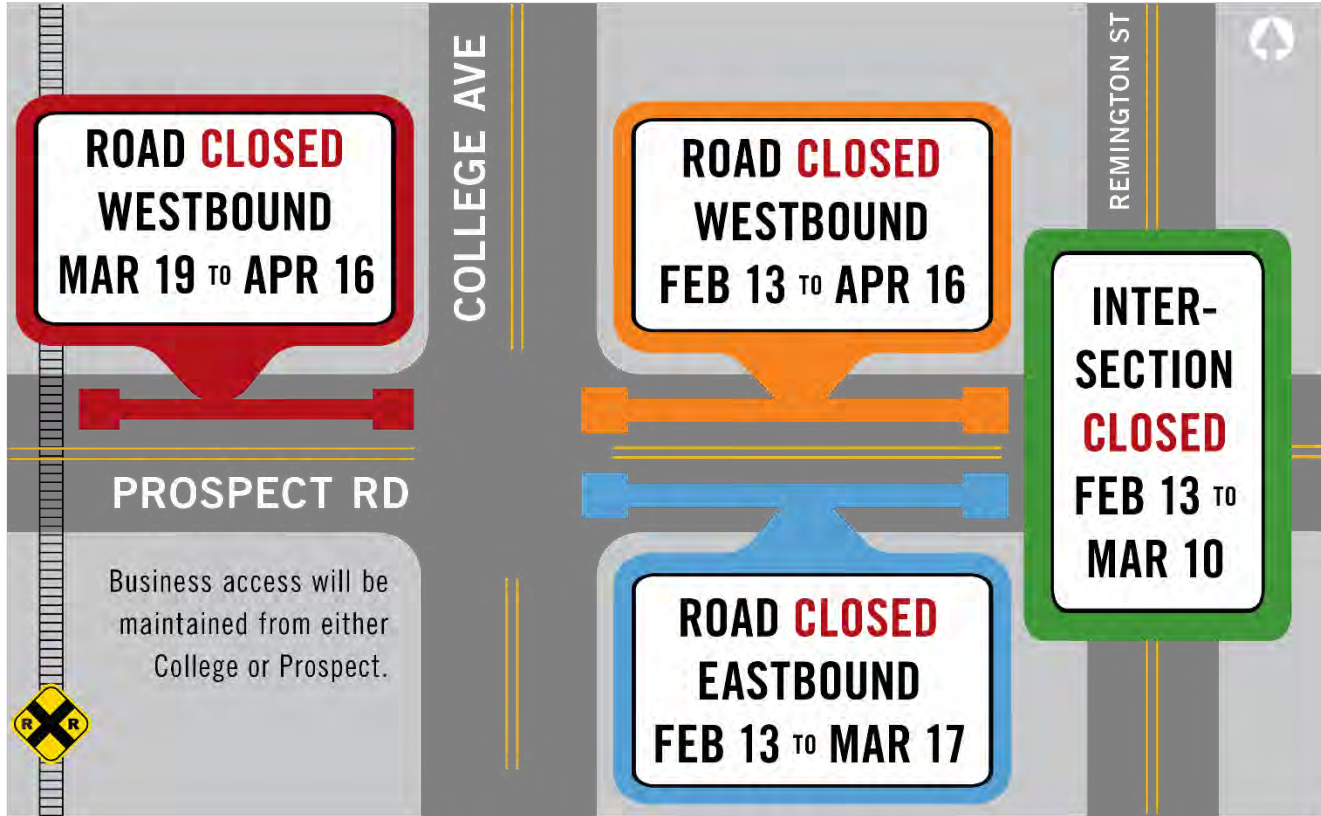
484





# College & Prospect Intersection Improvements <sup>485</sup>

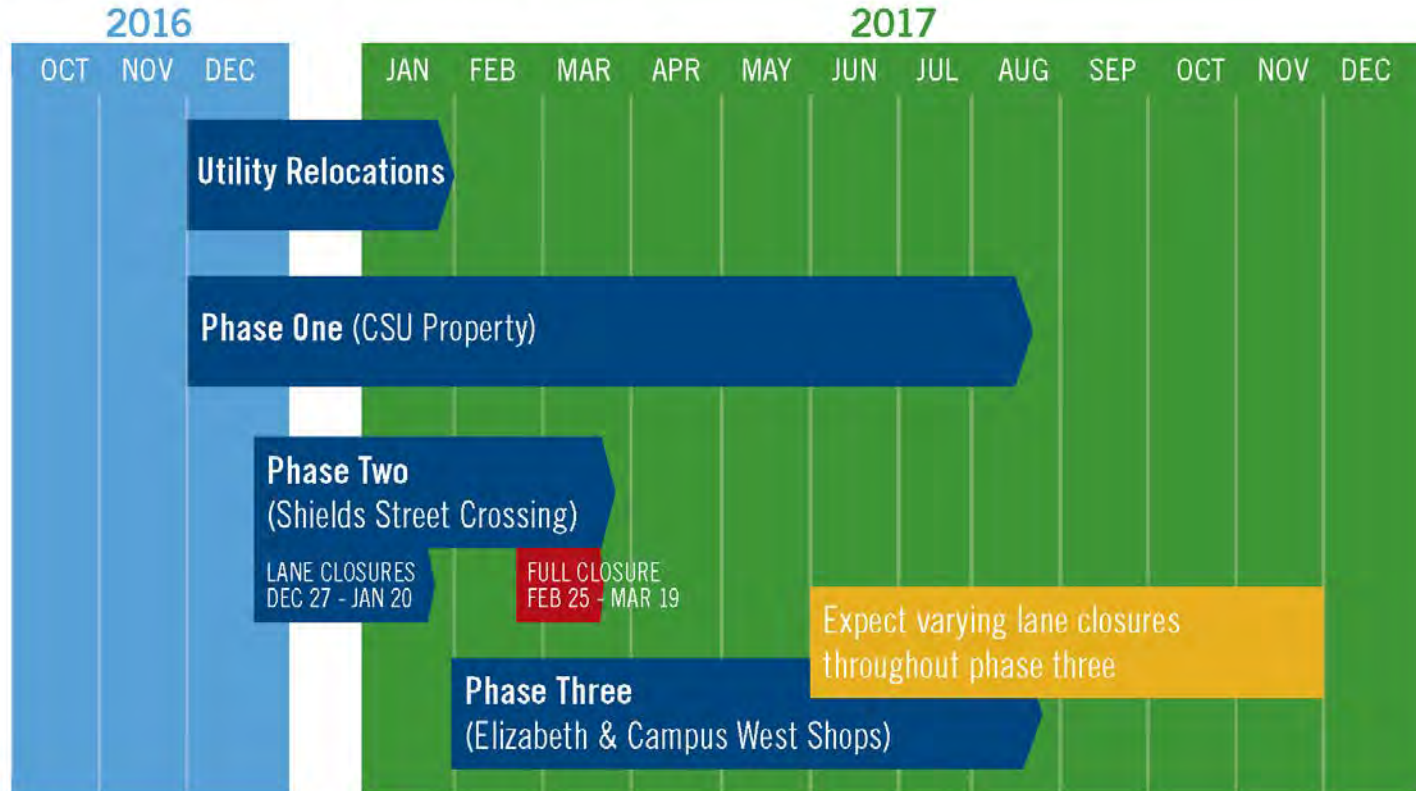
ROAD CLOSURES FEB 13 TO APR 16 After April 16, expect single lane closures.



# Underpass at Shields & Elizabeth

486

## CONSTRUCTION TIMELINE



**Geary, Melanie**

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**From:** Neth, Cara  
**Sent:** Monday, January 30, 2017 12:17 PM  
**To:** courtney.gorin.taylor@gmail.com  
**Cc:** Geary, Melanie  
**Subject:** Your message to CSU's Board of Governors

Dear Ms. Taylor,

Thank you for your email to the Board of Governors regarding Colorado State University project planning. I am happy to respond on behalf of the Board and the university.

CSU and the City of Fort Collins are co-hosting a public open house from 6-8 p.m. on Wednesday, February 1, in the West Banquet Room of the Drake Center specifically to address many of the concerns you raise in your message. The City and CSU have been working quite closely on plans around game-day parking issues and have held several public forums to gather community input into the process. That feedback has been directly incorporated into the plans that will be available at the open house. Information will be available there on game-day parking; transportation, multimodal traffic, and transit management; and the overall game-day experience (including plans to manage tailgating, lighting, noise, trash, and alcohol consumption). We are proud of the extraordinary amount of time, effort, and cooperation that has gone into development of a framework that both concentrates a significant portion of game-day traffic on campus and promotes alternative transportation options in a thoughtful and coordinated way.

As you may be aware, the University and the City entered into an intergovernmental agreement to ensure a smooth and well-coordinated planning effort around the new stadium and its impacts. As part of that IGA, a citizen Stadium Advisory Group has been formed to advise both entities on mitigation of potential impacts on neighborhoods and the surrounding community related to the stadium. That group has been meeting for more than a year now, and information from all of those meetings is publicly available at <http://source.colostate.edu/stadium-advisory-group/>.

Thank you again for writing,

Cara

Cara J. Neth  
Director, Presidential and Administrative Communications  
Office of the President  
Colorado State University

**Geary, Melanie**

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**From:** bobvangermeersch@aol.com  
**Sent:** Friday, March 31, 2017 10:29 AM  
**To:** CSUS Board  
**Subject:** NY Times article

Dear Governors

Please take this opportunity to read Michael Powell's article on Rutgers University athletics spending.

I'm sure you will see the parallels to CSU's reckless spending.

One difference is that Rutgers has the potential of BIG 10 media dollars coming in in a couple of years.

CSU odes not have this situation. It will be a continuation of "red ink" for the athletics dept. and the stadium **"WILL NOT"** help.

[https://www.nytimes.com/2017/03/12/sports/rutgers-university-athletic-department-deficits.html?hp&action=click&pgtype=Homepage&clickSource=story-heading&module=second-column-region@ion=top-news&WT.nav=top-news&\\_r=1](https://www.nytimes.com/2017/03/12/sports/rutgers-university-athletic-department-deficits.html?hp&action=click&pgtype=Homepage&clickSource=story-heading&module=second-column-region@ion=top-news&WT.nav=top-news&_r=1)

Bob Vangermeersch  
Fort Collins CO.  
970-223-0493

## Chasing Big Sports Goals, Rutgers Stumbles Into a Vat of Red Ink

The New York Times

By [MICHAEL POWELL](#) MARCH 12, 2017

NEW BRUNSWICK, N.J. — Ah, how grandness beckoned. When Rutgers officials announced in 2012 that their university would join the Big Ten, one of the nation's premier athletic conferences, the sun itself seemed to burn brighter.

Teams from Rutgers, New Jersey's state university, would battle mighty Ohio State and Michigan. High school seniors would forward applications by the truckload. And the money from those gilded television contracts — oh, good God, that money would pour in.

“It's a transformative day for [Rutgers University](#),” Tim Perneti, the athletic director then, told reporters.

I recently placed a call to Mark Killingsworth, a Rutgers economics professor and football fan, and asked about that transformation. He sighed. He had led a faculty revolt against Rutgers's money loser of an athletic department, which continues to siphon off tens of millions of dollars intended for academics.

Rutgers is a fine school, but David Hughes, an anthropology professor and the president of the faculty union, noted that 30 percent of the curriculum is taught by contract teachers, many of them paid like piecework seamstresses. And Rutgers's tuition costs rank high nationally.

It's not rocket science; this program is a mess,” Killingsworth said of the athletic program. “We are not champions at much, but our deficit is the biggest in the Big Ten.”

The faculty council is set to vote on a motion deploring this state of affairs. The athletic department has run an annual deficit of at least \$20 million since 2006; its current deficit is slightly larger than the sum of all the deficits in every other Big Ten athletic department.

All of which brings us to the athletic department's 2016 financial report to the N.C.A.A. The Star-Ledger [obtained this document](#) recently; it showed a blood-red deficit of \$28.6 million. The 64-page report had a one-line notation: “Other Operating Revenue: \$10,495,912.”

It turned out that the university bank quietly lent \$10.5 million to the athletic department to keep it afloat and pay severance costs for expensive and failed coaches. That loan came weighted with an interest rate of 5.75 percent; the cost of repaying it will run north of \$18 million, according to university documents.

Rutgers also diverted \$11 million in student fees and \$17.1 million from its general fund to cover the athletic shortfall. The average undergraduate now pays more than \$300 in activities fees exclusively for the university's N.C.A.A. teams.

This is the section of this column I customarily would set aside for Rutgers officials to respond. They could slice and dice numbers, and explain why the ink is not as crimson as it appears. They could assert the department is run with a steely hand on the tiller.

Late last month, I requested an interview with the athletic director, Patrick Hobbs. A day later, I also asked to speak with the president, Robert Barchi. These requests were met with silence.

On Thursday, I asked again, and a spokeswoman offered an off-the-record interview with Hobbs. I declined. An email statement soon arrived, saying in part, “Rutgers Athletics will be in a position to generate a positive cash flow for the university after we receive our full share of Big Ten revenues in 2021.”

Let me translate: That the athletic department has been run with no regard for sound financial practice is a trifle. Soon enough, piles of dough from the Big Ten’s billion-dollar-plus television contract will be deposited on the front steps of the athletic department. Its take could amount to \$40 million.

This is like handing Jesse James the keys to Fort Knox.

Deficits are not the only problem plaguing Rutgers athletics. Its football and basketball teams are impressively scandal-scarred. Here is a brief recap:

In 2012, not long after Rutgers announced it was joining the Big Ten, Perneti, as athletic director, received a video that showed the Scarlet Knights’ basketball coach, Mike Rice Jr., berating his players and using homophobic slurs. For punctuation, the coach hurled basketballs at their heads. Eventually Perneti suspended Rice for a few games. A few months later, ESPN obtained and broadcast the video. This time, Perneti fired Rice.

Alas, this was too late. Perneti, who engineered Rutgers’ entrance into the Big Ten, tumbled out the door, followed by the university’s general counsel.

Barchi, the president, hired Julie Hermann as athletic director. He described her as “one of the most respected athletic administrators in the country.” Her pay and benefits were nearly half a million dollars.

More or less immediately, it was reported that Hermann, who earlier served as the volleyball coach at Tennessee, [had demeaned her players](#) as “whores, alcoholics and learning disabled.”

Hermann was shown the door in 2015 in a purge that also claimed Kyle Flood, the football coach.

Flood was accused of trying to persuade a dance appreciation teacher to change a failing grade for one of his players. Seven of his players were arrested, on charges including armed burglary and an unprovoked punch that broke a student’s jaw. An additional 16 players tested positive for banned substances, reportedly marijuana, which under university rules merited suspensions. The football staff covered this up.

More seriously, Rutgers, like other “big-time” schools, chooses pretty female students as “ambassadors” to show male recruits around campus. The N.C.A.A. has accused Rutgers of allowing two ambassadors to meet with the recruits in dorm rooms, which is prohibited.

Rutgers’s fired athletic officials will draw severance payments for years to come. Hermann is owed about \$1.2 million over the next two years. Flood will pull down \$2.1 million. Eddie Jordan, the basketball coach who, refreshingly, was fired for losing rather than for abusing his players, will receive almost \$1.9 million.

Hence the athletic department’s need for a loan.

Pernetti no longer draws a university check. No wolf has arrived at his door. In one of his last acts as athletic director, he persuaded Rutgers to pay \$7 million to end its contract with a sports marketing firm. Shortly after he was fired, Rutgers signed an 11-year, \$65 million contract with IMG College to handle sports marketing for the university.

Two years ago, IMG hired Pernetti as president for multimedia, covering Rutgers and other colleges.

An intriguing aspect of Rutgers’s dive into big-time sports is that each time a coach or an athletic director left soaked in scandal, the successor received more money. The departed football coach made \$1.25 million; the new coach makes \$2 million. The departed basketball coach made about \$1.1 million; the new coach makes \$1.6 million.

As athletic director, Hobbs earns \$110,000 more per year than Hermann did. Hobbs is quick-witted. He described the piling up of severance payments to dismissed coaches as “investments that need to be made.”

Hobbs once served as dean of Seton Hall’s law school, where he displayed a gift for fund-raising and an impressive ear for politics. Over the years, Jon Corzine, the former New Jersey senator and governor, had donated \$1 million to Seton Hall. In 2004, his girlfriend, Carla Katz, applied to Seton Hall’s law school. He wrote a letter of recommendation for her.

Katz was president of the state’s largest public employees’ union. The law school awarded her a coveted presidential scholarship. Hobbs said he had no idea Corzine had written a letter of recommendation. He took exception to suggestions that a law school student “could receive a scholarship as a favor.”

Gov. Chris Christie was a graduate of the Seton Hall law school and a donor to his alma mater. When he served as a federal prosecutor, he got to know Hobbs. After an [investigation of Bristol-Myers Squibb](#) in 2005, Christie’s office cut a deal. It would not charge the company with securities fraud, and in exchange the company would pay a fine to fund a \$5 million professorship of business ethics at the law school. (The Justice Department since has barred this practice, out of concern that prosecutors would start creating what it called “summer camps” at favored institutions.)



When Christie was elected governor, he appointed Hobbs to his transition committee. After that unfortunate business with the George Washington Bridge, he made Hobbs his \$75,600-a-year part-time ombudsman. Hobbs had no office in the Capitol and produced no public work product.

A month ago, Hobbs and Killingsworth, the economics professor, agreed to answer questions for NJ.com, in [a de facto email debate](#). Hobbs waxed joyful.

“Our teams and student-athletes have enjoyed a great deal of success in the Big Ten,” he said, citing women’s soccer, wrestling and lacrosse.

These are fine sports. The Big Ten, however, prays at the altar of the grand moneymakers, football and basketball. The Rutgers football team finished 2-10 over all in 2016, 0-9 in the Big Ten. The men’s basketball team, Hobbs noted, got off to a fine 11-1 start. Alas, the team was beating up on mugs. When it stepped into the maw of the Big Ten season, Rutgers won three games and lost 15 before going 1-1 in the conference tournament.

“The athletic department has already budgeted for a 2 percent increase in student fees,” Killingsworth said. “I have a novel idea: Why don’t they learn to live within their means?”

That’s a small-time question for a big-time athletic program.

*Email: [powellm@nytimes.com](mailto:powellm@nytimes.com)*

# APPENDIX III

*Higher Ed Readings*

### Who gets left behind by free college tuition?

*Pacific Standard; 1/27/2017*

There is a consensus among the general population that college has become/is becoming too expensive for the average family to afford, but so far most plans put forward to fix the problem have focused on tuition. Studies show that free tuition programs are more likely to help children from middle-income families – students who are academically prepared for college and for whom money is the only barrier. Low-income students, however, face a different set of challenges and often need more than just free tuition in order to put them on a path to graduation. Programs that have a better track record for these students focus on per-student spending, like the Kalamazoo Promise in Kalamazoo, Michigan that uses money not only for free tuition but also for job placement, college prep, and support programs to ensure students stay on track.

### Editorial: CSU can lead others on gender equality

*The Coloradoan; 4/6/2017*

In the wake of two reports released by CSU on gender and racial inequality at the university, the Coloradoan Editorial Board asserts that President Frank has an opportunity and a responsibility to take the lead in implementing changes that will benefit both CSU and the northern Colorado community. Some of these changes include making metrics visible at the department level to avoid inconsistencies between departments; establishing deadlines and processes for achieving the desired equity; establishing consistency in parental leave policies, which have so far been at the determination of various superiors; and revising faculty evaluations in order to combat potential gender bias.

### Campus politics in the age of Trump

*The New York Times; 2/10/2017*

Since the election of Donald Trump, there has been a push at universities across the country for administrations to label their campuses as “sanctuary campuses”, but many universities have rejected the petitions, arguing, among other things, that it is an empty symbolic gesture that does not, in practical effect, increase their ability to shelter undocumented students. Some are also worried about federal funding, which is already in crisis at many universities and which President Trump has threatened to yank if campuses adopt a sanctuary campus label. Whether universities choose to adopt this particular label or not, it may not be possible to avoid jumping into the political fray without undermining their own guiding principles of intellectualism, diversity, and tolerance.

### For low-income students, public colleges are the Ivy League for economic mobility

*WBUR; 3/23/2017*

A study from five economists earlier this year showed that public institutions are not far off from elite private schools in terms of boosting their poorest students into the top fifth of the income scale. For poor students, regardless of where they get their 4-year degree, the benefits are enormous. But public universities enroll vastly higher numbers of these low-income students. They are a vital safety net investment for our communities and educate more than two-thirds of our post-secondary students, but as state funding for higher education has been decimated,

would-be students are still put off by the sticker price. Proposals abound for free or severely reduced tuition programs, but for now most innovation will need to come from the states, as our current administration has not proffered many specifics on improvements to college affordability.

### [Most colleges enroll many students who aren't prepared for higher education](#)

*The Hechinger Report; 1/30/2017*

In a recent investigation, the Hechinger Report found that the vast majority of public two- and four-year colleges were enrolling over half a million students who were not prepared for college-level work. In the 2014-15 academic year, 96 percent of 911 schools enrolled students who required remediation. Remedial courses are a financial drain on students, colleges, and taxpayers, costing an estimated \$7 billion per year. But the idea of only enrolling students who don't need remediation is anathema – most universities strongly believe they have a responsibility to educate students, regardless of their level of preparedness. Particularly at community colleges or smaller institutions, the significant drop in enrollment that would accompany such a policy would almost certainly lead to significant budgetary problems. Instead, many universities are focusing on efficiency in remediation, like partnering with local school districts to include some remediation in high schools and using open source materials to remove the financial hurdle of textbooks for students.

## **WHO GETS LEFT BEHIND BY FREE COLLEGE TUITION?**

*Pacific Standard*

College affordability is a seemingly rare bird in today's America: an issue most of us agree on, at least on the basic level that it is, in fact, a problem. A 2014 Gallup [poll](#) found that nearly 80 percent of Americans believe higher education is not affordable for everyone who needs it. Both [Bernie Sanders](#) and [Hillary Clinton](#) offered cost-cutting proposals during their presidential campaigns, as did [Donald Trump](#) (albeit in less detail). In that spirit, new statewide plans for free tuition have emerged in the past month.

The plans vary in the years of free tuition offered, and the range of public schools they would cover. But they all share a focus on tuition. And recent research suggests that focus can leave out the most socioeconomically disadvantaged students—except, perhaps, when tuition breaks are folded into broad community-based efforts.

Free tuition is most likely to help a significant, but targeted, category of student, according to [Tim Ready](#), a sociology professor at Western Michigan University: those who are academically equipped for college but come from middle-income families earning too much to qualify for full financial aid, yet not enough to cover the rest of tuition themselves. For such students, money is the primary barrier to a college degree, and a free tuition program helps to eliminate that barrier. (It doesn't fully clear that hurdle, given that students still have to fork over [up to thousands](#) of dollars in non-tuition expenses for books, on-campus services, and other demands.)

But many students who stop their education at high school have not been fully prepared for that next step. Even if having their tuition covered allows them to enroll in higher education programs, it's still an uphill battle for them to graduate. "You will help some kids, but there will be a whole lot of students who won't be able to succeed by that intervention alone," Ready says.

Some research suggests the broader impact of free tuition programs is mixed, disproportionately benefiting the students who are most likely to graduate regardless. In a Brookings Institution [report](#) published last year, [Matthew Chingos](#) found that tuition and fee breaks at public colleges nationwide saved 24 percent more for students in the top half of family income distribution, compared to those in the bottom half. That means more savings went toward students whose families need them less. Those relatively well-off students also have socioeconomic class advantages that boost their chances of graduating, no matter their academic skill level, according to a Department of Education [analysis](#) of student achievement.

Another factor that can muddy the impact of free tuition: university spending on each student. In a recent [working paper](#) looking at so-called "non-selective public institutions"—meaning more widely accessible schools—researchers at Harvard University and the University of California–Berkeley reported that spending more on each student, but not lowering tuition, increased rates of enrollment and, importantly, of graduation for that year.

The per-student spending examined in the paper may be something of a hidden issue in the conversation around the costs and returns of a college degree. As the researchers note, public

institutions spent 16 percent less per student in 2014 compared to 2000, despite rising price tags. While these public schools have become more expensive, less of their money overall has actually gone toward students.

So what can close the gap when tuition breaks aren't translating into degrees? Ready is now working alongside what's become a prototype to address that problem: the Kalamazoo Promise. Based in Kalamazoo, Michigan, the program offers a full ride to different public and private institutions for any student who graduates from the district's public schools (and attended since at least the ninth grade). It sounds like a basic free college deal, and it's inspired many imitators, including statewide tuition programs in Tennessee ([launched](#) during the 2015 school year) and Oregon (which went into [effect](#) in the fall of 2016).

But the Kalamazoo Promise has also been [described](#) as an "urban revitalization program," which speaks to its reach beyond tuition, geared toward making sure the students receiving free rides are prepared for college and receive the support needed to graduate. Sister initiatives include Kalamazoo's [Learning Network](#), a self-described "county-wide PTA" (parent-teacher association), and the local [Shared Prosperity](#) jobs program, which Ready helps to steer and hopes can address socioeconomic issues that [decades of research](#) have shown to stifle academic achievement. "Addressing out-of-school poverty issues is really important" to complementing these programs, says Ready, who wrote a Brookings [memo](#) last year arguing that there are significant limits to tuition-focused efforts.

Kalamazoo's patchwork of programs exist in part through luck: a set of rich, [anonymous](#) donors who have committed to keeping the Promise going, according to [Michelle Miller-Adams](#), a political science professor at Grand Valley State University who assesses Promise-type programs for the non-profit Upjohn Institute. With that backing, Kalamazoo's program has increased both enrollment and graduation rates for local students, though, as Ready's Brookings memo noted, it has struggled to make a dent in the district's overall race and class disparities.

But the most hopeful result from the program may be that, for students making good on the Promise, such disparities seem to disappear. Promise students were just as likely to complete some kind of college whether or not they qualified for lunch subsidies—a measure of family income—and regardless of their race, a 2015 [program evaluation](#) found.

From these early results, it looks like helping the most disadvantaged students get through college still comes down to money—so long as that money goes toward more than just tuition.

## **EDITORIAL: CSU CAN LEAD OTHERS ON GENDER EQUITY**

*The Coloradoan*

Colorado State University, home to more than 30,000 students and more than 7,000 employees, released two revealing reports recently.

The first, a qualitative study, found [“institutionalized gender inequity”](#) for female workers on the Fort Collins campus. The study was years in the making and detailed a workplace where women face fear of retaliation, sexist insinuations and inconsistent applications of earned benefits such as parental leave.

The second, a quantitative study, indicated Colorado State University is paying its female full professors 4.9 percent less than male counterparts. In the associate professor ranks, minorities are paid 5.4 percent less than their white counterparts this fiscal year, according to a report from [its Salary Equity Committee released](#) last week.

The salary gap for female full professors appears to be closing. In 2013, females earned 92.1 percent of what their male colleagues earned (the gap is now at 95.1 percent).

However minority associate professors are earning less than they did four years ago. In 2013, minority associate professors earned 97.8 percent of what their non-minority colleagues earned, versus 94.6 percent today.

It would be easy to leave issues of gender and racial equity alone. The board commends CSU leadership and President Tony Frank specifically for taking ownership of the problem.

One of the recommendations made in the wake of the reports, both two years in the making, is to further study the issues. As part of any further study, we ask that the process for rectifying these inequities, the metrics and the progress against those metrics be kept public and visible. And we ask that the metrics be kept at the department and individual dean level, so all CSU leadership will have the opportunity to participate in the fix.

There are also immediate actions referenced in both reports that will contribute to a better culture and working environment at CSU.

Among them:

- Resolve inconsistencies within university departments by making data and progress against metrics visible at the department level, creating accountability for deans, department heads and upper administration.
- Establish processes and deadlines for achieving equity across appointment types. Not only do women earn less than their male peers working the same jobs, 58 percent of nontenure-track faculty positions are occupied by women. The mean salary for a tenure-track position is \$107,617. The mean for nontenure-track employees is \$58,007.



- Establish and track metrics that assure career training and consistency in parental leave policies, which have been at the determination of a superior.
- Revise faculty evaluations to better account for potential gender bias. The gender equity study found, for example, that employees are evaluated for research and publication, where males tend to dominate the work. But employees are not evaluated for reference letters for students and other time-intensive service work, where females have tended to spend significant time.

Transparency matters. To employees and the public.

To an individual, the company – be it a university or a restaurant or a news organization – is manifested first and foremost in your immediate supervisor. If that supervisor is a poor leader, your feelings about the company are derived from your view of that supervisor.

Now, it's important to note that systemic gender and salary inequity do not mean the challenges are felt by all. It means there's a trend. And that trend over weeks and months and years adds up to a huge difference in quality of life for all employees.

Frank acknowledged the challenge that comes with organizational change, specifically from the position he occupies.

"It's a bit of a cognitive dissonance for me, in that it's not how I picture our university or our administration," he said when the equity report was released. "But, on the other hand, it's a perfect example of where my experiences aren't the issue, right?"

CSU is an integral to Fort Collins. And its leadership, including Frank, has an opportunity to lead our community. How can it leverage its unique platform for a broad impact on equal pay in Northern Colorado? It's right and just for CSU to roll up its sleeves and tackle this problem internally, but it is real leadership to extend what it learns during the process to the community.

## **CAMPUS POLITICS IN THE AGE OF TRUMP**

*The New York Times*

LAS VEGAS — Recently, I met with a former student of mine who showed exceptional promise during his freshman year. Since he took my class, he has become a leader in social justice groups and works part time at the university’s women’s center. He is now a junior and is on schedule to graduate a semester early. He is a model student. He is also undocumented.

He was among a group of students and faculty members who signed a petition requesting our college president declare our university a “sanctuary campus” — one of hundreds of similar petitions that circulated on colleges across the nation after President Trump’s election.

Much like sanctuary cities, sanctuary campuses grant protections to undocumented students while enrolled. A college or university would, for example, prevent federal immigration officers from entering campus without warrants, and keep information on students’ immigration status private unless subpoenaed.

Here in Nevada, where 7 percent of the population is undocumented, the sanctuary movement has particular relevance. The University of Nevada, Las Vegas, where I teach, is a federally designated “Hispanic-serving and Asian-Pacific-serving institution,” meaning it gets government support to help underprivileged minority students. Some 25 percent of our students are Hispanic, and U.S. News and World Report has named it one of the most diverse campuses in the country.

A sizable number of those students are registered under the Deferred Action for Childhood Arrivals program; if President Trump moves ahead with his threats to repeal the program and deport millions of undocumented people, it would leave a significant dent in our community.

Hence the calls for sanctuary campuses. “Most of the policies that are being talked about on college campuses are not really about getting in the way of federal enforcement,” said Michael Kagan, a professor of immigration law at U.N.L.V. “They are about making campuses as welcoming a place as possible regardless of people’s immigration status.” After all, [contrary to popular belief](#), he said, “Being an undocumented person in the United States is not a crime.”

Claiming sanctuary status, however, has its own complications — which our president, Len Jessup, explained when he declined the petition’s request (along with the presidents of Harvard, Columbia and Penn State). Legally, the label has no definition, and what it means in practice is unclear.

“The term inspires some and generates anger for others,” Professor Kagan said. “Any institution that decides whether it wants to raise that flag must realize it is no more than a symbol.”

For the left, that symbol has come to represent an overt stance against President Trump’s anti-immigrant rhetoric. For the right, it is further proof of liberal bias in universities. Some have lumped the sanctuary campus movement in with larger conversations about “safe spaces” on

campuses, and the ethical and moral challenges universities face in meeting the needs of their increasingly diverse student populations.

Many of the college administrations that have rejected the term cited their fears of giving undocumented students a false sense of safety while remaining legally unable to protect them from deportation. Others worry about their federal funding, which conservative congressmen [have threatened](#) to try to yank from those universities that take on the label.

Still, the sanctuary movement, whatever its legal or symbolic implications, raises important questions for campuses like mine that strive to be committed to minority and low-income students: How do we proceed in the shadow of a presidential administration that unapologetically promotes xenophobia? And is it even possible to do so without getting political?

Naturally, President Trump's actions, in particular his executive order for agencies to find ways to deny federal funding to sanctuary cities, have unsettled undocumented students. But they should equally bother institutions that claim diversity as a central part of their mission. Not only are Mr. Trump's executive actions a threat to those values, his entire first few weeks in office have been driven by ideologies, ideas and anti-intellectualism that conflict with academic principles. Remaining apolitical in the Trump era not only undercuts core principles of higher learning, it is no longer sustainable.

But universities that prioritize diversity of thought are not all the same, and they are by definition heterogeneous places. On my campus, conservative groups petitioned against the sanctuary label, and an instructor threatened to report students who revealed to him their undocumented status. There is strong opposition to the idea that college campuses should pick and choose the federal laws they follow.

Balancing all of this — competing interests on campus, concerns about claiming sanctuary status, threats from the White House — is now the most pressing task for university presidents. Their guiding principle must be to protect the students who make up the breadth of perspectives that our institutions value. If we as a university refuse to take symbolic, practical and political steps to express solidarity with these students, we are undermining our own principles.

Institutions like U.N.L.V. may reject the sanctuary label, but we must be prepared to eventually step into the political firing line. If the last few weeks are any indication, President Trump's policies may soon force us to.

## FOR LOW-INCOME STUDENTS, PUBLIC COLLEGES ARE THE IVY LEAGUE FOR ECONOMIC MOBILITY

*WBUR*

I agree [with Ronald Reagan](#) that the best social program is a job for those who can work. If that's true, the second best social program is a college education that prepares people for those jobs. It's really good news, then, that our public universities and colleges are better at getting low-income students up the economic ladder than experts realized.

The case for college as social mobility escalator got stronger earlier this year, when five economists [published a study](#) showing that public institutions don't lag far behind elite private schools in getting the poorest students into the top fifth of the income scale. "What we found really surprising is other schools have outcomes nearly as good as Ivy League schools, but [they] admit many, many more poor students," [one of the study's authors marveled](#).

The study buttressed what we've known for some time about the sound investment of a college degree. Four years ago, the multi-nation Organization for Economic Cooperation and Development reported that the average lifetime earnings premium from a college degree, after deducting its costs, was [\\$365,000 for American men and \\$185,000 for women](#). (The difference owes to the gender pay gap.)

Finish a four-year college, the OECD said, and you'll typically out-earn someone with just a high school diploma by a whopping 84 percent. Finish a two-year community college, and the earnings premium is still 16 percent. (The same study and other data show that historically black colleges and universities, which can be public or private, [do a better job](#) promoting social mobility than some analysts thought.)

Public universities in particular are a vital safety net investment, as they educate [more than two-thirds](#) of post-secondary students, while the nation's 200-plus most selective schools, many of them private, have become [playpens for the affluent](#), with few students from low-income families.

Yet for all public colleges' indisputable good, sticker shock at these once affordable bastions, which have [lost vast support from their states in recent years](#), frightens away needy applicants with nightmares of lifelong debt. That's why free public university tuition, financed by redirecting all our higher education spending and to be [paid back by graduates once they're working](#), is a good idea.

Alas, our current presidential administration, preoccupied with such matters of state as travel bans of dubious legality and twit-tweets about the uncorroborated bugging of Trump Tower, is not exactly awash in ideas for education. And the few President Trump has proffered do not merit the adjective "good."

President Trump has talked about changing payback terms for federal student loans in ways that would [not benefit low-income borrowers](#). And as a candidate, he talked about ending

government loans altogether in favor of private lenders. I generally prefer private approaches as a first resort, but private loans typically carry [higher interest rates and less generous repayment terms](#) — hardly a recipe for boosting low-income enrollments and college completion rates.

For now, anyway, it appears we'll have to rely on innovation at the state level. Academia can be as goofy as the Trump administration; many schools give lots of “merit-based” financial aid, regardless of need, to lure brainiacs that will boost graduation rates (and hence ratings in forums like [US News & World Report](#)). The University of Kentucky, God bless it, [has declared “enough” of such antics](#). Now giving 90 percent of its aid in merit-based assistance, the school plans to shift to 65 percent need-based by 2021.

But as for help from Washington, D.C.? Our president reminds me of a campaign ad run against a New Hampshire governor years ago who'd promised education reform but hadn't produced specifics. The ad featured a Sherlock Holmes figure in deerskin cap searching all sorts of nooks and crannies, each time pronouncing, “No plan here.”

## **MOST COLLEGES ENROLL MANY STUDENTS WHO AREN'T PREPARED FOR HIGHER EDUCATION**

*The Hechinger Report*

BALTIMORE — The vast majority of public two- and four-year colleges report enrolling students – more than half a million of them—who are not ready for college-level work, a *Hechinger Report* investigation of 44 states has found.

The numbers reveal a glaring gap in the nation's education system: A high school diploma, no matter how recently earned, doesn't guarantee that students are prepared for college courses. Higher education institutions across the country are forced to spend time, money and energy to solve this disconnect. They must determine who's not ready for college and attempt to get those students up to speed as quickly as possible, or risk losing them altogether.

Most schools place students in what are called remedial courses in math or English before they can move on to a full load of college-level, credit-bearing courses – a process that is a financial drain on not only students, but also colleges and taxpayers, costing up to an [estimated \\$7 billion a year](#).

Data from 911 two- and four-year colleges revealed that 96 percent of schools enrolled students who required remediation in the 2014-15 academic year, the most comprehensive recent numbers. At least 209 schools placed more than half of incoming students in at least one remedial course.

At least 569,751 students were enrolled in remedial classes that year. The true total is likely much higher because of inconsistencies in the way states track this data that may not capture adults returning to school or part-time students.

Some states report numbers for the entire student body, while others limit their data to incoming students. Some states also did not provide specific student enrollment numbers at all, did not report it for all their schools or did not have data from that year available. (Read more about the problems we had collecting this data [here](#).)

The rates are “so high that there's no question students are getting out of high school without the skills they need to succeed in college,” said Alex Mayer, a senior research associate at MRDC, an education and social policy research organization. “The other side of it is these students are not getting out of college, for the most part.”

Indeed, research has shown that students who enroll in these remedial courses often never even make it into the classes that will count toward a degree. A similarly wide-ranging [2012 report](#) by Complete College America determined that nearly half of entering students at two-year schools and a fifth at four-year schools were placed in remedial classes in the fall of 2006. Nearly 40 percent of students at two-year schools and a quarter of those at four-year schools failed to complete their remedial classes, that report found.

Different states use different cutoff scores to determine who must take these classes, which makes remediation-rate comparisons difficult and, critics say, remedial placement somewhat arbitrary. But despite the difficulty of comparison, many states have strikingly high remediation rates in their public colleges and universities.

One of those is Maryland. At many public schools in the state, it's uncommon for an incoming student *not* to be placed in remedial education. At Baltimore City Community College, for instance, in the fall of 2015, only 13 percent of students were deemed ready to start on college-level math and English courses right away, according to data provided by the school.

All BCCC students must take a test in math and English called the Accuplacer upon enrolling. The standardized test is one of two used by most higher education institutions to determine students' readiness. (Some schools use high school GPA or scores on the SAT or ACT.)

At BCCC, and many other institutions, students are placed into one of three levels of remedial courses based on their test scores. (Starting in the summer of 2017, BCCC will only have two levels of remedial math.) A student at the bottom level in math might need help with basic arithmetic. A student who places into the lowest-level English course might still struggle with something as elementary as subject-verb agreement, said Melvin Brooks, associate dean of English, Humanities, Visual and Performing Arts at BCCC.

"Some of them are so deficient, to try to include them in a credit-bearing course without that foundation would be a disservice," he said, adding that the professor and other students would also be held back by a classmate so ill equipped to keep up.

Carole Quine teaches the highest-level remedial English course at BCCC. It focuses predominantly on essay writing. On a Wednesday last fall, she started off her class with a now-routine exercise: diagramming a sentence. She then wrote two sentences on the board — "I attend BCCC" and "My brother attends Morgan" — and had students suggest different ways of combining them. (One student jokingly suggested, "I attend BCCC because my brother attends Morgan.")

"The major reason you're being taught all this is when you get into your English 101, you aren't just writing the same kinds of sentences," Quine told them.

Sitting in the back of the class, Gregory Scott Peterson took notes as Quine went over the difference between dependent and independent clauses.

Peterson graduated from high school in 2015 and enrolled at BCCC in the fall of 2016 through a program that will earn him a certificate in Information Technology followed by a six-month internship that should turn into a full-time job.

Peterson placed directly into Quine's class, without needing the lower two levels of remediation. Still, he said, for the first few weeks he and many of his classmates were "on the struggle bus."

He said that the class was "definitely a lot harder" than his high school English courses.



Remediation is sometimes assumed to be primarily driven by adults returning to college, who may have once understood the quadratic formula and mastered the five-paragraph essay but have forgotten them in the intervening years. The data collected by *The Hechinger Report* indicate, however, that the problem is widespread among students coming directly from high school as well.

In Nevada, for instance, 58 percent of the state's recent high school graduates were placed in these courses in 2014. And more than half of Delaware's recent public high school graduates who enrolled in its public colleges and universities needed remediation that year.

Maryland has reported similarly high remediation rates for its high school graduates. A [study](#) of the Baltimore City Public Schools class of 2011 found that 96 percent of the 354 students who immediately enrolled at BCCC needed remedial courses in math and 67 percent needed remedial courses in writing. At the Community College of Baltimore County, where 417 of the 2011 graduates ended up, 89 percent tested into remedial math classes and 49 percent into remedial writing. (Several four-year schools had lower rates, but these two colleges received over 60 percent of Baltimore graduates attending Maryland public institutions.)

Sonja Brookins Santelises, chief executive officer of Baltimore City Public Schools, is well aware of the gap between the knowledge needed to earn a diploma in the district and what college professors expect students to be able to do on day one. She served as chief academic officer for the district before going to the D.C.-based think tank Education Trust in 2013, where she studied this issue nationally. She returned to the Baltimore school district in the summer of 2016.

It's "more like a chasm," she said. "We've had too low a standard for too long."

The district is working to increase dual-enrollment opportunities, through which high school students can enroll in college courses, as well as increase general exposure to higher education, Santelises said. It's also trying to equip schools with the tools to deal with trauma in students' lives and to better support teachers in raising standards to challenge students more in high school.

"If we've been giving kids worksheets with simplistic answers for years and then get upset when they can't write a five-paragraph essay or recognize subject-verb agreement, that's not the kids," she said. "That's us."

Santelises said she thinks the district should be able to cut the remediation rate of Baltimore City graduates going to BCCC or the Community College of Baltimore County in half over the next four years.

To significantly decrease remediation rates takes time.

*Hechinger's* analysis shows that remediation rates have been declining in most states over the last five years, yet often those drops have been small, even as states adopted new K-12 standards aimed at aligning high school graduation requirements and college-readiness standards. No one

has completely bridged the gap, said David Steiner, executive director of the Institute for Education Policy at Johns Hopkins University and a former commissioner of education for New York State.

“No state right now is close to equating its high school graduation standard with anything that would be meaningful as a college-career-starting standard,” he said. But, Steiner added, the problem is magnified in communities like Baltimore. “The fact also is that when you get concentrated high poverty, it’s extremely hard to educate the student out of that situation to college readiness.”

Indeed, many colleges with high remediation rates say that they have accepted that not all — often not even most — of their students will be completely ready when they come to campus.

“You have to work with what you get,” said Sandra Kurtinitis, president of the Community College of Baltimore County. “We get honors students and folks who can’t read at a fifth-grade level.”

In general, according to *Hechinger’s* data analysis, remediation rates are higher at community colleges, which are more likely to have open-door admissions policies. More than two-thirds of first-time students enrolling in Arkansas’ community colleges needed remedial courses in 2014, for instance. About 60 percent of those in Massachusetts and Tennessee did.

But even four-year schools, which are more likely to have some admissions criteria, were not immune. In the California State University system, [which admitted about 72 percent of first-time freshman applicants in 2014](#), more than 40 percent of incoming freshman were deemed not ready for college-level work in at least one subject. Nearly a quarter of incoming students at Colorado’s and Montana’s four-year schools were placed in remedial courses and about 30 percent were in Arkansas.

The University of Arkansas-Fort Smith needed to remediate 36 percent of its students in 2014. Students who score a 19 or better on the ACT are automatically enrolled in college-level courses. Those who do worse are either enrolled directly in a remedial class or take additional tests to determine their placement.

If students’ scores are too low, they can be admitted as non-degree seeking students for up to 15 credit hours to earn a certificate or work toward improving their score on a placement exam.

Officials say it wouldn’t be practical for a school like Fort Smith to mandate that all incoming students be ready to go into college algebra or English 101.

“We’re not a terribly populous state. Not everyone is going to go to college and we’ve got a fair number of colleges,” said Michael Moore, vice president of academic affairs for the University of Arkansas system. “Your enrollment will be tiny and you won’t be able to afford the faculty.”

Many college administrators also make an ethical argument for enrolling students who need remediation: It's the college's job to help make up for circumstances that have left students unprepared, not to punish them.

“College education has such a transformative power,” Moore said. “To simply tell people you're not going to college because you qualify for remedial education, I think, would be wrong. That sort of places the blame on the student.”

Instead, many schools across the country are focusing on getting students ready for college-level work as efficiently as possible.

Some colleges, including BCCC, are partnering with local school districts to [push remediation into high schools](#). BCCC has also pared down some of its remedial courses from 16 weeks to 12 or eight. They're experimenting with different open source materials to decrease the cost of remedial textbooks and remove that financial hurdle for students.

At Fort Smith, a math professor has created an online math program, in which remedial students can go through different lessons at their own pace. The school (and many others in the Arkansas system) has also developed a co-requisite program, in which students enroll directly in college-level courses, but have an extra hour per class built in for remediation.

It's similar to a model developed by the Community College of Baltimore County, and now used by [254 schools](#) across the country. In CCBC's program, a professor teaches a session of college-level English 101 for an hour and fifteen minutes. Then, immediately afterward, students needing remediation (about half the class) spend an additional 75 minutes with the same instructor, honing in on problem areas. In 2014, nearly 40 percent of students in this program not only finished English 101, but went on to complete English 102, compared to fewer than 15 percent in traditional developmental courses, according to data from the college.

Programs and experiments like these take considerable time and energy — as well as more money than traditional remedial courses — for colleges to run. The Community College of Baltimore County program, for example, costs \$78,000 a year for 54 credit hours; \$35,000 of that is spent training faculty how to teach these courses, officials said. But CCBC President Kurtinitis says it's worth it.

“It's an expense we incur gladly,” she said. “It's really an investment in retaining students who are now prepared at the college level.”