

BOARD OF GOVERNORS
August 1-2, 2017
Colorado State University-Global Campus
7800 East Orchard Road, Suite 200
Greenwood Village, Colorado

TUESDAY, AUGUST 1, 2017

Board of Governors Breakfast 8:00 a.m. – 8:30 a.m.

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

1. EVALUATION COMMITTEE (*Executive Session*) 8:30 a.m. – 12:30 p.m.
Nancy Tuor, Chair

LUNCH - CSU-Global Campus' Advisory Council 12:30 p.m. – 1:30 p.m.

2. PUBLIC COMMENT 1:30 p.m. – 1:45 p.m.

3. BOARD CHAIR'S AGENDA 1:45 p.m. – 2:00 p.m.

4. ACADEMIC AND STUDENT AFFAIRS COMMITTEE 2:00 p.m. – 3:30 p.m.
Dennis Flores, Chair

- Degree Candidates Approval for AY17-18 – CSU, CSU-Global Campus, CSU-Pueblo
- Academic Year Degree Reports – CSU, CSU-Global Campus
- Program Review Schedule – CSU, CSU-Pueblo
- Campus Reports:
 - ♦ Faculty Activity Report – CSU, CSU-Pueblo, CSU-Global Campus
 - ♦ Science of Learning Presentation – Anne Cleary

BREAK

5. REAL ESTATE/FACILITIES COMMITTEE 3:45 p.m. – 4:00 p.m.
Bill Mosher, Chair

- Approval of Revised Water Resources Center Program Plan

6. EXECUTIVE SESSION 4:00 p.m. – 4:35 p.m.

BOARD OF GOVERNORS DINNER WITH CSUS FOUNDATION (*Social Event*) **6:00 p.m.**
Seasons 52, 8325 Park Meadows Center Drive, Lone Tree, Colorado

WEDNESDAY, AUGUST 2, 2017

Board of Governors Breakfast 8:00 a.m. – 8:30 a.m.

RECONVENE BOARD MEETING 8:30 a.m.

7. STRATEGIC MAPPING UPDATE 8:30 a.m. – 8:45 a.m.

8. CSU-GLOBAL CAMPUS REPORTS 8:45 a.m. – 9:15 a.m.

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

- 9. AUDIT AND FINANCE COMMITTEE** 9:15 a.m. – 10:45 a.m.
Jane Robbe Rhodes, Chair
Audit Items
- Status of FY 2017-2018 Audit Plan
 - Audit Reports and Recommendations
 - Past Due Audit Recommendations
- Finance Items*
- State Budget Update/Higher Education Funding Model
 - Campus Budget Presentations with Tuition discussion
 - Action on the Institutional Plan and Policy for Student Fees – CSU, CSU-Pueblo
 - CSU System Treasury Update
 - Variable Rate Debt discussion
 - Action on the 12th Supplemental Resolution
 - Action on the updated Five Year State Capital Construction Plan
- BREAK**
- 10. CHANCELLOR’S REPORT** 11:00 a.m. – 11:30 a.m.
- National Western Update – Presented by Amy Parsons
 - Government Relations Update – Presented by Amy Parsons
 - System-wide Student Health Insurance – Presented by Anne Hudgens, Chrissy Holliday
 - Action on Amendments to the CSU System Policies – Presented by Jason Johnson
- 11. CSU-PUEBLO REPORTS** 11:30 a.m. – 12:00 p.m.
- Student Representative’s Report – Presented by Jake Harmon
 - Faculty Representative’s Report – Presented by David Volk
 - President’s Report – Presented by Tim Mottet
- LUNCH** 12:00 p.m. – 12:45 p.m.
- 12. WOMEN’S INITIATIVE UPDATE** 12:45 p.m. – 1:15 p.m.
- 13. COLORADO STATE UNIVERSITY REPORTS** 1:15 p.m. – 1:55 p.m.
- Student Representative’s Report – Presented by Josh Silva
 - Faculty Representative’s Report – Presented by Margarita Lenk
 - President’s Report – Presented by Tony Frank
- 14. ANNUAL ATHLETICS REPORTS** 1:55 p.m. – 2:35 p.m.
- Colorado State University – Presented by Joe Parker, Athletic Director
 - Colorado State University-Pueblo – Presented by Joe Folda, Athletic Director
- 15. APPROVAL OF CONSENT AGENDA** 2:35 p.m. – 2:40 p.m.
- A. Colorado State University System
- ♦ Minutes of the June 15-16, 2017 Board Retreat, Meeting and Committee Meetings
- B. Colorado State University
- ♦ Approval of Degree Candidates
 - ♦ Program Review Schedule
- C. Colorado State University-Global Campus
- ♦ Approval of Degree Candidates

- D. Colorado State University-Pueblo
- ♦ Approval of Degree Candidates
 - ♦ Program Review Schedule

16. BOARD MEETING EVALUATION

2:40 p.m. – 2:45 p.m.

ADJOURNMENT

2:45 p.m.

Next Board of Governors Board Meeting: October 5-6, 2017, Colorado State University, Fort Collins

APENDICES

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

Section 1

Evaluation Committee

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Section 2

Public Comment

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Section 3

Board Chair's Agenda



COLORADO STATE UNIVERSITY SYSTEM

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

FY2017-18 Board of Governors Meeting Calendar

August 1-2, 2017: CSU-Global, Greenwood Village

October 5-6, 2017: Colorado State University, Fort Collins

November 30 - December 1, 2017: Colorado State University System, Denver

February 7-9, 2018: Regular Meetings & Retreat, CSU-Pueblo

May 2-3, 2018: Colorado State University, Fort Collins*

May 30-June 1, 2018: Retreat, C Lazy U Ranch *

*Amended July 2017

**2017
Excellence in Undergraduate
Teaching Award
August 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. Barry Smith
CSU - Global Campus**



Dr. Barry Smith started with CSU-Global in May 2010. He comes to us with a Master of Science in Applied Mathematics and a Master of Science in Analytical Chemistry from Pittsburg State University and a Ph.D. in Analytical Chemistry from the University of Wyoming. He is a veteran of the United States Marine Corps Reserve and a member of the American Chemical Society and the American Mathematical Association of Two Year Colleges.

Dr. Smith has been the Lead Faculty for the Mathematics program since 2013 and the Adaptive Learning Mentor for Mathematics since June 2015. He has served as a content expert and reviewer for numerous mathematics and chemistry courses for CSU-Global as well.

Dr. Smith teaches undergraduate courses in statistics and chemistry; both challenging subjects for many students. He has worked diligently to create instructional videos to augment and extend students' comprehension of the subject matter and regularly holds live sessions throughout each term with his students to guide them through difficult concepts. His students consistently point to him being patient and always available to provide support as the foremost reason they were successful in the statistics and chemistry courses.

Dr. Smith is respected and valued by fellow faculty in his program for his efforts in curriculum development and for his mentoring and guidance with adaptive learning tools utilized by the university. He supports the program in numerous areas and Dr. Smith has shown himself to be an academic leader in addition to being a trusted resource for his peers.

Dr. Smith's patience, mentorship, and guidance to both students and fellow faculty has solidified his place among past recipients of the Board of Governors Excellence in Undergraduate Teaching Award. Dr. Smith is an outstanding faculty member and a deserving recipient of this prestigious award.

Section 4

Academic and Student Affairs Committee

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA
August 1, 2017

Committee Chair: Dennis Flores, Kim Jordan (Vice Chair)

Assigned Staff: Dr. Rick Miranda, Chief Academic Officer

I. New Degree Programs

Colorado State University

- None

Colorado State University-Global Campus

- None

Colorado State University-Pueblo

- None

II. Miscellaneous Items

Colorado State University

- Approval of Degree Candidates AY17-18
- Degrees Awarded AY16-17
- Program Review Schedule AY17-18

Colorado State University-Global Campus

- Approval of Degree Candidates AY17-18
- Degrees Awarded AY16-17

Colorado State University-Pueblo

- Approval of Degree Candidates AY17-18
- Program Review Calendar for AY17-18

III. Campus Reports

- Faculty Activity Report – CSU, CSU-Pueblo, CSU-Global
 - Promotion and Tenure – CSU, CSU-Pueblo
- Science of Learning – Anne Cleary

Board of Governors of the Colorado State University System
Meeting Date: August 2, 2017
Consent Item

MATTERS FOR ACTION:

Approval of Degree Candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirement for their respective degrees during the 2017-2018 Academic Year.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

The Faculty Council of Colorado State University recommends the conferral of degrees on those candidates who satisfy their requirements during the 2017-2018 Academic Year. The Registrar's Office will process the applications for graduation; only those individuals who complete all requirements will receive degrees.

Board of Governors of the Colorado State University System

Meeting Date: August 2, 2107

Report Item

CSU: Degrees Awarded Academic Year 2016-2017

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

Board Policy 314: Approval of Degree Candidates states that each institution shall submit to the Board an annual report of degrees granted in the prior year. The degrees awarded by college and degree type for the academic year 2016-2017 are shown in the following table.

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College	Bachelors	Graduate Certificate	Masters	Doctorate	D.V.M.	Grand Total
Agricultural Sciences	323		79	20		422
Business	679	15	540			1,234
Engineering	394		203	50		647
Health and Human Sciences	1,035	8	338	41		1,422
Intra-University			28	32		60
Liberal Arts	1,492		191	7		1,690
Natural Sciences	723		146	63		932
Veterinary Medicine & Biomedical Sciences	153		152	20	130	455
Warner College of Natural Resources	380	5	97	16		498
Grand Total	5,179	28	1,774	249	130	7,360

Additionally, during Academic Year 2016-2017, Colorado State University Fort Collins campus awarded one Bachelor of Science degree in Human Development and Family Studies posthumously and one Bachelor of Science degree in Business Administration with a concentration in Finance and an option in Corporate Finance posthumously.

Board of Governors of the Colorado State University System
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 Consent Item

MATTERS FOR ACTION:

Program Review Schedule

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the 2017-2018 program review schedule.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

In accordance with University policy, as approved by the Board of Governors, every Department or instructional unit must undergo a program review at least once every six years. The following academic program review schedule for the academic year 2017-2018 is submitted for your approval:

DEPARTMENT	DEGREE
ANTHROPOLOGY	ANTHROPOLOGY – B.A. ANTHROPOLOGY – M.A.
ECONOMICS	ECONOMICS – B.A. ECONOMICS – M.A. ECONOMICS – Ph.D.
ETHNIC STUDIES	ETHNIC STUDIES – B.A. GENDER, POWER, AND DIFFERENCE – CT ETHNIC STUDIES – M.A.
HISTORY	HISTORY – B.A. HISTORY – M.A.
JOURNALISM AND MEDIA COMMUNICATION	JOURNALISM AND MEDIA COMMUNICATION – B.A. PUBLIC COMMUNICATION AND TECHNOLOGY - M.S. MASTER OF COMMUNICATIONS AND MEDIA MANAGEMENT – M.C.M.M. PUBLIC COMMUNICATION AND TECHNOLOGY – Ph.D.
POLITICAL SCIENCE	POLITICAL SCIENCE – B.A. POLITICAL SCIENCE – M.A. POLITICAL SCIENCE – Ph.D.
SOCIOLOGY	SOCIOLOGY – M.A. SOCIOLOGY – Ph.D. SOCIOLOGY – B.A.

Board of Governors of the Colorado State University System
August 2, 2017
Consent Item

MATTERS FOR ACTION:

Approval of Degree Candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirement for their respective degrees during the 2017-2018 Academic Year.

EXPLANATION:

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

The Faculty of Colorado State University – Global Campus recommends the conferral of degrees on those candidates who satisfy their requirements during the 2017-2018 Academic Year. The Office of the Registrar will process the applications for graduations; only those individuals who have completed all requirements will receive their degree.

Board of Governors of the
Colorado State University System
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Report Item

CSU - GLOBAL: Degrees Awarded Academic Year 2016-2017

EXPLANATION:

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

The following report provides an overview of the total degrees conferred at CSU-Global by program for the 2017 academic year. Overall, there were 2,622 degrees conferred at CSU-Global in the 2017 academic year with 1,778 undergraduate degrees and 844 graduate degrees.

FY17 CSU-Global Degrees Conferred

Degree and Program	Count of Degrees Conferred	Percent of Degree Level
Bachelor Total	1,778	100.0%
BS - Accounting	266	15.0%
BS - Applied Social Sciences	58	3.3%
BS - Business Management	368	20.7%
BS - Communication	66	3.7%
BS - Criminal Justice and Law Enforcement Administration	64	3.6%
BS - Healthcare Administration and Management	138	7.8%
BS - Human Resource Management	106	6.0%
BS - Human Services	57	3.2%
BS - Information Technology	254	14.3%
BS - Interdisciplinary Professional Studies	4	0.2%
BS - Management Information Systems and Business Analytics	62	3.5%
BS - Marketing	98	5.5%
BS - Organizational Leadership	135	7.6%
BS - Project Management	86	4.8%
BS - Public Management	16	0.9%
Master Total	844	100.0%
Master - Criminal Justice and Law Enforcement Administration	20	2.4%
Master - Finance	59	7.0%
Master - Healthcare Administration	230	27.3%
Master - Human Resource Management	78	9.2%
Master - Information Technology Management	33	3.9%
Master - International Management	14	1.7%
Master - Professional Accounting	58	6.9%
Master - Project Management	47	5.6%
MS - Management	98	11.6%
MS - Organizational Leadership	137	16.2%
MS - Teaching and Learning	68	8.1%
MS - Teaching and Learning - Licensure	2	0.2%
Grand Total	2,622	

Graduates from the MS Dual Degree programs (MS Org Leadership and MS Management) are awarded two separate degrees.

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MATTERS FOR CONSENT:

Approval of degree candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirements for their respective degrees at the end of each cohort within the academic calendar year 2017-2018.

EXPLANATION:

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

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

CSU-Pueblo anticipates that approximately 770 undergraduate degrees and 90 graduate degrees should be awarded in the upcoming academic year (i.e. fall 2017, and spring and summer 2018). The table below provides detail on bachelor's and master's degrees awarded in summer 2016, fall 2016 and spring 2017; it also provides the related averages between spring 2011 and fall 2016. In addition, one posthumous degree (bachelor's degree for a music student) was awarded in spring 2017.

	AY2016-2017 # Bachelor's awarded	AY2016-2017 # Master's awarded	Sp2011-Fa2016 Bachelor's average	Sp2011-Fa2016 Master's average
Summer	158	38	169	26
Fall	145	22	177	31
Spring	454	26	40	53

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MATTERS FOR ACTION:

Program Review Schedule

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve and forward to the Colorado Commission on Higher Education the following list of Colorado State University-Pueblo academic programs to be reviewed in academic year 2017-2018 in accordance with the approved Program Review Plan for the CSU System. The CSU-Pueblo program review calendar appears on the next page.

- Athletic Training (BS)
- Automotive Industry Management (BS)
- Civil Engineering Technology (BSCET)
- Construction Management (BS)
- Exercise Science and Health Promotion (BS)
- Political Science (BA/BS)
- Social Science (BA/BS)
- Social Work (BSW)

EXPLANATION:

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

The list above is in accordance with established review schedule 2017-2018 through 2021-2022 on the next page. To date, none of the programs have submitted formal requests with justification to the CSU-Pueblo Curriculum and Academic Programs Board (CAP Board) to delay their University program review to coincide with their disciplinary accreditation review. Should any delay requests be submitted, the CAP Board will respond to them in September and make recommendation to the President.

Program Review Calendar

2017-2018 Engineering	CEEPS:	Athletic Training (BS), Automotive Industry Management (BS), Civil Technology (BSCET), Construction Management (BS), Exercise Science and Health Promotion (BS)
	CHASS:	Political Science (BA/BS), Social Science (BA/BS), Social Work (BSW)
2018-2019	CEEPS:	Engineering (BSE), Engineering (MS), Industrial Engineering (BSIE), Industrial & Systems Engineering (MS)
	CSM:	Biology (BS & MS), Physics (BS)
	CHASS:	Art (BA/BFA), English (BA), English (MA), History (BA/BS), Psychology (BA/BS)
2019-2020	CHASS:	Music (BA), Foreign Languages (Spanish BA)
	HSB:	Accounting (BSBA), Business Management (BSBA), Computer Information Systems (BS; includes joint BS-CIS/MBA), Economics (BSBA), Master of Business Administration (MBA, including joint BSBA/MBA)
2020-2021	CEEPS:	Nursing (BSN), Nursing (MSN)
	CHASS:	Mass Communications (BA/BS), Sociology (BA/BS)
2021-2022	CEEPS:	Liberal Studies (BS), Education (MEd)
	CHASS:	History (MA)
	CSM:	Mathematics (BA/BS), Chemistry (BS & MS), Biochemistry (MS)
2022-2023 Engineering	CEEPS:	Athletic Training (BS), Automotive Industry Management (BS), Civil Technology (BSCET), Construction Management (BS), Exercise Science and Health Promotion (BS)
	CHASS:	Political Science (BA/BS), Social Science (BA/BS), Social Work (BSW)

Abbreviations

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

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MATTERS FOR ACTION:

Report: Post-Tenure Review and Results of Faculty Activity

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

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

COLORADO STATE UNIVERSITY REPORT ON FACULTY ACTIVITY FOR 2016-2017

Colorado State University seeks to ensure that every regular, tenure-track faculty member and special appointment faculty member meets or exceeds the expectations for his/her appointment. This report summarizes the procedures the University uses to ensure faculty meet the University's performance standards, and provides a brief analysis of the outcomes of the various types of review. The process begins with the hiring of new faculty (Section I below) and continues with the annual performance reviews (Section II). Untenured faculty members undergo an annual review of progress toward tenure and are reappointed only if satisfactory performance is documented (Section III). At the midpoint of the probationary period, ordinarily during the third year of appointment, such untenured faculty members undergo a more comprehensive review. The critical decision concerning tenure and promotion normally occurs in the sixth year (Section IV). Tenured faculty members undergo periodic comprehensive review (Section V). The outcomes of these reviews for 2016-2017 indicate that the vast majority of Colorado State University faculty members are performing at or above the expectations for their assignments.

I. PROCESS FOR FACULTY HIRES

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

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

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

II. ANNUAL PERFORMANCE REVIEWS

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

For the calendar year 2016, 1,170 tenured and tenure-track faculty were reviewed. The “overall” outcomes were:

Superior performance:	189
Exceeded performance expectations:	516
Met performance expectations:	424
Below performance expectations:	39
Unsatisfactory performance:	2

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

III. REAPPOINTMENT

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

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IV. TENURE AND PROMOTION

The following table summarizes Colorado State University's promotion and tenure activity for 2016-2017.

College	Tenure	Promotion to Associate	Tenure & Promotion to Associate	Promotion to Full	Tenure & Promotion to Full	Denied	Total
Agricultural Sciences			2	3			5
Health and Human Sciences			5	1			6
Business			3	2			5
Engineering			3	1			4
Liberal Arts			9	6			15
Libraries				1			1
Natural Resources	1	1	2	2			6
Natural Sciences			6	8			14
Veterinary Medicine	12		4	9			15
TOTAL	3	1	34	33	0	0	71

Promotion of Special Appointment Faculty

	Promotion to Assistant Professor (Special)	Promotion to Associate Professor (Special)	Promotion to Professor (Special)	TOTAL
TOTAL		4		4

We note that in this past year, there were no denials of promotion and/or tenure. This does not mean that every case that was initially proposed was successful. Each year, there are cases that come forward that are withdrawn for a variety of reasons, most having to do with some level of administrative discouragement due to a perception that the case is not strong enough yet. The above statistics represent those cases that made it through the process leading to a formal recommendation by the Provost to the President.

V. COMPREHENSIVE REVIEW OF TENURED FACULTY

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

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

In the past year (2016) 18 of the 135 faculty members scheduled for Comprehensive Review were delayed or canceled. Cancellations or delays of comprehensive reviews are due to promotions, resignations, retirements, sabbaticals, or medical reasons. Four professional development plans were implemented. The following table summarizes the results of the reviews by College and by outcome.

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2016-2017 Comprehensive Review Summary

College	Number	Satisfactory	Delayed or Canceled	Professional Development Plans	Phase II
Agricultural Sciences	12	9	1		2
Health and Human Sciences	13	13	0		
Business	13	8	4	1	
Engineering	17	17	0		
Liberal Arts	30	27	3		
Natural Resources	5	2	3		
Natural Sciences	20	18	2		
Vet. Med. and Biomedical Sciences	21	15	5		1
Libraries	4	4			
Total	135	113	18	1	3

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

Eight Year Comprehensive Review Summary

Year	Number	Satisfactory	Delayed or Canceled	Professional Development Plans	Phase II
2009-2010	69	66	3	0	0
2010-2011	129	116	12	1	0
2011-2012	110	99	10	1	0
2012-2013	134	126	8	5	0
2013-2014	137	100	35	2	0
2014-2015	166	77	89	1	0
2015-2016	187	123	59	4	1
2016-2017	135	113	18	1	3

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VI. Faculty Workload Analysis

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

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

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

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

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	2012		2013		2014		2015		2016	
Values	CSU	Peers	CSU	Peers	CSU	Peers	CSU	Peers	CSU	Peers
UG FTE/Faculty FTE	17	18	16	17	16	15	18	18	18	
UG FTE/AAUP Faculty	22.17	21.43	21.26	20.87	20.90	21.85	21.22	21.75	22.03	
UG Degrees/AAUP Faculty	4.71	4.36	4.69	4.28	4.67	4.39	4.72	4.39	4.61	
GR FTE/AAUP Faculty	4.73	4.16	4.49	4.67	4.56	4.33	4.21	2.20	4.13	
GR Degrees/AAUP Faculty	2.01	1.64	1.93	1.66	1.91	1.68	2.06	1.68	2.04	
NSF Federal R&D Exp/AAUP Faculty	\$263	\$145	\$218	\$154	\$206	\$142	\$213	\$148		

Notes: Includes ALL instructional faculty reported to AAUP.

Operational Definitions:

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

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

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

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

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

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VII. Faculty Demographics

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

The total tenure-track faculty numbers rose slightly this past year, exceeding the six-year high set in FY15. Our number of female faculty continues to rise, while our minority faculty remained virtually the same as the previous year (though still within one of the all-time high the prior year).

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

Year	Full Professors	Associate Professors	Assistant Professors	Total Faculty	Men Faculty	Women Faculty	Minority Faculty
FY17	465	363	253	1,081	678	403	169
FY16	459	374	228	1,061	666	395	170
FY15	448	388	227	1,063	674	389	163
FY14	433	378	234	1,045	664	381	148
FY13	423	356	229	1,008	658	350	146
FY12	416	332	255	1,003	661	342	143
FY11	404	321	275	1,000	668	332	125
FY10	418	317	298	1,033	696	337	126

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

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VIII. Faculty Compensation Comparisons

Faculty salaries at all ranks at Colorado State University continue to lag behind our peer institutions. We present here three tables, using three different methodologies and comparison data sets. The three data sets that we use come from IPEDS, AAUP, and CUPA. The summary statistics for the three data sets and the three ranks of professors are presented first, below.

We have identified this issue as one of concern to our campus for many years and, unfortunately, for several years we had little ability to affect things, with very modest faculty salary raises and no raises for multiple years during the recession. Three of the past four years we have invested in additional increases in retirement benefits which we hope will reduce gaps in total compensation.

CSU-Fort Collins Faculty Salaries as a Percentage of Peers by Methodology and Rank (AY16)
 06/13/17

Methodology	All Ranks	Professors	Associate Professors	Assistant Professors	Instructors	Lecturers	No Rank
IPEDS (N = 13)	90%	93%	96%	93%	100%	NA	106%
AAUP (N = 13)	94%	91%	96%	97%	NA	NA	NA
CUPA (N = 5)	97%	96%	95%	100%	NA	NA	NA

Faculty Average Salary Peer Comparisons by Campus and Rank (AY16)
 06/13/17
 Source: **IPEDS**

Institution Name	All Ranks	Professors	Associate Professors	Assistant Professors	Instructors	Lecturers	No Rank
Colorado State University-Fort Collins	\$84,798	\$120,276	\$88,245	\$74,268	\$49,563		\$55,359
Iowa State University	\$94,617	\$122,958	\$91,404	\$80,433		\$60,624	
Kansas State University	\$77,706	\$108,153	\$80,514	\$71,244	\$45,702	\$53,010	
Michigan State University	\$100,476	\$140,913	\$95,517	\$75,672	\$44,451	\$86,814	\$57,150
North Carolina State University at Raleigh	\$92,169	\$118,044	\$85,563	\$76,167		\$49,338	\$55,890
Oklahoma State University-Main Campus	\$79,092	\$108,729	\$81,765	\$78,840	\$43,929	\$43,632	\$51,993
Oregon State University	\$81,702	\$114,525	\$90,090	\$80,136	\$47,709		
Purdue University-Main Campus	\$103,779	\$130,896	\$94,374	\$85,122	\$71,523	\$52,020	
Texas A & M University-College Station	\$97,101	\$136,269	\$91,566	\$79,362	\$53,775	\$44,757	
The University of Tennessee-Knoxville	\$94,113	\$132,714	\$92,133	\$77,184	\$55,260	\$51,336	\$47,403
University of California-Davis	\$118,125	\$142,884	\$99,756	\$85,599		\$71,937	\$25,956
University of Illinois at Urbana-Champaign	\$106,506	\$143,820	\$98,667	\$88,227	\$51,687	\$63,981	\$52,119
Virginia Polytechnic Institute and State University	\$97,938	\$128,754	\$91,557	\$82,521	\$51,660		
Washington State University	\$86,301	\$120,294	\$85,032	\$80,073	\$46,638	\$46,764	\$71,532
CSU-Fort Collins as a Percent of Peer Median	90%	93%	96%	93%	100%		106%

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IPEDS Parameters:

Include:

- Persons on the payroll of the institution as of November 1, 2016.
- Staff who are on sabbatical leave and staff who are on leave but remain on the payroll.
- Staff who are hired to temporarily replace staff who are on sabbatical leave or on leave with or without pay.
- "Visiting" instructional, research, and public service staff who are paid by your institution.
- Adjunct instructional staff (see definition in Glossary below). Report adjuncts as either full-time or part-time instructional staff.
- Staff in workforce development training programs and Adult Basic Education (ABE) programs.
- Staff at off-campus centers associated with the campus covered by this report. (Do not include staff who work at branch campuses located in a foreign country.)
- Corporate administrators for single-campus institutions or for multi-campus organizations (administrative units).

Exclude:

- Staff on leave without pay.
- Staff in the military or religious orders who are not paid by your institution.
- Staff whose services are contracted by or donated to the institution.
- Casual staff (hired on an ad-hoc or occasional basis to meet short-term needs).
- Undergraduate students.
- Students in the College Work-Study Program.
- Graduate students who are receiving waivers and stipends that are not in exchange for services rendered (e.g., fellowships or training grant support).
- Staff who work in hospitals associated with medical schools, but are not employed by the medical school.

IPEDS Limitations: The data are not available at the CIP code level

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Faculty Average Salary Peer Comparisons by Campus and Rank (AY16)
06/13/17
Source: AAUP

Institution	Professor			Associate Professor			Assistant Professor			All Ranks Combined		
	#	\$	Avg. \$	#	\$	Avg. \$	#	\$	Avg. \$	#	\$	Avg. \$
Iowa State	527	\$66,770,900	\$126,700	421	\$38,900,400	\$92,400	393	\$32,226,000	\$82,000	1,341	\$137,897,300	\$102,832
Kansas State	276	\$30,580,800	\$110,800	285	\$23,284,500	\$81,700	287	\$20,721,400	\$72,200	848	\$74,586,700	\$87,956
Michigan State	820	\$119,228,000	\$145,400	623	\$60,555,600	\$97,200	607	\$46,496,200	\$76,600	2,050	\$226,279,800	\$110,380
North Carolina State	502	\$63,302,200	\$126,100	414	\$36,763,200	\$88,800	333	\$26,007,300	\$78,100	1,249	\$126,072,700	\$100,939
Oklahoma State	309	\$33,928,200	\$109,800	307	\$25,235,400	\$82,200	256	\$20,198,400	\$78,900	872	\$79,362,000	\$91,011
Oregon State	319	\$36,716,900	\$115,100	271	\$24,173,200	\$89,200	294	\$23,373,000	\$79,500	884	\$84,263,100	\$95,320
Purdue University	882	\$118,893,600	\$134,800	582	\$55,522,800	\$95,400	541	\$45,930,900	\$84,900	2,005	\$220,347,300	\$109,899
Texas A & M	891	\$123,314,400	\$138,400	584	\$56,122,400	\$96,100	306	\$26,591,400	\$86,900	1,781	\$206,028,200	\$115,681
Univ of California, Davis	789	\$119,454,600	\$151,400	277	\$29,085,000	\$105,000	236	\$21,074,800	\$89,300	1,302	\$169,614,400	\$130,272
Univ of Illinois, Urbana	829	\$122,692,000	\$148,000	535	\$53,232,500	\$99,500	492	\$44,919,600	\$91,300	1,856	\$220,844,100	\$118,989
Univ of Tennessee	500	\$68,150,000	\$136,300	371	\$34,762,700	\$93,700	333	\$26,373,600	\$79,200	1,204	\$129,286,300	\$107,381
Virginia Tech	584	\$77,496,800	\$132,700	532	\$49,422,800	\$92,900	396	\$32,947,200	\$83,200	1,512	\$159,866,800	\$105,732
Washington State	360	\$44,352,000	\$123,200	320	\$27,744,000	\$86,700	232	\$18,884,800	\$81,400	912	\$90,980,800	\$99,760
COLORADO STATE	450	\$55,305,000	\$122,900	356	\$31,826,400	\$89,400	222	\$17,693,400	\$79,700	1,028	\$104,824,800	\$101,970
TOTAL EXCLUDING CSU	7,588	\$1,024,880,400	\$135,066	5,522	\$514,804,500	\$93,228	4,706	\$385,744,600	\$81,969	17,816	\$1,925,429,500	\$108,073
Weighted Sum			\$60,779,676			\$33,189,135			\$18,197,047			\$112,165,857
CSU as Percentage of Peers			91%			96%			97%			94%

AAUP Parameters:

Persons on the payroll of the institution as of September 29

Include:

- Regular full-time faculty

Exclude:

- Clinical, medical school or military faculty
- Faculty on sabbatical or leave without pay
- Courtesy faculty appointments
- Administrators and staff teaching
- Research faculty without instructional responsibility

Limitations: Time consuming to complete the survey and assignment to CIP codes

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CUPA Four-Year Faculty Salaries: Multi-Discipline Report (4YF)

Focus Institution	Colorado State University
Comparison Group	BOG Peer Group
Group Size	13 Institutions
Year	2016-17
Statistics	Unweighted
Tenure	Tenured/Tenure Track

Key

NP - Number of Incumbents.

NI - Number of Institutions.

- More than 150% of the group median

- Less than 90% of the group median

Code/Title	A. Focus Salary		B. Comparison Group Statistics (Based on Average Salaries*)						A's Avg. as % of B's		
	NP	Average	Average	Std. Dev.	Median	Minimum	Maximum	NP	NI	Average	Median
OVERALL INDEX	991	103,603	107,365		100,089			4,561	5	96.5	103.5
Professor	429	125,393	130,689		130,032			2,160	5	95.9	96.4
Associate Professor	320	90,909	95,417		92,149			1,281	5	95.3	98.7
Assistant Professor (excl New)	188	80,460	80,265		76,242			988	5	100.2	105.5
Assistant Professor (incl New)	242	81,761	81,816		77,947			1,120	5	99.9	104.9
New Assistant Professor	43	84,750						91			

CUPA Parameters

Persons on the payroll of the institution as of October 29

Include:

- Professors, Associate Professors, Assistant Professors, New Assistant Professors, Instructors, Scientists, and Postdoctoral Scholars
- All faculty on annual contracts of at least 9 months, whose teaching/research represents 50% or more of their duties
- Equate clinical duties with teaching/research duties when determining whether teaching/research represents at least half of a faculty members duties.
- Department chairs and other administrative staff who hold full-time faculty rank and whose teaching/research represents half or more of their duties
- Report the contracted faculty salaries for these positions. Compensation (such as stipends) for administrative, managerial, or other responsibilities should not be reported.
- Do not adjust the contracted faculty salaries to reflect a reduced teaching load.
- Faculty on sabbatical: Report their regular salaries, even though they may receive reduced pay while on leave.
- Coaches with faculty status who teach/do research more than half time, independent of their coaching duties

Exclude:

- Faculty who are less than .75 FTE
- Faculty or others who teach/do research full-time, but on a temporary basis (such as a semester)
- Faculty or others who teach/do research half-time or less on a limited, ad hoc basis
- Visiting faculty, regardless of whether they have full-time contracts of at least 9 months
- Replacements for faculty on sabbatical
- Retirees on staff who are paid below or above the market rate for their rank and discipline
- Individuals on leave without pay
- Faculty whose services are valued by bookkeeping entries rather than by full cash transactions, such as members of religious orders
- Faculty who, as members of the military, are paid on a salary scale different from that for civilian employees

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- Administrative officers with titles such as dean of instruction, academic dean, dean of faculty, dean of students, librarian, or registrar

Limitations: Time in completing the CUPA survey and in assigning faculty to specific six-digit CIP codes.

CSU: Promotion and Tenure Report

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

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

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

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

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COLORADO STATE UNIVERSITY
RECOMMENDATIONS FOR ADVANCEMENT IN RANK AND TENURE
 (Tenure is awarded on a 9-month basis)
 Effective July 1, 2017

<u>Faculty Member</u>	<u>Department</u>	<u>Action</u>
College of Agricultural Sciences		
Jason Ahola	Animal Sciences	Promote to Professor
Alessandro Bonano	Agricultural and Resource Economics	Grant tenure and promote to Associate Professor
Zachary Johnson	Horticulture and Landscape Architecture	Promote to Professor
Paul Ode	Bioagricultural Sciences and Pest Management	Promote to Professor
Pablo Pinedo	Animal Sciences	Grant tenure and promote to Associate Professor
College of Business		
Lumina Albert	Management	Grant tenure and promote to Associate Professor
Susan Golicic	Management	Promote to Professor
Nicholas Roberts	Computer Information Systems	Grant tenure and promote to Associate Professor
Leo Vijayasathy	Computer Information Systems	Promote to Professor
Tianyang Wang	Finance and Real Estate	Grant tenure and promote to Associate Professor

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<u>Faculty Member</u>	<u>Department</u>	<u>Action</u>
College of Engineering		
Xinfeng Gao	Mechanical Engineering	Grant tenure and promote to Associate Professor
Hussam Mahmoud	Civil and Environmental Engineering	Grant tenure and promote to Associate Professor
Christopher Snow	Chemical and Biological Engineering	Grant tenure and promote to Associate Professor
Susan Van Den Heever	Atmospheric Science	Promote to Professor
College of Health and Human Sciences		
Jennifer Aberle	Human Development and Family Studies	Promote to Associate Professor (special appointment)
Allison Bielak	Human Development and Family Studies	Grant tenure and promote to Associate Professor
Thomas Chermak	School of Education	Promote to Professor
Aaron Eakman	Occupational Therapy	Grant tenure and promote to Associate Professor
Michelle Foster	Food Science and Human Nutrition	Grant tenure and promote to Associate Professor
Christopher Gentile	Food Science and Human Nutrition	Grant tenure and promote to Associate Professor
Jennifer Krafchick	Human Development and Family Studies	Promote to Associate Professor (special appointment)
Tiffany Weir	Food Science and Human Nutrition	Grant tenure and promote to Associate Professor

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<u>Faculty Member</u>	<u>Department</u>	<u>Action</u>
College of Liberal Arts		
Andrew Altschul	English	Grant tenure and promote to Associate Professor
Albert Bimper, Jr.	Ethnic Studies	Grant tenure and promote to Associate Professor
Karina Cespedes	Ethnic Studies	Grant tenure and promote to Associate Professor
D. Scott Diffrient	Communication Studies	Promote to Professor
Wesley Ferreira	School of Music, Theatre, and Dance	Grant tenure and promote to Associate Professor
Gwendolen Gorzelsky	English	Promote to Professor
Robert Gudmestad	History	Promote to Professor
Erik Johnson	School of Music, Theatre, and Dance	Grant tenure and promote to Associate Professor
Jeffrey Kasser	Philosophy	Grant tenure and promote to Associate Professor
Andrew Knight	School of Music, Theatre, and Dance	Grant tenure and promote to Associate Professor
Ann Little	History	Promote to Professor
John Seesholtz	School of Music, Theatre, and Dance	Grant tenure and promote to Associate Professor
Stasha Steensen	English	Promote to Professor
Deborah Thompson	English	Promote to Professor
Elizabeth Williams	Communication Studies	Grant tenure and promote to Associate Professor

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<u>Faculty Member</u>	<u>Department</u>	<u>Action</u>
College of Natural Sciences		
Asa Ben-Hur	Computer Science	Promote to Professor
Bryan Dik	Psychology	Promote to Professor
Delphine Farmer	Chemistry	Grant tenure and promote to Associate Professor
Gwenith Fisher	Psychology	Grant tenure and promote to Associate Professor
Amber Krummel	Chemistry	Grant tenure and promote to Associate Professor
Daniel Massey	Computer Science	Promote to Professor
Dhruba Naug	Biology	Promote to Professor
Sangmi Pallickara	Computer Science	Grant tenure and promote to Associate Professor
Graham Peers	Biology	Grant tenure and promote to Associate Professor
Amy Prieto	Chemistry	Promote to Professor
Eric Ross	Biochemistry and Molecular Biology	Promote to Professor
Matthew Shores	Chemistry	Promote to Professor
Michael Steger	Psychology	Promote to Professor
James B. Wilson	Mathematics	Grant tenure and promote to Associate Professor
College of Veterinary Medicine and Biomedical Sciences		
Mark Brown	Clinical Sciences	Promote to Associate Professor (special appointment)

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<u>Faculty Member</u>	<u>Department</u>	<u>Action</u>
Kristy Dowers	Clinical Sciences	Grant tenure
Felix Duerr	Clinical Sciences	Grant tenure and promote to Associate Professor
Gregory Ebel	Microbiology, Immunology, and Pathology	Promote to Professor
Brian Foy	Microbiology, Immunology, and Pathology	Promote to Professor
Laurie Goodrich	Clinical Sciences	Promote to Professor
Sushan Han	Microbiology, Immunology, and Pathology	Grant tenure and promote to Associate Professor
Shane Hentges	Biomedical Sciences	Promote to Professor
Mary Jackson	Microbiology, Immunology, and Pathology	Promote to Professor
Thomas Johnson	Environmental and Radiological Health Science	Promote to Professor
Gabriele Landolt	Clinical Sciences	Promote to Professor
Amy MacNeill	Microbiology, Immunology, and Pathology	Grant Tenure
Francisco Olea-Popelka	Clinical Sciences	Grant tenure and promote to Associate Professor
Christine Olver	Microbiology, Immunology, and Pathology	Promote to Professor
Rebecca Ruch-Gallie	Clinical Sciences	Grant tenure and promote to Associate Professor
Julia Veir	Clinical Sciences	Promote to Associate Professor (special appointment)
Mark Zabel	Microbiology, Immunology, and Pathology	Promote to Professor

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<u>Faculty Member</u>	<u>Department</u>	<u>Action</u>
Warner College of Natural Resources		
Michael Falkowski	Ecosystem Science and Sustainability	Grant tenure
Chad Hoffman	Forest and Rangeland Stewardship	Grant tenure and promote to Associate Professor
Stephen Ogle	Ecosystem Science and Sustainability	Promote to Professor
Courtney Schultz	Forest and Rangeland Stewardship	Grant tenure and promote to Associate Professor
Tara Teel	Human Dimensions of Natural Resources	Promote to Professor
Dana Winkelman	Fish, Wildlife and Conservation Biology	Promote to Associate Professor
University Libraries		
Louise Feldmann		Promote to Professor

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P&T Statistics

- 75 total candidates
- 5 Associate Professor
- 34 Associate Professor with Tenure
- 33 Professor
- 0 Professor with Tenure
- 3 Tenure only
- 0 Denials

 2016: 75 total candidates
 2015: 57 total candidates
 2014: 51 total candidates
 2013: 89 total candidates
 2012: 80 total candidates
 2011: 80 total candidates
 2010: 52 total candidates
 2009: 55 total candidates
 2008: 67 total candidates
 2007: 60 total candidates
 2006: 65 total candidates
 2005: 45 total candidates

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MATTERS FOR ACTION:

Report on Annual Faculty Performance, Promotions and Post Tenure Review

RECOMMENDED ACTION:

No action required -- report only.

EXPLANATION:

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

INTRODUCTION

The CSU System Board of Governors formally approved Colorado State University-Pueblo's tenure/post-tenure review policy on December 3, 1997. The report summarizes major actions taken during the 2016-2017 academic year in relation to that policy.

REPORT ON FACULTY ACTIVITY FOR AY 2016-2017

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

The performance review process begins with the hiring of new faculty (Section I below) and continues with the annual performance reviews (Section II). Untenured faculty members undergo an annual review of progress toward tenure and are reappointed only if satisfactory performance is documented (Section III). The critical decision concerning tenure normally occurs in the sixth year (Section IV). Tenured faculty members undergo periodic comprehensive review (Section V). The outcomes of these reviews for 2016-2017 indicate that the vast majority of Colorado State University-Pueblo faculty are performing at or above the expectations for their assignments.

I. PROCESS FOR FACULTY HIRES

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

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

II. ANNUAL PERFORMANCE REVIEWS

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

For the calendar year 2016, 130 tenured and tenure-track faculty members were reviewed. (For CY2015, 122 tenured and tenure-track faculty were reviewed; in CY2014, 124 were reviewed;

in CY2013, 146 were reviewed.) This number includes department chairs.

The outcomes are tabulated below:

	Tenure-track (untenured) faculty	Tenured faculty	Total
Exceptional	0	18	18 (14%)
Exceeds expectations	13	59	72 (55%)
Meets expectations	16	24	40 (31%)
Below expectations	0	0	0 (0%)
Unsatisfactory	0	0	0 (0%)

(The comparable outcomes the past two years were 8% and 27% exceptional, 66% and 68% exceeds expectations, and 25% and 5% meets expectations, respectively.)

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

III. REAPPOINTMENT

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

IV. TENURE AND PROMOTION

The following table summarizes Colorado State University-Pueblo promotion and tenure outcomes for 2016-2017. Only two faculty requested promotion and/or tenure (an anomalously low year).

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

COLUMN TOTAL	0	0	1	1	0	0	0	3
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*-See key for acronyms at end of section V in this report

**-Tenure and promotion counted as two separate actions

V. COMPREHENSIVE REVIEW OF TENURED FACULTY

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

In the past academic year (2016-2017), 14 comprehensive reviews were scheduled. The table below summarizes the results of the reviews by college/school and by outcome.

AY 2016-2017 Comprehensive Review Summary

College*	Number scheduled	Meets or exceeds expectations	Delayed or Canceled
CEEPS	3	3	0
CHASS	1	1	0
CSM	6	6	0
HSB	4	4	0
Library	0	0	0
Totals	14	14	0

* See key for acronyms below.

Key:

Colleges

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

VI. FACULTY WORKLOAD

The chart below is an update from material submitted for the August 2014, 2015 and 2016 Board of Governors meetings. Data are obtained from the Integrated Postsecondary Education Data System (IPEDS).

CSU-Pueblo FACULTY WORKLOAD

	2012*		2013*		2014*		2015*		2016*	
	CSU-Pueblo	Peer Median	CSU-Pueblo	Peer Median	CSU-Pueblo	Peer Median	CSU-Pueblo	Peer Median	CSU-Pueblo	Peer Median
IPEDS UG Student Faculty Ratio	16	16	15	17	16	17	16	16.5	16	17.5
UG FTE/IPEDS Instructional Faculty	29.19	27.77	29.86	26.55	33.82	24.80	30.81	23.41	30.74	22.99
UG Degrees/IPEDS Instructional Faculty	5.75	5.67	5.99	5.95	6.85	5.35	6.05	5.60	NA	NA
GR FTE/IPEDS Instructional Faculty	4.30	2.77	5.88	3.19	7.14	3.22	8.65	3.23	9.23	3.22
GR Degrees/IPEDS Instructional Faculty	0.68	1.30	0.85	1.12	0.81	1.30	.74	1.17	NA	NA
Research Exp/IPEDS Instructional Faculty	1,521	2,684	1,251	3,076	11,072	2,624	8,528	3,479	NA	NA

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

Source: All variables are directly from IPEDS.

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

Operational Definitions:

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

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

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

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

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

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

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

VII. FACULTY COMPENSATION COMPARISONS

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

As the table shows, CSU-Pueblo faculty salaries are below the peer averages and peer medians for each of the ranks of Professor, Associate Professor, and Assistant Professor, for each of the past three academic years (the last two rows of the table show that these amounts have varied between 9% below peer values and 19% below peer values). The data also show that last year, the salaries were approximately \$12K-\$13K below the peer averages for each rank. While the salary increase in FY2013 (the first after three years of no increases) did close the gap with peers somewhat, as borne out by the AY2012-2013 noted in previous Board reports, the gap has since widened over the past two years. Targeted equity adjustments, and more broad cost of living adjustments, began midway through AY2016-2017; these midyear additions would not be reflected in the IPEDS data. Further equity adjustments and cost of living increases, along with greater salary increases when faculty are promoted, should mitigate some of the disparities with peers in FY2018.

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

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

As noted in the table, Augusta State University no longer exists, having merged with Georgia Health Sciences University and forming Georgia Regents University by fall 2013. The current university includes both a dental and a medical school.

Faculty Salaries - Board of Governors Peer Group

Institution	AY 2016-2017						AY 2015-2016						AY 2014-2015					
	Professor		Associate Professor		Assistant Professor		Professor		Associate Professor		Assistant Professor		Professor		Associate Professor		Assistant Professor	
	#*	average salary*	#*	average salary*	#*	average salary*	#*	average salary*	#*	average salary*	#*	average salary*	#	average salary	#	average salary	#	average salary
Augusta State University**	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
California State University-Stanislaus	119	98941	46	85136	80	73232	119	93039	47	79016	65	69295	120	89910	55	72090	57	64370
Colorado State University-Pueblo	44	80109	45	61101	52	53992	43	81478	53	61766	39	53720	42	80667	51	60645	44	52699
Emporia State University	71	73024	69	63318	69	62098	66	70545	74	58698	69	59267	69	73300	77	59484	57	58603
Midwestern State University	40	92308	70	76861	100	64572	40	91618	69	76586	100	63821	41	86569	65	72966	97	61574
Missouri Western State University	45	76700	56	64373	86	55219	43	78073	58	62001	83	54603	52	76293	53	63823	73	53588
The University of Tennessee-Martin	77	81056	72	68555	60	60748	84	78630	67	66049	66	59603	74	76081	75	65350	76	58489
The University of Texas at Tyler	53	97988	70	80666	97	71934	54	98795	73	78947	105	69438	53	97889	73	74559	95	68183
University of Colorado-Colorado Springs	79	106270	73	84501	77	75348	79	105033	80	80735	80	75117	80	100210	76	78371	82	68793
University of Michigan-Flint	42	117581	78	81769	97	78195	39	115854	74	81650	96	75401	37	107370	73	81334	99	72329
University of South Carolina-Upstate	35	75997	58	64176	67	59434	27	72166	53	62479	39	57420	22	75556	55	63050	49	56580
Washburn University	85	93522	50	70036	69	60442	84	97223	58	72759	64	60858	79	97323	59	72151	61	56942
Averages of peers***	64.6	92075	64.2	74180	80.2	66722	63.5	90741	65.3	72218	76.7	65339	62.7	88552	66.1	70549	74.6	62821
CSU-Pueblo as % of peer average		87.0%		82.4%		80.9%		89.8%		85.5%		82.2%		91.1%		86.0%		83.9%
CSU-Pueblo as % of peer median		86.2%		83.2%		85.2%		88.2%		82.7%		86.2%		91.4%		84.1%		87.7%

*-For 2014-2015, IPEDS salaries include faculty on 9,10,11, or 12-month contracts; all CSU-Pueblo faculty are on 9-month contract (and our peers average 93% of profs, 94% of assoc profs, and 94% of asst profs on 9-month contract).

**-Augusta State University no longer exists; it merged with Georgia Health Sciences University to form Georgia Regents University, a university with over 1000 doctoral students including a medical school and a dental school, by fall 2013. IPEDS provided no data for Augusta State for fall 2013.

***- salaries weighted by # of faculty

VIII. FACULTY DEMOGRAPHICS

Our Factbook, available online, has gender and ethnicity breakdown since fall 2003 for all full-time faculty. The gender and ethnicity data are not disaggregated by rank in the Factbook. The nine most recent years of data are summarized in the table below.

Full-time faculty by rank, gender and ethnicity

Academic year	Professor	Associate Professor	Assistant Professor	Total tenured or tenure track	total full time faculty*	Men	Women	minority**
2016-2017	45	47	36	128	184	95	89	43
2015-2016	45	53	27	125	181	97	84	42
2014-2015	44	51	25	120	180	99	81	39
2013-2014	45	55	36	136	199	110	89	41
2012-2013	46	47	51	144	195	106	89	40
2011-2012	49	42	58	149	190	102	88	38
2010-2011	48	39	59	146	193	99	94	34
2009-2010	47	44	54	145	192	100	92	36
2008-2009	46	40	49	135	185	93	92	34

*-includes visiting faculty and lecturers

**-includes Hispanic, Black non-Hispanic, Asian or Pacific Islander (and excludes foreign)

The percentage of female and minority full-time faculty has increased over the past few years. More quantitatively, over the years between 2009-2010 and 2016-2017, the percentage of female faculty has fluctuated, yet always remained between 49% and 45% - and at 48.4%, is currently the highest since 2010-2011. The percentage of minority faculty over the same time period has increased from 18% to 23%; currently at 23.4%, it is the highest for any of the years reported in the table above.

In addition, the table below provides further depth to the data, with breakdown by rank for tenured or tenure-track faculty. As already seen above, the growth in tenured or tenure-track faculty has been smaller than the overall growth in full-time faculty.

Tenured or tenure-track faculty by rank, gender and ethnicity

Academic Year	Professor		Associate Professor		Assistant Professor		Total men	Total women	Total minority*	Total faculty
	Men	Women	Men	Women	Men	Women				
2016-2017	29	16	25	22	15	21	69	59	34	128
2015-2016	31	14	27	26	16	11	74	51	29	125
2014-2015	30	14	25	26	16	9	71	49	30	120
2013-2014	34	11	26	29	22	14	82	54	33	136
2012-2013	35	11	22	25	27	24	84	60	35	144
2011-2012	36	13	20	22	27	31	83	66	34	149
2010-2011	34	14	16	23	27	32	77	69	31	146

*-In all years except 2011-2012, includes Asian, Black or African American, Hispanic, multi ethnicity, and Native Hawaiian or other (and excludes nonresident alien)

-In 2011-2012, includes Asian, Black or African American, Hispanic, multi ethnicity, and Native Hawaiian or other

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MATTERS FOR ACTION:

Approval of Faculty Activity Report

RECOMMENDED ACTION:

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

EXPLANATION:

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

The following report provides the faculty information for AY 2017 including demographic information and an overview of the workload of CSU-Global faculty by program for AY 2013-AY2017. The report also includes an analysis of CSU-Global faculty pay compared to the CSU-Global comparison group of institutions for AY 2016, the most recent year available from IPEDS.

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Faculty Overview

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

Faculty Counts as Reported to IPEDS

	Fall 2016	Fall 2015	Fall 2014	Fall 2013	Fall 2012
Total Faculty	454	446	429	395	273
Accounting	10%	9%	8%	9%	9%
Applied Social Sciences	5%	4%	4%	4%	5%
Communications	3%	4%	4%	6%	4%
Criminal Justice	4%	5%	6%	5%	5%
Emergency Management/Homeland Security	2%	1%	2%	2%	1%
Finance	2%	2%	2%	2%	2%
General Education	13%	15%	14%	14%	19%
Healthcare Management	7%	7%	6%	7%	5%
Human Resource Management	3%	2%	2%	-	-
Human Services	2%	1%	1%	1%	-
Information Systems Management	2%	2%	2%	-	-
Information Technology	8%	8%	8%	8%	7%
Management	13%	15%	15%	16%	17%
Marketing	4%	4%	4%	4%	4%
Organizational Leadership	12%	13%	13%	13%	15%
Project Management	4%	3%	4%	3%	-
Public Management	1%	1%	1%	1%	2%
Teaching and Learning	5%	4%	-	-	-

Faculty counts above are those reported to IPEDS and are based upon November 1 of the given year. Management includes Management, International Management, and Operations Management faculty. Deans and Program Coordinators are reported under their respective programs, and one faculty member who Academic Management is not included in the percents above.

Faculty Demographics - Fall 2016

Race/Ethnicity	Gender – Male	Gender— Female	Overall %
Latino/Hispanic	16	5	4.6%
Asian	2	1	0.7%
American Indian/Native Alaskan	2	1	0.7%
Black or African American	29	32	13.5%
Hawaiian/Other Pacific Islander	13	4	3.7%
Two or More Races	1	1	0.4%
White	174	147	70.7%
Unknown	18	8	5.7%
Total Adjunct Faculty	255	199	454

Data above are those data reported to IPEDS and include faculty counts through November 1, 2016. Current percentage of Racial/Ethnic minorities (without including unknown category) is 23.6%.

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Faculty Work Load AY 2017			
Program	Credit Hours	Faculty Count	Credit Hours per Faculty
Accounting	26,907	47	572
Applied Social Sciences	10,659	20	533
Communications	6,372	16	398
Criminal Justice	8,653	22	393
Emergency Management	2,803	7	400
Finance	5,670	13	436
General Education	28,850	64	436
Healthcare Management	19,080	41	465
Human Resource Management	10,078	23	438
Human Services	5,316	11	483
Information Systems Management	5,871	10	587
Information Technology	19,779	47	421
International Management	1,128	4	282
Management	28,101	63	446
Marketing	9,396	17	553
Operations Management	2,847	6	475
Organizational Leadership	27,692	55	503
Project Management	8,643	19	455
Public Management	2,517	4	629
Teaching and Learning	6,867	25	275
Grand Total	237,229	514	462

Data above reflect all faculty who taught at any point during the academic year, and include new faculty hired after the IPEDS report date of November 1, 2016.

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Faculty Work Load AY 2016			
Program	Credit Hours	Faculty Count	Credit Hours per Faculty
Accounting	24,585	45	546
Applied Social Sciences	10,395	21	495
Communications	6,438	17	379
Criminal Justice	7,066	21	336
Emergency Management	2,722	8	340
Finance	5,388	9	599
General Education	25,421	65	391
Healthcare Management	16,752	35	479
Human Resource Management	6,379	15	425
Human Services	3,009	7	430
Information Systems Management	6,015	10	602
Information Technology	15,690	38	413
International Management	759	2	380
Management	27,779	60	463
Marketing	8,685	18	483
Operations Management	2,895	8	362
Organizational Leadership	25,186	59	427
Project Management	7,836	17	461
Public Management	2,415	4	604
Teaching and Learning	5,801	23	252
Grand Total	211,216	482	438

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

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Faculty Work Load AY 2015			
Program	Credit Hours	Faculty Count	Credit Hours per Faculty
Accounting	20,085	39	515
Applied Social Sciences	7,893	17	464
Communications	5,838	16	365
Criminal Justice	5,753	22	262
Emergency Management	3,078	8	385
Finance	3,999	8	500
General Education	23,743	62	383
Healthcare Management	14,136	32	442
Human Resource Management	3,805	9	423
Human Services	1,830	6	305
Information Systems Management	3,945	8	493
Information Technology	13,929	37	376
International Management	489	2	245
Management	24,171	63	384
Marketing	7,224	17	425
Operations Management	3,162	6	527
Organizational Leadership	21,166	60	353
Project Management	5,649	14	404
Public Management	2,172	6	362
Teaching and Learning	5,499	20	275
Grand Total	177,566	452	393

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

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Faculty Work Load AY 2014			
Program	Credit Hours	Faculty Count	Credit Hours per Faculty
Accounting	13,680	32	428
Applied Social Sciences	6,981	18	388
Business Management	12,768	37	345
Communications	4,719	16	295
Criminal Justice	4,848	18	269
Emergency Management	1,221	4	305
Finance	2,922	9	325
General Studies	24,319	96	253
Healthcare Management	9,236	22	420
Human Resources	2,095	8	262
Information Technology	12,633	32	395
International Management	417	2	209
Management	11,596	32	362
Marketing	6,546	15	436
Operations	2,115	6	353
Organizational Leadership	16,087	45	357
Project Management	3,687	11	335
Public Management	2,163	5	443
Teaching and Learning	4,695	19	247
Total	142,728	427	334

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

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

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

CSU-Global Faculty Salaries as a Percentage of Comparison Group (AY15/16)

Full Time Faculty at CSU-Global are paid for 12-months but only at a .75 FTE. These faculty are reported to IPEDS as 12-month employees. This creates a complication in comparisons because although the pay period was 12-months, this is equal to a 9-month FTE. To create a more accurate comparison the data reflect the 12-month salary for CSU-Global compared to the 9-month salary of the peer group. Additionally, the comparison is shown for the “all ranks combined” category as CSU-Global does not have faculty ranks.

Institution Name	All ranks salary
Colorado State University-Global Campus	54,360
American Public University System	41,931
Ashford University	54,270
Bellevue University	51,003
Capella University	60,129
Colorado Mesa University	59,481
Colorado State University-Fort Collins	84,798
Colorado State University-Pueblo	58,914
Colorado Technical University-Online	71,739
Columbia College	67,725
Excelsior College	*N/A
Franklin University	79,542
Grand Canyon University	53,865
Metropolitan State University of Denver	56,718
National University	91,521
Our Lady of the Lake University	61,344
Pennsylvania State University-World Campus	40,932
Regis University	64,737
Saint Leo University	69,543
Southern New Hampshire University	69,867
SUNY Empire State College	61,614
Thomas Edison State University	*N/A
University of Maryland-University College	71,127
University of the Incarnate Word	70,803
Walden University	60,228
Western Governors University	40,914
Median	61,479
CSU-Global as a Percent of Peer Median	88%

Source: IPEDS Data Center, Human Resources Survey, 15-16

Data reflect the 12-month salary for CSU-Global compared to the 9-month salary of the peer group, as full-time faculty at CSU-Global work 12 months at .75 FTE

*N/A: No data was available on IPEDS data center

Updated Compensation Model for AY2018

Beginning in July 2017, CSU-Global moved all Program Managers, Program Chairs, and Lead Faculty to 1.0 FTE from the previous .75 FTE. In addition, a new compensation model was developed based on a program score that includes measures of workload and demand such as enrollment, faculty numbers, market demand, and whether programs are accredited or have additional State approvals.

Level	Program Chair	Lead Program Faculty
Tier 1	\$63,751	\$57,376
Tier 2	\$67,501	\$60,750
Tier 3	\$71,250	\$64,125
Tier 4	\$75,000	\$67,500

The Science of Learning:

What has science shown in the past 25 years that we didn't know before?

What is new in the past 25 years?

- The pervasive disconnect between people's impressions & predictions while learning & the factors that actually help learning

What is new in the past 25 years?

- The pervasive disconnect between people's impressions & predictions while learning & the factors that actually help learning

*One of the biggest obstacles facing successful application of science of learning principles in real learning contexts is the need to overcome intuition

Two Examples of the Disconnect

- Learning Styles
- Brain Training Games

Two Examples of the Disconnect

- **Learning Styles**
- Brain Training Games

81.5% of my Students Endorsed a Statement on the Importance of Adhering to a Student's Learning Style

Two Examples of the Disconnect

- Learning Styles
- **Brain Training Games**

47% of my Students Endorsed a Statement
on the Benefits of
Brain Training Games for Becoming a Better Learner

Not Just a Problem of Erroneous Beliefs

***It is also a problem of needing to learn not to trust in-the-moment impressions while learning**

Erroneous in-the-moment impressions

- Spacing vs. massing
- Restudying vs. Testing
- Fooled by Fluency/Accessibility

Erroneous in-the-moment impressions

- **Spacing vs. massing**
- Restudying vs. Testing
- Fooled by Fluency/Accessibility

Erroneous in-the-moment impressions: Spacing ⁷⁰

5 hours in one day:



Erroneous in-the-moment impressions: Spacing

5 hours in one day:



1 hour a day across 5 days:



Erroneous in-the-moment impressions: Spacing

5 hours in one day:



What people *feel* in the moment is leading to more learning



1 hour a day across 5 days:



Erroneous in-the-moment impressions: Spacing

5 hours in one day:



What people *feel* in the moment is leading to more learning



1 hour a day across 5 days:



What *actually* leads to more learning



Erroneous in-the-moment impressions: Spacing ⁷⁴

5 hours in one day:



What people *feel* in the moment is leading to more learning



1 hour a day across 5 days:

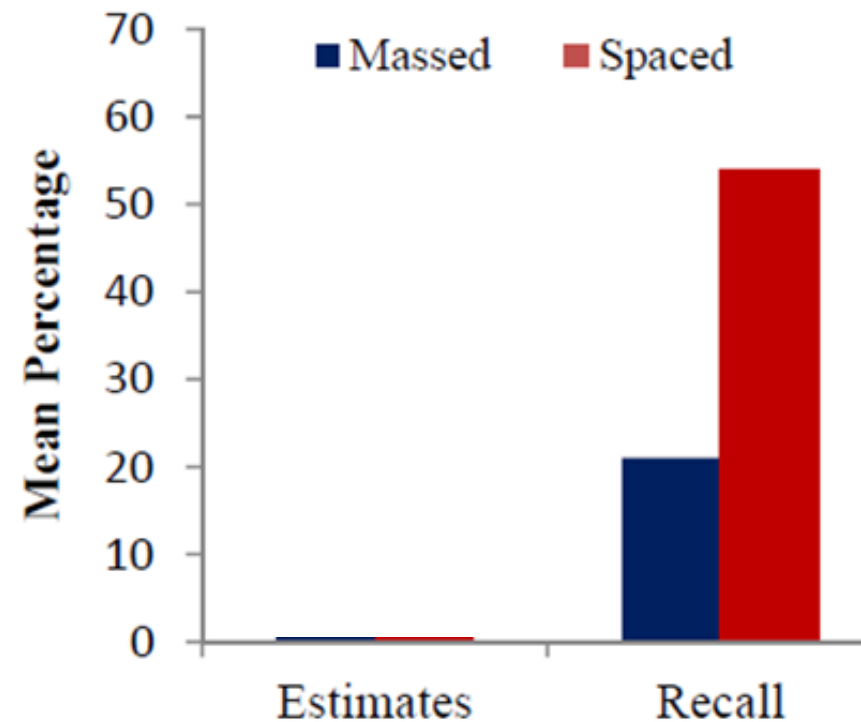


What *actually* leads to more learning

1 hour a day over 5 different days is better than 5 hours in one day

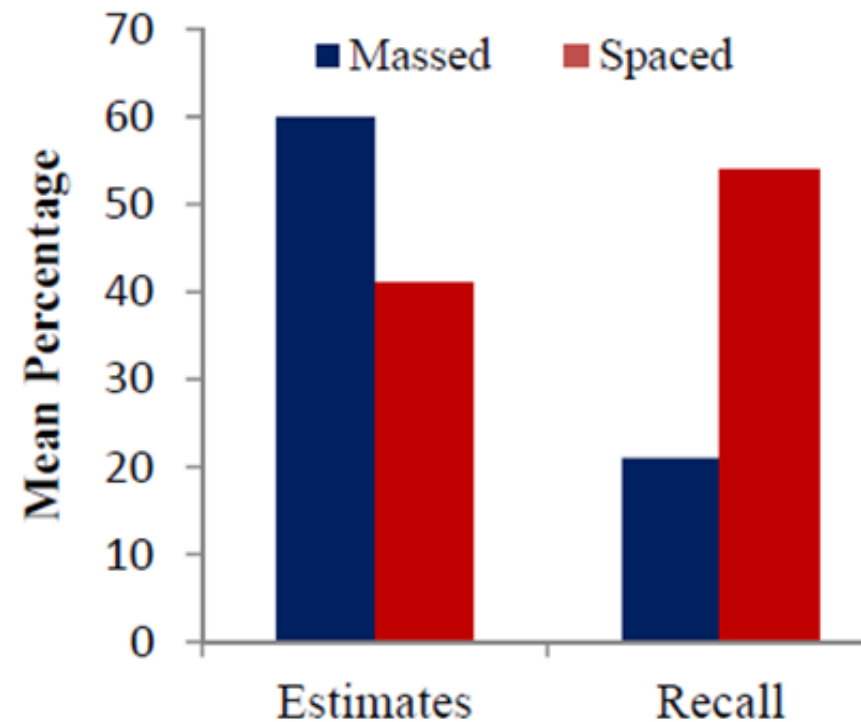
Examples of This Disconnect: Spacing Flashcards for GRE Vocabulary

Figure 4.2. Participants' Estimates and Recall for Between-Session Massing Versus Spacing (Kornell, 2009, Exp. 2).



Examples of This Disconnect: Spacing Flashcards for GRE Vocabulary

Figure 4.2. Participants' Estimates and Recall for Between-Session Massing Versus Spacing (Kornell, 2009, Exp. 2).



Examples of This Disconnect: Learning Artists' Styles from Paintings



Examples of This Disconnect: Learning Artists' Styles from Paintings



Examples of This Disconnect: Learning Artists' Styles from Paintings



Examples of This Disconnect: Learning Artists' Styles from Paintings



Examples of This Disconnect: Learning Artists' Styles from Paintings



Examples of This Disconnect: Learning Artists' Styles from Paintings



Examples of This Disconnect: Learning Artists' Styles from Paintings



Examples of This Disconnect: Learning Artists' Styles from Paintings



Examples of This Disconnect: Learning Artists' Styles from Paintings



Examples of This Disconnect: Learning Artists' Styles from Paintings



Examples of This Disconnect: Learning Artists' Styles from Paintings



Examples of This Disconnect: Learning Artists' Styles from Paintings



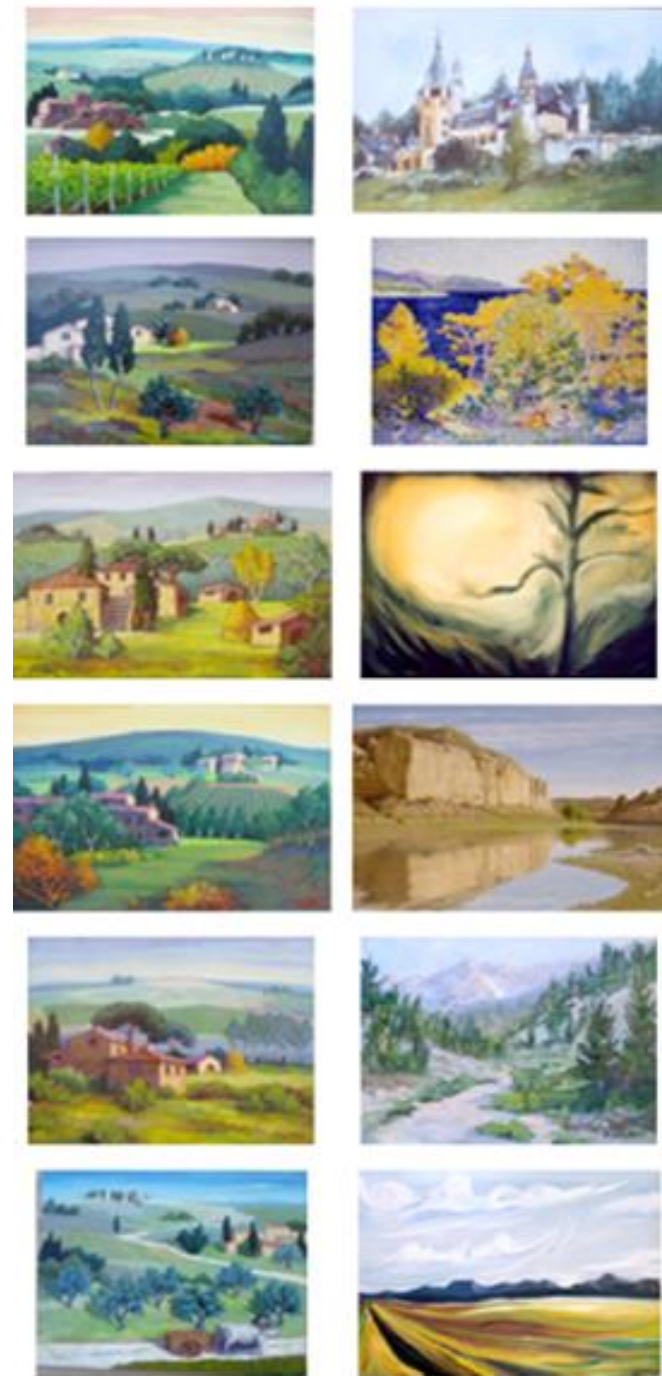
Examples of This Disconnect: Learning Artists' Styles from Paintings

What people *think* is most beneficial when asked during learning



Examples of This Disconnect: Learning Artists' Styles from Paintings

What people *think* is most beneficial when asked during learning



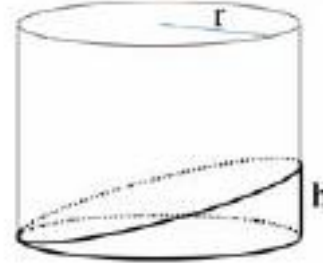
What *actually* helps



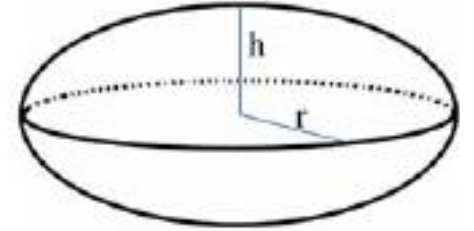
Mixing Math Problem Types

A

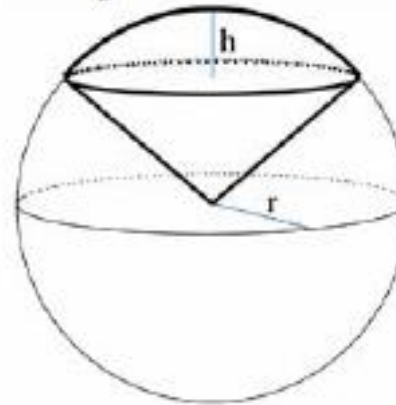
A **wedge** is the boldfaced portion of the tube.
Its bottom is a circle, and its top is a slanted oval.
Its volume equals $\frac{r^2 h \pi}{2}$



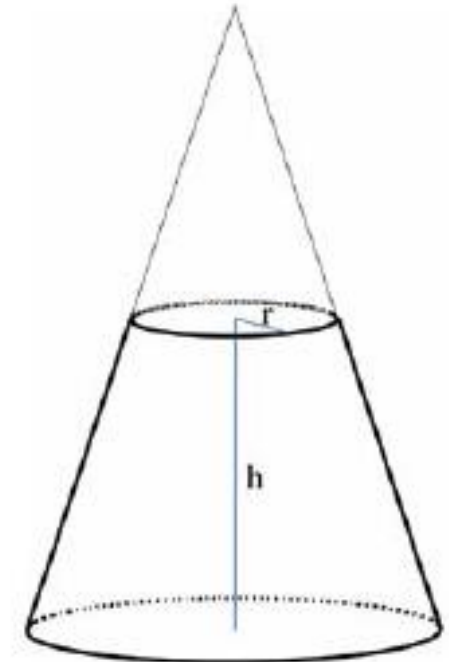
A **spheroid** is similar to a sphere.
But its height has been squeezed or stretched.
Its volume equals $\frac{4 r^2 h \pi}{3}$



A **spherical cone** is the boldfaced part of the sphere.
Its bottom is at the center of the sphere.
The rim of the cone is on the surface of the sphere.
Its volume equals $\frac{2 r^2 h \pi}{3}$



A **half cone** is the bottom half of a cone.
Both its top and bottom are circles.
Its volume equals $\frac{7 r^2 h \pi}{3}$



Mixing Math Problem Types

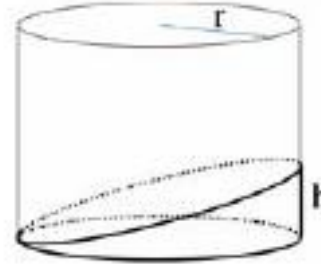
Blocked Group:

4 problems all of the same type before 4 problems of the next type.

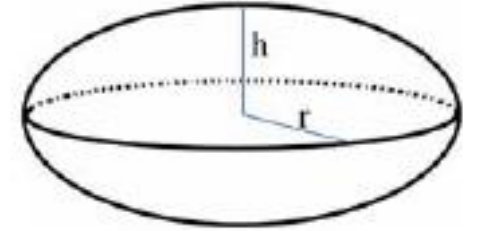
Mixed Group: 1 of each 4 before another set of 1 of each 4, etc.

A

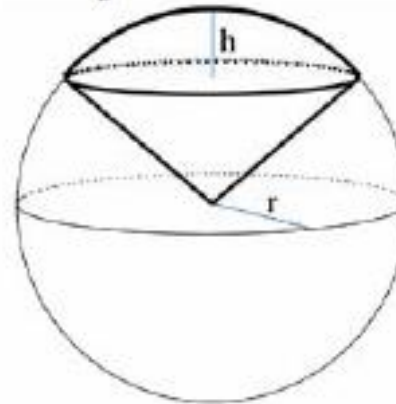
A **wedge** is the boldfaced portion of the tube. Its bottom is a circle, and its top is a slanted oval. Its volume equals $\frac{r^2 h \pi}{2}$



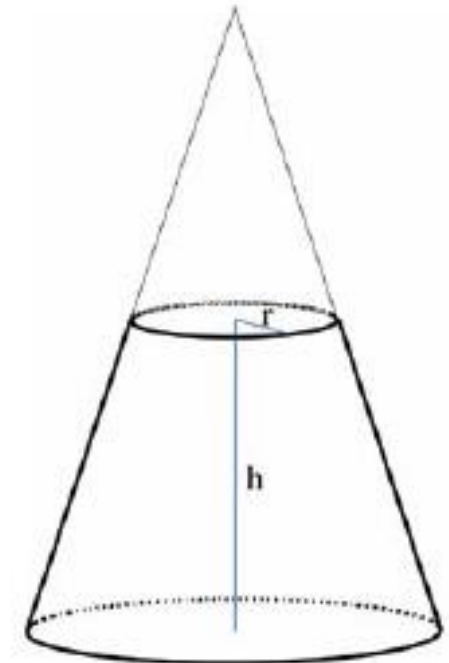
A **spheroid** is similar to a sphere. But its height has been squeezed or stretched. Its volume equals $\frac{4 r^2 h \pi}{3}$



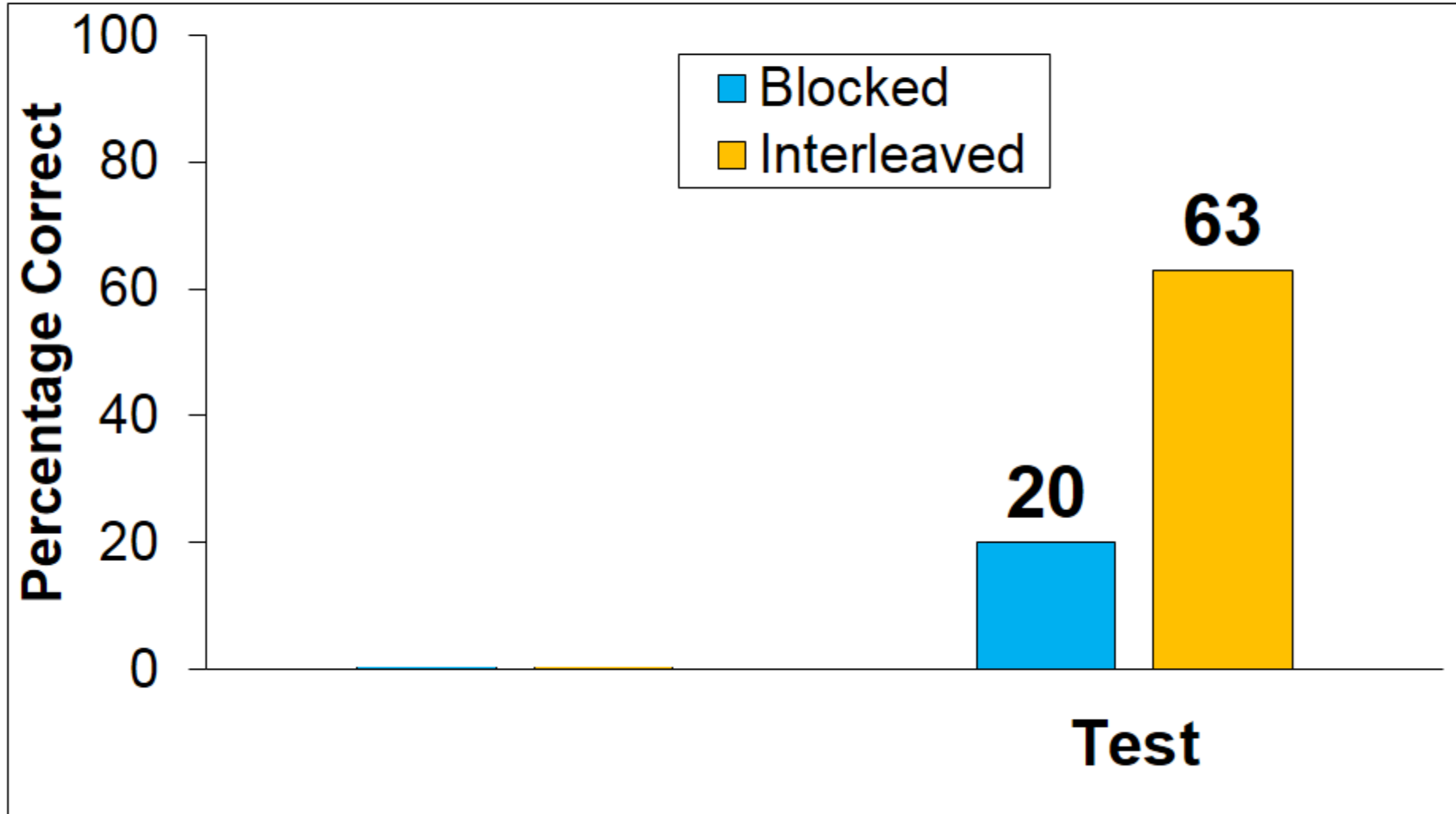
A **spherical cone** is the boldfaced part of the sphere. Its bottom is at the center of the sphere. The rim of the cone is on the surface of the sphere. Its volume equals $\frac{2 r^2 h \pi}{3}$



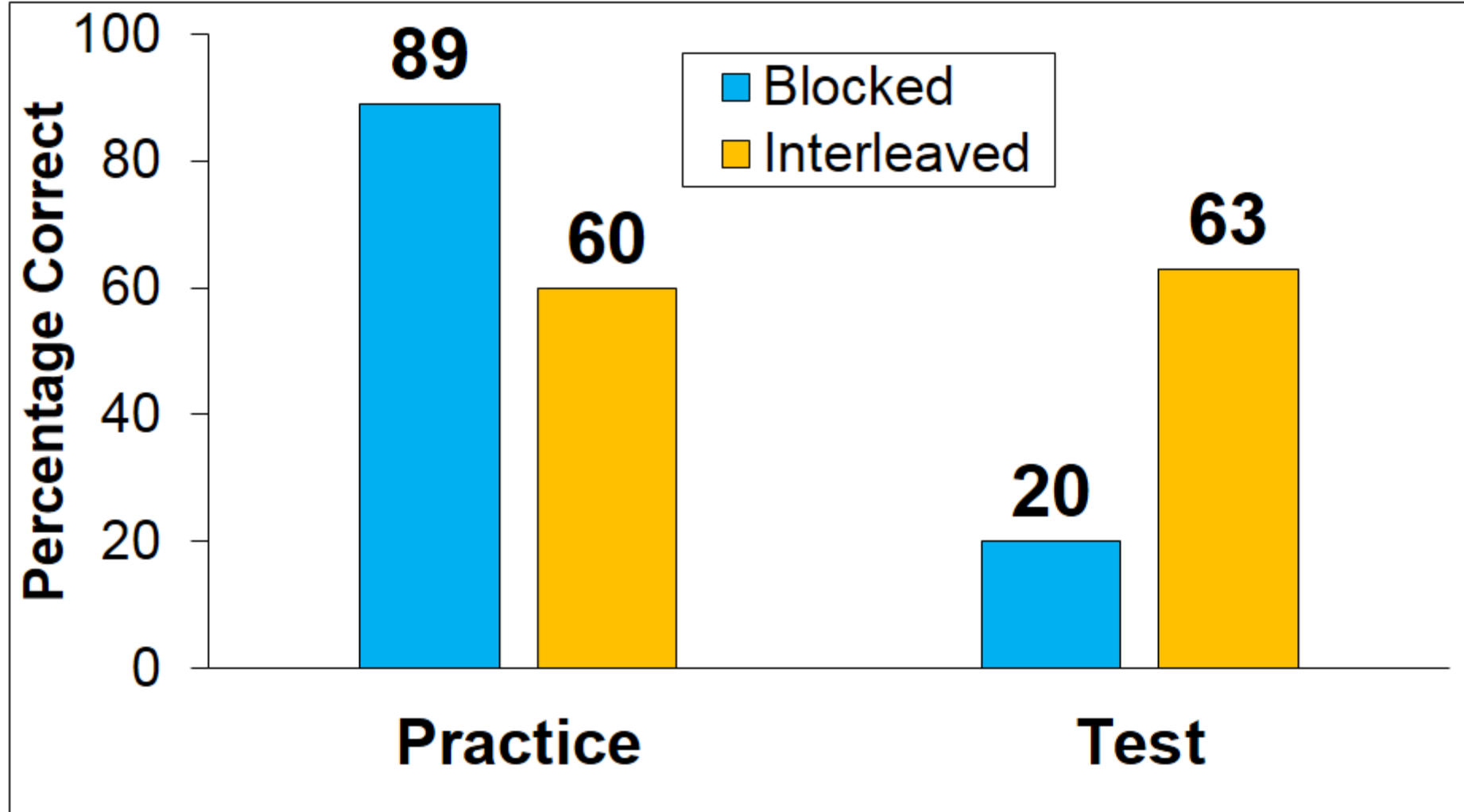
A **half cone** is the bottom half of a cone. Both its top and bottom are circles. Its volume equals $\frac{7 r^2 h \pi}{3}$



Mixing Math Problem Types



Mixing Math Problem Types

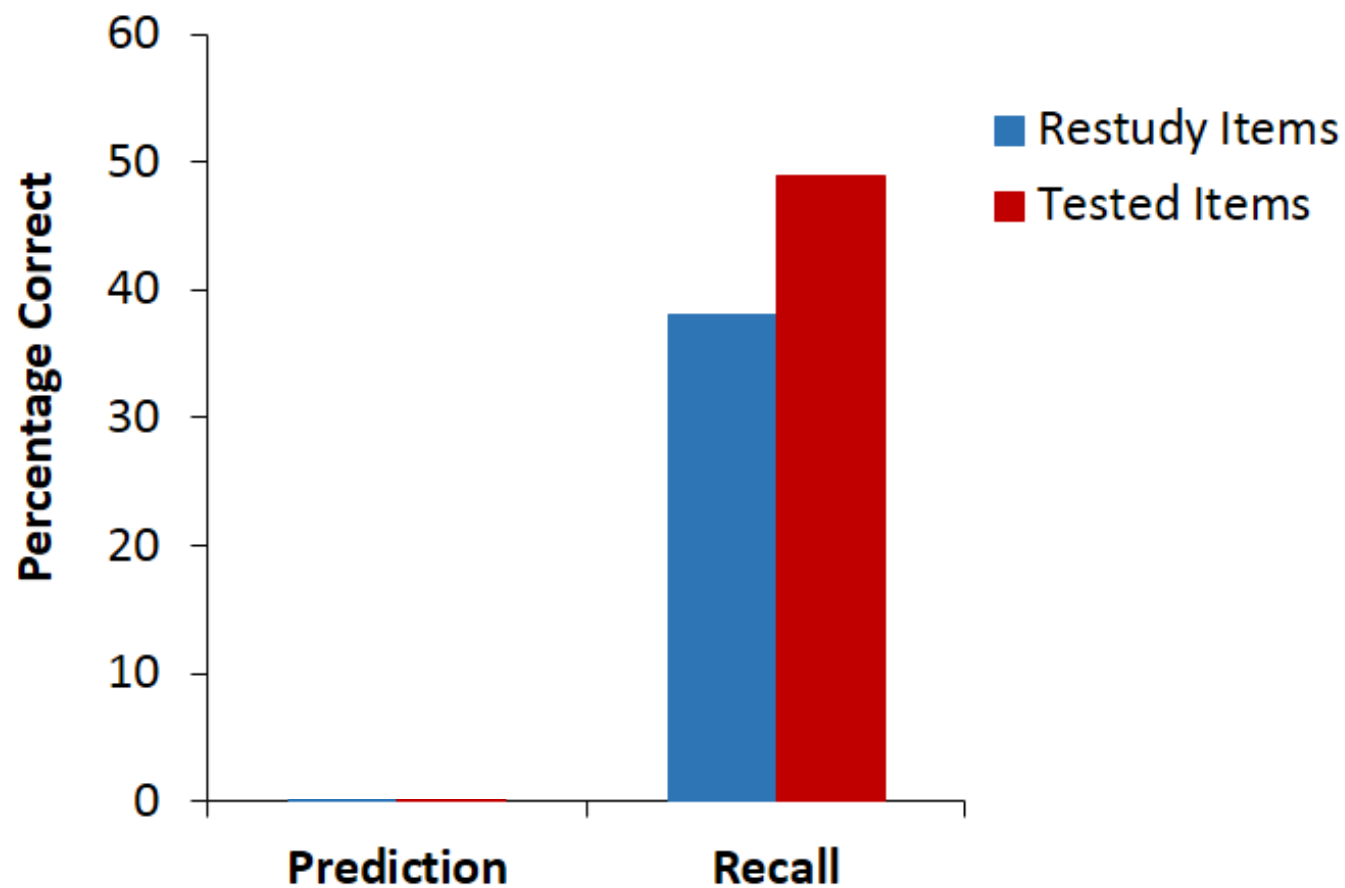


Erroneous in-the-moment impressions

- Spacing vs. massing
- **Restudying vs. Testing**
- Fooled by Fluency/Accessibility

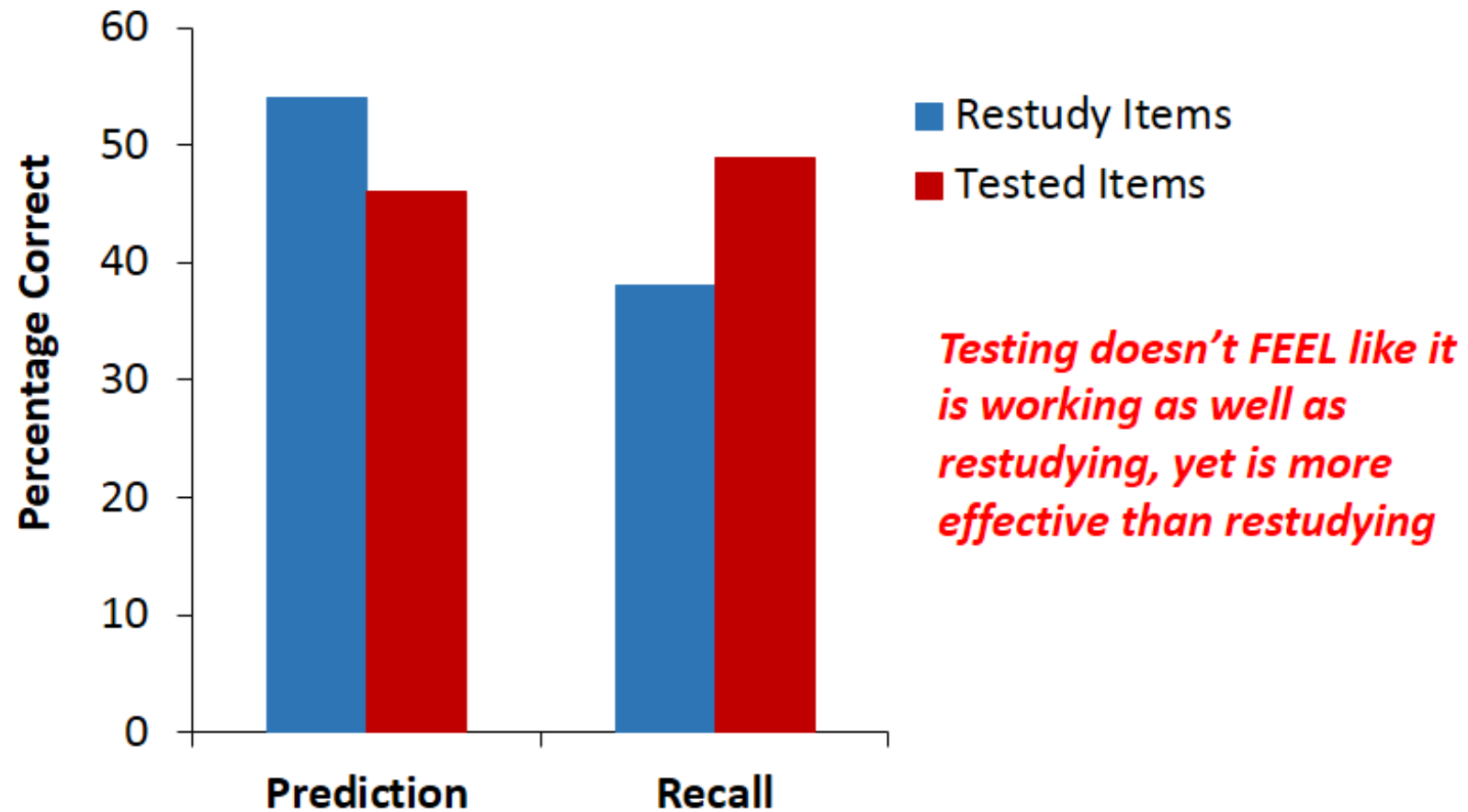
Examples of This Disconnect: Restudying vs. Testing

Littrell, Rhodes, & DeLosh (2011)



Examples of This Disconnect: Restudying vs. Testing

Littrell, Rhodes, & DeLosh (2011)



Erroneous in-the-moment impressions

- Spacing
- Restudying vs. Testing
- **Fooled by Fluency/Accessibility**

Erroneous in-the-moment impressions

- Spacing
- Restudying vs. Testing
- **Fooled by Fluency/Accessibility**

55% of my Students Endorsed a Statement that
Repeating Info Over & Over is a Good Way to Remember it

Erroneous in-the-moment impressions

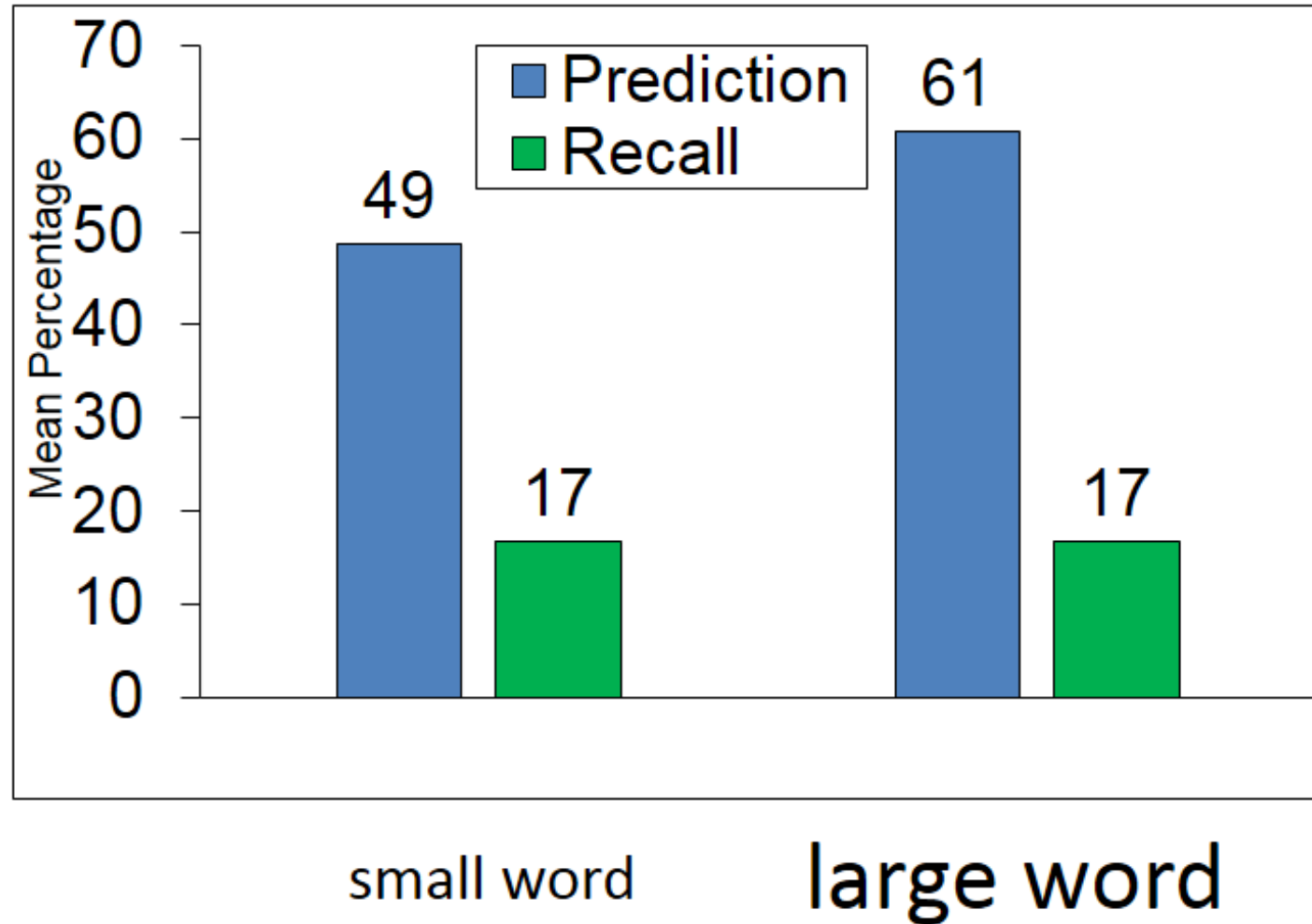
- Spacing
- Restudying vs. Testing
- **Fooled by Fluency/Accessibility**

The most common complaint from students:

“I was shocked I did so poorly on the test. When I was looking at my notes I really felt like I knew this stuff.”

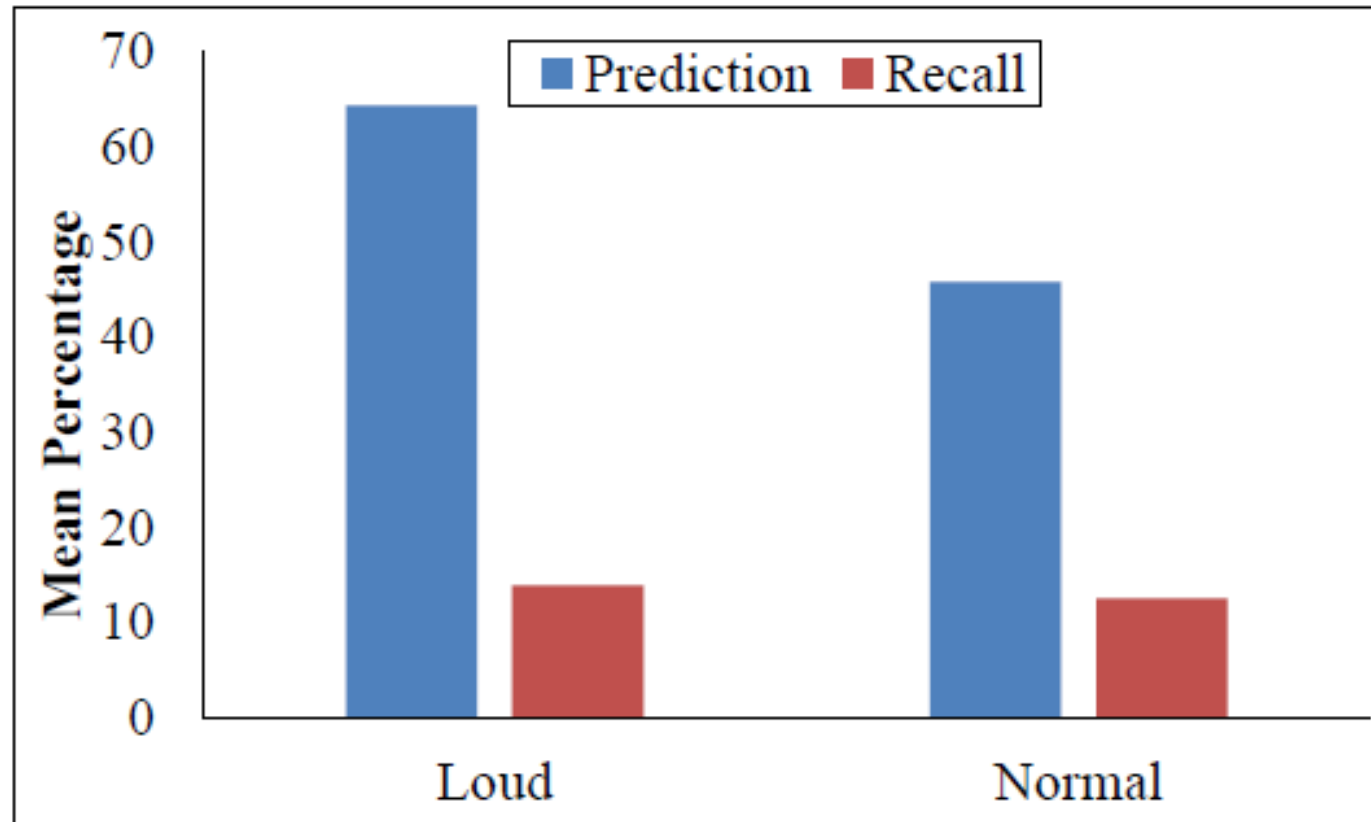
Examples of This Disconnect: Fluency

Rhodes & Castel (2008)



Examples of This Disconnect: Fluency

Figure 11.2 Mean Predictions and Mean Recall (from Rhodes & Castel, 2009).



Does the disconnect lead to poor study habits?

- There is a disconnect between what people *think* while studying is helping their learning & what *actually does* help their learning
- This may contribute to poor study habits

Survey using Open Ended Questions on Student Study Methods

- 84% of students listed re-reading notes/textbook
- 55% cited re-reading as their #1 strategy
- Practice testing listed by only 11%

Addressing The Disconnect

Our Idea at CSU:

A Course on Applying Science of Learning to Studying

Science of Learning (PSY 152)

Our own textbook (under contract): “Improving Life-long Learning Skills: Insights from the Science of Learning”

Goals of Science of Learning (PSY 152)

- Convince students that memory's operation is not intuitive
- Help students instead appreciate science as a means of determining what helps learning
- Teach them what the science suggests should help learning
- Teach them ways to implement these techniques

Goals of Science of Learning (PSY 152)

- Convince students that memory's operation is not intuitive
- Help students instead appreciate science as a means of determining what helps learning
- Teach them what the science suggests should help learning
- Teach them ways to implement these techniques

*Train them not to believe their in-the-moment impressions during studying/learning

Are we changing student beliefs?

A student description:

One student:

“I’ve been implementing these techniques & it doesn’t feel like it is going to have any effect. Then I take a quiz or a test & realize how much I’ve learned, & its almost like the learning just sneaks up on you. Its like, I would call it, sneaky learning.”

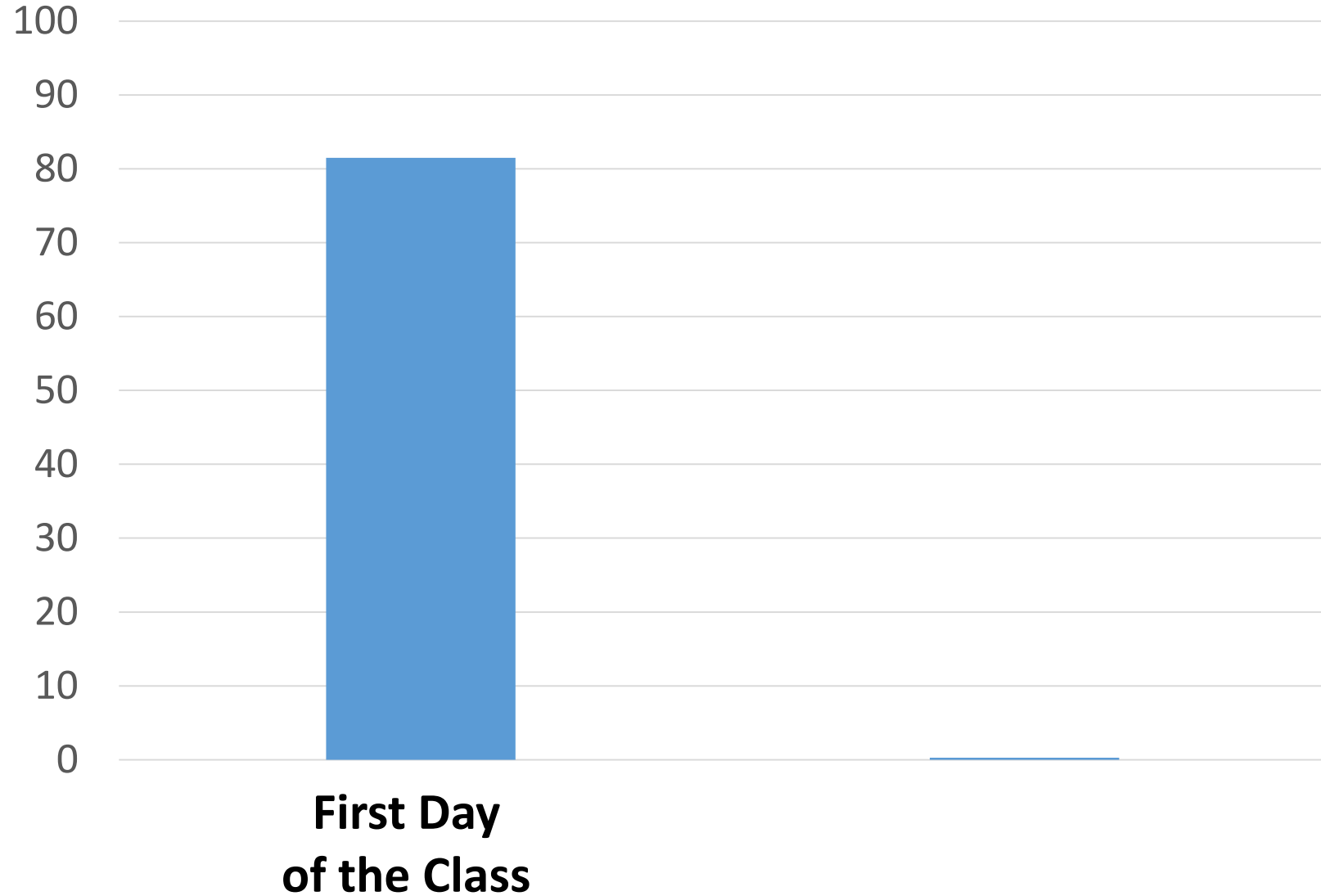
Sample Question from a Survey Given to the Class: Learning Styles

1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

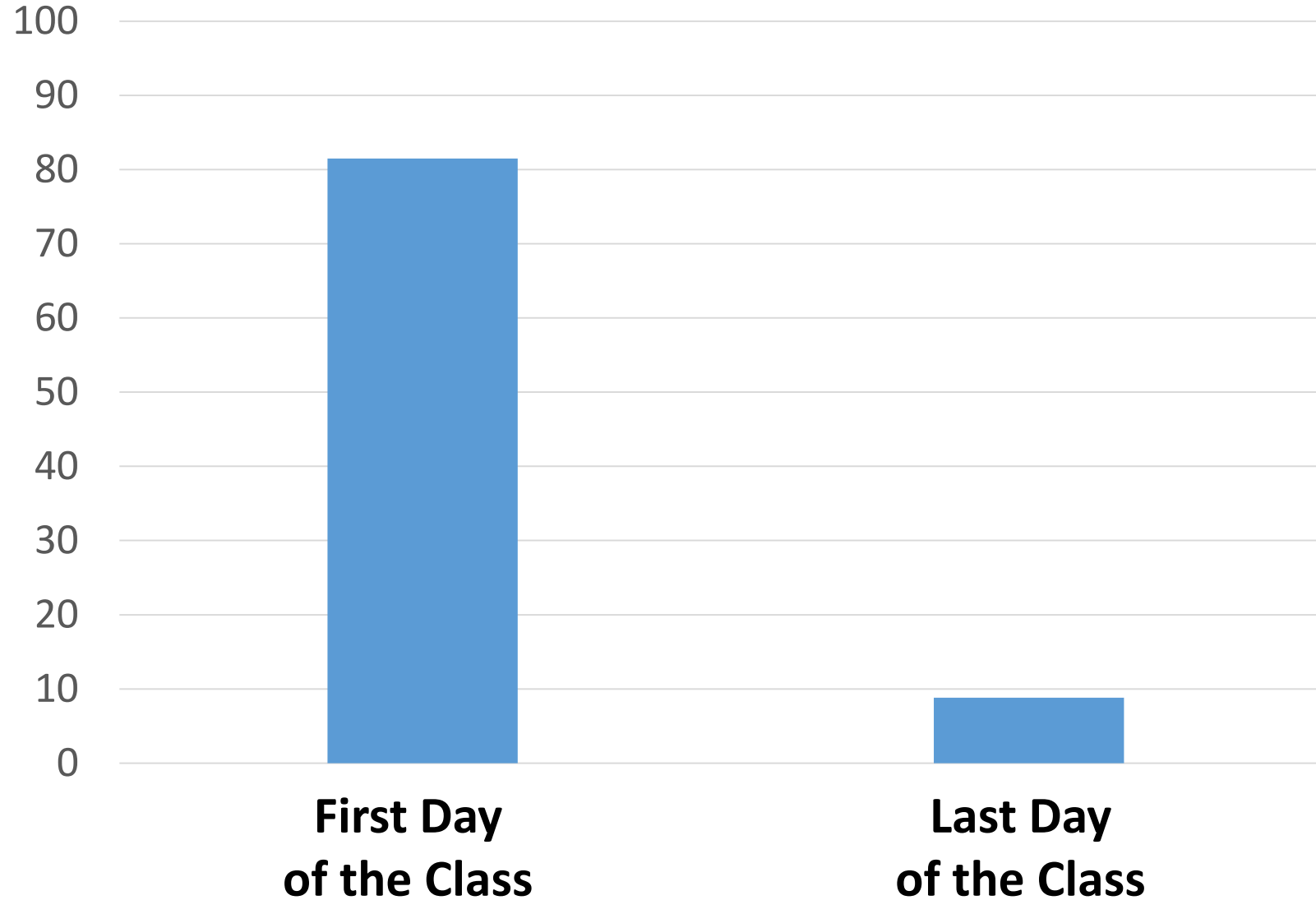
Adherence to a student's learning style (such as visual learner, auditory learner, etc.) is very important to effective learning.

1 2 3 4 5

% Students Endorsing the Learning Styles Question



% Students Endorsing the Learning Styles Question



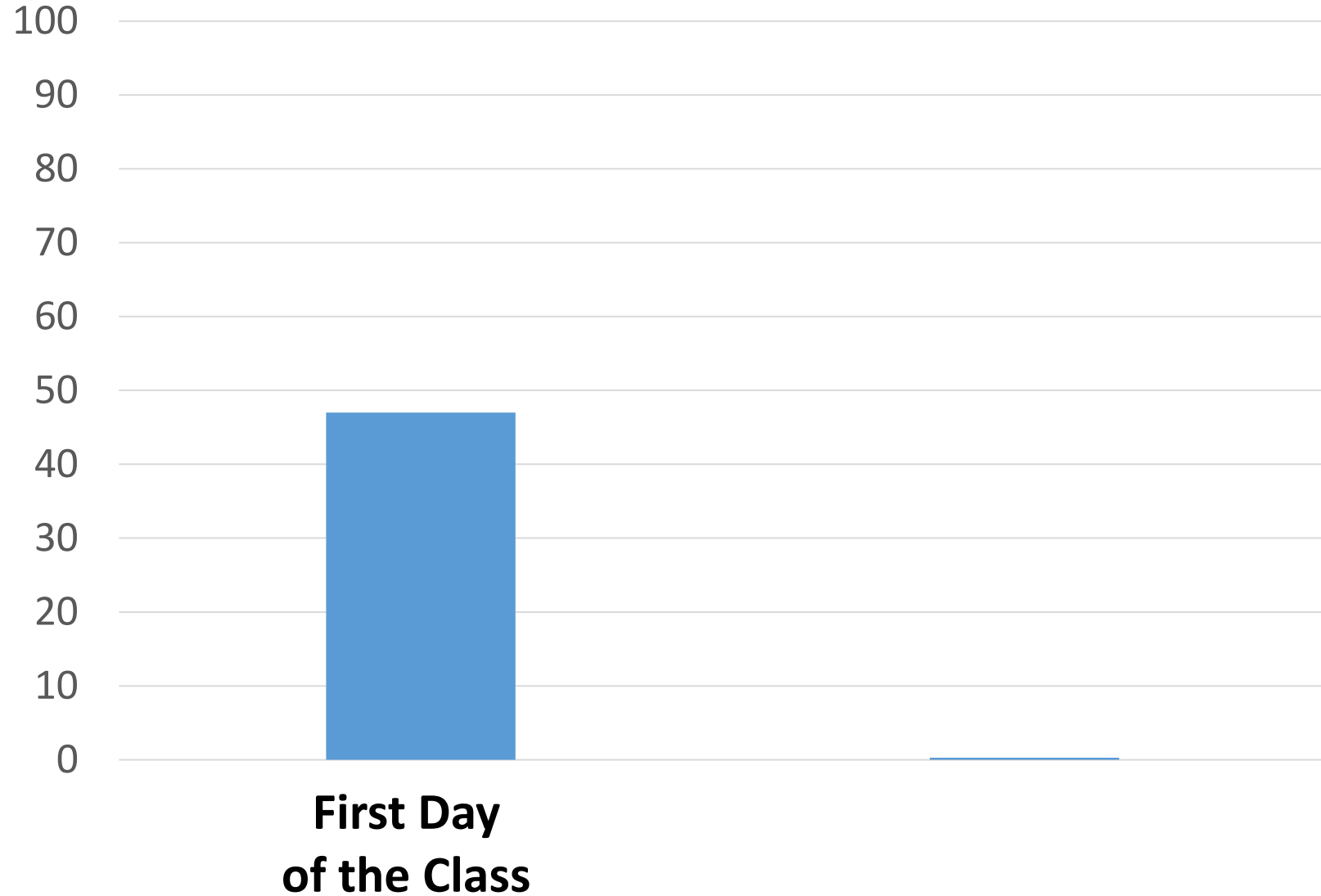
Sample Question from a Survey Given to the Class: Brain Training Games

1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

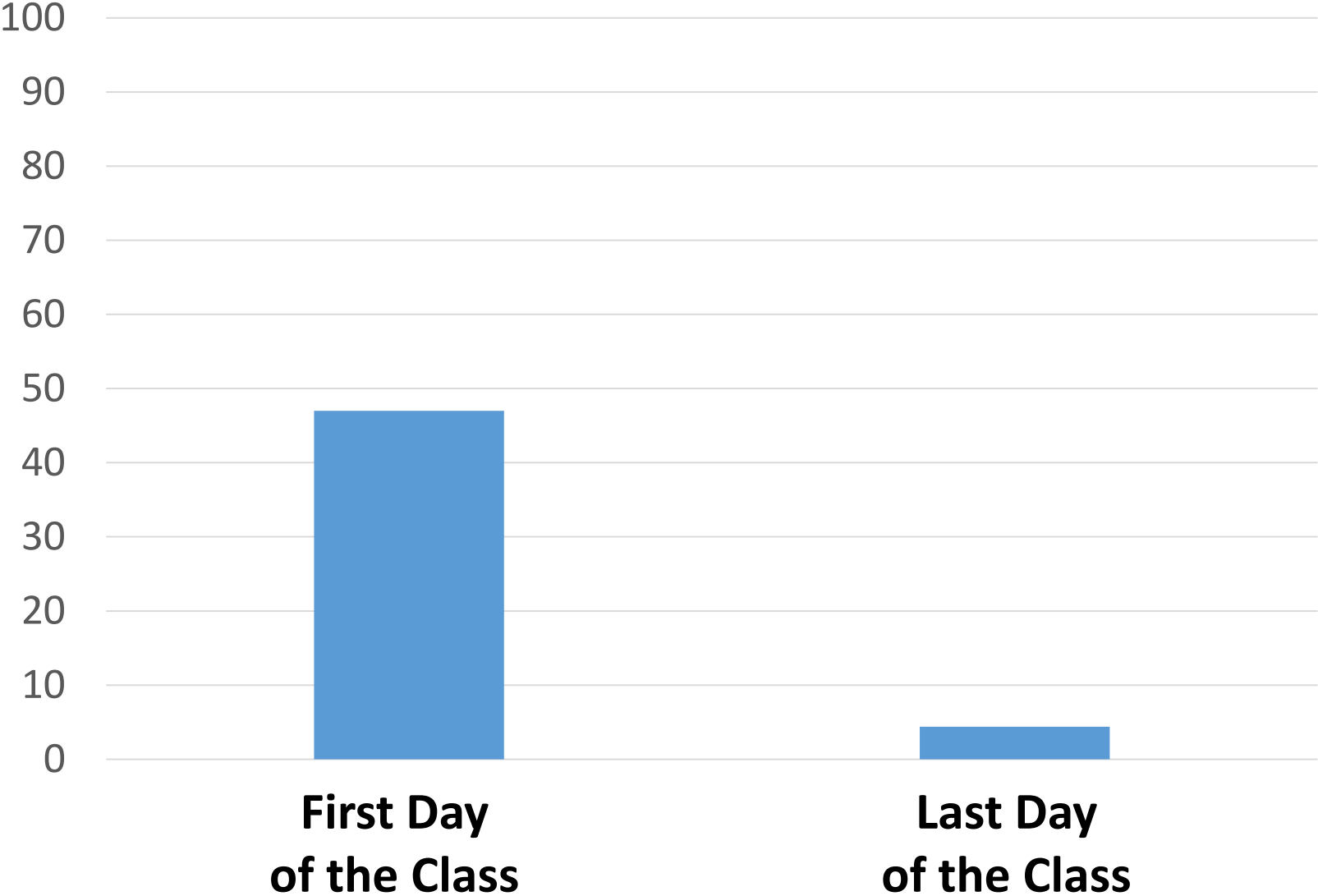
Brain training games are a good way to sharpen your mind to
become a better learner

1 2 3 4 5

% Students Endorsing the Brain Training Games Question



% Students Endorsing the Brain Training Games Question



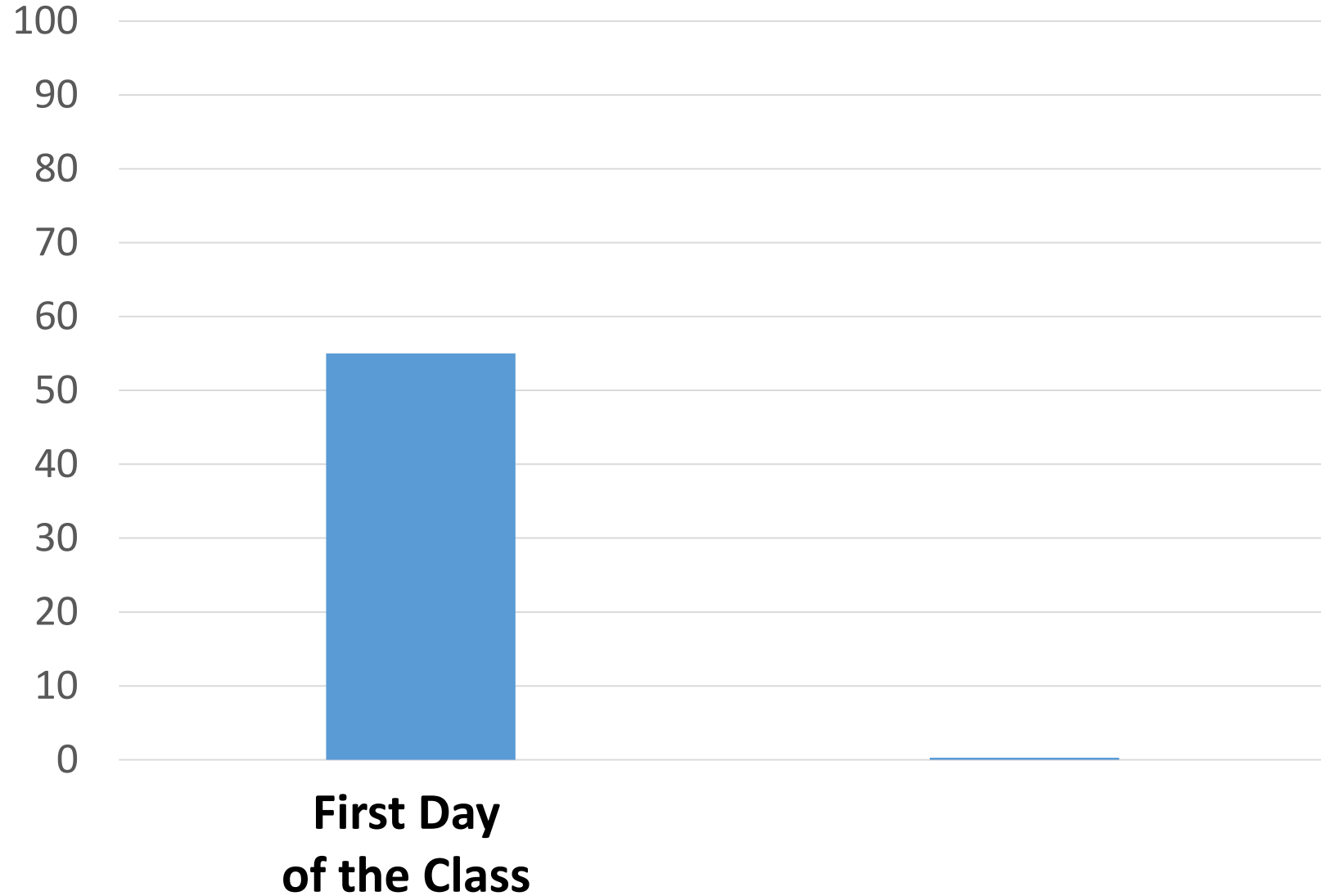
Sample Question from a Survey Given to the Class: Repeating Information

1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

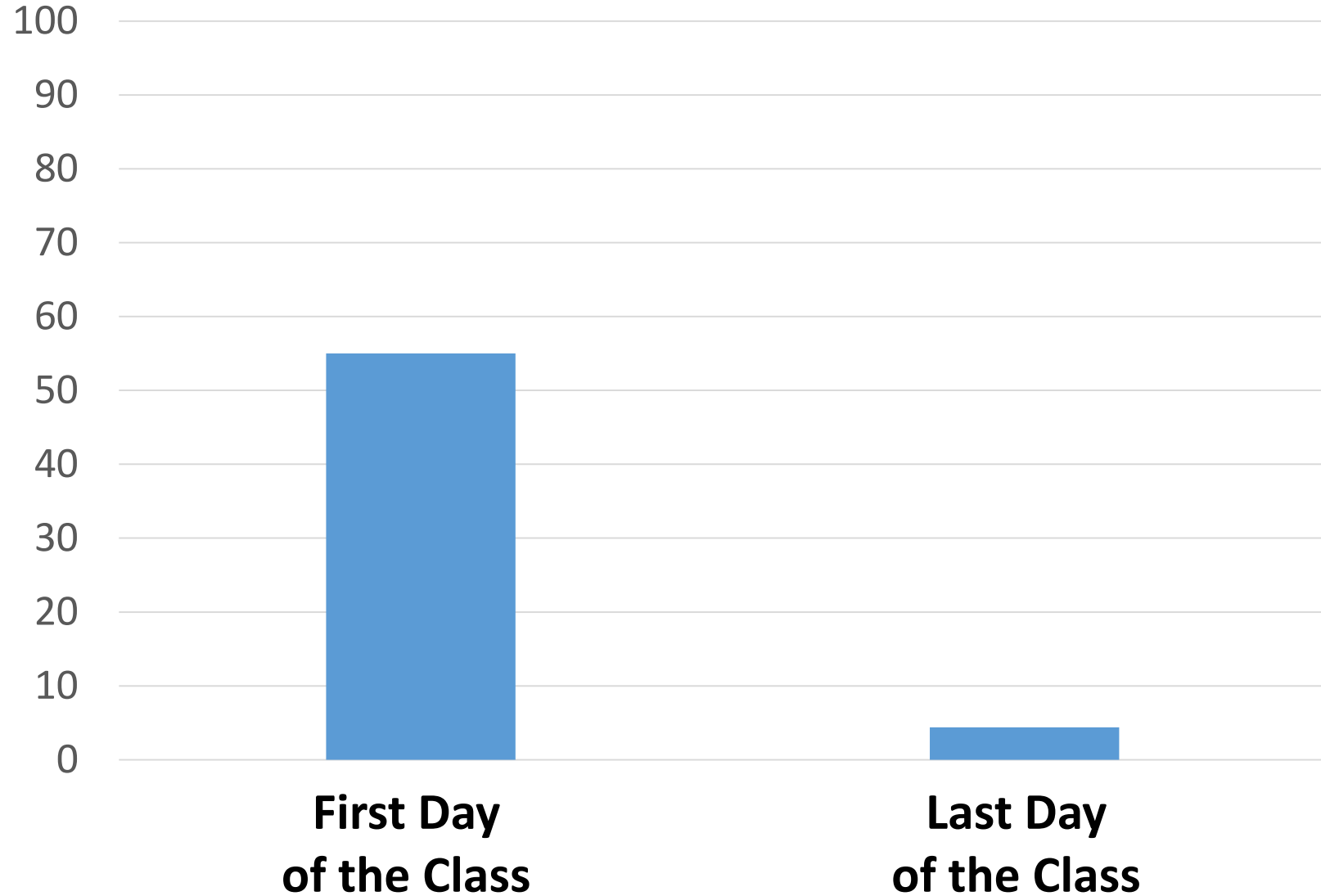
Repeating information over and over again is an effective way to
commit it to memory.

1 2 3 4 5

% Students Endorsing the Repeating Info Question



% Students Endorsing the Repeating Info Question



Are we changing student beliefs?

YES! We appear to be changing their beliefs

Are we changing student beliefs?

YES! We appear to be changing their beliefs

- Goals of **Science of Learning (PSY 152)**:



- Convince students that memory's operation is not intuitive



- Help students instead appreciate science as a means of determining what helps learning



- Teach them what the science suggests should help learning



- Teach them ways to implement these techniques

Are we changing student beliefs?

YES! We appear to be changing their beliefs

- Goals of **Science of Learning (PSY 152):**



- Convince students that memory's operation is not intuitive



- Help students instead appreciate science as a means of determining what helps learning



- Teach them what the science suggests should help learning



- Teach them ways to implement these techniques

Key Challenge

- Get them to actually implement them . . .

Are we changing student beliefs?

YES! We appear to be changing their beliefs

But knowing is half the battle . . .

The next challenge: How to elicit behavior change



August 21 - 27, 2016 Washington, D.C. Today 73° F/49° F Tomorrow 66° F/43° F Wednesday 56° F/45° F 122 Search C

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	21	22	23	24	25	26
8 ^{AM}						
9						
10			Count to 10 in Chinese		How do you say "it is 10:23 AM" in Chinese?	
11		How do you say "this is my friend" in Chinese?		How do you ask how much something costs in Chinese?		
12 ^{PM}						
1			What is the other word for "2" in Chinese?			
				How do you ask what time it is in Chinese?		
		What does "pao bu" mean?				
			How do you order roast duck in Chinese?			

Example of setting spaced questions in the calendar to have to attempt to answer when prompted . . .

Space repetitions of questions as well . . .

FUTURE DIRECTIONS:

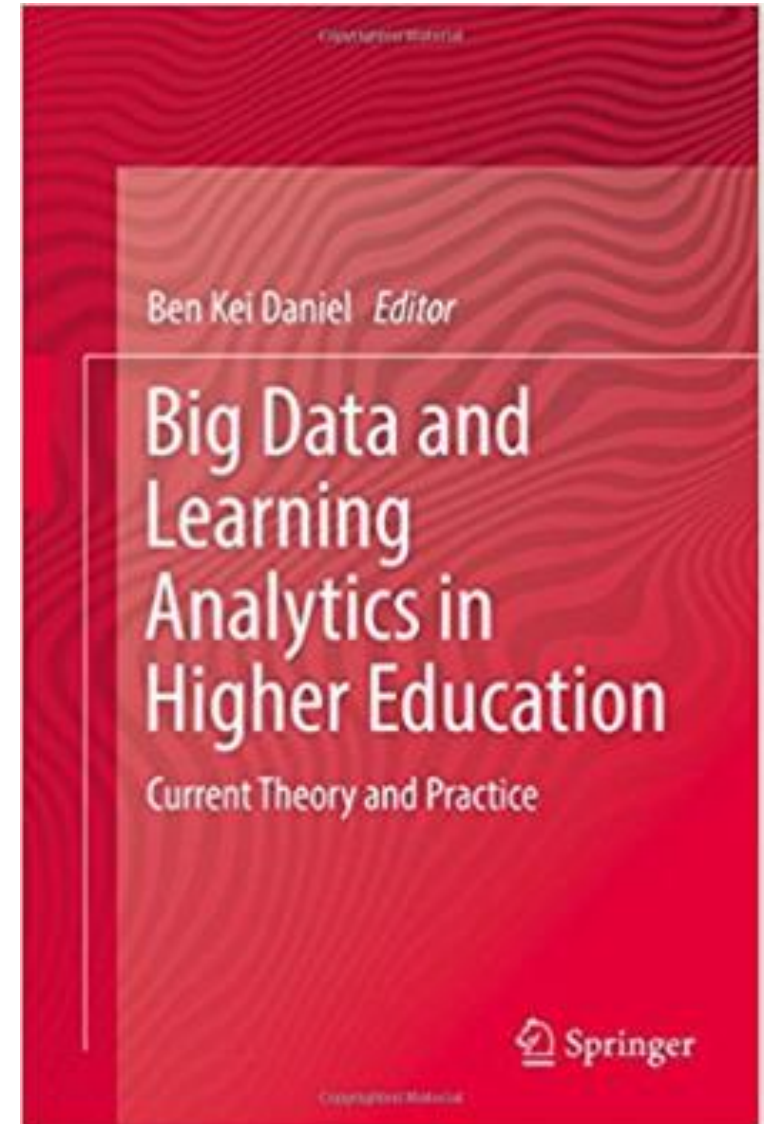
- 1) Reach more students with the course
- 2) Reach instructors & teachers
 - Online certificate program in Science of Learning at CSU?
- 3) Work with on-campus groups & other initiatives on ways of nudging students toward productive behavior change

FUTURE DIRECTIONS:

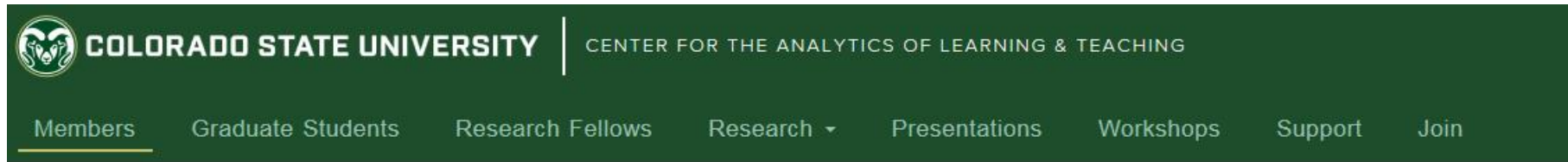
The time is ripe for converging Science of Learning (course & outreach) with Learning Analytics

&

for CSU to lead the way in this new territory.



Less than 1 Year Old at CSU: C-ALT



The Center for the Analytics of Learning and Teaching (C-ALT) facilitates faculty-driven research projects that use academic analytics, Learning Analytics (LA), and Educational Data Mining (EDM) methods to investigate questions related to learning and teaching.

C-ALT sponsored research wins best paper award.

Mary Pilgrim, James Folkestad, and Ben Sencindiver won the best paper award in the Practitioner Technology Showcase category at this year's Learning Analytics and Technology (LAK) Conference. [LAK 2017](#) was held in Vancouver, British Columbia on March 15th – 17th. The practitioner paper focused on the design, development, and deployment of digital objects to collect evidence of students self-regulated learning behavior in Calculus I (Math 160) at Colorado State University. That paper will be published in the conference proceedings.

Section 5

*Real Estate and Facilities
Committee*

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
REAL ESTATE/FACILITIES COMMITTEE MEETING AGENDA
August 1-2, 2017 – CSU Global Campus**

Committee Chair: Bill Mosher, Mark Gustafson (Vice Chair)

Assigned Staff: Jason Johnson, General Counsel, Kathleen Henry, CSU Research Foundation

OPEN SESSION

1. Program Plan Approval – Revised NWC – Water Resources Center (Amy Parsons)
- Action Item

EXECUTIVE SESSION

**Board of Governors of the
Colorado State University System
Meeting Date: Aug 1-2, 2017
Action Item**

MATTER FOR ACTION:

Approval of the updated Colorado State University Program Plan for the Water Resources Center and Land Acquisition at the National Western Center for \$110M-\$125M.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approves the updated Colorado State University Water Resources Center and Land Acquisition Program Plan, which includes the land acquisition for all three National Western Center Projects.

EXPLANATION:

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

Colorado State University is requesting approval of the updated program plan for the Water Resources Center and the land acquisition costs for all three projects at the National Western Center in Denver. The Board approved the original program plan in May 2016, but land acquisition costs need to be added to the program plan in order to issue COPs prior to April 2018. The cost of the land acquisition for all three National Western Center Projects is now included in this updated Water Resources Center and Land Acquisition Program Plan. By resolution dated June 16, 2017, the Board has already authorized the Chancellor to enter into the Framework Agreement and the purchase contracts to acquire the three parcels for the National Western Center Projects.

Water Resources Center (\$85M-\$95M)

This plan proposes an approximately 152,000 gsf Water Resources Center at the redeveloped National Western Center. A major partner in the project is Denver Water, currently programmed for approximately 68,000 gsf of core and shell space, which they would complete as a tenant finish. The Center will host multi-disciplinary, year-round programs that will draw tourists, K-20 students, water professionals and researchers, water conferences and community members. The funding for the CSU space (\$60-\$65M) will be from state-issued certificates of participation (COPs) for the National Western Center redevelopment, as approved in HB 15-1344. Assuming continued partnership, Denver Water would provide funds for its core and shell space (\$25-30M), plus the subsequent tenant finish. We anticipate construction will begin in 2019.

**Board of Governors of the
Colorado State University System
Meeting Date: Aug 1-2, 2017
Action Item**

Land Acquisition (\$25-\$30M)

As an equity partner in the development of the National Western Center, Colorado State University will purchase three plots of land for the development of this project and the remaining two facilities at the site. The City of Denver, on behalf of the soon-to-be-formed National Western Authority, is in the process of acquiring properties to support the CSU projects and the enabling works that include environmental investigations and remediation, earthworks, and utility and infrastructure installation. As set forth in the Framework Agreement to be entered into between CSU, the City and County of Denver and the Western Stock Show Association, CSU anticipates issuing payment to the City in the full amount of the land acquisition by April 2018. This financial commitment will, according to the City, enable the Program to fund and accelerate the early site works, enabling the Program and the CSU project teams to focus on acceleration of the schedule and deliver the projects. The estimated cost is based on a proportional analysis of CSU parcels at the National Western Center. The funding for the land acquisition will be from state-issued certificates of participation (COPs) for the National Western Center redevelopment, as approved in HB 15-1344.

Future Project Planning Status

CSU plans to submit the program plan for the next project by July 2018, for a combined facility to provide space for equine sports medicine for NWC equine athletes, CSU's Temple Grandin Equine Center to provide equine assisted activities and therapies, and the PetAid/CVMA community clinic, which provides donor-subsidized companion animal care for qualified families. This facility will also include educational and outreach components for visitors ranging from K-12 students to conference attendees. The program plan for the final facility, the CSU Center, is expected to be completed by July 2020. It will provide food systems education and outreach, laboratory space, innovation space, and large event space, though the program for this facility is still very flexible. These uses are all intended to fulfill CSU's mission around education, outreach, and research. Planning is still in preliminary stages.

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.

Approved

Denied

Board Secretary

Date

**Board of Governors of the
Colorado State University System
Meeting Date: Aug 1-2, 2017
Action Item**

**SUMMARY OF PROGRAM PLAN FOR THE CSU WATER RESOURCES CENTER AND
NWC LAND ACQUISITION**

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

As an equity partner in the development of the National Western Center, Colorado State University will purchase three plots of land for the development of this project and the remaining two facilities at the site. The City of Denver, on behalf of the soon-to-be-formed National Western Authority, is in the process of acquiring properties to support the CSU projects and the enabling works that include environmental investigations and remediation, earthworks, and utility and infrastructure installation. CSU anticipates issuing payment to the City in the full amount of the land acquisition by April 2018. This financial commitment will, according to the City, enable the Program to fund and accelerate the early site works, enabling the Program and the CSU project teams to focus on acceleration of the schedule and deliver the projects. The estimated cost is based on a proportional analysis of CSU parcels at the National Western Center. The funding for the land acquisition will be from state-issued certificates of participation (COPs) for the National Western Center redevelopment, as approved in HB 15-1344.

This plan proposes an approximately 152,000 gsf building at the redeveloped National Western Center and purchase of land for all three CSU projects planned for the site. A major partner in the Water Resources Center project is Denver Water, currently programmed for approximately 68,000 gsf of core and shell space, which they would complete as a tenant finish. The Center will host multi-disciplinary, year-round programs that will draw tourists, K-20 students, water professionals and researchers, water conferences and community members. The estimated total cost is \$85-\$95M. The funding for the CSU space (\$60M-\$65M) will be from state-issued COPs for the National Western Center redevelopment, as approved in HB 15-1344. Assuming

CSU Water Resources Center and NWC Land Acquisition

**Board of Governors of the
Colorado State University System
Meeting Date: Aug 1-2, 2017
Action Item**

continued partnership, Denver Water would provide funds for its core and shell space (\$25M-\$30M), plus the subsequent tenant finish.

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

- K-12 educational programs and resources
- Hands-on environmental education centered along newly restored riverbank
- Event space
- Flexible office and laboratory space for Ag Innovation Center
- Co-working/shared space fostering collaboration
- Conference space, café, auditorium, public plaza, and other public spaces
- Greenhouses, as feasible onsite or elsewhere at NWC
- Potential for reclaiming resources (heat and plant nutrients) from Metro Wastewater Reclamation District that may contribute to the viability of urban food systems
- Public/Private/Non-profit collaboration, that may include:
 - Research and teaching lab space
 - Labs for developing and demonstrating new water technologies
 - Multiple sources of water for water treatment research and testing
 - Data analysis and visualization spaces
 - Small-scale advanced water treatment plant (“EcoMachine”) with educational features
 - A focus on water and efficiency from source to use

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

With Board of Governors approval, the program plan for this project will be submitted to the Colorado Commission on Higher Education. Once land acquisition, necessary approvals and financing are in place, the project is estimated to take 24 months to complete.

Section 6

Executive Session

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Section 7

Strategic Mapping

System Mission

Operate as a dynamic whole to produce access to excellence across all three institutions, delivering human and economic advances throughout Colorado and the world.

<p>Strategy</p>	<p><u>Mission Projection</u></p> <p>Rapidly respond to the market through innovation and research</p>	<p><u>Mission Delivery</u></p> <p>Leverage academic and operational expertise across the System to create stronger programs, improve student success and create efficiencies</p>	<p><u>Mission Alignment</u></p> <p>Deliberately engage with a diverse array of partners to ensure our work brings critical value to the community</p>		
<p>Work Areas</p>	<ul style="list-style-type: none"> National Western Center Lifelong Learning Todos Santos 	<table border="0"> <tr> <td data-bbox="1059 678 1429 1120"> <p><u>Academic</u></p> <ul style="list-style-type: none"> Innovation in Learning Systems Student enrollment Faculty Exchanges Program Collaboration </td> <td data-bbox="1442 678 1758 1120"> <p><u>Operational</u></p> <ul style="list-style-type: none"> ERP Systems IT Integration Administrative Operations </td> </tr> </table>	<p><u>Academic</u></p> <ul style="list-style-type: none"> Innovation in Learning Systems Student enrollment Faculty Exchanges Program Collaboration 	<p><u>Operational</u></p> <ul style="list-style-type: none"> ERP Systems IT Integration Administrative Operations 	<ul style="list-style-type: none"> Optimize membership and participation in leading organizations Strengthen existing and create new powerful partnerships with local and national thought leaders
<p><u>Academic</u></p> <ul style="list-style-type: none"> Innovation in Learning Systems Student enrollment Faculty Exchanges Program Collaboration 	<p><u>Operational</u></p> <ul style="list-style-type: none"> ERP Systems IT Integration Administrative Operations 				
<p>Outcomes</p>	<p>Student Success, Fiscal Strength, Community Impact</p>				
<p>System</p>	<p>Institutional Strategic Plans</p>				



System Mission

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

Strategy

Rapidly Respond to the Market through Innovation and Research

Leverage and Integrate Human Infrastructure Resources Across All Institutions

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

Work Areas



1 Engagement and Community Building



2 Academic Coordination



3 Process Alignment

Outcomes

Student Success, Fiscal Strength, Community Impact

System

Institutional Strategic Plans



Section 8

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 of the
Colorado State University System
August 1-2, 2017
CSU-Global Student Representative's Report

Colorado State University-Global Campus is making it possible for me, a non-traditional student, to achieve my dreams.

Due to life circumstances, I missed the opportunity to finish a degree early in life. However, it has always remained my dream to earn a four year college degree. I have been successful with career and family, but this dream remained unfulfilled. Now that I have children, it is also my dream that I will be able to help them pay for their college education. Colorado State University-Global Campus is helping me achieve both of these dreams.

I completed a college preparatory curriculum in high school and immediately enrolled at the Ohio State University. Neither of my parents could afford to help with my tuition, and I did not want to go into debt, so I chose to pay my way by working as I attended college classes. I attended full-time for the first year, but the workload of school and job proved to be too much for me to be successful. I continued attending classes part time for three more years before I moved out of state for a promising job opportunity. I never re-enrolled, but it was always my intention.

Over twenty years later, with disruptions in the technology sector, I felt that my career path was less stable without a degree. While I had advanced through the company by networking and reputation, I determined that I could not support my family at the same income level if I were to change companies. It was this desire to provide for my family and my dreams of being able to help my children pay for their college education that led me to search for a degree completion program.

As the country's first and only 100 percent online, independently-accredited, state, nonprofit university, CSU-Global is serving the needs of nontraditional students like me. At CSU-Global, I am able to pursue my degree while I continue to meet my career and family obligations. I am enrolled in the Human Resource Management program that I feel gives me a leading edge in the global economy by delivering skills that apply to my job and support my career. In my weekly assignments, I apply learning in the classroom to real scenarios in my workplace. I collaborate with other students who are also sharing their research and work experience.

I am excited to have the opportunity to not only finish a degree program, but to do so with a university that has a reputation of academic excellence. In each of my classes, I have been able to develop skills relevant to my career. Along the way, I am setting an example for the next generation of my family. CSU-Global is helping me achieve my dreams.

Respectfully,



Keith Andrew Knies

Student Representative

Colorado State University-Global Campus

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

All Faculty Meeting/Graduation June 8-10

- CSU-Global 2020 focus on Innovation
To transform CSU-Global, and provide an unprecedented online learning environment for students that exceeds student engagement and customized learning outcomes currently provided in the industry with online, face-to-face, and blended learning solutions. This vision is integrated into all our organizational planning efforts.

All Faculty Meeting – May 18th

- Approximately 200 attendees
- Presentations on:
 - School of Business Innovation – innovative curriculum
 - School of General Studies – Health Care Accreditation, and Industry expert boards
 - IRB Board up and running
 - Targeted retention
 - Virtual Conference End of May

CSU-Global Virtual Conference on Higher Education – May 31st – June 2nd

Three tracks held for three days included:

- Teaching
 - Nella Anderson; Evidence-Based Practices and Practicums
 - Dr. William Ryan, Don't text – Assess!
 - Lisa Hernbloom, Differentiation and Universal Design
- Technology
 - Sondra D-Aquisto & Brian Braido, Institutional Data
 - Murthy Rallapolli, Information Security
 - Dr. Tim Perez, Virtualization
- Trending Now
 - Van Davis, Higher Education Policy: Where are we and where are we going
 - Melissa Zimdors, Hit List of Fake News Sites
 - Audra Spicer Fake News & Rhetoric

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CSU System Strategic Goals: Student Success and Satisfaction

CSU-Global Transformation Plan Goal: Utilize Evidence-based Practices

- The university held its 2017 Commencement Ceremony at the FirstBank Center in Broomfield for over 1,100 graduates and their 6,200 guests, and for the over 1,000 live-streaming video viewers. In FY17, CSU-Global has graduated 2,622 students with 1,778 undergraduate degrees and 844 graduate degrees.
- CSU-Global has been approved as the Xi Rho chapter of Delta Mu Delta, an international honor society recognizing and promoting achievement in business academic programs. The university's students with high academic achievement in eligible degree programs will be accepted for lifetime membership for access to networking connections, acknowledgement for federal employment, professional development opportunities, and scholarship programs.
- The Library completed a pilot in which Learning Tool Interoperability (LTI) provides students' immediate access to the resources recommended to complete a given course. The Tool also provides the library with a different method for looking at usage analytics for future class integration efforts. Based on the positive results from the initial pilot, the university is investigating ways to make the LTI scalable in more classes.
- In FY17 the university conducted a total of 45 Faculty development courses and 486 faculty attended at least one course. During the Year, the university also completed 410 course revisions for its degree and certificate programs.

CSU System Goals: Expand Statewide Presence

CSU-Global Transformation Plan Goal: Develop Innovative Stakeholder Engagement

- The CSU-Global Registrar team reviewed 12,578 transcripts for transfer credit in FY17, and 94.7% of them were reviewed within one business day.
- The Enrollment Department is evolving to meet the needs of our prospective students. A new initial enrollment interaction is being tested to better understand prospect's needs and fit for the University. The department is onboarding the first half of its Enrollment

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Academy Team. These Associate Enrollment Counselors will experience a more in-depth, accelerated initial training.

- Dr. Charles Lively, Lead Faculty for Information Technology and Program Coordinator for Computer Science, presented on "Creating an Engaging Online Classroom" at UBTech, an annual conference that highlights emerging trends in IT and AV technologies and their applications to improve institutional and student success.

CSU System Goals: Transform Colorado's Future

CSU-Global Transformation Plan Goal: Sharing for Global Good

- CSU-Global represented the CSU System at the Business and Higher Education Forum Meeting held in Washington, D.C. At the Meeting there was an in-depth report of the partnership between Boeing and The Washington University in St. Louis which has created pathways to an apprenticeship program at Boeing. There were also presentations by IBM and Amazon regarding their interest in working with institutions in the area of artificial intelligence and robotics.
- The university has joined in the State's consortium for Cybersecurity. CSU-Global's established relationships with Colorado law enforcement that includes officers who are past and present students, will be leveraged to help the consortium broaden its reach.
- CSU-Global was included in a panel discussion on "Successfully Upskilling Your Workforce" hosted by U.S. World News and Report. The university was also an active participant in the ed-tech ASU+GSV Conference held in Salt Lake City, UT. As part of the over 3,000 attendees, CSU-Global senior leaders participated in panels on marketing for student success, and on best practices for effective partnerships between businesses and higher education institutions.
- CSU-Global's contribution to Colorado, its work with Freshman outside of Colorado, and its data on Colorado Freshmen interest in the university has been synthesized in the following document titled: *Colorado State University-Global Campus Serves Colorado*.

Colorado State University-Global Campus **Serves Colorado**

Created from a \$12 million loan from the CSU System, CSU-Global opened its doors to 200 students in September 2008. By Colorado state statute, the university has not and does not receive state financial support. Today CSU-Global has graduated over 10,000 students and currently serves over 18,000 students in every U.S. state and territory and 55 countries, of which about half are Colorado residents.

CSU-Global is the nation's first and only 100% online, state nonprofit, fully accredited institution. The university's mission is to facilitate workplace success through higher education for nontraditional students. It offers bachelor's and master's degree programs and Certificates focused on areas that support current and projected workforce demand in occupations with livable wages.

The Students

- 88% of CSU-Global Colorado students are between 23-50 years old
- 40% of CSU-Global students are first in their families to attend college
- 28% of CSU-Global students are from underserved minority populations

Service to State

- Over 19,000 Coloradans served
- Over 445,000 credits earned by Coloradans since CSU-Global inception, saving CO taxpayers over \$22 million in Colorado Opportunity Funds (COF)
- Active students or Alumni in 63 out of 64 counties
- Economic Benefits Contribution just to Colorado (EMSI, 2017)
 - Student benefit in higher earnings: \$394 Million
 - Tax benefit through higher tax revenue: \$335 Million
 - Social benefits through health, crime, unemployment savings: \$770 Million

CSU-Global addresses Colorado's needs for highly-skilled employees for its competitive advantage in the global economy. Colorado's 2016 OEDIT & Mercer Consulting Talent Pipeline Report, states that Colorado has one of the strongest knowledge-based economies in the U.S., and that 65% of all jobs now require a Bachelor's degree for entry. The Report recommends strengthening the workforce through expansion of graduates in areas that include teaching, technology, computer science, health care, finance, and business services – all areas addressed by CSU-Global through its Certificate and Degree programs.

- CSU-Global offers 26 degree and certificate programs at the Undergraduate and Graduate levels, in areas of current and forecasted workplace demand including:

- Information Technology
 - Healthcare
 - Accounting
 - Finance
 - Management Information Services and Business Analytics
 - Criminal Justice
 - Teaching and Learning
 - Business Management
 - Organizational Leadership
 - Project Management
- Active partner in Colorado workforce and education advancement initiatives led by Skillful, CareerWise, and Generations School Network & the Colorado Dept. of Education.
 - Active participant in CO Community College System's Degree Within Reach for Associate Degree reverse-articulation program.
 - Collaborates with over 250 CO businesses and CO military bases for employee advancement including Boeing, Centurion Health, United Airlines, Fort Carson, and Buckley Airforce Base.
 - Employer Survey Data reflects that for 8 out of 8 key workplace skills identified by employers (AASCU Heart, 2015), 86 to 94% of CSU-Global alumni employers rate CSU-Global graduates as performing Extremely or Very Well.
 - Provides a Return-on-Investment Paradigm and Accountability for CO students
 - Measurable increases in Critical Thinking, and in Skills for Math, English, Reading and Writing – Incoming students score in the 49th percentile and upon graduation score in the 74th percentiles
 - Equifax Salary Medians for Alumni by Graduated Cohort for both Bachelor's and Master's degrees reflect increasingly higher salaries each year since the 2012 Graduating Cohort

CSU-Global is the only one of its kind.....Unique and nontraditional education for students seeking high quality, fully online, career-relevant academic programs leading to workplace success.

- Nonprofit state university that provides fully online and asynchronous education through highly educated faculty, of which 93% have industry work experience in their areas of expertise, including 86% of which hold doctorate degrees.
 - Largest percentage of transfer students are coming from for-profit institutions, followed by community colleges and the Military Departments of the Armed Forces.
 - Freshmen Success (for students outside of Colorado who have enrolled as Freshmen): 1st to 3rd term retention over 6 trimesters is 78.8%

- Provides affordable and innovative education programs
 - Alternative Credit Options for Cost-savings: Competency-based and Prior Learning Programs; Internship & Apprenticeship programs for credit
 - Guaranteed Tuition – once a student starts and maintains active student status the rate will be fixed through graduation
 - No Student Fees and Tuition Planning – no student fees and full transparency on education costs through graduation before starting school
 - 24 hour, 7-day a week live tutoring, live technical support, and library and career center access
 - Year-around instruction with every course offered every 8-week term
- Facilitates success of students with dual enrollment, IB, AP credit for more than double the established rate of degree completion for nontraditional students (CompleteCollege America, 2012)
 - 1st to 3rd term retention is 83% average
 - 6 year graduation rate is 69% of which 68% have graduated and 1% are actively taking classes
 - 13 is the Average class size for Undergraduate students; 9 is the Average class size for Graduate students
- Industry-recognized and highly regarded for its academic quality & affordability
 - #1 for 2017 Military Advanced Education & Transition Guide to Colleges & Universities
 - #15 for 2016 Best Online Bachelor's Programs for U.S. News & World Report
 - #3 for 2017 Top Best Value Online Graduate Schools
- Positive Track-record of Service to CO Resident Students
 - Nearly 700,000 semester credits transferred towards CO students' Bachelor degree completion
 - Approximately \$3 million in scholarships awarded to Colorado-resident students per year
 - 5400 Bachelor's and Master's degrees awarded to Coloradans since inception.
- CO Freshmen Market Demand
 - CSU-Global had 19,645 unique page views for "Freshmen Admission Requirements" on its website.
 - In FY17, CSU-Global disqualified 1,803 Freshmen from CO seeking to enter the university under its current restricted mission.
 - CSU-Global can accept students outside of Colorado if they have a high school diploma and meet the university's admission requirements. However, CSU-Global can only admit Colorado residents as degree-seeking Freshmen and provide Federal Financial Aid for students who are 23 years or older, or who can transfer in more than 12 credits. However, on July 1, 2019, students seeking to enter CSU-Global must be 23 years or older, or have more than 24 credits.
 1. Approximately 10% of all CO military students come in with non-Military credit under 24 credit hours.
 2. Approximately 12% of all CO students under the age of 23 have entered CSU-Global with between 13-23 credits.

CSU-Global's Recent Rankings



As the first and only 100% online, independent, regionally accredited state university in the nation, Colorado State University-Global Campus is proud to have received these recent top rankings.



All Schools

#1 - 2017 Military Advanced Education & Transition Guide to Colleges & Universities, Publication

#5 - Best Online Colleges of 2017, [Best Colleges](#)



Bachelor's Degrees

#15 - Best Online Bachelor's Programs, [U.S. News & World Report](#)



Master's Degrees

#3 - Top 50 Best Value Online Graduate Schools for 2017, [Value Colleges](#)



Accounting

- #2** - The 20 Best Online Bachelor's in Accounting Degrees, [Great Business Schools](#)
- #4** - The 50 Best Online Bachelor's in Accounting Degrees for 2016-2017, [College Choice](#)
- #8** - The 25 Best Online Bachelor in Accounting Degree Programs, [The Best Schools](#)
- #9** - The 30 Online Master's in Accounting Degree Programs 2016, [Online Accounting Degree Programs](#)



Applied Social Sciences

- #10** - The 20 Best Online Bachelor in Social Science Degree Programs, [The Best Schools](#)



Business Administration

- #2** - The 25 Best Bachelor's in Business Administration Online Programs, [Best College Reviews](#)
- #3** - The 20 Best Online Bachelor in Business Management Degree Programs, [The Best Schools](#)
- #8** - The 36 Best Online Business Administration Colleges, [Successful Student](#)



Communication

- #3** - Top 14 Cheap Online Communication Degree Programs (Bachelor's) 2016, [Best Value Schools](#)
- #4** - Top 10 Online Communication & Public Relations Bachelor's Degree Programs of 2017, [The Best Colleges](#)
- #14** - Best Online Bachelor's in Communication and Public Relations: Students Before Profits Award 2015-2016, [Nonprofit Colleges Online](#)

CSU-Global's Recent Rankings



Criminal Justice

- #1** - The 25 Best Bachelor's in Criminal Justice Degree Programs, [Best College Reviews](#)
- #5** - The 20 Best Online Bachelor of Criminal Justice Degree Programs, [The Best Schools](#)
- #7** - The 18 Cheap Online Criminal Justice Degree Programs (Bachelor's) 2016, [Best Value Schools](#)
- #14** - Best Online Graduate Criminal Justice Programs, [U.S. News & World Report](#)



Education

- #2** - Top 10 Cheap Online Master's in K-12 Teaching and Education Degree Programs 2016, [Best Value Schools](#)
- #4** - Top 9 Cheap Online Master's in Educational Technology Degree Programs 2016, [Best Value Schools](#)
- #22** - 2016 Most Affordable Online Colleges for Teaching Degrees, [Online U](#)



Healthcare Administration

- #1** - Top 9 Cheap Online Healthcare Administration Degree Programs (Bachelor's) 2016, [Best Value Schools](#)
- #4** - Top 10 Online Master's in Healthcare Administration, [Best Master's Programs](#)
- #5** - 10 Most Affordable Online Bachelor Degrees in Healthcare Management, [Best Medical Degrees](#)
- #6** - The 25 Best Online Master of Healthcare Administration Degree Programs, [The Best Schools](#)



Human Resources

- #1** - The 25 Best Online Master's in Human Resources Programs, [Best College Reviews](#)
- #2** - The 20 Best Online Bachelor in Human Resources Degree Programs, [The Best Schools](#)
- #6** - Best Online Master's in Human Resources Programs, [Best Colleges](#)



Information Technology

- #4** - Best Online Bachelor's in Information Technology, 2016, [College Choice](#)
- #5** - Top 15 Cheap Online Master's in Network Management Degree Programs 2016, [Best Value Schools](#)
- #5** - The 25 Best Online Bachelor's in Information Technology Degrees, [Best College Reviews](#)
- #11** - Best Online Bachelor's in Information Technology: Students Before Profits Award 2015, [Nonprofit Colleges Online](#)



Management

- #1** - Top 10 Online Master's in Management Degree Programs, [Top Management Degrees](#)
- #1** - Top 14 Cheap Online Master's and MBA in International Management Degree Programs 2016, [Best Value Schools](#)
- #8** - 35 Best Online Master's in Management Degrees for 2016-2017, [College Choice](#)



Marketing

- #2** - The 20 Best Online Bachelor in Marketing Degree Programs, [The Best Schools](#)
- #2** - The 20 Best Online Bachelors Degrees in Marketing 2016-2017, [Best Marketing Degrees.org](#)
- #17** - 40 Great Value Online Colleges for Marketing (Bachelor's) 2016, [Great Value Colleges](#)

Section 9

Audit and Finance Committee

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

Audit

- | | | |
|----|--|---------|
| 1. | <i>Discussion/Presentation</i> – Status of FY 2017-2018 Audit Plan | 5 min. |
| 2. | <i>Discussion/Presentation</i> – Audit Reports and Recommendations | 10 min. |
| 3. | <i>Discussion/Presentation</i> – Past Due Audit Recommendations | 5 min. |

Finance

- | | | |
|-----|--|---------|
| 4. | <i>Discussion/Presentation</i> – State Budget Update/Higher Education Funding Model | 10 min. |
| 5. | <i>Discussion/Presentation</i> – Campus budget presentations with tuition discussion | 30 min. |
| 6. | <i>Discussion/Presentation/Action</i> – Approval of Institutional Plan for Student Fees for CSU and CSU-Pueblo | 10 min. |
| 7. | <i>Discussion/Presentation</i> – CSU System Treasury Update | 10 min. |
| 8. | <i>Discussion/Presentation</i> – Variable Rate Debt | 10 min. |
| 9. | <i>Action Item</i> – 12 th Supplemental Resolution | 30 min. |
| 10. | <i>Action Item</i> – Five Year State Capital Construction Plan – Update | 10 min. |

Board of Governors
Audit/Finance Committee
August 1, 2017

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM



Item #1

Status of FY 2017-2018 Audit Plan

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

Institution	Audit Area	Reporting Area	Status
Carry Forward from FY 2016-2017			
CSU	Data Centers (IT)	VPIT	Closed
CSU	Social Media (IT)	VP External Relations	
CSU	Disaster Preparedness (IT)	VPIT	Planning
CSU	Data Security-Advancement	VP Advancement	
CSU	Management of Financial Commitments	President/Provost/VPUO	Planning
CSU	Office of Sponsored Programs - transition	VP Research	Report 18-01
CSU	Facilities-Campus design and Construction	VPUO	
CSUP	Human Resources	President	
CSUP	Office of International Programs	President	Fieldwork
New for 2017-2018			
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	
CSUS	System-wide Strategic Planning-shared resources	Chancellor	
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	Internal Audit Quality Assurance Review	IA	Fieldwork
All	Special Projects		

Item #2

Audit Reports and Recommendations



Colorado State University System

Audit of Financial Reporting – Colorado State University-Global Campus

EXECUTIVE SUMMARY

May 18, 2017

Background Information

Colorado State University-Global Campus (CSUG) was created by the Colorado State University System (CSUS) in 2007, and initiated student instruction in the fall of 2008. CSUG is a 100% online university for the completion of bachelor and master degrees. On June 30, 2011, CSUG was officially granted independent regional accreditation status by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Scope and Objectives

The audit covered CSUG financial reporting including internal control (administrative and financial) processes, policies and procedures pertaining to transaction accounting, and financial reporting. The review period of this audit was the first six-months of the Fiscal year 2016-2017. The objective of this audit was to ensure that controls were in place for compiling accurate financial reports including validation of amounts reported to the CSUS, auditing account reconciliations, and auditing of transactions posted to the CSUG accounts.

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.

We made the following recommendation, based on the audit findings:

1. The Associate Vice President for Finance, Compliance and Human Resources should ensure that procedures for all financial transaction processes (payroll, accounts payable, revenue, accounts receivable, procurement cards, etc.), are documented and kept up-to-date.

We have discussed the findings and recommendation with management, and are satisfied that completion of the proposed action will mitigate the issues noted. Details may be found in Audit Report 17-11 issued the same date as this Executive Summary.

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

Allison A. Horn – Director, Internal Auditing



Audit of Athletics – Colorado State University

EXECUTIVE SUMMARY

June 23, 2017

Background Information

“To Educate, Engage and Excel,” the Colorado State University athletics program supports and complements the institution’s mission. It provides student-athletes with academic resources to obtain a degree while engaging in athletic competition. The Director of Athletics reports directly to the institution’s president.

Athletics oversees 16 NCAA Division I teams. In fiscal year 2016-17 student athletes had the top academic performance in the Mountain West Conference and surpassed the NCAA academic performance standard in every sport. It claimed three 2016-17 Mountain West Conference Championships and six second place finishes. A Men’s Track and Field standout earned an individual national championship in the shot put at the 2017 NCAA Indoor Championships. The football program qualified for a bowl game for the fourth consecutive season.

During the fiscal year ending 2016, Athletics awarded \$8.96M of scholarship aid to 326 of its 377 student-athletes. Scholarship aid is one of its top three expenses.

Travel is also a significant Athletics expense. Athletics travel expense was \$4.3M in fiscal year 2016. Travel expense includes team travel to competitions, recruiting and other employee travel.

The Colorado State University System Internal Auditing Department (Internal Audit) is independent of the institution as well as Athletics. Annually, it reviews an area within Athletics to assess compliance. Beginning January 2015, the NCAA Bylaws no longer require member institutions to “demonstrate” rules compliance in fifteen subject areas. Athletics and Internal Audit find value in the annual reviews, and have collaborated to identify areas for review that are specific to its operation, rather than the fifteen specific areas previously covered in the NCAA Bylaws.

Scope and Objectives

We have completed a limited review of the Athletics Department. The scope included the period beginning with the academic term Summer 2015 through the census date of the Spring 2017 term. The objective of the review was to determine the adequacy of the Department’s Compliance Program regarding NCAA regulations and institutional policy in the following three areas:

- Financial Aid Administration,
- Playing and Practice Seasons, and
- Travel.

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.

- We made the following recommendations, based on the audit findings:
1. To ensure compliance, the Office of Financial Aid should provide NCAA regulatory compliance training on a regular basis to its staff responsible for disbursing aid to student-athletes.
 2. To ensure compliance, the Office of Financial Aid should have oversight of all aid disbursed to students. In conjunction with Athletics and the Bookstore, it should evaluate the current scholarship book funds disbursement process.
 3. In conjunction with University Procurement Services, Athletics should determine if it is obtaining the most cost effective travel.

4. To ensure compliance with institutional policy, Athletics should ensure the department higher authority review takes place prior to the purchase of airline tickets.
5. To ensure compliance with institutional policy, Athletics should document the business purpose or role for each traveler in its competition travel party. It should compare travel party information to the flight manifest and invoices carefully, so that it does not pay travel expenses of those not in its travel party.
6. To ensure compliance with tax law, for Athletics travel to championship competitions, the institution's Tax Manager should develop an effective review of the taxable fringe benefit computation. The review should determine if it is complete: all taxable benefits and names included. It should also determine if both employee and nonemployee taxable income reporting requirements have been satisfied.

We have discussed the findings and recommendation with management, and are satisfied that completion of the proposed action will mitigate the issues noted. Details may be found in Audit Report 17-12 issued the same date as this Executive Summary. Implementation has already been completed for: Recommendations 1, 2, 4, 5, and 6.

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

Allison A. Horn – Director, Internal Auditing



Audit of Hiring Process – Colorado State University

EXECUTIVE SUMMARY

June 27, 2017

Background Information

The University’s Office of Equal Opportunity (OEO) is charged with implementing, monitoring, and evaluating programs, activities, and procedures that support CSU’s commitment to offering access in its educational, scholarly, and outreach activities to all individuals. Two of OEO’s key programs/ activities are to oversee the University’s search and selection process for all Academic Faculty and Administrative Professionals and to work with Human Resources (HR) to ensure equal employment opportunity in the hiring process used for State Classified employees. Both HR and OEO report to the Executive Director of Human Resources and Equal Opportunity.

Scope and Objectives

The scope of this review included information related to the hiring process for Academic Faculty, Administrative Professionals, and State Classified employees, for Fiscal Years 2015 through 2017. Our objective was to evaluate the adequacy of the internal controls surrounding the hiring process and to evaluate the effectiveness of related processes 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 mitigation activities provide a MEDIUM residual risk level.

We made the following recommendation, based on the audit findings:

1. To make TMS user friendly and to ensure the University continues to find and hire the best employees, the OEO/HR Executive Director should identify and implement cost beneficial survey suggestions. Consider the survey written comments as follows:
 - Evaluate each comment.
 - If the comment suggests changes to the system, determine if suggested change would be beneficial and estimate costs to implement. If deemed cost beneficial, plan to implement as soon as practical.
 - Document the proposed disposition of each survey written comment.

We have discussed the findings and recommendation with management, and are satisfied that completion of the proposed action will mitigate the issues noted. Details may be found in Audit Report 17-13 issued the same date as this Executive Summary.

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

Allison A. Horn – Director, Internal Auditing

EXECUTIVE SUMMARY
July 25, 2017



Background Information

The Office of Sponsored Programs (OSP) is the central coordinating unit for externally-funded activities at Colorado State University (CSU). Its mission is “to serve and assist faculty toward their goal of outstanding research and scholarly activities,” and “Provide stewardship of sponsored funds through responsible management of contracted activity.” According to OSP’s website, some of the services provided by OSP include:

- Reviewing, approving, and submitting proposals.
- Negotiating awards, material transfer, and non-disclosure agreements.
- Administrative management of awards, including compliance issues, invoicing, financial reporting, project close-out and record retention.

In FY 2016, CSU received \$282 million in total awards, sent \$885 million in proposals, and had \$332 million in expenditures. Below is an overview of the awards.

Award Type	Amount	% of Total Awards
Federal	\$214 million	76 %
Industry	\$14 million	5%
Other Non-Federal	\$54 million	19%
Total:	\$282 million	100%

Scope and Objectives

Sponsored program research administration controls were assessed for Fiscal Year 2017, and the objective of the audit was to determine if a system of internal controls is in place or in progress within the Office of Sponsored Programs to ensure that the organization can meet operational, reporting, and compliance objectives.

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.

We made the following recommendation, based on the audit findings:

1. The Director of the Office of Sponsored Programs should ensure that a formal risk assessment is regularly performed to identify and assess its risk areas in order to prioritize its risk mitigation efforts and that the results of the risk assessment are presented to senior management.

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

Susy Serrano – Director, Internal Auditing

Item #3

Past Due Audit Recommendations



Internal Auditing

All Overdue Recommendations

Audit Number	Audit Name	Institution	Rec No	Recommendation	Audit Report Response	Target Completion Date	Revised Target Date
16-04	Athletics	CSU-P	16	The Controller should review and update facility rental rates according to Procedure 6.9. Supporting documentation of the rate review should be maintained.	Agree. The Controller's office will ensure that the rental rates are updated for the FY 2016-17 operating year.	5/31/2016	12/01/2017
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	10/31/2017
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
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	09/01/2017

Audit Number	Audit Name	Institution	Rec No	Recommendation	Audit Report Response	Target Completion Date	Revised Target Date
16-13	Residence Life and Housing	CSU-P	5	Train Housing staff on Kualii and how to accurately assign costs between residence hall GL accounts.	Agree. BFS will work to provide Housing appropriate Kualii and cost allocation training for the Housing staff throughout FY 2017.	7/1/2017	11/01/2017
16-13	Residence Life and Housing	CSU-P	9	Develop and document AR policies and procedures for Housing.	Agree. Policies and procedures will be developed and documented for AR at Housing and BFS.	5/1/2017	09/01/2017
17-10	Cashier Operations	CSU-P	1	The VPFA and Controller should develop a strategic plan for BFS to set goals and objectives, communicate priorities, and define roles and responsibilities.	Agree. The Controller and the VPFA will construct a strategic plan for the Business Financial Services (BFS) Department.	7/1/2017	09/30/2017

Higher Education Funding and Model Update

- The Department of Higher Ed is currently formulating its FY 2018-2019 budget request. The budget is expected to include the 2% reduction in general fund as required by Senate Bill 17-267. This is based on the guidance and interpretation of the bill from OSPB.
- General Funds will be distributed based on the current outcomes based funding model used by the Joint Budget Committee for the current fiscal year.
- The Department will also request tuition rate increases by governing board based on revenues needed to cover mandatory cost increases.

June Economic Forecast

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- Colorado's economy continues to expand and is expected to grow at a moderate pace through end of FY 2019. Colorado's technology-related sectors remain robust and are fueling the economic growth throughout the state.
- General fund revenues for the current fiscal (FY 2018) year are projected to grow by 6.1% over the previous year. With the passage of SB 17-267 and the removal of the hospital provider fee out from under TABOR, there will be no TABOR refund projected for FY 2018 or FY 2019. Forecasts will be revised again in September and March.
- State policy makers remain optimistic. Recession risks appears to be low. Colorado should continue to outpace the nation in terms of increased economic growth and low unemployment.
- However, uncertainty surrounding the federal government's debt ceiling or further tightening in monetary policy may negatively impact the economy.

Item # 5

Campus Budget Presentations with Tuition Discussion

FY19 Incremental E&G Budget - V.1.0**Colorado State University - Fort Collins**

Saturday, July 1, 2017

STATIC (INFLATION ONLY) BUDGET

This document is intended as a "blank slate" starting point to foster tuition and budget discussion that will evolve throughout FY18.

	2.8%
	Includes Rate & Enrollment Growth
New Resources	
Tuition	
Undergraduate-Enrollment Growth	
Increase in FTE	\$ -
Change in mix - RES vs. NRES	-
Undergraduate Rate Increase	
Resident	4,358,000
Non-Resident	3,167,000
Graduate Rate Increase	
Resident	401,000
Non-Resident	565,000
Professional Veterinary Medicine Rate Increase	1,550,000
Differential Tuition	1,826,000
Total Tuition	\$ 11,867,000
State Funding Impact (2% requested per S.B. 17-267*)	(2,585,883)
Facilities and Administrative Overhead	-
Other	-
Total New Resources	\$ 9,281,117
Financial Aid	
	2,088,000
Resident undergrad	872,000
Resident Commitment to Colorado Enroll. Growth	-
Nonresident undergrad	525,000
Scholarship inflation (Athletics, etc.)	304,000
Graduate Assistant Tuition Pool Increases	387,000
Net New Resources	\$ 7,193,117
New Expenses	
Multi-Year Central Investments in Strategic Initiatives	\$ -
Faculty/Staff Compensation	11,649,000
Academic Incentive Funding	3,027,000
Mandatory Costs	2,105,000
Quality Enhancements	-
Reallocation	-
Total New Expenses	\$ 16,781,000
Net	\$ (9,587,883)

1% RUG Increase = student share \$92/yr.
1% Increase NRUG = student share \$267/yr.

1% RUG Increase = \$1.4M
1% NRUG Increase = \$1.1M
1% Salary Increase = \$3.9M

Base Assumptions

Resident Undergraduate 2.8%; \$244/yr.

Non-Resident Undergraduate 2.8%; \$728.20/yr.

Resident Graduate 2.8%; \$269.60/yr. and Resident Professional Veterinary Medicine 7%; \$2,058/yr.

Non-Resident Graduate 2.8%; \$660.8/yr. and Non-Resident Professional Veterinary Medicine 2%; \$1,088/yr.

Differential Tuition - UG ~ 2.8% (est. round to whole number)

Salary Increases Faculty/AP -2.8%

Salary Increases SC 2.8%

Internal Reallocations TBD

Fees TBD

*This potential reduction is included in the draft budget for information purposes only. During the 2018 legislative session, the General Assembly will determine if there will be a change in state funding for institutions of higher education.

FY19 Incremental E&G Budget - V.1.0**Colorado State University - Pueblo**

Thursday, July 13, 2017

STATIC (INFLATION ONLY) BUDGET

This document is intended as a "blank slate" starting point to foster tuition and budget discussion that will evolve throughout FY 18.

2.8%

Tuition Rate & Inflation

New Resources

Tuition		
Undergraduate Rate Increase		
Resident	\$	533,000
Non-Resident and WUE		199,000
Graduate Rate Increase		
Resident		20,000
Non-Resident and WUE		11,000
Resident Teacher Education Program		6,000
Differential Tuition		13,000
Projected Enrollment Change = 0%		-
Total Tuition		782,000
Change in State Funding (-2.0% requested per S.B. 17-267)*		(333,000)
Reduction for one-time funds used to balance FY 18		-
Total New Resources	\$	449,000

Financial Aid

		250,000
Net New Resources	\$	199,000

New Expenses

Multi-Year Central Investments in Strategic Initiatives		-
Faculty/Staff Compensation		1,052,000
Fringe Benefit Increase (1% increase)		340,000
Mandatory Costs**		500,000
Quality Enhancements		-
Reallocation		-
Total New Expenses	\$	1,892,000

Net**\$ (1,693,000)**

1% RUG Increase = student share \$77/year
 1% NRUG Increase = student share \$232/year

1% RUG Increase = \$190k
 1% NRUG Increase = \$71k
 1% Salary Increase = \$340k

Base Assumptions

Resident Undergraduate Tuition Increase = 2.8%; \$216/year and Teacher Education Program and \$226/year
 Non-Resident Undergraduate Tuition Increase = 2.8%; \$649/year
 Resident Graduate Tuition Increase = 2.8%; \$199/year
 Non-Resident Graduate Tuition Increase = 2.8%; \$591/year
 Differential Tuition = 2.8%
 Salary Increase Faculty / Administrative Professionals = 2.8%
 Salary Increase State Classified Staff = 2.8%
 Faculty promotions budgeted at \$100k
 Equity Adjustments = \$0
 Internal Reallocations TBD
 Fees TBD

* This potential reduction is included in the draft budget for information purposes only. During the 2018 legislative session, the General Assembly will determine if there will be a change in state funding for institutions of higher education.

** 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, system costs, audit expenditures, and fees for collections.

FY19 Incremental Educational & General Budget | As of August 2018



New Resources

Tuition (net)

Undergraduate - Retention Growth	\$5,159,367
Undergraduate - New Student Enrollment Growth	\$1,844,803
Graduate - Retention Growth	\$2,639,973
Graduate - New Student Enrollment Growth	\$790,630
Total	\$10,434,773

New Expenses*

Student Support and Outreach	\$3,252,210
Instruction & Academic Support	\$2,879,529
Technology Operations and Innovation	\$820,282
General & Administrative	\$114,119
Total	\$7,066,140

Net

Total	\$3,368,633
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Projections

11,025

New student enrollment target projection

\$341 / \$473

Average New Student Undergrad/grad tuition rate per credit

69% / 31%

Undergrad to grad ratio projection

* Expense ratios consistent with FY 2018 budget

Institutional Plan for Student Fees

- CSU and CSU-Pueblo must annually provide a plan on how student fees will be handled to CCHE
- This is required by statute and policy and the board must approve these plans by resolution
- CSU Student Fee Plan – no updates needed for FY 2018
- CSU-Pueblo Student Fee Plan - The number of student representatives on the Student Fee Governing Board will increase from 6 to 10.

The Board of Governors of the
 Colorado State University System
 Meeting Date: August 1-2, 2017
 Action Item

MATTERS FOR ACTION:

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

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the Institutional Student Fee Plan and Policy for Fiscal Year 2017-18, as attached for CSU and CSU-Pueblo.

EXPLANATION:

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

Institutional Fee Policy and Plan. In accordance with C.R.S. §23-5-119.5 and CCHE Policy VI-C-3.01, the Board is required to adopt a Student Fee Policy and an Institutional Student Fee Plan and to annually review the plan and approve any new fees or fee changes. This document is organized according to the statutory requirements and provides all required information regarding Student Fees currently being charged, and to be charged in FY2018, by Colorado State University and Colorado State University - Pueblo. CSU Global Campus does not charge student fees and therefore no plan is necessary.

 Approved

 Denied

 Board Secretary

 Date

Item # 7

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CSU System Treasury Update

- Potential Investment Advisory Committee members have been identified and contacted.
- First meeting tentatively being planned for mid-August
- Draft Investment policy and Request for Proposal for an Investment Consultant to be reviewed at first meeting.

Variable Rate Debt Management

- \$66 million of variable rate debt outstanding on Stadium (total stadium debt \$235 million)
- Variable Rate Committee meets monthly and monitors variable rate market
- Since original issuance in April 2015, variable rate index has increased significantly (8 BP to a high of 92 BP)
- Variable Rate Committee has analyzed options to “fix-out” the variable rate to a fixed rate

- A recent proposal analyzed to “fix-out” the rate would entail entering into a Swap contract (swapping variable rate to fixed rate)
- A Swap contract requires:
 - ❖ Board of Governors formal swap education performed by Financial Advisors North Slope Capital
 - As a group in October
 - Or individual training as desired
 - ❖ Derivative/Swap Policy –component of Board Policy and Procedures Manual – see appendix
- If economics continue to warrant fixing-out variable rate, there is a possibility of a proposal coming forward at October Board of Governors meeting.

12th Supplemental Resolution

- Authorizing the issuance of \$50 million Commercial Paper Program
- Originally authorized in the 11th Supplemental Resolution in October 2016 – *However each resolution has a “shelf-life” of 12 months and most likely the Commercial Paper will not be issued before October, 2017*
- Previously approved projects anticipated to be “bridge” funded with Commercial Paper:
 - ❖ Michael Smith Natural Resource Bldg. - \$1 million
 - ❖ Richardson Design Center - \$3 million
 - ❖ TMI - \$24.8 million
 - ❖ JBS Global Food Innovation - \$7.6 million

Commercial Paper Program In Process

- Selection of a Commercial Paper “dealer” (underwriter)
- Backed by self-liquidity – Written procedures developed
- Rating agencies to issue short-term rating

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

TWELFTH SUPPLEMENTAL RESOLUTION

Authorizing the issuance and reissuance from time to time of:

Board of Governors of the Colorado State University System
Commercial Paper Notes

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TWELFTH SUPPLEMENTAL RESOLUTION

WITNESSETH:

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

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

WHEREAS, the Board has determined to implement a commercial paper program through the issuance and reissuance, from time to time, of Commercial Paper Notes to be designated the “Board of Governors of the Colorado State University System, System Enterprise Revenue Commercial Paper Notes” (referred to herein as the “Commercial Paper Notes”) in an aggregate principal amount not to exceed \$50,000,000 outstanding at any time for the purposes of (a) providing financing for certain capital improvements to the System (the “Commercial Paper Improvement Projects”) as further described herein; (b) paying capitalized interest, if any, as provided herein; and (c) paying certain costs relating to the issuance thereof, in accordance with and as provided by the Master Resolution and this Twelfth Supplemental Resolution;

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

ARTICLE I

DEFINITIONS

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

“*Authorized Denomination*” shall mean minimum denominations of \$100,000 and integral multiples of \$1,000 in excess thereof, or as otherwise set forth in the Issuing and Paying Agent Agreement.

“*Bank*” means any provider of a Liquidity Facility in support of the Commercial Paper Notes.

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

“*Commercial Paper Credit Agreement Account*” means such account created under the Issuing and Paying Agent Agreement, including any accounts and subaccounts therein.

“*Commercial Paper Expense Account*” means such account created under the Issuing and Paying Agent Agreement, including any accounts and subaccounts therein.

“*Commercial Paper Improvement Projects*” means the financing of certain Improvement Projects, as determined by the Board, including but not limited to: (a) the construction, acquisition, renovation, improvement and equipping of (i) the Michael Smith Natural Resources Building in Fort Collins, Colorado; (ii) the Richardson Design Center in Fort Collins, Colorado; (iii) the Institute for Biological and Translational Therapies in Fort Collins, Colorado; (iv) the JBS Global Food Innovation Center in Honor of Gary and Kay Smith in Fort Collins, Colorado; (v) the Residence and Dining Corbett remodel project; and (vi) the Western Slope CVMBS/Extension Project; (b) any other improvements to any of the campuses for which the Board has spending authority; and (c) such other capital projects as may be designated by the Board.

“*Commercial Paper Note(s)*” or “*CP Note(s)*” means a commercial paper note, and any subseries thereof, in one of the forms attached to the Issuing and Paying Agent Agreement, and designated as the “Board of Governors of the Colorado State University System, System Enterprise Revenue Commercial Paper Notes” authorized in an aggregate principal amount not to exceed \$50,000,000 outstanding at any time and issued on a parity with the outstanding Bonds under the Master Resolution, as amended and supplemented.

“*Commercial Paper Proceeds Account*” means such account created under the Issuing and Paying Agent Agreement, including any accounts and subaccounts therein.

“*Commercial Paper Project Account*” means such account created under the Issuing and Paying Agent Agreement, including any accounts and subaccounts therein.

“*Continuing Disclosure Undertaking*” means the Continuing Disclosure Undertaking of the Board with respect to the Commercial Paper Notes authorized in Section 2.08 hereof; provided, however, that the Continuing Disclosure Undertaking may refer to multiple undertakings in the event the Commercial Paper Notes are issued in more than one series.

“*Credit Agreement*” means any Credit Facility (as defined in the Master Resolution) supporting payment of principal of and interest on the Commercial Paper Notes, as may be set forth in the Issuing and Paying Agent Agreement; provided, however, that the Credit Agreement may refer to multiple contracts in the event the Commercial Paper Notes are issued in more than one series.

“*Credit Agreement Provider*” means any provider of a Credit Agreement, which Credit Provider shall be designated in the Issuing and Paying Agent Agreement; provided, however, that the Credit Agreement Provider may refer to multiple entities in the event the Commercial Paper Notes are issued in more than one series.

“*Dealer*” means one or more financial institutions selected and approved by the Board as a commercial paper dealer for the Commercial Paper Notes under the terms of a Dealer Agreement, the selection of which shall be set forth in the Issuing and Paying Agent Agreement.

“*Dealer Agreement*” means any Commercial Paper Dealer Agreement relating to the Commercial Paper Notes between the Board and the Dealer; provided, however, that the Dealer Agreement may refer to multiple contracts in the event the Commercial Paper Notes are issued in more than one series.

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

“*Interest Payment Date*” means any date or dates that interest is due and payable with respect to the Commercial Paper Notes as set forth in the Issuing and Paying Agent Agreement with respect to the Commercial Paper Notes; and the final maturity date of or any redemption date of each Commercial Paper Note.

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

“*Issuing and Paying Agent*” means one or more financial institutions selected and approved by the Board as Issuing and Paying Agent for the Commercial Paper Notes under the terms of an Issuing and Paying Agent Agreement, the selection of which shall be set forth in the Issuing and Paying Agent Agreement.

“*Issuing and Paying Agent Agreement*” means the Issuing and Paying Agent Agreement relating to the Commercial Paper Notes, including any supplements thereto; provided, however, that the Issuing and Paying Agent Agreement may refer to multiple Issuing and Paying Agent Agreements in the event the Commercial Paper Notes are issued in more than one series.

“*Liquidity Facility*” any reimbursement agreement, credit agreement, line of credit agreement, standby purchase agreement or other agreement pursuant to which a Bank is required to pay, or to provide funds for the payment of, the principal of or interest on the Commercial Paper Notes, including any supplements thereto; provided, however, that Liquidity Facility may refer to multiple Liquidity Facilities in the event the Commercial Paper Notes are issued in more than one series.

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

“*Offering Memorandum*” means the relating to the offering and issuance of the Commercial Paper Notes; provided, however, that the Offering Memorandum may refer to multiple Offering Memoranda in the event the Commercial Paper Notes are issued in more than one series.

“*Preliminary Offering Memorandum*” means the Preliminary Offering Memorandum relating to the Commercial Paper Notes, including any supplements thereto; provided, however, that the Preliminary Offering Memorandum may refer to multiple Preliminary Offering Memoranda in the event the Commercial Paper Notes are issued in more than one series.

“*Pricing Certificate*” means a certificate executed by the Board Representative and evidencing the determinations made pursuant to Section 2.04 of this Twelfth Supplemental Resolution; provided, however, that the Pricing Certificate may refer to multiple certificates, in the event the Commercial Paper Notes are issued in more than one series, and provided further that the provisions of any Pricing Certificate shall be deemed to be incorporated into this Twelfth Supplemental Resolution.

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

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

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

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

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

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

“*Twelfth Supplemental Resolution*” means this Twelfth Supplemental Resolution adopted by the Board on August 1, 2017.

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

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

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

Section 1.03. Successors. All of the covenants, stipulations, obligations and agreements by or on behalf of and any other provisions for the benefit of the System or the Board set forth in the Resolution shall bind and inure to the benefit of any successors thereof and shall bind and

inure to the benefit of any officer, board, district, commission, authority, agent, enterprise or instrumentality to whom or to which there shall be transferred by or in accordance with law any right, power or duty of the System or the Board or of their respective successors, if any, the possession of which is necessary or appropriate in order to comply with any such covenants, stipulations, obligations, agreements, or other provisions hereof.

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

Section 1.05. Ratification. All action heretofore taken (not inconsistent with the provisions of the Resolution) by the officers of the Board, the officers of the System, the Financial Consultant, and otherwise by the Board directed toward the Commercial Paper Improvement Projects and the issuance, sale and delivery of the Commercial Paper Notes for such purposes, be, and the same hereby is, ratified, approved and confirmed, including, without limitation, the sale of the Commercial Paper Notes as provided in the Issuing and Paying Agent Agreement and Commercial Paper Dealer Agreement and the preparation and distribution of the Preliminary Offering Memorandum and final Offering Memorandum in connection therewith.

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

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

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

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

ARTICLE II

AUTHORIZATION OF COMMERCIAL PAPER IMPROVEMENT PROJECTS, COMMERCIAL PAPER NOTES AND CERTAIN RELATED DOCUMENTS

Section 2.01. Authority for Resolution. The Resolution is adopted by virtue of the plenary powers of the Board as a constitutionally established body corporate under Article VIII, Section 5 of the Constitution of the State and under the particular authority of the Auxiliary Facilities Enterprise Act, the Institutional Enterprise Statute, the Research Building Fund Act and

the Supplemental Public Securities Act. The Board has ascertained and hereby determines that each matter and thing as to which provision is made herein is necessary in order to carry out and effectuate the purposes of the Board in accordance with such powers and authority.

Section 2.02. Necessity of the Commercial Paper Improvement Projects and Commercial Paper Notes. It is necessary and for the best interests of the Board and the System that the Board undertake the Commercial Paper Improvement Projects as herein authorized and obtain funds therefor by issuing the Commercial Paper Notes; and the Board hereby so determines and declares.

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

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

Section 2.04. Authorization of Commercial Paper Notes; Terms of Commercial Paper Notes.

(a) For the purposes set forth in the recitals hereto, the Board hereby authorizes the issuance and reissuance, from time to time, of the Commercial Paper Notes as Bonds under the Master Resolution, as supplemented by this Twelfth Supplemental Resolution, provided that the aggregate principal amount of the Commercial Paper Notes outstanding at any time shall not exceed \$50,000,000. The Commercial Paper Notes shall have maturities not exceeding 270 days and each Commercial Paper Note shall bear interest payable upon maturity at the rate set forth in the Instructions (as described and defined in the Issuing and Paying Agent Agreement and the Dealer Agreement) for such Commercial Paper Note which shall be a rate consistent with market conditions at the time of issuance or reissuance of such Commercial Paper Note. Notwithstanding anything to the contrary in the previous sentence or the provisions of this Twelfth Supplemental Resolution, the Commercial Paper Notes shall not bear interest in excess of the lesser of (a) twelve percent (12%) per annum; and (b) the maximum rate of interest permitted by applicable law. Except as provided in the following sentence, the Commercial Paper Notes (i) shall bear interest payable at maturity at an annual rate (calculated on the basis set forth in the Issuing and Paying Agent Agreement); (ii) shall mature and become due and payable on such dates as the Dealer shall determine at the time of sale but in any event not more than 270 days after their respective dates or later than the Termination Date (as defined in the Issuing and Paying Agent Agreement); (iii) shall be sold at a price of not less than 100% of the principal amount thereof; and (iv) shall mature on a Business Day (as defined in the Issuing and Paying Agent Agreement). The Commercial Paper Notes shall be available in minimum denominations of \$100,000 and integral multiples of \$1,000 in excess thereof (the “Authorized Denominations”) and shall be dated the date of issuance or reissuance as applicable. The

Commercial Paper Notes shall not be subject to redemption prior to their respective maturities. The Commercial Paper Notes shall be payable, both with respect to interest and principal as provided for in the Issuing and Paying Agent Agreement. The Commercial Paper Notes may be issued and reissued as Tax-Exempt Obligations or Taxable Obligations in such combination as is acceptable to the Board Representative authorizing the same. The Commercial Paper Notes shall be in fully registered form and may be issued and reissued in book-entry form as provided in the Issuing and Paying Agent Agreement.

(b) The commercial paper program shall expire on December 1, 2037 unless such date has been extended, reduced or rescinded by a subsequent resolution of the Board.

(c) A portion of the proceeds of each new issue of Commercial Paper Notes may, in accordance with the terms of the Issuing and Paying Agent Agreement, be used to make a deposit to pay interest on the Commercial Paper Notes.

(d) The terms of the Commercial Paper Notes shall, consistent with this Resolution, be set forth in: (a) the Issuing and Paying Agent Agreement and the Dealer Agreement; (b) a Notice of Issuance of Commercial Paper Notes (as described and defined in the Issuing and Paying Agent Agreement and the Dealer Agreement) delivered to the Dealer by the Board Representative; (c) a Note Designation Certificate (as described and defined in the Issuing and Paying Agent Agreement and the Dealer Agreement) delivered to the Dealer by the Board Representative; and (d) Instructions delivered to the Issuing and Paying Agent by the Dealer.

(e) If applicable, the Board may be obligated to reimburse any Credit Agreement Provider for all amounts drawn under any Credit Agreement and to pay interest on the amounts drawn under any Credit Agreement until such amounts are reimbursed all in accordance with the terms of any Liquidity Facility, and the Board authorizes the incurrence of the obligation to repay advances, to pay interest thereon, and any other amounts owed to Credit Agreement Provider under any Liquidity Facility (“Payment Obligations”). The principal amount of any Payment Obligation shall bear interest at such rates as set forth in the applicable Liquidity Facility or Credit Agreement, if any.

Section 2.05. Pledge to Secure the Commercial Paper Notes and any Payment Obligations. The Board hereby approves the pledge and lien on the Net Revenues to secure the Commercial Paper Notes and any Payment Obligations associated therewith pursuant to and in accordance with the Master Resolution as supplemented by this Twelfth Supplemental Resolution.

Section 2.06. Forms of Commercial Paper Notes. The Commercial Paper Notes and the Issuing and Paying Agent’s Certificate of Authentication to appear thereon shall be in substantially the form set forth in exhibits to the Issuing and Paying Agent Agreement, with necessary or appropriate variations, omissions and insertions as appropriate to adequately reflect the terms of each series of the Commercial Paper Notes and the obligation represented thereby.

Section 2.07. Execution of the Commercial Paper Notes. Each of the Commercial Paper Notes shall be executed on behalf of the Board by either the Chair of the Board and/or the Chancellor of the System or any other Board Representative and shall be attested by the Secretary of the Board or any other Board Representative. Any such signatures may be by manual or facsimile signature and the seal may be impressed or printed on the Commercial Paper Notes. Any facsimile signature shall be of the same force and effect as if such signature were manually placed on such Commercial Paper Notes. Additionally, each of the Commercial Paper Notes shall be authenticated by the signature of the Issuing and Paying Agent.

Section 2.08. Approval and Use of Preliminary Offering Memorandum and Offering Memorandum; Rule 15c2-12; Continuing Disclosure Undertaking. The distribution and use of a Preliminary Offering Memorandum relating to the Commercial Paper Notes, in substantially the form filed with the Board following the date of adoption of this Twelfth Supplemental Resolution, is hereby approved with such changes as may be necessary for the sale of the Commercial Paper Notes. The Chair of the Board and/or the Chancellor of the System is each hereby authorized, directed and empowered to determine when such Preliminary Offering Memorandum may be deemed final within the meaning of Securities and Exchange Rule 15c2-12, subject to permitted omissions, and thereupon to give a certificate to such effect. The Chair of the Board and/or the Chancellor of the System is each hereby authorized to execute and deliver the final Offering Memorandum relating to the Commercial Paper Notes and the Dealer may thereafter distribute the same. The Board further hereby authorizes, from time to time, the preparation, execution and delivery of one or more additional or supplemental offering memoranda in accordance with the terms of the hereinabove approved Dealer Agreement, the delivery of any such document by the Chair of the Board and/or the Chancellor of the System, to be conclusive evidence of the Board's approval of such supplements, additions, deletions and changes. The appropriate officers of the Board and the System are hereby authorized to complete and execute the Continuing Disclosure Undertaking on behalf of and in the name of the Board, in substantially the form attached to the Preliminary Offering Memorandum.

Section 2.09. Execution of Related Commercial Paper Note Documents. The following individuals, namely: the Chair of the Board, the Secretary of the Board, General Counsel to the System, the Chief Financial Officer of the System and the Treasurer of the System (and any other officers authorized by law to act on their behalf in their absence) are hereby authorized to execute and deliver this Twelfth Supplemental Resolution, and, as appropriate in connection with each series of Commercial Paper Notes issued hereunder, the following documents (collectively the "Board Documents"): the Pricing Certificate, the Issuing and Paying Agent Agreement, the Dealer Agreement, the Credit Agreement, the Liquidity Facility, the Continuing Disclosure Undertaking, the Offering Memorandum, and any other documents or certificates necessary or appropriate to close the sale of the Commercial Paper Notes and all related transactions, and to take any action with respect to any matter required to accomplish the same. The Board Documents are hereby approved, with such changes therein as shall be approved by the officer or officers executing such Board Documents, such execution to be conclusive evidence of the Board's approval of any and all changes or revisions therein.

ARTICLE III

REDEMPTION OF COMMERCIAL PAPER NOTES

Section 3.01. Redemption. Any terms of redemption of the Commercial Paper Notes shall be set forth in the Issuing and Paying Agent Agreement.

Section 3.02. Redemption Procedures. Any operational procedures and requirements relating to redemption of the Commercial Paper Notes shall be set forth in the Issuing and Paying Agent Agreement.

Section 3.03. Notice of Redemption. Any notice requirements relating to redemption of the Commercial Paper Notes shall be set forth in the Issuing and Paying Agent Agreement.

Section 4.06. Tender and Purchase. Any provisions relating to tender and purchase of the Commercial Paper Notes prior to maturity at the option of the Board, if at all, shall be on the dates, in the manner and at the prices as set forth in the Issuing and Paying Agent Agreement.

ARTICLE IV

ISSUANCE OF COMMERCIAL PAPER NOTES, ESTABLISHMENT OF ACCOUNTS AND USE OF COMMERCIAL PAPER NOTE PROCEEDS

Section 4.01. Commercial Paper Note Preparation, Execution and Delivery. The officers of the Board and the System designated in this Twelfth Supplemental Resolution are hereby authorized and directed to prepare and to execute the Commercial Paper Notes, as herein provided. When the Commercial Paper Notes have been duly executed, the Board Representative shall deliver them to the Dealer upon receipt of the agreed purchase price.

Section 4.02. Establishment of Certain Accounts. In accordance with the Master Resolution, the Board hereby authorizes the creation of certain accounts in respect of the Commercial Paper Notes to be more fully set forth in the Issuing and Paying Agent Agreement. Such accounts shall include, but not be limited to: the Commercial Paper Credit Agreement Account; the Commercial Paper Expense Account, the Commercial Paper Proceeds Account and the Commercial Paper Project Account, including any accounts and subaccounts therein.

Section 4.03. Use of Commercial Paper Note Proceeds. The Board hereby authorizes the use of proceeds of the Commercial Paper Notes for the following purposes: (a) providing financing the Commercial Paper Improvement Projects; (b) paying capitalized interest, if any, as provided herein; and (c) paying certain costs relating to the issuance thereof, in accordance with and as provided by the Master Resolution and this Twelfth Supplemental Resolution.

ARTICLE V

FEDERAL AND STATE TAX LAW MATTERS

Section 5.01. Determination of Tax Exempt or Taxable Obligations. All or any portion of the Commercial Paper Notes is authorized to be issued as a Tax Exempt Obligation or

Taxable Obligation. The Board hereby delegates to the Board Representative the authority to determine what, if any, portion of the Commercial Paper Notes shall constitute a Tax Exempt Obligation, and what, if any, portion of the Commercial Paper Notes shall constitute a Taxable Obligation which determinations shall be set forth in the applicable Pricing Certificate. To the extent that any portion of the Commercial Paper Notes shall constitute Tax Exempt Obligations, for purposes of ensuring that the interest on the Tax Exempt Obligations is and remains excluded from gross income for federal income tax purposes, the Board makes the covenants set forth in Sections 5.02 through 5.04 of this Article V. In the event that, as determined by the Board Representative and set forth in the Pricing Certificate, no portion of the Commercial Paper Notes constitutes Tax Exempt Obligations, Sections 5.02 through 5.04 of this Article V shall be of no force or effect.

Section 5.02. Prohibited Actions. The Board will not use or permit the use of any proceeds of the Tax Exempt Obligations or any other funds of the Board from whatever source derived, directly or indirectly, to acquire any securities or obligations and shall not take or permit to be taken any other action or actions, which would cause any Tax Exempt Obligations to be an “arbitrage bond” within the meaning of Section 148 of the Code, or would otherwise cause the interest on any Tax Exempt Obligations to be includible in gross income for federal income tax purposes.

Section 5.03. Affirmative Actions. The Board will at all times do and perform all acts permitted by law that are necessary in order to assure that interest paid by the Board on the Tax Exempt Obligations shall not be includible in gross income for federal income tax purposes under the Code or any other valid provision of law. In particular, but without limitation, the Board represents, warrants and covenants to comply with the following unless it receives an opinion of Bond Counsel stating that such compliance is not necessary: (a) gross proceeds of the Tax Exempt Obligations will not be used in a manner that will cause the Commercial Paper Notes to be considered “private activity bonds” within the meaning of the Code; (b) the Tax Exempt Obligations are not and will not become directly or indirectly “federally guaranteed”; and (c) the Board will timely file Internal Revenue Form 8038-G which shall contain the information required to be filed pursuant to Section 149(e) of the Code with respect to the Tax Exempt Obligations.

Section 5.04. Tax Certificate. The Board will comply with the Tax Certificate delivered to it on the date of issuance of any Commercial Paper Notes constituting Tax Exempt Obligations, including but not limited to the provisions of the Tax Certificate regarding the application and investment of proceeds of such Commercial Paper Notes, the calculations, the deposits, the disbursements, the investments and the retention of records described in the Tax Certificate; provided that, in the event the original Tax Certificate is superseded or amended by a new Tax Certificate drafted by, and accompanied by an opinion of Bond Counsel stating that the use of the new Tax Certificate will not cause the interest on such Commercial Paper Notes to become includible in gross income for federal income tax purposes, the Board will thereafter comply with the new Tax Certificate.

Section 5.05. State Tax Exemption. Pursuant to Section 23-5-105, Colorado Revised Statutes, as amended, the Commercial Paper Notes, their transfer, and the income therefrom shall forever be and remain free and exempt from taxation by the State or any subdivision thereof.

ARTICLE VI

MISCELLANEOUS

Section 6.01. Applicability of Master Resolution. Except as otherwise provided herein, the provisions of the Master Resolution govern the Commercial Paper Notes and the Commercial Paper Improvement Projects. The rights, undertakings, covenants, agreements, obligations, warranties, and representations of the Board set forth in the Master Resolution shall in respect of the Commercial Paper Notes be deemed the rights, undertakings, covenants, agreements, obligations, warranties and representations of the Board.

Section 6.02. Severability and Invalid Provisions. If any one or more of the covenants or agreements provided in this Twelfth Supplemental Resolution on the part of the Board to be performed should be contrary to law, then such covenant or covenants or agreement or agreements shall be deemed severable from the remaining covenants and agreements, and shall in no way affect the validity of the other provisions of this Twelfth Supplemental Resolution.

Section 6.03. Table of Contents and Section Headings Not Controlling. The Table of Contents and the headings of the several Articles and Sections of this Twelfth Supplemental Resolution have been prepared for convenience of reference only and shall not control, affect the meaning of, or be taken as an interpretation of any provision of this Twelfth Supplemental Resolution.

Section 6.04. Effective Date. This Twelfth Supplemental Resolution shall take effect immediately.

ADOPTED AND APPROVED as of August 1, 2017.

[SEAL]

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM

By _____
D. Rico Munn
Chair of the Board

ATTEST:

By _____
Scott C. Johnson
Secretary

[Signature Page to Twelfth Supplemental Resolution]

Item #10

Five Year State Capital Construction Plan

**Board of Governors of the
Colorado State University System
Meeting Date: Aug 1-2, 2017
Action Item**

MATTER FOR ACTION:

Approval of the updated 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 updated 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 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

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

Priority	Funding	Project Name	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	\$ 16,812,751	-				\$ 16,812,751		\$ 16,812,751
	Cash									(State Only)
2	State	Shepardson Renovation and Addition	\$ 4,527,223	13,482,700	15,794,996			\$ 33,804,919		\$ 42,804,919
	Cash				9,000,000				\$ 9,000,000	(State and Cash)
3	State	Anatomy-Zoology East Revitalization	\$ 15,784,650					\$ 15,784,650		\$ 15,784,650
	Cash									(State Only)
4	State	Chemistry B&C wing Revitalization	\$ 24,951,150					\$ 24,951,150		\$ 24,951,150
	Cash									(State Only)
5	State	CSU-Pueblo Technology Building Renovation and Addition	\$ 16,100,000					\$ 16,100,000		\$ 16,100,000
	Cash									(State Only)
	State	NWC CSU Water Resources Center	\$ 91,312,205					\$ 91,312,205		\$ 119,512,205
	Cash		\$ 28,200,000						\$ 28,200,000	(State and Cash)
	State	NWC Equine and Community Clinics-placeholder, tbd		30,200,000				\$ 30,200,000		\$ 30,200,000
	Cash									(State Only)
	State	CSU-Pueblo Art/Music Building Renovation and Addition		18,000,000				\$ 18,000,000		\$ 18,000,000
	Cash									(State Only)
	State	District Chiller Expansion		17,400,000				\$ 17,400,000		\$ 17,400,000
	Cash									(State Only)
	State	San Luis Valley Research Station			4,800,000			\$ 4,800,000		\$ 4,800,000
	Cash									(State Only)
	State	CSU-Pueblo Administration Building Renovation and Addition			15,000,000			\$ 15,000,000		\$ 15,000,000
	Cash									(State Only)
	State	Education Building Revitalization				20,000,000		\$ 20,000,000		\$ 20,000,000
	Cash									(State Only)
	State	CSU-Pueblo Facilities Management Building renovation and Addition				15,000,000		\$ 15,000,000		\$ 15,000,000
	Cash									(State Only)
	State	Engineering Research Center Renovation					20,000,000	\$ 20,000,000		\$ 20,000,000
	Cash									(State Only)
	State	NWC CSU Center-placeholder, tbd					78,487,795	\$ 78,487,795		\$ 78,487,795
	Cash									(State Only)

State Funds Request for FY 18-19 \$78,175,774
 NWC COP Funding for FY 18-19 \$91,312,205
 Cash Funding for FY 18-19 \$28,200,000

Appendix

CSU Student Fee Plan

COLORADO STATE UNIVERSITY
FY18 Institutional Student Fee Plan and Policy

Introduction and Purpose:

The purpose of this Institutional Student Fee Plan and Policy (hereinafter “plan”) is to provide information in accordance with C.R.S. § 23-5-119.5 and CCHE Policy VI-C-3.1-3.3 requiring the Board to adopt a Fee Policy and an Institutional Student Fee Plan.

1. Definitions:

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

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

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

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

Alternative Transportation Fee Advisory Board (ATFAB): A board comprised of student members and non-student *ex officio* members, that exists to provide guidance and advice to the President of ASCSU and the University administration regarding alternative transportation projects and initiatives and to recommend the allocation of ATFAB fees for new and improved transportation facilities and programs. ATFAB is governed by the ATFAB Bylaws, subject to approval of the Student Fee Review Board (SFRB).

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

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

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

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

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

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

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

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

University Facility Fee Advisory Board (UFFAB): A body comprised of student members and non-student, *ex officio* members, that exists to provide guidance concerning the University Facility Fee to the Vice President of University Operations (VPUO) and/or his or her designees regarding project proposals for allocations of the University Facility Fee, and to ensure that all allocations of the University Facility Fee will be used to provide new facilities and/or to improve current facilities that directly benefit the students of Colorado State University. UFFAB is governed by the UFFAB Bylaws, subject to approval of SFRB.

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

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

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

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

The institution collects Student Fees, User Fees, Special Course and Program Fees, and Charges for Services, as defined above. Student Fees are used for academic and non-academic purposes, including, but not limited to: funding registered student organizations and student government; construction, remodeling, maintenance and improvement of student centers, recreational facilities, and other projects and improvements for which the Fee is approved; intercollegiate and intramural athletics; student health services; technology for which the University Technology Fee is approved; mass transit; parking; and Contractually-Based Fees (including bond payments for which Fees have been pledged). The allocation of Student Fees to the funding of registered student organizations or any other student speech shall be made in a viewpoint-neutral manner and shall not discriminate against any funding request based upon the viewpoint to be expressed by the proposed event.

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

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

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

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

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

(e) The Board of Governors annually reviews and approves Student Fees. Its review and approval process includes any new Student Fees and increases in existing Fees. Notwithstanding any other provision in the Institutional Fee Plan, or any other governing procedure, rule, bylaw, or policy, the Board of Governors shall provide to students at least thirty (30) days advance notice of a new Fee assessment or Fee increase, which notice, at a minimum, specifies:

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

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

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

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

5. Plan for addressing reserve fund balances:

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

CSU-Pueblo Student Fee Plan

7/12/2017

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

1. INTRODUCTION AND DEFINITIONS

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

A. Definitions of Key Terms:

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

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

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

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

- application charges
- add/drop charges
- fines and penalties
- transcript charges
- late charges

- testing charges
- student identification card charges
- health center charges and health insurance charges

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

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

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

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

Student Fee Governing Board: The Student Fee Governing Board (SFGB) is the body at Colorado State University-Pueblo responsible for recommending Permanent Student Purpose Fees, including the activities portion of the Student Affairs Fee. The SFGB shall also review requests for new, elimination of existing or changes in existing, campus-wide, Permanent Student Purpose Fees. The Chair of the SFGB is appointed by the Vice President of Enrollment Management and Student Affairs and is a non-voting member. The Associated Students' Government (ASG) President shall appoint ten students to serve on the Board. One faculty/staff member shall be appointed by each of the following: the Provost, the Vice President for Finance and Administration, and the Vice President of Enrollment Management and Student Affairs for a total of three additional members. The ten (10) student representatives and three (3) appointed representatives are voting members. The SFGB Chair, working with the SFGB, will maintain all records regarding allocations including, but not limited to, applications, justifications, and SFGB minutes for six years after the date of its recommendation.

2. FEE CATEGORIES

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

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

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

3. PURPOSE OF FEES

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

- Permanent Student Purpose Fees: Campus-wide fees assessed to all students which are allocated to specific student programs including student centers, recreation facilities, parking lots, athletics, recreation and outdoor programs, child care centers, campus health clinics, contract health services, student government, general student activities, which are allocated by student government for a specific purpose, and similar facilities and services. This category includes fees pledged to repay bonded indebtedness for student, auxiliary, and athletic facilities. Proposal and approval process for Permanent Student Purpose Fees is specified in Item No. 4.
- Academic Facility Purpose Fees: Campus-wide fees assessed to students and associated with the construction, acquisition, or remodel of academic facilities, which may include buildings and site improvements or specific space within a multi-use building, including utilities and transportation infrastructure. The determination of whether it is an academic facility or space is determined based on the function/purpose of the building or space. Academic Facilities are those facilities that are core to the role and mission of the University and may include, but not be limited to space dedicated to instruction and research. If it is a multi-purpose building, the space determination is based on the primary use of the space during the regular academic year.
- Academic Purpose Fees: Campus-wide or non-campus-wide fees associated with instruction, technology, and/or academic courses, including program and course fees.
- Administrative Purpose Fees: Campus-wide or non-Campus-wide fees assessed to provide administrative and support services.

Charges for services and user charges are not fees.

4. PROPOSAL AND APPROVAL PROCESS

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

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

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

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

Academic Facilities Purpose Fees: A proposal for an Academic Facilities Purpose Fee is subject to the following:

- All other financing options have been exhausted before the fee request is presented to the SFGB; the SFGB, at its discretion, initiates a recommendation to the ASG Senate;
- All relevant information concerning the recommendation will be published in the ThunderWolves Howl, and the SFGB will hold at least three information sessions to present the issue to the student body;
- The institution and student government representatives will present all relevant information in a fair and balanced manner;
- If the above conditions are met, an Academic Facilities Purpose Fee will be approved using the same process identified for campus-wide Permanent Student Purpose Fees.

Academic Purpose Fees: A new Academic Purpose Fee is:

- Initiated by the proposing unit in coordination with the appropriate Dean and reviewed by the curriculum committee of the college/school/center;
- Reviewed by the Provost, the appropriate Dean, the two Academic Senators from the proposing unit's school or college, and the Vice President for Finance and Administration;
- Referred to the University President for possible discussion with the SFGB and/or the ASG Senate; and
- If approved by the President, submitted to the Board of Governors for consideration.

Administrative Purpose Fees:

There are no Administrative Purpose Fees in place at CSU-Pueblo. If an Administrative Purpose Fee is proposed, it will be approved using the same process identified for Academic Purpose Fees.

Other Fees, Charges for Service, and User Charges:

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

Proposals Referred to the ASG Senate:

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

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

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

5. ADMINISTRATION OF FEES AND CHARGES

Budget Process for Fees and Charges:

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

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

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

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

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

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

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

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

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

6. COMPLAINT RESOLUTION PROCEDURE

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

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

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

7. SPECIAL CONSIDERATIONS FOR REFUNDS IN TIMES OF EMERGENCY

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

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

Derivative Policy

Policy and Procedures Manual

SUBJECT: BUDGET AND FINANCE

Policy 204: CSUS Board Derivative Policy

Procedure:**A. Use of Derivative Products**

In connection with the use of any derivative product, the Board of Governors must, by affirmative resolution, authorize the use of a swap, option, or other derivative financial product. Such use is limited exclusively to reduce the amount or duration of interest rate risk or result in an expected lower cost of borrowing when used in combination with the issuance of Bonds, expected issuance of bonds, or to enhance the relationship between the System's liabilities, assets and its investments or risk profile.

B. Derivatives may be used only for the following purposes:

- To prudently mitigate variable rate exposure on outstanding or proposed debt.
- To achieve significant savings as compared to other products available in the bond market, or to do so with a more acceptable risk profile.
- To achieve more flexibility in meeting overall financial objectives than can be achieved in conventional markets.
- To prudently manage the System's asset/liability matching objectives.

Derivative financial products shall not be employed solely as investment instruments or for the purpose of speculation. In addition, the System shall not use a derivative for which there is (a) insufficient market liquidity for its transfer or termination at market, or (b) insufficient price transparency to allow realistic valuation of its market value on an ongoing basis.

C. Evaluation of Risk

Consideration of the potential economic benefits of using any derivative financial product shall include at a minimum each of the following types of risk, as applicable:

- Accounting Risk: the risk that the transaction creates any unanticipated accounting presentation issues on financial statements.
- Basis Risk: the risk that the payments that the System receives from the counterparty are insufficient to completely offset the debt service payments on the underlying bonds.
- Counterparty Risk: the risk that the counterparty is not able or willing to meet its obligations under the agreement.
- Legal Risk: the possibility that the transaction is not expressly authorized by law.

Policy and Procedures Manual

SUBJECT: BUDGET AND FINANCE

Policy 204: CSUS Board Derivative Policy

- Liquidity/Remarketing Risk: the risk that the System cannot secure a cost-effective renewal of a letter or line of credit or suffers a failed action or remarketing with respect to its underlying variable-rate bonds.
- Tax Risk: the risk that future tax law changes - through a reduction or elimination of the tax exemption for municipal securities - lead to an increase in the ratio of tax-exempt to taxable yields.
- Termination/Market Valuation Risk: the risk of either (a) the reversion of the transaction to its original status, possibly undermining the System's strategy for entering the transaction, or (b) the liability for a large payment if termination occurs during adverse market conditions.
- Rating Agency Risk: the risk that the proposed transaction may not be consistent with then-current rating agency criteria or guidelines.

D. Methods of Soliciting and Procuring Derivatives

In general, the System should procure derivative products through a competitive process. Negotiated bids may however be appropriate in situations including but not limited to the following:

1. If the System makes a determination that due to the size or complexity of a particular transaction, a negotiated bid would result in the most favorable pricing.
2. If a derivative embedded within a bond issue is proposed and the financing structure meets the System savings target.
3. To enable diversification and manage the System's exposure with counterparties.
4. If the System determines that doing so will promote its interests by encouraging and rewarding innovation and best financial practices.

In all of the above negotiated situations, the System should use a swap advisor to assist in the price negotiations.

Regardless of the method of procurement, the System shall determine by whatever means is deemed appropriate that the terms and conditions of any derivative entered into reflects a fair market value of such derivative as of the date of its execution.

Policy and Procedures Manual

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E. Form and Content of Derivatives

To the extent possible, the derivatives entered into by the System shall contain the terms and conditions set forth in the International Swap and Derivatives Association, Inc. (“ISDA”) Master Agreement, including any schedules and confirmation. The schedule should be modified to reflect specific legal requirements and business terms desired by the System.

F. Eligible Counterparties

Qualified counterparties shall demonstrate a record of successfully executing transactions similar in nature to the transaction contemplated by the System. Whenever possible, the System shall use its best efforts to work with qualified counterparties that have, or are guaranteed by a guarantor that has, a long-term senior unsecured credit rating of at least “Aa3” or “AA-” by two of the nationally recognized rating agencies and does not have a rating lower than “A1” or “A+” by any nationally recognized rating agency.

Downgrade Trigger - Subsequent to entering into the agreement, if the rating of the counterparty or guarantor shall fall below the minimum credit thresholds established above, the swap documents will provide that the System shall (a) require the posting of additional collateral or reduce the threshold for posting of collateral from previous levels, and/or (b) have the ability to terminate the agreement at the market.

Events of default of counterparty shall include the following:

- Failure to make payments when due;
- Declaration of bankruptcy;
- Breach of representations and warranties;
- Illegality;
- Failure to comply with downgrade provisions; and
- Failure to comply with any other provisions of the agreement after a specified notice period.

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An event of default by the counterparty shall lead to termination of the agreement with the System being the affected party for purposes of calculating any termination payment owed to the System.

G. Provisions for Collateralization

The System will determine the need for collateral posting, the acceptable forms and valuation of collateral, as well as specific triggers, and thresholds by ratings, on a transaction by transaction basis and will detail those provisions in a Credit Support Annex to the ISDA Master, if deemed appropriate.

H. Optional Termination

The System shall consider including a provision that permits it to terminate the agreement at the market value of the agreement at any time. In general, the counterparty shall not have the right to optionally terminate an agreement.

I. Accounting Treatment

Prior to execution of an agreement, the System will consult with its external auditors to confirm the appropriate accounting treatment for the product being considered. The System shall reflect such financial products in its financial statements in accordance with generally accepted accounting principles.

J. Monitoring and Reporting

The System shall prepare a report to the Board at least annually, which shall include the following information:

1. A summary of key terms of the agreements, including notional amounts, interest rates, maturity, and method of procurement.
2. The mark to market value of each agreement.
3. The full name, description, and credit ratings of each counterparty or the applicable guarantor and, if applicable, a listing of the Acceptable Collateral provided by any counterparty or guarantor as required by this Policy.
4. The amounts that were required to be paid and received and any amounts that were actually paid and received.

Policy and Procedures Manual

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5. Listing of any credit enhancement, liquidity facility, or reserves and accounting of all costs and expenses associated with the credit enhancement, liquidity facility or reserves.
6. The aggregate marked to market value for each counterparty and relative exposure compared to other counterparties.
7. Discussion of other risks associated with each transaction.

K. Updates and Revisions

The System's Chief Financial Officer shall review this Derivatives Policy at least annually and recommend any changes necessary to ensure that it continues to meet the System's objectives. The policy should also be reviewed as soon as practicable in the event of the turnover of key management or following any material changes to the System's credit rating.

Section 10

Chancellor's Report



COLORADO STATE UNIVERSITY SYSTEM

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

COLORADO STATE UNIVERSITY SYSTEM CHANCELLOR'S REPORT

August 2, 2017

CSU-System Wide

- Continued meetings around collaboration between Fort Collins and Pueblo related to IT.
- Continue to make progress on system-wide academic integration opportunities in relation to admissions and transfers through the efforts of Dr. Cheryl Lovell.

Campus Updates

- Chancellor Frank attended CSU-Pueblo Commencement Ceremony along with Board members on May 6, 2017.
- Executive Vice Chancellor accompanied Executive MBA students to Zagreb Croatia May 17-24, 2017.
- Executive Vice Chancellor attended CSU-Global Commencement Ceremony along with Board members on June 6, 2017.
- The CSU System welcomed Dr. Timothy Mottet as the new President of CSU-Pueblo

CSU System Government Affairs – Federal

- Executive Vice Chancellor accompanied Secretary Vilsack and Senator Bennet on a Colorado Front Range food tour May 30, 2017.
- Chancellor Frank and staff continued work with federal lobbyists and the Congressional delegation in support of CSUS programs potentially impacted by the federal budget.

CSU System Government Affairs – State

- Meetings with key members of the legislature and local delegations continue.
- Chancellor Frank accompanied Rep. Millie Hamner on a tour of the Rogers Mesa Hotchkiss facility June 22.

Statewide Partnerships:

- Chancellor Frank signed a Memorandum of Understanding with Adams State University for Agricultural degrees May 25, 2017. The partnership will allow Adams State to offer San Luis Valley-area students the opportunity to study agriculture without leaving their home community by offering agricultural courses from CSU. The program will prepare students for careers on a farm or ranch or in an agriculture-related business.
- Chancellor Frank participated in a meeting hosted by the Colorado Department of Higher Education with representatives of the Lumina Foundation. The purpose was to discuss Colorado's commitment to postsecondary educational equity and CSU's student success initiatives.
- Executive Vice Chancellor Parsons attended Boys and Girls Clubs of Metro Denver Flight to Luxury Event.

- Chancellor attended the Western Stock Show Association Board meeting May 18 and July 13, 2017.
- Chancellor attended a National Western Partners Dinner with Mayor Hancock on May 22, 2017.
- Chancellor Frank attended the Denver Chamber Board meeting June 8 and the Boettcher Foundation Board of Trustees meeting June 28.
- Executive Vice Chancellor Parsons was honored as a finalist for the Outstanding Women in Business awards, to be announced August 15. The awards are sponsored by the Denver Business Journal, and only 34 finalists were named out of more than 200 nominees.



Colorado State University



NATIONAL WESTERN CENTER REIMAGINED

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.



Project updates

- CSU selects of ICON as Project Management Team:**
 ICON will oversee the management of CSU's presence at the National Western Center, which includes construction of three buildings on the site.
- Office of the National Western Center selects MIG for Campus Placemaking:** MIG will be responsible for refining the framework for all development on the campus, creating links between the campus' focus areas of entertainment, experiential learning and research, and agribusiness.

Upcoming Events

[Denver County Fair](#)

July 21-23, 2017

National Western Complex

[Denver Days](#)

August 5-13, 2017

Register your activity [here](#).

[Clinica Tepeyac Adelante 5K and Community Festival](#)

August 6, 2017

8 a.m. - 1 p.m.

Stapleton Recreation Center,
5090 Broadway

[Growhaus Block Party](#)

News



The CSU Temple Grandin Equine Center began programming in a temporary location at the National Western Complex in early 2016. A cohort of Bruce Randolph School students completed the Center's first Denver-based Equine Assisted Activities and Therapies program in May.

Project Spotlight



Visit Colorado State University during the Denver County Fair at the National Western Complex, this weekend, July 21-23. CSU Extension will be teaching four courses throughout the fair in the Farm to Table Pavilion.

CSU Extension courses - free to the public:

Friday, July 21 @ 2 p.m. – Introduction to Colorado Cottage Foods

Saturday, July 22 @ 1 p.m. – Soil basics for gardeners

Saturday, July 22 @ 2 p.m. – What does it mean to eat and farm organically?

Saturday, July 23 @ 3 p.m. – How to start your first vegetable garden

[CSU Ag Day](#)

September 9, 2017

CSU vs. Abilene Christian
New on-campus stadium,
CSU

Kickoff time TBD

Extreme Community Makeover (CSU CM Cares and Haselden Construction)

September 23, 2017

[Ultimate Dinosaurs](#)

Exhibit opens October 6, 2017
Denver Museum of Nature & Science

GES Community Spay & Neuter Clinic, sponsored by CSU

October 14, 2017

Focus Points Community Center

National Western Center Citizens Advisory Committee Meetings

July 27, 2017

August 31, 2017

September 28, 2017

All meetings are from 5:30-7:30 p.m. in the Centennial Room of the National Western Complex.

National Western Center Executive Oversight Committee

September 28, 2017

1:30-2:30 p.m.

Webb Building, Room 4.F.6

The CSU GrowHaus will have a presence in the Kids Pavilion including archery, T-shirt making, seed planting, a photo booth, an indoor observatory, robot battles, rockets, project exhibitions, video presentations, and contests.

Also, visit the National Western Center interactive photo booth as you enter the Denver County Fair grounds. Toss on some fun hats or glasses and share what "Ag Is ..." to you!

Articles and links of interest

Food and agriculture:

- [Understanding plant-microbiome interactions could improve plant health and yield](#)
- [CSU to study the spread of pathogens in U.S. potato crops](#)

Sustainability:

- [CSU helps Fort Collins land a state first for sustainability](#)

Health:

- [CSU trains Green Beret medics in veterinary and human medicine](#)
- [CSU works with CDC to help public health labs detect Zika virus](#)
- [CSU biomedical science researcher uses NIH grant to understand reproductive health](#)

Water:

- [Water Center announces seven grant recipients](#)

Miscellaneous:

- [Western Stock Show Association elects officers, trustees](#)

Partner Spotlight



Focus Points Family Resource Center is a non-profit organization committed to serving low-income families in the greater northeast Denver area.

Focus Points was founded twenty years ago as a community resource for families in the Five Points neighborhood, and today, their mission is to help build better communities by strengthening families.

Focus Points currently serves approximately 1,500 families, most of whom are Spanish-speaking immigrants.

Growhaus seeking executive director

Grow Haus, has extended its search for an executive director. The GrowHaus is a nonprofit indoor farm, marketplace and educational center in Denver's Elyria-Swansea neighborhood.

[Learn more.](#)



This quarterly newsletter is sent to CSU partners and to individuals who have expressed interest in CSU's role in the National Western Center redevelopment and the university's activities in Denver.

The intent of the publication is to share news and updates about the NWC, showcase local and national

Colorado State University-Fort Collins

Student Health Insurance

FACT SHEET

Board of Governors Meeting

August, 2017

1. Colorado State University –Fort Collins requires domestic students taking six or more credits and international students to carry health insurance to protect their educational future. If a student becomes sick or injured, insufficient health insurance can lead to financial hardships that can threaten their ability to attend class, pay tuition, get student loans, live independently, graduate and achieve professional goals.
2. It is common practice for virtually all large public Universities to require students to carry student health insurance or provide proof of carrying a comparable insurance plan. Student health insurance plans can typically be very cost effectively underwritten for students.
3. UNC, CU, DU and Metro State all have similar insurance requirements for their students and administer this requirement in various ways.
4. CSU offers a Student Health Insurance Plan (SHIP) as a service to students which serves as their insurance safety net. Offering SHIP as the default insurance plan allows CSU to maintain a more stable, predictable and cost effective plan. CSU has offered a Student Health Insurance Plan (SHIP) to students since 1964.
5. CSU-Fort Collins is no longer able to offer an insurance plan for spouses and dependents of students. Adverse selection (only those with high needs enrolled in the plan) made it impossible to continue to offer an affordable plan. Spouses and dependents are referred to the insurance market place.
6. The SHIP is designed specifically for CSU-Fort Collins and is a comprehensive, PPO plan that is underwritten by a major carrier and can be used throughout the world. Student care and prescriptions are covered at the CSU Health Network at 100% without being subject to paying a deductible or cost share. When used outside of the CSU Health Network the plan has a \$1000 deductible and a 20% cost share for domestic students. The premium is approximately \$269/month for domestic students and \$128/month for international students. Similar plans available on the Colorado exchanges are priced at \$424/month (Cigna EPO/Gold \$1300/deductible, January 2017).
7. CSU does not profit from contracting for Student Health Insurance. Insurance money collected from students is transferred directly to the Insurance Carrier to purchase the SHIP on the student's behalf.

8. Students who have other health insurance and do not wish to enroll in SHIP may submit a waiver application. <http://health.colostate.edu/student-health-insurance/waiver-process-domestic-students/>

Many undergraduate students have health insurance through their parents' plans or have their own individual plans. Students with active Veteran Service plans, Tri-Care, Indian Health Services, health care sharing ministry plans, Medicaid and Medicare plans meet the insurance requirement. Other plans are evaluated based upon compliance with State and Federal health care regulations and are verified to make sure they are in effect. Plans that are not accepted include: short term/ limited duration/ sickness and accident insurance policies, and plans that do not meet State and Federal health care regulations.

9. Because CSU requires students to carry health insurance, the financial aid award packages can include insurance coverage in the cost of attendance. As a result, students who might otherwise not be able to afford health insurance are able to purchase the SHIP.

10. Students and their families are notified of the Health Insurance Requirement and the Waiver process in the following ways:

- Communication provided through Admissions- New Student Checklist and Health packet <http://admissions.colostate.edu/admitted/freshman-admits/#linkhere-completehealthrequirements>
- Via the Registration Ready process prior to class selection for the following term
- Transfer and Freshman Orientation presentations and materials <http://health.colostate.edu/new-student-checklist/>
- Included in the online CSU General Catalog <http://catalog.colostate.edu/general-catalog/financial/additional-expenses/#studenthealthinsurance160>
- Up to 15 emails throughout the three-month waiver period are sent to the students official CSU email account
- Itemized health insurance charge is posted to the student account with tuition and fees
- Text messaging or automated phone messaging (2 at the beginning of the semester)
- Postcard with process and information sent to the home address during the summer
- Bi-weekly emails to parents who have signed up to receive information from CSU pertaining to their student and whose student has not completed the insurance waiver
- During financial aid conversations with Student Financial Services
- Included on RamWeb, the student home portal
- On the CSU Health Network website <http://health.colostate.edu/student-health-insurance/waiver-process-domestic-students/>
- Additional emails and phone calls to students whose waiver was started but remains incomplete

11. Of more than 22,000 students who annually complete the insurance waiver process, less than 1% of these waivers fail and less than ½ of 1% of late waiver appeals are denied

CSU Student SHIP Statistics			
Year	Total CSU Student Population	Total CSU SHIP Enrollment	CSU SHIP Enrollment %
2011/12	26735	3105	12%
2012/13	26769	3022	11%
2013/14	27034	4003	15%
2014/15	27086	4238	16%
2015/16	27566	4546	16%
2016/17	27730	5246	19%

CSU-Pueblo Student Health Insurance Summary

CSU-Pueblo's approach to the provision of student health insurance has evolved as the realities of student healthcare options have changed.

PRIOR TO 2013

Health insurance was offered to students through an opt-in program at the following rates, through a contract between the University and an insurance provider:

PERIOD CODES	ANNUAL	FALL	SPRING/SUM	SPRING	SUMMER
STUDENT	\$1,841	\$697	\$1,144	\$697	\$472
SPOUSE/DOMESTIC PARTNER	\$2,001	\$750	\$1,251	\$750	\$500
EACH CHILD	\$1,293	\$485	\$808	\$485	\$323

During the spring of 2013, enrollment in the opt-in program dropped to 35 students. The insurance broker (ECI Services) did not renew their coverage options with the University, and discussions with other providers led to the realization that coverage costs would be unaffordable for the majority of our students.

CURRENT

Since 2013, CSU-Pueblo has not offered health insurance to students as a result of the previous low enrollments and high costs. In addition, after 2014, the Affordable Healthcare Act allowed students to stay on their parent/guardian's health insurance plan until 26 years of age, alleviating many student coverage concerns.

Two programs on campus currently require health insurance coverage for participation – athletics and nursing. Athletics offers a supplemental insurance program to athletes who are not covered by a private plan or Medicaid. While nursing requires students to have health insurance, students are responsible for obtaining their own coverage. In both cases, students provide proof of coverage.

The University informs students and parents as part of the new student onboarding process that we do not offer a student health insurance policy. Students interested in obtaining health insurance coverage are referred to ConnectforhealthCo.com to research insurance coverage options. Enrollment assistance is available.

This issue has been revisited in the past year, at the request of our Dean of Student Affairs in consultation with other University administrators. Student Health Services is in contact with ECI about potential future coverage options for our students, and plans to provide updated information to University leadership for future consideration.

The Board of Governors of the
 Colorado State University System
 Meeting Date: August 2, 2017
 Action Item

MATTERS FOR ACTION:

Approval of the revised Colorado State University System Board of Governors Policy and Procedures Manual.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System (Board) hereby approves and adopts the revised Colorado State University System Policy and Procedures Manual (Manual).

EXPLANATION PRESENTED BY: Jason L. Johnson, General Counsel.

The Manual was originally approved by the Board on May 5, 2004, and was subsequently reviewed and updated by the Board on June 20, 2007, and again on October 4, 2013. All updated and new policies that have been approved by the Board since October 2013 have been incorporated into the Manual. At the direction of the Board in February 2017, the policies in the Manual have undergone review and revision for accuracy and compliance with applicable federal and state statutes. Additionally, a summary of the policy revisions to the Manual is attached.

 Approved

 Denied

 Scott C. Johnson, Board Secretary

 Date

Section 11

CSU-Pueblo Reports

- CSU-Pueblo Student Representative's Report
- CSU-Pueblo Faculty Representative's Report
- CSU-Pueblo President's Report



Colorado State University-Pueblo Student Representative's Report

Associated Students' Government President Jake Harmon

General Statement

Colorado State University-Pueblo is looking to start off the Fall 2017 Semester positively by welcoming our new Freshman students, along with our returning students back to campus. ASG will have a lasting impact on campus that will be in support of promoting a healthy learning based atmosphere where our students can reach out to ASG as the veteran collegiate mentors on campus.

Campus and Student Initiative Projects

ASG is currently organizing a surveying campaign that will be organized and facilitated by our students within ASG to gather crucial information in reference to retention rates for Colorado State University-Pueblo. This campaign will be conducted in October of the Fall semester. This campaign will not only gather information critical to developing higher retention rates for semesters to come, but will also show the students currently attending our university that we care and are growing and changing to meet their needs.

External Initiative Projects

ASG is currently supporting the Student Veterans of America on a project that is pairing with the parking committee to bring a special "Purple Heart" parking to campus for combat veterans that received the metal of a Purple Heart while serving their country. Colorado State University Pueblo will be the first university in the state to provide this service to their students. Veterans make up approximately 10% of Colorado State University-Pueblo's student population and this is one small way to show our appreciation for these students. The unveiling of this project is projected to be during Veterans Week, "November 6th-10th" on the day of the 10th; the Friday before Veterans Day.

Internal Initiative Projects

ASG will be working alongside the Health Education Department of the Colorado State University-Pueblo to create an orchard in remembrance of students and faculty that we have lost in recent years. This project will be funded by a grant that is related to sun exposure and prevention in Colorado. ASG will receive a plaque that will be placed in the orchard stating the reason for why the orchard was created. This project will present a tranquil place on campus for our students to gather themselves in the midst of an intellectually challenging semester. The Occhiato University Center, “currently under renovation” is projected to be complete by December of this Fall. I will report my findings on the progress of this build. Thunder Village is projected to be complete September of Fall as well. This new facility will provide an energizing college atmosphere for students to grab a beer or bite to eat before watching the Thunderwolves annihilate whichever team that makes the poor decision of stepping onto our field.

Closing Statement

ASG is working hard to be in service to meet the needs of the students this upcoming year. Our team will be conducting a training halfway through August that will provide the right tools for our personnel so that they are better equip to take on the roles as a leader within our collegiate community. ASG is excited to take on the challenges that inevitably await during this next year and will strive to leave our campus community a better place than we received it.

**Colorado State University System
Board of Governors**

**CSU-Pueblo Faculty Representative Report
submitted by David Volk
July 19, 2017**

The following list of goals was compiled by information provided by the Council of Chairs, Faculty Senate, and CHASS Dean. The Chairs Council will maintain an on-going list of goals through 2017-2018, to focus and direct the work of the Council, Senate, and other CSU-Pueblo organizations.

Short-Range goals

- Quicken the interview and hiring processes for new faculty.
 - *Are we expeditious and timely in recruiting the best faculty we can?*
- Increase transparency in the budgeting process and give college Deans greater authority in budget and hiring decisions.
 - *Are we centralizing budget decisions or engaging the entire campus in these decisions?*
 - *Are we utilizing the expertise and knowledge of our Deans effectively?*
- Empower faculty and staff at all levels to expedite work and improve quality of service delivered.
 - *Are we centralizing policy decisions or engaging the entire campus in these decisions?*
- Establish base-level compensation for graduate faculty, the chairing of thesis committees, and by whom this will be determined.
 - *Are we fairly compensating the additional work and responsibilities of graduate faculty?*
- Provide additional time for research and creative activities as well as service through a one-course reduction of the mandatory faculty load.
 - *Are faculty provided adequate time and support to be active scholars in their field?*
- Review campus policies and procedures, the role of non-academic offices in supporting academic units, and the role of academic units in designing the campus processes that support them.
 - *Are support units adequately meeting the needs of the academic units?*
- Consider a new content management system (Blackboard). The current contract was extended without input of faculty.
 - *Are we utilizing the best content management system for courses and are faculty satisfied with the system offered?*
- Institute a clock-stopping mechanism for tenure and promotion for time in rank for faculty demonstrating documentable need, allowing for the accommodation of emergent needs not currently addressed in the Faculty Handbook.
 - *Do we have policies that support faculty facing medical hardships, etc.?*

(over)

**July 2017 BOG
CSU-Pueblo Faculty Representative Report**

Long-Range goals

- Continue to implement recommendations of the campus-wide Equity Study
 - *Are we adequately addressing issues of salary compression and salary inequity in departments?*
 - *Are we losing faculty over these issues?*
- Strengthen our campus culture as an HSI and possible MSI.
 - *What changes in campus culture are evident around our HSI (and possible MSI) status?*
- Strengthen IT and computer functionality across campus.
 - *Are instructors provided the IT support and technology they need in their classrooms?*
- Increase philanthropic support of the academic program.
 - *Are we increasing private dollars toward the academic program?*
- Increase our community engagement and service role to Pueblo and southern Colorado.
 - *Are we making a difference in Pueblo and the region we serve?*

PRESIDENT'S REPORT

I. ACADEMIC EXCELLENCE

A. Colorado State University-Pueblo MERIT programs earn state “model” status

Two departments at Colorado State University-Pueblo have completed a successful five-year program supported by a Title III grant through the U.S. Department of Education's Office of English Language Acquisition and earned a model program designation from the Colorado Department of Education (CDE). The grant sought to improve the number of English as a Second Language endorsements among teachers and create a communications vehicle through which educators and their school districts could share best practices. Natalie Brown, project director of MERIT (Magnifying Educational Results in Teaching), said the CDE described Project MERIT as a "model program" for its Culturally & Linguistically Diverse endorsement program that exceeded all of the goals outlined in its grant proposal. The program is coordinated through the English/Foreign Languages and Teacher Education departments.

B. CSU-Pueblo music professor conducts/teaches in China

A Colorado State University-Pueblo music professor has spent the last year in East Asia, conducting and assisting bands and symphony orchestras made up of musicians from primary school age to professional. Dr. Alan W. Mills, associate professor and director of bands, is serving a one-year residency in the Culture and Art Education Center of the University of Electronic Science and Technology of China, located in Chengdu. As a visiting adjunct professor, he is conducting the University Symphony Orchestra and teaching classes in Classical Western Music and Jazz History. This fall, he will return for his 10th year at CSU-Pueblo as conductor of the Wind Ensemble, director of the University Band and ThunderWolves Marching Band, as well as instructor of music education classes.

C. Nursing's Franta Named to State Board of Nursing

Governor John Hickenlooper has named Dr. Bernard (Joe) Franta, interim associate dean of the School of Nursing, to a four-year appointment on the Colorado State Board of Nursing. The State Board of Nursing consists of 11 members appointed by the Governor and has the primary function to ensure best practice for nursing care and safety for the citizens of Colorado. The Board has the responsibility to examine and license applicants seeking opportunities to practice nursing. It also establishes nursing educational standards and oversees educational programs.

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D. Four Pack Teams Recognized with RMAC Brechler Awards

The Rocky Mountain Athletic Conference recently doled out its fifth annual Brechler Awards, which recognize the top GPA in all 23 sports the conference sponsors. Four CSU-Pueblo teams earned the honor, which tied for the most in the conference this season. The four Brechler Awards not only tied for tops in the league this year, but matched the school's total awards in the four previous years of the accolade. Earning the honor were the men's tennis team, both the men's and women's outdoor track and field squads and the men's indoor track and field team. The honor is the second for the men's tennis team (2012-13), while the men's cross country team was recognized last year. The award is named after Paul W. Brechler, a former RMAC Commissioner (1976-1990), who along with wife Wanda, were the first inductees into the RMAC Hall of Fame. Brechler also is the former athletic director of the University of Iowa and served as Commissioner of the Western Athletic Conference.

II. STUDENT ACCESS AND SUPPORT

A. CSU–Pueblo confers degrees for 642 students in Fall 16 and Spring 17

Colorado State University-Pueblo recently confirmed degrees for 642 students, earned during the Fall 2016 and Spring 2017 semesters. Of these graduates, 99 graduated Cum Laude (CL) earning a minimum grade point average (GPA) of 3.5. Sixty three (63) students graduated Magna Cum Laude (MC) earning a minimum GPA of 3.75, and forty six (46) students graduated Summa Cum Laude (SC) earning a minimum 3.9 GPA out of a possible 4.0. These students were eligible to participate in the Commencement Ceremony that took place Saturday, May 6, at the Southwest Motors Events Center.

B. Top CSU–Pueblo graduate earns prestigious history scholarship

Heather Riganti of Colorado Springs, 2017 recipient of Colorado State University-Pueblo's top student honor, spent six days in New York City June 4-9 as one of 15 recipients of the Gilder Lehrman History Scholar Award. Riganti, recipient of the 2017 Threlkeld Prize for Excellence in April, graduated summa cum laude (4.0 GPA) in May with degrees in history (secondary education emphasis) and psychology and a minor in sociology. The Gilder Lehrman History Scholar Award is awarded to 15 juniors or seniors who meet the standards of academic excellences in American History and are pillars in their communities. In the fall, Riganti will teach 11th grade American history and 9th grade government courses at Kendrick High School in the Muscogee County School District in Columbus, Georgia.

C. 2017 Smithsonian Interns Announced at Colorado State University-Pueblo

Colorado State University-Pueblo sent six students to Washington, D.C. May 31-July 1 to intern in the nation's capital through a partnership with the Smithsonian Institution. The six internships include housing covered by the university and a small stipend for expenses through an agreement that is the only one of its kind between the Smithsonian-at-large and a university in the state of Colorado. Some positions may be paid, and students also may earn up to three hours of internship credit for completing the experience. The interns will learn and work at a variety of Smithsonian facilities, including the Office of Protection Services, Digital Archives Management, Freer Gallery of Art, Traveling Exhibition Services, and the National Museum of African American History and Culture.

D. MAESTRO Summer Program Begins

Students will experience an innovative model of instruction during a month-long residential program for which they can earn up to 12 credit hours from CSU-Pueblo during the "MAESTRO" Summer Program July 14-August 13. Participants will earn college credit while participating in a unique, hands-on curriculum and exploring the Southwest during day-long Saturday excursions. The \$2700 tuition for the 30-day program covers room, board, tuition, books, and off-campus trips to historical sites in Southern Colorado. Students may earn General Education credits in math, English, history, and elective credits in Outdoor Pursuits as part of the program.

E. Pack is 35th in national Learfield Director's Cup

Pack Athletics finished 35th in the final NCAA Division II Learfield Directors' Cup standings, which surpassed the program's previous high-water mark by nearly 20 spots. The ThunderWolves were 54th in 2014-15. The Pack totaled a record 414 points this year, which was nearly 100 points better than the 2014-15 season when they compiled 323. Last year the ThunderWolves finished 107th in the final standings. 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.

III. DIVERSITY

A. CSU-Pueblo Ballet Folklorico returns from Texas with numerous top three awards

Colorado State University-Pueblo's Ballet Folklorico brought home a number of top three finishes from the fifth annual Competencia Folklórica de Tejas in Corpus Christi,

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Texas. Twenty-one dance groups, including 176 dance entries from among 604 dancers from the U.S. and Mexico participated in the event at the American Bank Center's Selena Auditorium, hosted by Alcorta's Compania de Danza Folklorica of Corpus Christi. The competition was sponsored by the prestigious Association of National Folkloric Groups.

B. CSU-Pueblo student selected for 2017 Hispanic College Quiz Show

A CSU-Pueblo senior has been selected as one of 12 participants in the 2017 State Farm Hispanic College Quiz (HCQ) show series, through which students from Hispanic Association of Colleges and Universities (HACU) member institutions compete for scholarships by answering questions on Latino history in a game show format. The series, sponsored by State Farm and produced by Central City Productions in partnership with the HACU, consists of four half-hour quiz shows on Hispanic/Latino history that offer a \$3000 scholarship to the winners of each show, totaling four awards during the series. Trinidad native Yolanda Gamboa, a non-traditional senior from Pueblo majoring in social work, will travel to Nashville, Tenn. July 21-23 with coach Fawn Amber Montoya, director of the University's Honors Program, to film the competition. The show will be broadcast nationally, Sept. 3 - Oct. 16, during Hispanic Heritage Month. The broadcast schedule will be posted on HACU's website upon availability.

C. Colorado State University–Pueblo Greek organization earns national awards

Colorado State University-Pueblo's Alpha Zeta Chapter Alpha Psi Lambda was among those recognized at Alpha Psi Lambda Fraternity's National House of Delegates held in Houston, Texas. Alpha Zeta Chapter Alpha Psi Lambda won Chapter of the Year and Denver native Fredlina Atencio, associate member educator, earned an award for Outstanding Campus Leadership. CSU-Pueblo became the first Alpha Psi Lambda National fraternity accepted by the El Cuartelejo colony of Alpha Psi Lambda in both Colorado and in the Southwest on November 15, 2015. Alpha Psi Lambda is a co-educational, and Latino-oriented extramural fraternity with 31 chapters and four colonies. Alpha Psi Lambda National, Inc. announced that as of June 24, 2017, the CSU-Pueblo fraternity had been named an official chapter.

V. COMMUNITY OUTREACH

A. CSU-Pueblo offers Summer Transportation Institute

Secondary school students investigated the transportation industry as a possible career choice as part of a two-week, non-residential National Summer Transportation Institute (NSTI) at Colorado State University - Pueblo in June. CSU-Pueblo civil engineering technology faculty conducted the Institute from 9 a.m.-4 p.m. June 12 to 23 for students

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in grades 6 through 8 attending public or private schools in Colorado. Students who participated in the program received a full scholarship, covering tuition, daily transportation to and from school (in Pueblo County), stationery, laboratory usage and supplies, field trips, and meals during the two-week course being sponsored by the Colorado Department of Transportation (CDOT) and financed by the Federal Highway Administration (FHWA).

B. CSU-Pueblo Music Department hosts music, adventure camp

The Music Department at Colorado State University-Pueblo will hosted its annual Southern Colorado Music Adventure Camp for kids July 10-15 in Hoag Recital Hall. The camp allowed students ages 6-18 to work with prominent music faculty to advance their musical careers as well as enjoy the great Colorado outdoors.

C. CSU-Pueblo School of Nursing hosts 5k in partnership with the NAMI on June 25

The School of Nursing at Colorado State University–Pueblo hosted a community 5k in partnership with the National Alliance on Mental Illness (NAMI) on Sunday, June 25 at the CSU-Pueblo ThunderBowl to spread awareness of suicide and suicide prevention within the Pueblo community. The “Run for Life 5K” was established to target and combat the high suicide rate amongst teens and youth within the Pueblo community by raising awareness, and with the funds raised, implementing ideas that will diminish the occurrences.

VI. RESOURCE MANAGEMENT

A. Upward Bound Program at CSU-Pueblo renewed for five years with \$2 million +

Colorado State University-Pueblo’s Upward Bound (UB) program has been awarded a five-year grant of more than \$2 million from the U.S. Department of Education to continue facilitating education and preparing youth for success in postsecondary studies. For the 2017-18 year, the CSU-Pueblo grant will total just over \$403,000. CSU-Pueblo has offered an Upward Bound program since 1968, equipping participants with critical skills necessary to thrive and succeed in postsecondary education. Services are provided annually to 90 eligible secondary school youths who demonstrate the motivation and commitment necessary for graduating high school and excelling in college.

Section 12

CSU Women's Initiative Update

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Section 13

Colorado State University Reports

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



CSU System Board of Governors Report

Prepared by: Josué “Josh” Silva, ASCSU President and CSUS Student Representative- Fort Collins

Prepared for: Colorado State University System Board of Governors

Location: CSU-Global Campus

Date: August 1-2, 2017

Summary of 2017-2018 Initiatives

At the beginning of the 2017-2018 term, ASCSU outlined several priorities, listed below:

City Master Plan and Transportation Plan

Collaborate with on-campus partners to provide student input in the update to the Fort Collins City Master Plan and Transportation Plan.

Technology

Collaborate with the following partners, among others, to enhance the student technology experience at CSU through improved app services and greater student input in the collection and analysis of data:

- University Technology Fee Advisory Board
- Vice President for Information Technology
- Academic Computer and Networking Services (ACNS)
- iClicker
- Lory Student Center IT
- Computer Science Department
- Computer Information Systems Department
- The Institute for Learning and Teaching- CSU SSI

Game Day Experience

Collaborate with various campus and city partners to create and maintain a safe, responsible, and rich student programming and tailgating experience for game days at Colorado State Stadium.

Improved and Expanded Safe Ride Program (RamRide)

ASCSU has a long history with the CSU safe ride program, RamRide. Over the course of the 2017-2018 academic year, ASCSU will collaborate with Off-Campus Life and RamRide to provide several technical and service enhancements to reduce wait times, alleviate capacity constraints, and improve usability.

Enhanced Civic Engagement among Students

The Department of Campus Engagement will pioneer the following initiatives to better connect as a student government with the campus:

- Increase community service opportunities in ASCSU both individually and in collaboration with SLICE to bolster a sense of belonging and purpose within the organization and the student body
- Increase outreach to registered student organizations to serve as a facilitator for resources and access to support
- Develop and present a campus engagement plan for engaging with the student body throughout the year on a consistent basis

The Department of State and Local Policy will coordinate the following efforts:

- Through the creation of a Legislative Affairs Working Group, ASCSU will solicit feedback and ideas for policies of importance to students
- Introduce a polling station at CSU for municipal elections
- Develop an ongoing voter registration effort to engage students beyond election cycles
- Collaborate with the new Straayer Center for Public Service and Leadership to promote shared programs and connect with alumni

Collegiate Readership

Collaborate with campus readership partners (*USA Today*, Rocky Mountain Student Media Corporation, *The Wall Street Journal*) to promote sustainability and increased utilization among students for continued success.

Food Security and Health Initiatives

ASCSU has developed a new Food Security Specialist position, which aims to address issues of hunger and food insecurity among the student body on a more comprehensive level. Additionally, ASCSU is exploring the option of a campus-wide health fair to promote health and wellness.

Actions Accomplished

Rocky Mountain Student Media Corporation Contract

A new contract with the Rocky Mountain Student Media Corporation was negotiated for FY18-20.

Principal changes include:

- The addition of one additional RMSMC board member from ASCSU, increasing ASCSU board membership to two members, with one of the members serving on the Executive Committee in an ex-officio capacity. This is beneficial because it will provide increased oversight and student accountability to the operations of the RMSMC.
- The allocation of \$7,500 for the hiring of a Creative Service Advisor and \$17,500 for student wages, bringing the total contract amount to \$610,711 for FY18.
- ASCSU obtaining the right to limited RMSMC media services, which will facilitate engagement with the student body.
- The separation of the operating agreement from the financial agreement in the contract. Previously, the RMSMC contract was negotiated as a package containing both the budget and operating agreements of the corporation. The new separation allows the operating agreement to be comprehensively reviewed on a three-year basis (FY18-20), while the financial agreement will be reviewed on a yearly basis. This change allows for greater financial oversight of the company without major disruptions in operations.

Collegiate Readership Program

The collegiate readership contract with *USA Today* has been negotiated for the academic year. In collaboration with Commitment to Campus, ASCSU has negotiated provisions in the contract which will allow for greater flexibility in adjusting drop-off locations. Additionally, ASCSU and Commitment to Campus will receive more frequent data regarding “average daily sales” to more efficiently monitor the spending of student fee dollars. ASCSU does not anticipate an increase in the budget, and the contract will continue to consist of *USA Today*, *The Denver Post*, and *The New York Times*.

Wall Street Journal Readership Agreement

In addition to the existing collegiate readership agreement with *USA Today* through Gannett, ASCSU is pursuing a new, separate institutional contract with Dow Jones which would provide *The Wall Street Journal* to Colorado State University beginning in the academic year. The agreement differs from the agreement with Gannett in that it would provide a complimentary yearly digital subscription to *The Wall Street Journal* to every student, faculty member, and administrator. The agreement also includes a more limited print agreement and has received support from Commitment to Campus, the cosponsor for the existing collegiate readership program. The College of Business and the College of Liberal Arts have expressed tentative support for the agreement, which provides resources professors can integrate into lectures. Finally, this agreement honors CSU’s commitment to sustainability through providing digital, rather than print, subscriptions and opens the door to a larger shift to digital readership in the future.

CSU Game Day Experience

ASCSU has collaborated with Parking and Transportation Services to enhance game day alternative transportation in the Transfort contract for FY18. Routes on west Elizabeth Street will increase frequency of service on game days to ease traffic and provide for safe transportation to and from the stadium. After extensive discussions with Off-Campus Life and RamRide, ASCSU has tentatively agreed to support game day operations next year.

Additionally, ASCSU has secured funding from the Fan Experience Standing Committee for game day and fan engagement initiatives, which include travel to a peer institution to observe a comparable student game day experience and draw conclusions and recommendations. In collaboration with campus partners such as the Game Day Experience Committee, the Fan Experience Standing Committee, the Student Resolution Center, Parking and Transportation Services, the Lory Student Center, CSU Athletics, CSU and Fort Collins Police Departments, Campus Activities, and Fraternity and Sorority Life, ASCSU has developed a plan for allocating student tailgating space in the TILT lot and the Lory Student Center programming area.

Safe Ride Program (RamRide)

ASCSU has made enhancing the popular safe ride program, RamRide, a priority during the academic year. After several meetings with Director of Off-Campus Life Jean Ortega and RamRide Coordinator Lindsay Mason, ASCSU has allocated \$30,000 to RamRide for enhancing the user interface of the RamRide app, with the goal reducing wait times and increasing efficiency of service. ASCSU and RamRide are also exploring the feasibility of a fleet expansion and extended service days and hours with the supplemental funding. The RamRide program serves as a model for several universities across the nation, and ASCSU strives to maintain this status for the program and ensure top-notch service for students who rely on a safe ride home.

Technology

As outlined in the Technology section of “Summary of 2017-2018 Initiatives,” ASCSU is pursuing enhancing technology for students across campus by collaborating with the various partners listed. To ensure cohesiveness in this goal, ASCSU has created an Officer of Innovation and Technology position

within the Cabinet which will strengthen ties to these groups through streamlining initiatives and communications through this focal touch point. After seeing the role ASCSU has played in campus technological advancement through initiatives such as the 2014 partnership to provide Office 365 to all students and course surveys, it is a personal priority of mine to build on this model.

**Report by the Faculty Representative from CSU – Fort Collins to the Board of Governors
August 1-2, 2017, Greenwood Village, CO.**

Respectfully submitted by Prof. Margarita Maria Lenk, CSU Faculty Representative to the Board of Governors.

Faculty Factoids: Each of my board reports will highlight a few interesting tidbit stories of the engagement, generosity and commitment of CSU-Fort Collins faculty towards developing future competent global leaders! These factoids are selected examples of the extraordinary vocation of our faculty to student and program development, and are not a comprehensive list.

- a. MURALS, the Multicultural Undergraduate Research Art and Leadership Symposium was held on March 31st, 2017 with a new record of faculty and graduate student mentoring for the leadership development of undergraduate student research projects (and awards) in the areas of science, technology, engineering, math, social sciences and humanities, creative arts, service learning leadership, and social justice and inclusion. There is also a rising star category for individuals who demonstrate great promise and projects that outshine/surpass the competition.
- b. HONORS PROGRAM has successfully implemented its strategic program changes to bring a top world-class experience to honors students at CSU, and grow top global scholarship and fellowship award winners through honors seminars in each of the four undergraduate years. The program now has over 1,500 students across all colleges. New freshman seminars set high critical thinking expectations and the leadership and engagement culture of the honors program, and include the following popular seminars: “Growing Food in a Changing World”, “Infectious Diseases”, “Sexuality across the Lifespan”, “Children’s Literature and Culture” and “You are What you Eat”. Sophomore seminars emphasize knowing across arts and humanities as well as across cultures, and include seminars such as “Indigenous Peoples:”, “Garbage, Waste and Trash”, “Global Cultures and Society”. Junior and Senior seminars mores specifically target research and innovation thinking in unique discipline areas. This year’s Honors Program Professor of the Year is Tenaya Newkirk of Chemistry, and the Honors Program Advisor of the Year is Gloria Luong, of Human Development and Family Studies.

Summary of the May 2, 2017 Faculty Council meeting (full minutes are posted on the CSU Faculty Council web site).

1. Announcements

Next Faculty Council meeting – September 5, 2017 in A201 Clark.

The recipient of the 2017 Faculty Council Harry Rosenberg Service Award is C.W. Miller

The Graduate School Council honored faculty nominated by their graduate students as being excellent mentors. Please congratulate the following faculty:

Awards: Matthew Rhodes, Psychology; Rachel Lucas-Thompson, Human Development and Family Studies; and Tammy Donahue, Mechanical Engineering

Honorable Mentions: Elizabeth Barnes, Atmospheric Science; Sue Doe, English; and Jennifer Harman, Psychology

2. Reports

Provost Miranda

- a. A group including Rick Miranda, Matt Hickey, Kelly Long, Paul Thayer, and Gwen Gorzelsky, attended a recent meeting of the National Association of System Heads (NASH) to discuss “Taking Student Success to Scale”. An increased focus on first year advising to improve retention and student engagement (taking composition and math the first year, choosing a major or meta-major earlier, taking 9-12 credits related to the meta major/major earlier on, etc., are new initiatives as a result.
- b. OSHER celebrated its 10-year anniversary with a special event. OSHER offers noncredit courses with no assignments or grades to “seasoned” adults over age 50
- c. A Unizen consortium summit in Denver resulted in the addition of certain components to the Unizen platform (eReader, learning analytics tools) and negotiated deals for textbooks/resources.
- d. The Walter Scott, Jr. College of Engineering held a naming celebration recently. Miranda thanked the contributions of the engineering faculty in being so influential in Walter Scott’s life.

- e. The Provost's Council for Engagement is preparing initiatives and proposals to integrate engagement more deeply and purposefully into campus policies and culture.
- f. A Center for the Study of Academic Labor (CSAL) event explained the national trend toward less tenure-track and more non-tenure track instructors and included non-tenure track faculty proposals.

Chair Stromberger

The faculty survey on salary, compensation, and other benefits results summary was shared with the Administrative Professional and Classified Personnel Councils and will be included in a report to President Frank, Provost Miranda, and VP Lynn Johnson.

Executive Committee endorsed the recommendations of Committee on Teaching and Learning to establish an institutional-wide approach to online exam proctoring that is secure, cost-effective, and enhances academic integrity in online and face-to-face courses.

Committee unfinished business that will continue into next fall:

Committee on Faculty Governance – proposal to establish the University Policy Review Committee; proposed revisions to Section K of the Manual related to election of Grievance Panel members and the review of non-tenure track faculty proposals

Committee on Libraries – journal cancellations

Committee on Non-Tenure Track Faculty – revisions to the Manual, Section C and E (non-tenure track faculty proposals),

CoRSAF – review of non-tenure track faculty proposals; service recognition,

Committee on Strategic and Financial Planning – strategic plan for investing in employee compensation, and

Committee on Teaching and Learning – course survey redesign; teaching effectiveness; exam proctoring recommendations.

Paul Doherty, Faculty Rep to Board of Governors (BOG)

Kim Jordan's nomination to the Board was approved.

Margarita Maria Lenk was introduced to the Board as the new Faculty Representative to the BOG.

The BOG Excellence in Undergraduate Teaching Award was awarded to Shrideep Pallickara, Computer Sciences.

The Finance Committee approved CSU's budget, pending approval of the Long Bill by the state.

Matt Hickey, Chair, Committee on Teaching and Learning

Matt gave an update on CoTL activities, including the course survey redesign. A draft survey will be pilot-tested this summer in a few courses. The University Technology Fee Advisory Board approved funds to help purchase a university license for Qualtrics, so that student course surveys can be delivered on-line in Canvas. More details to follow, including a report on the survey pilot project. CoTL is also active in discussions regarding learning analytics, and ethical use of data (ownership and appropriate use of learning analytics data).

Nancy Hunter, Chair, Committee on Libraries

Nancy explained the proposed cancellations to print and electronic journals, databases, and print books. Faculty should review the list of journals targeted for cancellation, based on low usage and/or high cost of usage.

Comments/questions can be sent to Nancy at Nancy.Hunter@colostate.edu.

3. Discussion

Dan Turk, Chair of Committee on Responsibilities and Standing of Academic Faculty (CoRSAF), presented CoRSAF's recommendations on the revised bullying policy and solicited feedback from the faculty council. Turk's presentation is posted on the Faculty Council website. Discussion regarded whether to include "intent" in the definition of bullying, what the informal and formal processes for investigating accusations of bullying should be, who could file a formal complaint (just the bullying target?), and the roles of supervisors and HR Solutions Partners in the investigation process. The Bullying Policy working group is meeting with Dan Turk this summer, to discuss the recommendations from CoRSAF and Faculty Council.

There was not an Executive Committee of the Faculty Council meeting after the May Faculty Council meeting in 2017.

COLORADO STATE UNIVERSITY PRESIDENT'S REPORT

Board of Governors of the Colorado State University System
August 2, 2017

I. TEACHING AND LEARNING: ASSURE EXCELLENCE IN ACADEMIC PROGRAMS

A. Faculty named 2017 Boettcher Investigators

Two Colorado State University biomedical researchers, Erin Osborne Nishimura and Kelly Santangelo, have received Webb-Waring Biomedical Research Awards from the Boettcher Foundation. Nishimura and Santangelo join seven other top Colorado researchers in this year's class of Boettcher Investigators. Now in its eighth year, the Webb-Waring Biomedical Research Awards program honors early-career researchers with three-year, \$235,000 grants to advance their independent research and position them to compete for major federal and private awards. Nishimura is an assistant professor in Biochemistry and Molecular Biology who conducts cancer research. Santangelo, the first veterinarian ever to receive the Webb-Waring award, investigates how traumatic injury contributes to the development of post-traumatic osteoarthritis.

B. Black Issues Forum celebrates 25th year

For the 25th year, African-American high school seniors from around the nation came to Colorado State in June to research issues important to the African-American community during CSU's Black Issues Forum. The program exposes high-school students to higher education and Colorado State University by inviting them to spend part of their summer living and conducting research on the CSU campus. Students work for four days to research issues related to African-Americans in history, the public imagination, paths to higher education, science and the struggle for social justice. The event ends in a formal forum where students present findings. This year, students are traveling from Arizona, California, Colorado, Georgia, Illinois, Kansas, Maryland, Oklahoma, Oregon, Pennsylvania, Texas, and Washington, D.C.

C. CSU earns \$500K federal grant to evaluate Farm to School Program nationally

Colorado U.S. Senators Michael Bennet and Cory Gardner in May announced that Colorado State University was selected to receive \$499,420 in funding from the U.S. Department of Agriculture to conduct the first national evaluation of the Farm to School program. The grant is part of a \$17.9 million investment from USDA's National Institute of Food and Agriculture (NIFA) to improve sustainable agriculture and help rural communities thrive. The project will be led by Alessandro Bonanno and Becca Jablonski, both assistant professors in CSU's Department of Agricultural and Resource Economics. Farm to School is a program through which schools source locally produced food to serve on their lunch menus. It also includes nutritional education and experiential learning, such as maintaining a school garden. Farm to School creates economic opportunities for rural communities, U.S. agriculture, and food supply chain businesses, and improves the health and

well-being of children and families. Nearly 100,000 schools across the United States serve school lunches to 30.5 million students each day, using nearly 13 billion annual federal dollars. As of 2014, 42,587 schools reported participating in Farm to School. However, there has been little national research to assess the effectiveness of the program. This grant will fund the first national research and evaluation of Farm to School.

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

A. Psychology faculty launch new master's in addiction counseling

Colorado State's Psychology Department is launching a new master's degree in addiction counseling to help fill the growing need for trained addiction counselors nationwide. In the two-year program, students will take coursework in their first year and spend the second year in a supervised internship to gain real-world field experience. CSU began an undergraduate concentration in addiction counseling in 2014.

B. CSU students help create healthier K-12 school environments

Colorado State University graduate students are involved in a new project to create healthier environments in K-12 schools, and they're starting with a pilot project in Colorado designed to give students more physical activity in class. Nathaniel Riggs, an associate professor in the Department of Human Development and Family Studies, and Melissa George, a research scientist in the Prevention Research Center, are leading CSU's role in the effort, which is funded by a two-year, \$827,000 grant from the Colorado Health Foundation. In total, four CSU researchers, Riggs, George, Prevention Research Center Director Doug Coatsworth, and Daniel Graham, an assistant professor of psychology, are taking the primary role in running an "Innovation Lab" with the help of four CSU graduate research assistants funded by the grant. In the lab, Colorado schools and school districts will be able to test new approaches or overcome barriers to school-based health and wellness promotion.

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

A. National Academies name Raj Khosla to Science Breakthroughs team

The National Academies of Sciences, Engineering, and Medicine named 13 renowned thinkers to the executive committee of Science Breakthroughs 2030, an initiative that will identify the most compelling scientific opportunities in food and agriculture in the next decade and beyond. CSU Professor of Precision Agriculture Raj Khosla is among the elite 13 members. Khosla, a faculty member in Soil and Crop Sciences, was selected for his leadership in developing a scientific strategy for near and long-term research to improve efficiencies in food production and agricultural systems.

B. CSU receives federal support to study potato pathogens

Colorado Senators Cory Gardner and Michael Bennet advocated for CSU in a successful effort to attract \$264,600 in funding from the U.S. Department of Agriculture to study the spread of pathogens in U.S. potato crops. The grant is part of a \$4.8 million investment by the USDA to research significant challenges to U.S. agriculture. Amy Charkowski, head of Colorado State's Department of Bioagricultural Sciences and Pest Management, will lead the research project.

C. Faculty study how to protect diversity in mammals in face of global threat

One-quarter of the world's mammals – and the ecosystems they contribute to – are threatened by human activities. CSU conservation scientist Ana D. Davidson, with the Colorado Natural Heritage Program in the Warner College of Natural Resources, is proposing new models for prioritizing global conservation efforts to more effectively safeguard mammalian diversity. She was the senior author on an article recently published in *Proceedings of the National Academy of Sciences*, "[Global priorities for conservation across multiple dimensions of mammalian diversity.](#)" Davidson's former student, Fernanda T. Brum, served as lead author, conducting the work as part of her doctoral dissertation while on a Brazilian government doctoral scholarship, studying with Davidson and Catherine Graham at Stony Brook University in New York. Their research was funded by the National Science Foundation's Dimensions of Biodiversity program.

IV. RESEARCH AND DISCOVERY: IMPROVE DISCOVERY CAPABILITIES

A. Colorado State launches Translational Medicine Institute

Thanks to generous donor support, Colorado State broke ground June 2 for the C. Wayne McIlwraith Translational Medicine Institute. The institute will focus on medical innovations to help animals and people suffering from a wide range of diseases. The \$65 million facility is named for University Distinguished Professor C. Wayne McIlwraith, a CSU professor for nearly 40 years who is the world's leading expert in equine orthopaedics. John and Leslie Malone provided the lead gift of \$42.5 million to establish the research institute. Princess Abigail K. Kawanakoa of Hawaii donated the institute's naming gift of \$20 million. The institute is expected to open in late fall 2018.

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

A. CSU experts advise on wildfire issues

In preparation for wildfire season in Colorado and around the country, Colorado State prepared a list of faculty experts available to provide public information on issues including wildfire behavior, mitigation, economics, restoration, air quality, emergency preparedness, and forest health. The list was made available to media in communities statewide.

B. Veterinary program partners with Cheyenne Frontier Days

Horses at the 2017 Cheyenne Frontier Days had access to expanded medical care, thanks to a new partnership with the equine veterinary program at Colorado State. For the first time in the 120-year history of the iconic Western celebration, a team representing CSU's Equine Clinical Services program was on site in July to help provide an estimated 2,000 elite equine athletes and owners with round-the-clock medical care. CSU and Cheyenne Frontier Days formed the new services partnership to offer additional veterinary expertise for contestants and horses competing in preliminary rodeo (slack) competition, and main event performances sanctioned by the Professional Rodeo Cowboys Association. CSU equine veterinarians and students augmented the work of the arena veterinarian and other clinicians who provide regular veterinary care at Cheyenne Frontier Days.

C. CSU trains Green Beret medics in veterinary and human medicine

For the past five years, a program at Colorado State University has helped provide additional training in veterinary medicine, sports medicine, and other areas to medics from the U.S. Army's 10th Special Forces Group (Airborne) in Colorado Springs. The 25th medic from Fort Carson completed the Medical Proficiency Training program this spring. CSU is the only place in the country outside of level-one trauma centers providing this MPT curriculum, which serves as a continuing education or professional development program for Special Forces medics. The program is especially well-suited to medics in special operations forces who have trauma-based experience and are hoping to enhance and broaden their training with other skills. During the CSU program, medics spend two weeks at the Veterinary Teaching Hospital and two weeks alternating between the CSU health center and the Sports Medicine Center in the Department of Athletics.

VII. RESOURCES AND SUPPORT: EXPAND FUNDRAISING

A. Record number of donors, alumni participation raises \$190 million for CSU

Colorado State University, bolstered by a record of 42,115 donors, including a record of more than 18,000 alumni, raised \$190 million in private support in the 2016-17 fiscal year, the second year in a row in which CSU has raised over \$190 million in private support. With this fundraising total, CSU is now more than 81 percent of the way to completing its \$1 billion "State Your Purpose" campaign, slated to end by 2020, the university's 150th birthday. The \$190 million total, the second-highest in CSU history, signals continued strong support from private donors for the university and brings the total raised in the campaign to \$813.5 million. The university's record number of 42,115 donors marks the first time CSU has surpassed 40,000. The 2016-17 year also saw the largest gift in CSU's history: \$53.3 million from alumnus Walter Scott, Jr., to create the Walter Scott, Jr. College of Engineering. The university also benefited from an eighth straight year of increasing participation from alumni, at the same time as universities nationwide struggled to engage their alumni in philanthropy. Four colleges and units broke the \$20 million fundraising mark (College of Agricultural Sciences, Walter Scott, Jr. College of Engineering, College of Veterinary Medicine & Biomedical Sciences, and Athletics). Additionally, CSU had strong support from alumni with an all-time high alumni philanthropic participation rate of 10.74 percent and an all-time high CSU Alumni Association membership at 10,598, and had its most successful "Love Your State Day of Giving" challenge – more than 3,000 gifts totaling about \$222,000 in 24 hours.

B. National Western continues outstanding tradition of support for CSU

The National Western Stock Show Scholarship Trust this spring increased its scholarship support funding, with the majority of the funding increase going to benefit Colorado State University students studying agriculture and veterinary medicine. This increase puts the NWSS total annual scholarship support for CSU at around \$250K per year. In addition, the Trust created two new scholarships to benefit undergraduate and graduate students in Art. The National Western has been supporting student scholarships at CSU for 34 years and continues to grow its investment because of the outstanding involvement of CSU students during the annual stock show – as well as the proven success of CSU graduates in the agricultural industry. The NWSS has awarded nearly \$3 million in scholarships and other support to CSU over this history, benefiting agricultural sciences, alumni relations, athletics, and the College of Veterinary Medicine and Biomedical Sciences.

C. Major Gift Report

Major Gifts – Not Previously Reported

\$4,152,835 gift designated as \$2,000,000 to support the *Avenir Staffing Endowment*, College of Health and Human Sciences; \$1,250,000 to support the *Avenir Curator Endowment*, College of Health and Human Sciences; \$752,835 to support the *Human Animal Interaction Initiative*, College of Health and Human Sciences; and \$150,000 to support the *Human Animal Interaction Research Initiative*, College of Health and Human Sciences

\$2,500,000 revocable commitment to support the *CVMBBS Scholarship Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$1,200,000 revocable commitment to support *Biochemistry*, College of Natural Sciences

\$1,006,545 gift to support *Geosciences*, Warner College of Natural Resources

\$1,000,000 revocable commitment designated as \$750,000 to support the *CVMBBS Greatest Need*, College of Veterinary Medicine & Biomedical Sciences; and \$250,000 to support the *CVMBBS Scholarship Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$1,000,000 revocable commitment to support the *Companion Care Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$1,000,000 gift designated as \$526,316 to support the *Fostering Success Leadership Endowment*, Student Affairs; \$228,947 to support the *Fostering Success Endowment*, Student Affairs; \$228,947 to support the *Fostering Success Scholarship Endowment*, Student Affairs; and \$15,790 to support the *Fostering Success*, Student Affairs

\$1,000,000 planned gift designated as \$500,000 to support the *Veterinary Teaching Hospital* and \$500,000 to support the *Animal Cancer Center*, College of Veterinary Medicine & Biomedical

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Sciences

\$719,395 pledge to support the *Alumni Center Project*, Alumni Relations

\$671,000 gift designated as \$500,000 to support the *Salazar North American Conservation Center*, Research & Interdisciplinary Programs; and \$171,000 to support the *GSSE International Student Scholarship*, College of Business

\$500,000 gift to support the *Center for New Energy Economy*, Research & Interdisciplinary Programs

\$500,000 revocable commitment designated as \$300,000 to support *Athletic Discretionary*, Athletics; and \$200,000 to support the *College of Business Endowed Scholarship*, College of Business

\$300,000 revocable commitment to support the *Fred and Margaret Ricks Scholarship*, College of Agricultural Sciences

\$300,000 revocable commitment to support the *Sumner M. Morrison Memorial Scholarship Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$300,000 gift to support the *Lucy Oncology Clinic*, College of Veterinary Medicine & Biomedical Sciences

\$300,000 gift to support the *Marie Macy Director's Legacy Endowment*, College of Health and Human Sciences

\$269,224 gift to support the *Fermentation Science and Technology Facility*, College of Health and Human Sciences

\$259,380 planned gift split evenly to support the *John K. Stille Chair in Chemistry Endowment* and the *Alice Nyitray Chemistry Scholarship Endowment*, College of Natural Sciences

\$244,000 pledge designated as \$150,000 to support the *National Western Stock Show Scholarship*, College of Agricultural Sciences; \$44,000 to support the *National Western Stock Show Graduate Scholarship in Animal Sciences*, College of Agricultural Sciences; \$42,000 to support the *National Western Scholarship in the Professional Veterinary Medical Program*, College of Veterinary Medicine & Biomedical Sciences; and \$8,000 to support the *National Western Stock Show/Jim Henry Scholarship*, College of Agricultural Sciences

\$200,000 gift to support the *JBS Global Food Innovation Center in honor of Gary & Kay Smith*, College of Agricultural Sciences

\$182,107 planned gift to support the *Jack S. Barrows and John H. Dieterich Scholarship in Fire Science Endowment*, Warner College of Natural Resources

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\$180,000 gift to support the *Center for New Energy Economy-Program*, Research & Interdisciplinary Programs

\$150,000 revocable commitment to support the *CVMBS Scholarship Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$142,437 gift to support the *Gen Kato CSU/Japan Partnership*, College of Veterinary Medicine & Biomedical Sciences

\$135,000 planned gift to support the *Genny and Warren Garst Scholarship Endowment*, College of Natural Sciences

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

\$130,000 gift to support *Clinical Science Special Projects*, College of Veterinary Medicine & Biomedical Sciences

\$125,000 pledge to support the *Richardson Design Center*, College of Health and Human Sciences

\$116,573 planned gift to support the *Philip A. Connolly Memorial Scholarship Endowment*, Warner College of Natural Resources

\$101,000 gift to support *Agricultural Sciences - Research*, College of Agricultural Sciences

\$100,000 gift to support *One Cure*, College of Veterinary Medicine & Biomedical Sciences

\$100,000 gift to support the *CSU Medical Center*, College of Health and Human Sciences

\$100,000 revocable commitment to support the *Dennis Y. Lee Scholarship Endowment*, College of Liberal Arts

\$100,000 planned gift to support *Mental Health Initiatives*, Student Affairs

\$100,000 gift to support the *Dillon Reservoir Recreational/Sport Fishing Research*, Warner College of Natural Resources

\$100,000 gift to support the *Energy Institute*, Research & Interdisciplinary Programs

VIII. RESOURCES AND SUPPORT: NURTURING HUMAN CAPITAL

A. Department of Education renews CSU Upward Bound grant

Colorado State received notification in May that the U.S. Department of Education renewed its grant funding of CSU's Upward Bound program. Upward Bound has been a critical part of CSU's land-grant access mission since the 1970s, as a highly effective method for preparing low-income

and first-generation high school students with the skills and motivation to enter and succeed in college.

B. Colorado State supports 4-H students through scholarships

Colorado State provided \$1,000 scholarships to 22 4-H members statewide to support the cost of attending CSU in the fall. The students are planning to major in subjects including engineering, wildlife biology, agricultural education, biochemistry, hospitality, management, animal sciences, and genetics. Close to 400 high-school-aged 4-H members visit the CSU campus every year to participate in the annual State 4-H Conference and Awards. Participation in 4-H prepares students with an appreciation for the value of education and experiential learning.

C. 150 students participate in National Hispanic Institute leadership program at CSU

The National Hispanic Institute brought 150 students from Colorado, Florida, Illinois, Pennsylvania, Texas, Wyoming, and Mexico to the CSU campus in June for the Lorenzo de Zavala Youth Legislative Session. The session offers high-schools with leadership potential the chance to develop public speaking and teamwork skills while building an understanding of leadership, public policy, and risk-taking. Of all universities in the country, CSU has the longest-standing partnership with the National Hispanic Institute to offer the LDZ program. Ninety-eight percent of LDZ participants go on to college, and 90 percent receive college degrees within five years.

IX. RESOURCES AND SUPPORT: INCREASING AWARENESS

A. Colorado State Forest Service and Extension release ash borer app

To help Colorado homeowners determine whether trees on their property are susceptible to being killed by emerald ash borer, the Colorado State Forest Service and Colorado State University Extension have released a free app that helps people ascertain which trees are at risk and what steps to take before they are infested. The EAB/Ash Tree ID app can be downloaded on almost any Apple or Android-based device, and is easily located in app stores by simply searching for “ash tree.” The app offers a step-by-step process to determine if a tree appears to be a true ash or not, and offers links and other information about EAB. The app is intended not just for homeowners, but also for business owners, school groups or anyone concerned about the potential impacts of this pest. The app is also intended to prompt homeowners and other landowners to consider early management options for EAB, including replacing unhealthy trees before they die, treating high-value trees with the proper insecticides, and planting new trees near ash that might ultimately succumb to the pest.

B. Popular CSU tradition continues with summer concert series

Colorado State again this summer sponsored its popular Lagoon Summer Concert Series on the west lawn of the Lory Student Center. The free outdoor music series took place every Wednesday night from June 14-Aug. 2, drawing large crowds of all ages to relax and picnic on campus.

C. VP Ontiveros honored by Latinas First Foundation

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Vice President for Diversity Mary Ontiveros was honored in May with an Unsung Heroine Award from the Latinas First Foundation of Colorado. The award celebrated Ontiveros' extraordinary contributions to the community. She was nominated for the award by colleagues from the Community College of Denver, Adams State College, and the Anschutz Medical Center.

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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.

<u>LEAVE OF ABSENCE</u>			
NAME	DEPARTMENT	FROM	TO
Martin, Michael V	CSU System	5/1/17	7/31/17
Gallagher, Suzanne R	Computer Science	3/30/17	unknown
Morse, Emily	Health Network Medical	3/13/17	3/18/17
Jankowska, Elzbieta	Elec & Comp Engineering	4/4/17	5/31/17
Mann, Bruce B	SLICE	3/1/17	3/31/17
Gallagher, Mandy	Continuing Ed - Admin	7/7/17	4/10/17
Bontadelli, Johnna	Health Network Medical	4/6/17	4/7/17
Elffner, Terri R	Health Network Medical	4/5/17	4/28/17
Matthews, Jon S	Health Network Medical	4/5/17	4/26/17
Mellon, April	Health Network Medical	4/3/17	4/28/17
Antonelli, Lara	Health Network Medical	5/15/17	5/31/17
Bechtel, Ashleah	CEMML	3/29/17	3/31/17
Snitchler, David L	CEMML	3/29/17	3/31/17
Hoenig, Mark	Health Network Medical	4/4/17	4/28/17
Varley, Catharine J	CEMML	4/11/17	4/19/17
Billingsley, Ethan D	WCNR	3/24/17	3/25/17
Nichols, Shelby L	IDRC	3/13/17	3/14/17
Held, Marie L	CEMML	3/17/17	3/18/17
Mann, Bruce B	SLICE	4/3/17	4/28/17
Payton, Mackenzie B	Admissions	4/14/17	4/14/17
Manahan, Theodore	Animal Sciences	6/26/17	4/19/17
Khalepari, Yotam	Residential Dining	4/10/17	4/12/17

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<u>LEAVE OF ABSENCE</u>			
NAME	DEPARTMENT	FROM	TO
Payton, Mackenzie B	Admissions	5/5/17	5/14/17
Dallas, Tiffany H	Admissions	5/25/17	6/1/17
Bloodhart, Brittany P	Atmos Science	5/10/17	unknown
Hedstrom, Amie R	Atmos Science	6/10/17	6/30/17
Elffner, Terri R	Health Network Medical	4/5/17	4/28/17
Gerlitzki, Elizabeth A	Health Network Medical	5/15/17	5/31/17
Hoenig, Mark	Health Network Medical	5/2/17	5/31/17
Jorgensen, Sarah E	Health Network Medical	5/15/17	5/31/17
Matthews, Jon S	Health Network Medical	5/3/17	5/31/17
Mellon, April	Health Network Medical	5/1/17	5/31/17
Morse, Emily	Health Network Medical	5/15/17	5/24/17
Whitesell, Julie C	Health Network Medical	5/15/17	5/31/17
Nishimura, Erin A	Biochem & Molecular Bio	4/17/17	5/8/17
Nelson, Raechel A	Health Network Medical	4/20/17	4/22/17
Morton, Yu	Elec & Comp Engineering	8/16/17	5/15/18
Nelson, Raechel A	Health Network Medical	4/20/17	4/21/17
Vesty, Jill C	Health Network Medical	5/15/17	5/31/17
Elffner, Terri R	Health Network Medical	5/3/17	5/31/17
Schwartzkopf, Joel	Health Network Medical	5/15/17	5/31/17
Mellon, April	Health Network Medical	5/1/17	5/12/17
Holloway, Tara A	Health Network Medical	3/28/17	unknown
Zhang, Lin	MIP	5/1/17	6/30/17
Dallas, Tiffany H	Admissions	6/1/17	6/28/17
Dedduwa-Mudalige, Gayani	Chemistry	5/29/17	6/30/17
Walker, Anna M	Occupational Therapy	4/11/17	6/12/17
Vesty, Jill C	Health Network Medical	6/1/17	6/30/17
Whitesell, Julie C	Health Network Medical	5/15/17	5/31/17
Nelson, Raechel A	Health Network Medical	5/16/17	5/31/17
Morse, Emily	Health Network Medical	6/1/17	6/30/17
Hoenig, Mark	Health Network Medical	6/2/17	6/30/17
Mack, Virginia C	Health Network Medical	6/19/17	6/30/17
Matthews, Jon S	Health Network Medical	6/7/17	6/2/17
Antonelli, Lara	Health Network Medical	6/1/17	6/30/17
Schwartzkopf, Joel	Health Network Medical	5/15/17	5/30/17
Gerlitzki, Elizabeth A	Health Network Medical	5/15/17	5/31/17

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LEAVE OF ABSENCE			
NAME	DEPARTMENT	FROM	TO
Jorgensen, Sarah E	Health Network Medical	6/1/17	6/30/17
Borthwick, Laurie	Health Network Medical	6/1/17	6/30/17
Elffner, Terri R	Health Network Medical	6/1/17	6/30/17
Feldpausch, Nora	Health Network Medical	6/13/17	6/29/17
Brown, Judith A	VPUA	7/3/17	unknown
Orswell, Forrest M	Student Legal Svcs	6/5/17	6/16/17
Whitesell, Julie C	Health Network Medical	6/5/17	6/30/17
Gerlitzki, Elizabeth A	Health Network Medical	6/2/17	6/30/17
Schwartzkopf, Joel	Health Network Medical	6/9/17	6/30/17
Nelson, Raechel A	Health Network Medical	6/2/17	6/30/17
Howard, Anne H	Bioag Sciences & Pest Mgmt	4/18/17	4/19/17
Jesser, Kip R	ECRC	6/5/17	unknown
Carpenter, Frank H	IDRC	6/8/17	6/9/17
Jorgensen, Sarah E	Health Network Medical	6/1/17	6/30/17

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

Construction Budget and Schedule

Budget						
	Stadium			Academic & Alumni		
	May Report	Adjustment	August Update	May Report	Adjustment	August Update
Fixed Limit of Construction Construction Management General Contractor Guaranteed Maximum Price (CMGC GMP)	\$173,621,930	\$4,374,726	\$177,996,656	\$15,734,073	\$177,893	\$15,912,056
Other Hard Costs (miscellaneous construction, furniture, fixtures, equipment, technology, testing, inspections, utilities)	\$24,938,182	\$14,460	\$24,952,642	\$2,335,422	\$125,892	\$2,461,314
Design and Professional Services	\$17,773,182	\$22,201	\$17,795,383	\$1,720,104	\$26,380	\$1,746,484
Owner Contingency	\$5,788,919	(\$4,389,597)	\$1,399,322	\$64,194	(\$14,039)	\$50,155
Total Budgets	\$222,122,213	\$21,790*	\$222,144,003	\$19,853,793	\$316,216*	\$20,170,009
*Stadium Budget Adjustment: CSU Bookstore Alternates						
**Academic & Alumni Budget Adjustment: Alumni Approved Alternates						
Contingency Status*	Original	Remaining				
Project Owner Contingency	\$8,462,045	\$1,449,477				*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	\$1,057,849				
Project is currently within budget						

Schedule

- Partial Substantial Completion issued for the stadium on June 9.
- Partial Substantial Completion anticipated for Alumni and Academics on July 19.
- Partial Substantial Completion anticipated for New Belgium Porch on August 1.
- Landscaping underway. Anticipated Final Completion no later than August 10.

Project is currently on schedule

CSU Multi-Purpose Stadium on Main Campus

24 Days to go: Milestones

- July 2017:** Date of Substantial Completion: Alumni Center, CASA, Classrooms
- August 2017:** Final Acceptance Stadium (August 10, 2017)
- August 2017:** **First Home Football Game (12:30 p.m. 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 17 meetings since it first convened in October 2015. The most recent meeting was held May 15, 2017. At the May meeting, SAG finished reviewing the first round of Good Neighbor Fund (GNF) proposals and selecting grant recipients. Their process for evaluating proposals was guided by the Intergovernmental Agreement (IGA) between CSU and the City of Fort Collins outlining the purpose of Good Neighbor Fund (i.e., to support efforts to lessen any undesirable or unanticipated effects on neighborhoods from an on-campus stadium) and based on a set of values established by SAG for their screening process. 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.

Of four applications received, SAG rejected two and recommended funding the following two proposals: (1) Visit Fort Collins (VFC) for its Rambassadors project, a game day wayfinding and education program led by a team of volunteer ambassadors. SAG recommended a \$22,476 GNF grant to mitigate game day impacts on the community and foster goodwill, and the grant was approved by the CSU Vice President for University Operations. 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 requested funding 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; (2) Saint John's Lutheran for church parking lot "no game day parking" signage. Saint John's Lutheran is located on E. Elizabeth Street near College Ave. and in a neighborhood bordering

campus and within walking distance of the on-campus stadium. SAG recommended a \$1,500 GNF grant for the signage which was approved by the CSU Vice President for University Operations. Both VFC and Saint John's Lutheran were informed that as part of the funding criteria, they were required to provide a detailed accounting to SAG of how the funds were used and outcomes, follow proper purchasing guidelines, and return any unused funds.

Prior to the GNF discussion, CSU Assistant Director of Facilities Management and Campus Planner Fred Haberecht updated SAG on the status of other construction projects on campus including the Shields & Elizabeth underpass. After the GNF discussion, Fred Haberecht and Dan Loosbrock of ICON took SAG members on a stadium tour of the facility and to discuss the final phase of construction.

SAG also was represented at the final Game Day Operations Open House on May 4, 6-8 p.m. at Moby Arena, which was co-hosted by CSU and the City of Fort Collins. SAG representatives answered questions about the Good Neighbor Fund and talked with residents about mitigating game day impacts to neighborhoods.

SAG is tentatively scheduled to have its next meeting on Monday, Aug. 21, the week the inaugural season kicks off at the new stadium.

Game Day Experience Committee (GDE)

The university formed a Game Day Experience (GDE) Committee operating under Vice President Blanche Hughes. The jointly appointed co-chairs are: Blanche Hughes, Vice President for Student Affairs, Tom Milligan, Vice President for External Relations, and Joe Parker, Director of Athletics. There are approximately 20 other committee members representing a broad cross-section of university stakeholders including ASCSU, University Advancement, Parking and Transportation Services, the Faculty, AP and State Classified councils, Athletics, CSUPD, the Lory Student Center, Campus Recreation, Facilities, CSU Health Network and Housing and Dining.

The GDE Committee has met routinely for more than two years to design and develop a multi-faceted plan to successfully execute on-campus game days at the Multipurpose Stadium. The comprehensive plan presented during the BOG meeting on May 2, 2017 included parking and transportation options, tailgating policies, and other campus/community considerations.

Since the May meeting, the GDE Committee has continued meeting and shifted its focus from the design and development of the plan to advising and monitor the execution of the plan by those personnel and units responsible for implementation.

IGA (Intergovernmental Agreement) with City of Fort Collins

The original and now amended IGA includes twenty six projects. Since April 2015, great progress has been made, and twenty of the twenty six projects are now built. The six remaining projects include three actively under construction, and three in the design stage. These include the analysis of the Lake and Center intersection and associated projects which have been deferred for one year pending the data collected from the first season of stadium operations. Several design solutions will be developed for this intersection and considered in the late fall,

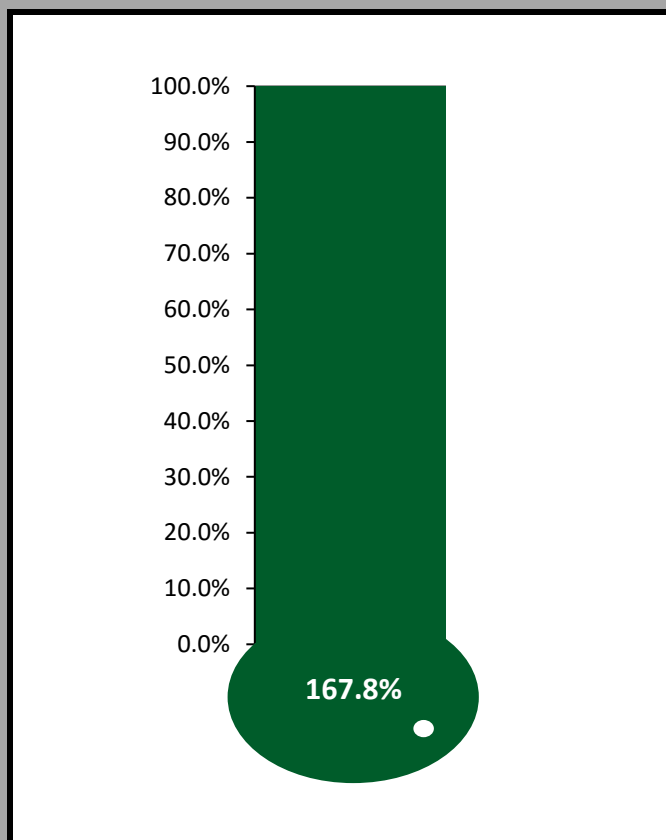
winter of 2017. We anticipate designed improvements will be constructed in the summer of 2018. With the exception of the Lake Street Intersection improvements, All IGA projects are scheduled to be delivered late summer or early fall 2017 intentionally aligned with the new Stadium's first game day event.

The most significant remaining IGA project is the Shields & Elizabeth Underpass. The project is approximately 92 percent complete and continues to progress well into the final home stretch. The project remains on or under budget and is on schedule. The tunnel under Shields Street is done. Approach work from both the east and west is nearing completion. Stone masonry work, adjacent flatwork, site grading and landscaping will continue through the first week in August. Project risk continues to diminish and barring any additional unforeseen conditions, the project will be ready for the students return in late August and the first on-campus football game, (August 26th). Weekly updates with the CSU campus community, Campus West tenants, surrounding neighborhoods and close coordination and cooperation with the City of Fort Collins has been instrumental in the success of the project.

Hughes Stadium

The process to assess the potential uses and valuation of the Hughes Stadium property is underway. Following an initial Request for Qualifications which produced limited responses, ICON has undertaken a process to gather additional information from the development community, the City of Ft. Collins, and the residents of Ft. Collins, with specific outreach to the surrounding neighborhoods, to better assess options for the property. This fall, ICON will facilitate at least two neighborhood information sessions and will incorporate the feedback they receive into a revised RFP that CSU will issue. The goal is for the Board of Governors to be able to review competitive options by the end of 2017.

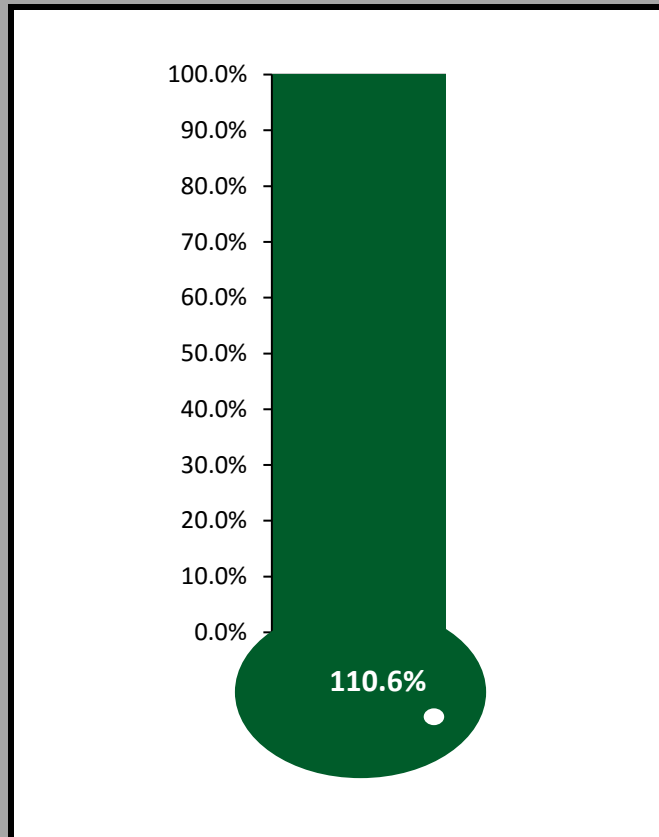
Stadium: Naming Rights + Sponsorships toward Pro Forma



	FY18 \$	Pro Forma	% Met
Naming Rights	1,060,167	500,000	212.0%
Sponsorships	2,700,000	1,741,162	155.1%
	3,760,167	2,241,162	167.8%

*The sponsorship pro forma amount used on this chart is the net amount of sponsorship revenue less sponsorship expense from the 2012 CSL study. Earlier versions of this chart used the 2012 CSL study gross revenue number for the sponsorship pro forma amount. The CSL study pro forma also included a sponsorship expense line equal to approximately 50% of gross revenue that accurately reflected the revenue share contract then in place with Nelligan Sports. CSU's recent contract extension with Learfield moved the sponsorship model from a revenue share model to a guaranteed rights fee model. As a result, the full guaranteed rights payment is comparable to the CSL net number now set forth on this chart as the sponsorship pro forma amount.

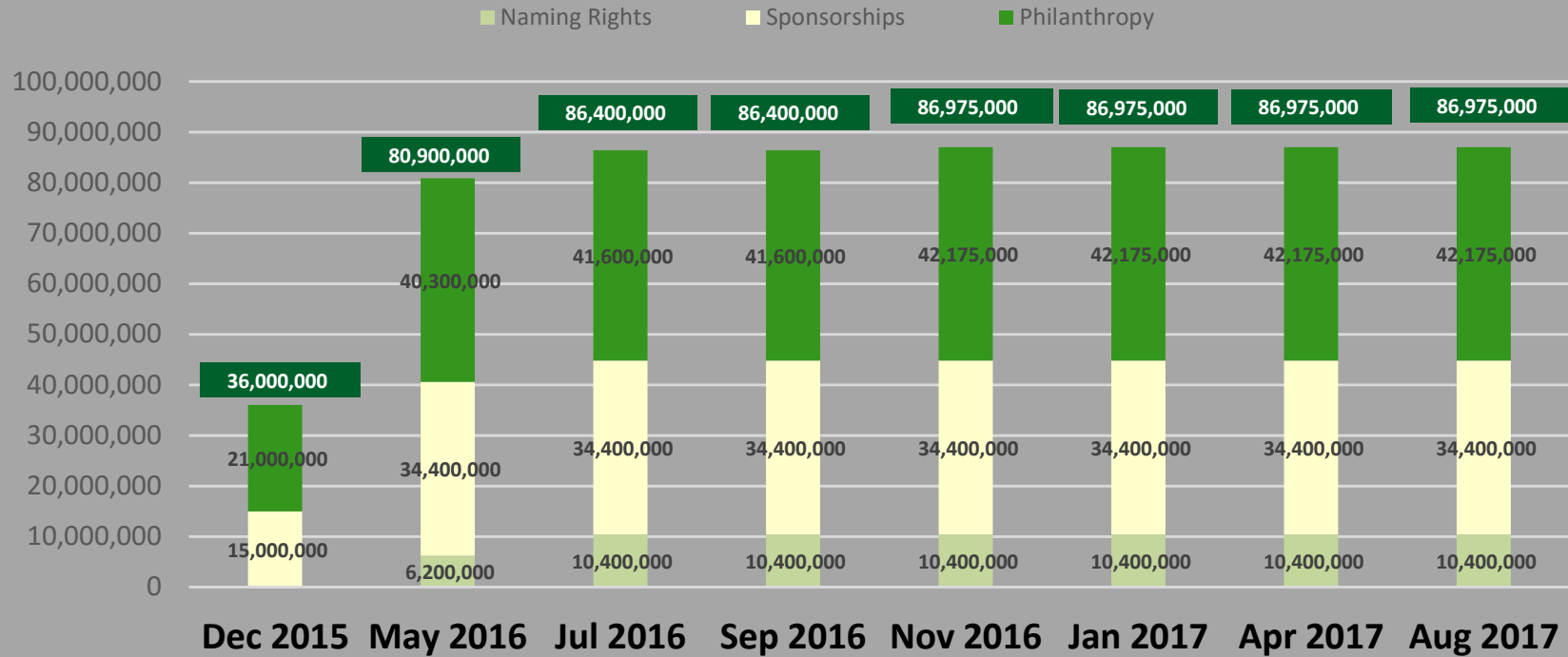
Stadium: Naming Rights + Sponsorships toward CSL High



	FY18 \$	CSL High	% Met
Naming Rights	1,060,167	750,000	141.4%
Sponsorships	2,700,000	2,650,000	101.9%
	3,760,167	3,400,000	110.6%

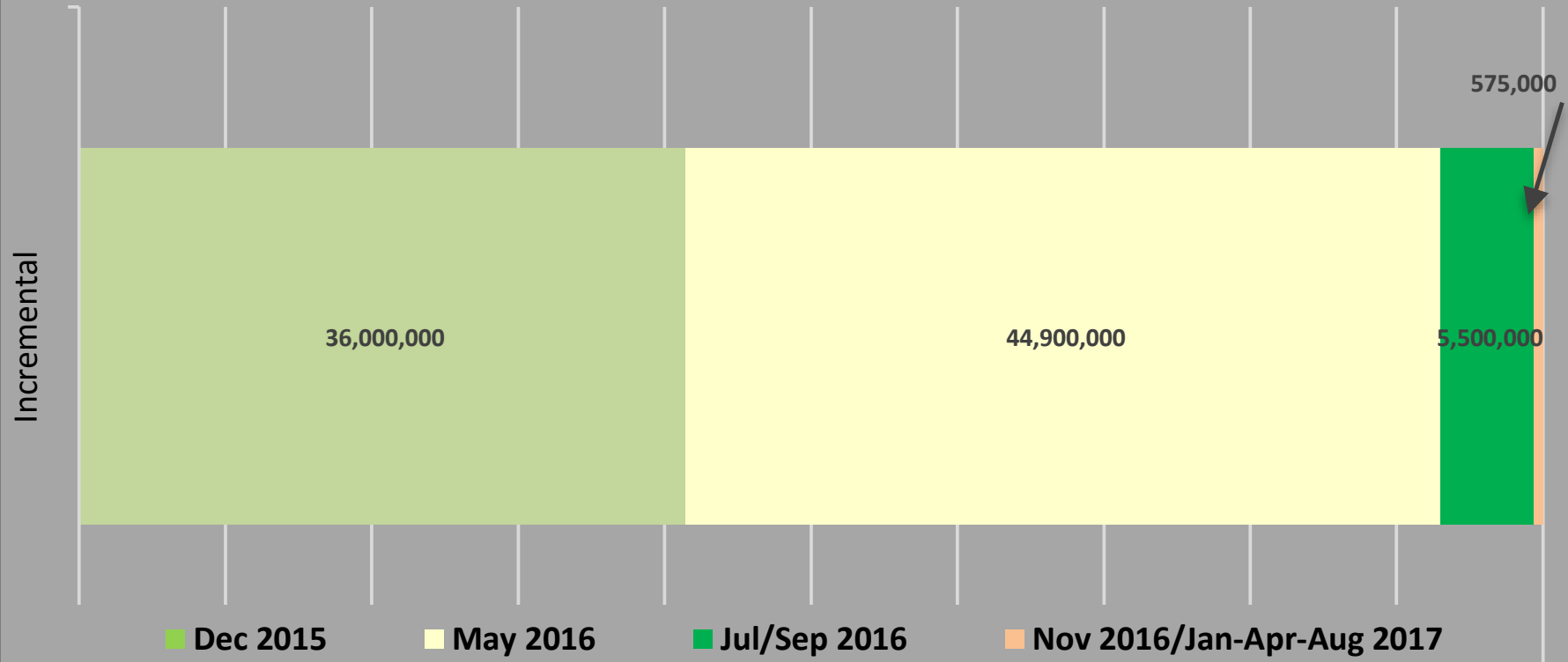
*The sponsorship CSL High amount used on this chart is the net amount of sponsorship revenue less sponsorship expense from the 2012 CSL study. Earlier versions of this chart used the 2012 CSL study gross revenue number for the sponsorship CSL High amount. The CSL study pro forma also included a sponsorship expense line equal to approximately 50% of gross revenue that accurately reflected the revenue share contract then in place with Nelligan Sports. CSU's recent contract extension with Learfield moved the sponsorship model from a revenue share model to a guaranteed rights fee model. As a result, the full guaranteed rights payment is comparable to the CSL High net number now set forth on this chart as the sponsorship CSL High amount.

Stadium Total: Naming Rights + Sponsorships + Philanthropy



*Note: Donations for naming rights for fiscal years 2018-2027 are included in "Naming Rights" total.
Donations for naming rights receivable for fiscal years 2028+ are included in "Philanthropy" total.
The Philanthropy total represents the philanthropic reserve coverage to service the stadium bonds, if needed.

Stadium Total: Naming Rights + Sponsorships + Philanthropy \$86,975,000



*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

STADIUM VIP AREA PASSES

#'s SOLD OF TOTAL CAPACITY



VIP AREA PASSES	Capacity	Sold	% Sold
OCR	600	600	100%
NEW BELGIUM	1200	1200	100%
Total	1800	1800	100%

Income Statement Pro Forma as of November 2015

Revenues	FY 16 Hughes	FY 17 Hughes	FY 18	FY 19	FY 20
Premium Seat Donations					
Priority Seat Donations					
Tickets and Parking					
Advertising/Sponsorship					
Naming Rights					
Miscellaneous Revenue					
Total Revenue					
Expenses					
Salaries and Benefits					
Supplies					
General Operating Services					
Professional Services					
Repairs & Maintenance					
Utilities					
Game-Day Expenses					
Total Expenses					
Net Income					

CSL Feasibility Study Low Case 2012

Revenues	FY 16 Hughes	FY 17 Hughes	FY 18	FY 19	FY 20
Premium Seat Donations					
Priority Seat Donations					
Tickets and Parking					
Advertising/Sponsorship					
Naming Rights					
Miscellaneous Revenue					
Total Revenue					
Expenses					
Salaries and Benefits					
Supplies					
General Operating Services					
Professional Services					
Repairs & Maintenance					
Utilities					
Game-Day Expenses					
Total Expenses					
Net Income					

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

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Projected Bond Debt Service Coverage

Net Income from Line 18					
Contribution to Athletics from CSL Model					
Bond Payments					
Surplus(Shortfall)					
Stadium Donations from CSUF as needed					
Net					
General Fund Allocation					

Philanthropic Coverage

Beginning Reserve Balance					
New Funds Raised					
Reserve Deployed (= line 42)					
Ending Reserve Balance					

Section 14

Annual Athletics Reports

- Colorado State University - Athletic Director, Joe Parker
- Colorado State University - Pueblo – Athletic Director, Joe Folda

Colorado State University Department of Athletics Report to the Board of Governors

August 2017

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

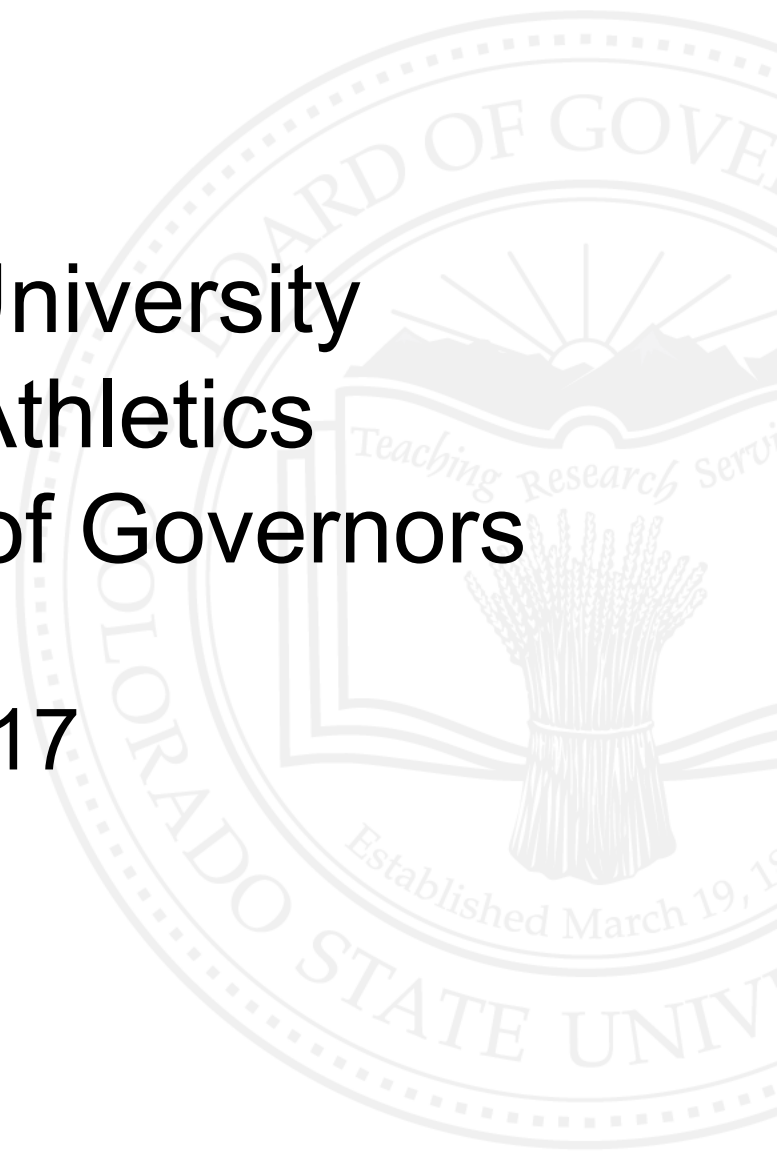


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- I. 2016-17 Academic Performance Report
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 - b) Academic Progress Rate (APR)
 - c) Team GPAs
 - d) Accomplishments

- II. 2016-17 Athletic Performance Report
 - a) Athletic Performance
 - b) Accomplishments

- III. 2016-17 Financial Report

Academic Performance

2016 Graduation Rates

Rate	CSU Student-Athletes	All CSU Students	NCAA Div. I Student-Athletes	All NCAA Div. I Students	MW Student-Athletes (avg.)	All MW Students (avg.)	Rank in MW
Federal Graduation Rate	65%	65%	66%	65%	62%	56%	2nd (Utah State 1 st at 67)
NCAA Graduation Success Rate (GSR)*	85%	N/A*	84%	N/A*	81%	N/A*	3rd (behind Utah State & Air Force Academy)

*The NCAA Graduation Success Rate (GSR) cannot be calculated for non-athletes because it takes NCAA eligibility rules into account.

Information based on most current public data. The 2016 report is based on the 2009-10 cohort year. Scores are a four-class average.

Academic Performance

2016 Graduation Rates

- Comparison of Colorado State University student-athletes to peer institutions:

FEDERAL GRADUATION RATE		NCAA GRADUATION SUCCESS RATE (GSR)	
UC-Davis	78%	Virginia Tech	92%
Illinois	75%	UC-Davis	88%
Purdue	70%	Illinois	87%
Michigan State	70%	Michigan State	87%
Texas A&M	70%	Colorado	86%
Virginia Tech	69%	Colorado State	85%
North Carolina State	66%	Purdue	84%
Colorado	66%	North Carolina State	83%
Colorado State	65%	Tennessee	83%
Iowa State	65%	Kansas State	82%
Kansas State	64%	Oregon State	82%
Tennessee	62%	Iowa State	82%
Washington State	61%	Texas A&M	81%
Oregon State	56%	Washington State	78%
Oklahoma State	46%	Oklahoma State	68%

Academic Performance

Academic Progress Rate (APR)

SPORT	Single-Year Rates			Multiyear Rates (4 cohort years)		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Men's Basketball	1000	961	963	970	975	976
Men's Cross Country	1000	1000	1000	1000	1000	1000
Football	961	997	966	944	954	966
Men's Golf	969	1000	1000	977	985	992
Men's Track & Field	990	991	1000	987	986	991
Women's Basketball	1000	969	1000	981	991	991
Women's Cross Country	1000	966	1000	994	989	990
Women's Golf	1000	967	1000	983	976	976
Women's Soccer	1000	1000	1000	1000	1000	1000
Softball	1000	1000	969	987	997	990
Women's Swimming	1000	1000	1000	982	983	991
Women's Tennis	917	969	933	992	977	959
Women's Track & Field	992	997	1000	976	980	989
Women's Volleyball	984	1000	1000	983	995	995

Notes:

1. APR measures semester-by-semester retention and eligibility rates for current scholarship student-athletes and is designed to predict future graduation rates.
2. A perfect APR score is 1000. The NCAA imposes penalties when the multiyear rate (4 cohort years) is below 930.
3. APR scores have not yet been calculated for 2016-17.

Academic Performance Team GPAs

SPORT	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Men's Basketball	2.45	2.13	1.83	2.61
Football	2.61	2.55	2.39	2.52
Men's Golf	3.34	3.41	3.23	3.15
Men's XC & Track	3.15	3.16	3.08	3.20
All Male Student-Athletes	2.80	2.77	2.58	2.79
Women's Basketball	3.35	3.42	3.26	3.35
Women's Golf	3.29	3.34	3.78	3.40
Women's Soccer	3.03	3.24	3.15	3.16
Softball	3.31	3.08	2.83	3.09
Women's Swimming	3.31	3.18	3.24	3.31
Women's Tennis	3.31	3.46	3.33	3.40
Women's XC & Track	3.38	3.29	3.23	3.24
Women's Volleyball	3.08	3.17	3.05	3.20
All Female Student-Athletes	3.26	3.25	3.20	3.24
All CSU Student-Athletes	3.03	3.01	2.89	3.01
All CSU Students	2.99	3.02	2.97	3.02

Academic Performance 2016-17 Accomplishments

- Fall 2016 marked the thirteenth-highest student-athlete term GPA on record (2.893) and fifth-highest student-athlete cumulative GPA on record (3.023).*
- Spring 2017 marked the fifth-highest student-athlete term GPA on record (3.014) and second-highest student-athlete cumulative GPA on record (3.068).*

*Records include 21 semesters worth of data, beginning with Spring 2007.

Academic Performance

2016-17 Accomplishments

- A record number of Rams (152) earned Academic All-MW recognition for achieving a grade-point average of 3.0 or better and having competed in at least 50 percent of a team's varsity contests during the year.
- A record number of Rams (90) earned MW Scholar-Athlete awards for achieving a grade-point average of 3.5 or better while utilizing a season of competition (1 or more contests).

Academic All-MW

2015-16: 150 student-athletes

2014-15: 142 student-athletes

2013-14: 148 student-athletes

2012-13: 123 student-athletes

MW Scholar Athlete

2015-16: 81 student-athletes

2014-15: 70 student-athletes

2013-14: 74 student-athletes

2012-13: 72 student-athletes

Athletic Performance

2016-17

SPORT	CONFERENCE RECORD	OVERALL RECORD	CONFERENCE FINISH	COMMENTS/POST SEASON
Men's Basketball	13-5	24-12	2nd	MW Championship game for first time since 2003; Invited to National Invitation Tournament & advanced to 2nd round; Larry Eustachy named MW & NACBA Region Coach of the Year
Men's Cross Country	N/A	N/A	2nd	4th in NCAA Mountain Region Cross Country Championship; 17th at NCAA Championships (best finish since 2003)
Football	5-3	7-6	T-4th (Mountain Div.)	Earned fourth-consecutive bowl berth; lost to Idaho in the Famous Idaho Potato Bowl (16th bowl game in program history)
Men's Golf	N/A	N/A	2nd	Won 2 tournaments; Jake Staiano individual NCAA Regional qualifier
Men's Indoor Track	N/A	N/A	1st	5 Individual qualifiers for NCAA Championship, Mountain West Team Champion, Mostafa Hassan won NCAA title in shot put, Best NCAA team finish in school history, Brian Bedard named MW Coach of the Year
Men's Outdoor Track	N/A	N/A	2nd	6 Individual qualifiers for NCAA Championship
Women's Basketball	15-3	25-9	1st	Won fourth-consecutive MW regular-season championship; Competed in National Invitation Tournament
Women's Cross Country	N/A	N/A	4th	Finished 6th in NCAA Mountain Region Cross Country Championship; 2 individual NCAA Championship participants
Women's Golf	N/A	N/A	8th	Katrina Prendergast qualified as individual for NCAA Regional
Women's Soccer	1-9-1	3-14-2	12th	Did not qualify for NCAA Championship
Softball	9-15	28-22	7th	Did not qualify for NCAA Championship
Women's Swimming & Diving	N/A	N/A	5th	Did not qualify for NCAA Championship
Women's Tennis	0-6	9-14	10th	Did not qualify for NCAA Championship
Women's Indoor Track	N/A	N/A	1st	MW Champions; 2 individual qualifiers for NCAA Championship
Women's Outdoor Track	N/A	N/A	2nd	4 individual qualifiers for NCAA Championship
Women's Volleyball	15-3	21-9	2nd	Qualified for the NCAA Tournament for the 22nd consecutive year

Athletic Performance

2016-17 Accomplishments

- CSU claimed three Mountain West championships (women's basketball, women's indoor track & field, men's indoor track & field).
 - Overall, 9 of Rams' 16 programs finished in the top two in the MW—three champions and six second-place finishes (men's cross country, volleyball, men's basketball, men's golf, men's outdoor track & field, women's outdoor track & field)
- The average Mountain West finish of the Rams' 16 programs was 3.94 (better than 4th place, on average), highest among all MW schools (San Diego State was next at 4.22, Boise State at 4.37).
- The Rams were represented in 10 NCAA postseason competitions (volleyball, men's cross country, women's cross country, swimming & diving, men's indoor and outdoor track & field, women's indoor and outdoor track & field, men's golf and women's golf). Including the two basketball programs competing in their respective National Invitation Tournaments and football's bowl game, 13 of the 16 CSU athletic programs wrapped up their year in postseason events.

Athletic Performance

2016-17 Accomplishments

- Over the past three school years, Colorado State has the third-best combined winning percentage in the nation among the four revenue-producing sports of football, volleyball and men's basketball & women's basketball. Those four programs have combined to win an impressive 75 percent (250-85) of their games over the past three years, and 85 percent (146-25) of their home games.
- Men's track and field standout Mostafa Hassan claimed the national championship in the shot put at the 2017 NCAA Indoor Championships, becoming CSU's first individual national champion since 2005. The junior recorded a winning shot put of 69 feet, 9.5 inches to earn his third All-America award. He followed that with a national runner-up finish at the 2017 NCAA Outdoor Championships in June.
- The volleyball program, under 21st-year head coach Tom Hilbert, qualified for the NCAA tournament for the 22nd year in a row.
 - Hilbert adds to his career record (509-121) as the winningest Division I collegiate head coach in any sport in the state of Colorado.
- The track and field program claimed the most CoSIDA Academic All-America honors in the nation in 2017, with Jefferson Abbey, Mostafa Hassan, Alex Hess and Jerrell Mock honored. The quartet represented CSU's first Academic All-Americans since volleyball star Dana Cranston was selected in 2013.

2016-17 Financial Report

Colorado State University
Department of Athletics
FY 17 Budget and Actuals-Unaudited

Expenditures	Budget FY 17	Actuals FY 17	Variance Actual vs Budget
1 Financial Aid	\$ 9,066,847	9,027,284	\$ 39,563
2 Salaries and Benefits	15,250,246	14,962,065	288,181
3 Debt Service	377,856	374,011	3,845
4 Operations	11,004,467	11,683,400	(678,933)
5 Bowl Game (established midyear per MW formula after bowl selection)	650,400	902,798	(252,398)
6 Camp Expenses including payouts of FY 16 profits	1,200,000	723,414	476,586
7 Trade Outs*	800,000	3,097,286	(2,297,286)
8 Total Expenditures	\$ 38,349,816	40,770,238	\$ (2,420,422)
Revenues			
10 University Base Support	\$ 11,639,223	11,639,223	-
11 University 1x Support	3,585,570	3,196,331	(389,239)
12 Student Fees	5,742,581	5,838,349	95,768
13 Camp Revenues received in FY 17	1,200,000	619,307	(580,693)
14 Camp Fund Balance Use to pay FY 16 profits	-	104,107	104,107
15 Trade Outs*	800,000	3,097,286	2,297,286
16 Bowl Revenue (MW distribution based on bowl site = Ticket Sales)	650,400	546,933	(103,467)
17 Self Generated Revenue	14,100,605	15,728,702	1,628,097
18 Total Revenue	\$ 37,718,379	40,770,238	\$ 3,051,859
19			-
20 Alabama Game Guarantee**	750,000	-	(750,000)
21 Net (=Total Revenues-Total Expenditures-Reserve/Game Guarantees)	\$ 118,563	-	\$ (118,563)

* Under Armour contract in FY 17 moved to a product allocation model instead of discounted purchase. Offsetting revenue and expense trade entries reflect that adjustment

** Alabama funds will be received in FY 18 with \$750,000 reimbursement to university for FY 17

Net University Contribution to Athletics

Net University Contribution Less Financial Aid and Less McElwain Buyout \$-Less AL	\$ 4,638,946	\$ 4,289,290	\$ 349,656
Net University Contribution Less Financial Aid and Less McElwain Buyout \$ Less AL as % of Budget	12.30%	10.52%	

CSU-Pueblo Department of Athletics Report to the Board of Governors

August 2017

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

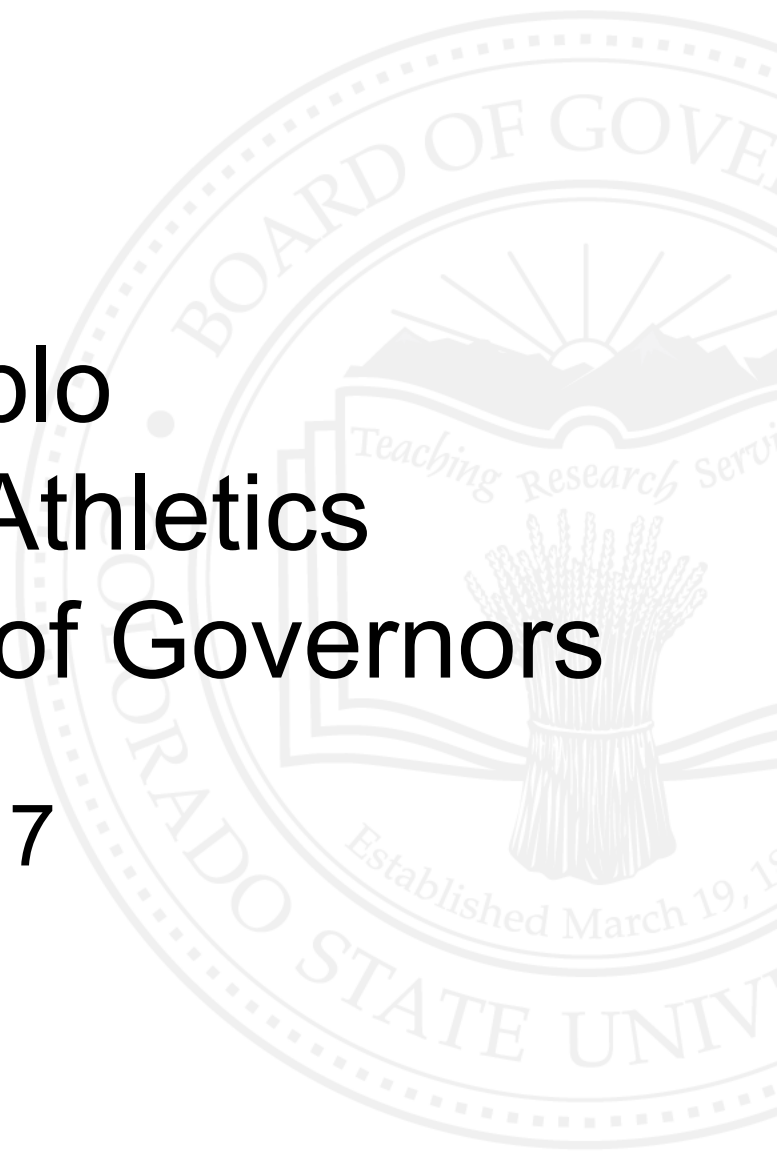


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- IV. New Athletics Facilities
- V. “Pack Quick Facts”

THE **PACK** WAY

- DO THINGS THE RIGHT WAY
- RETAIN AND GRADUATE OUR STUDENT ATHLETES
- DOMINATE THE ROCKY MOUNTAIN ATHLETIC CONFERENCE
- GAIN NATIONAL PROMINENCE IN DIVISION II
- ENSURE STUDENT ATHLETES LEAVE UNIVERSITY EQUIPPED FOR SUCCESS

“DEVELOPING CHAMPIONS THROUGH ATHLETICS”

Academic Performance

- 3.06 GPA for all student-athletes (2016-2017)
- 76.2% retention rate (F15 to F16) 65 Graduates
- 120 student-athletes earned Academic All-RMAC recognition, including 30 first team award winners
- Four Academic All-Americans (Feenstra from Football and Carter, Riley and Williams from XC/Track and Field)
- Derrick Williams of XC/Track & Field named NCAA Elite 90 Award recipient for the second time
- 15 members of the football team named Academic All-RMAC, including three first team recipients

Graduation Rates

(2009-10 Cohort)

Rate	CSU- Pueblo Student Athletes	All CSU- Pueblo Students	NCAA DII Student Athletes	All NCAA DII Students	RMAC Student Athletes Avg.	Rank in RMAC
Federal Graduation Rate	47%	33%	56%	49%	54.3%	11 th (T)
NCAA Academic Success Rate	57%**	N/A*	71%	N/A*	68.3%	12 th

*The NCAA Graduation Academic Success Rate (ASR) is not calculated for non-athletes.

**04-05 ASR 77%, 05-06 ASR 70%

NCAA ACADEMIC SUCCESS RATE

Cohort	07	08	09
Baseball	72	68	64
M Basketball	48	38	40
Football	43	46	43
M Golf	90	80	69
M Soccer	70	69	67
M Tennis	67	79	78
Wrestling	46	33	39
W Basketball	93	80	79
W Golf	38	50	46
Softball	58	67	73
W Soccer	82	82	80
W Tennis	30	67	64
Track/CC	76	79	78
Volleyball	91	89	81
AVERAGE	62	60	57

of the

Team GPAs

	Spring 2016	Fall 2016	Spring 2017
Men's Soccer	3.10	2.88	3.00
Women's Soccer	3.40	3.39	3.39
Volleyball	3.41	3.35	3.38
Football	2.85	2.69	2.68
W. Tennis	3.58	3.60	3.27
M. Tennis	3.16	3.31	3.41
W. Golf	3.31	3.47	3.34
M. Golf	3.26	2.84	2.81
Softball	3.36	3.30	3.30
Baseball	2.87	3.05	2.76
W. Cross Country	3.63	3.47	3.78
W. Track & Field	3.18	3.47	3.58
M. Basketball	2.66	2.88	3.00
W. Basketball	3.34	3.22	3.21
Wrestling	2.82	2.92	2.80

Team GPAs

	Spring 2016	Fall 2016	Spring 2017
M. Track & Field	3.20	3.07	3.40
Swimming & Diving	2.90	2.97	2.55
W. Lacrosse	3.01	3.24	3.13
M. Lacrosse	2.40	3.02	2.69
M. Cross Country	3.47	3.23	3.62
Average	2.99	3.01	2.99

2016-17 Athletics Recap

- Fall

- Football
- Women's Soccer

- Winter

- Women's Basketball
- Wrestling

- Spring

- Track & Field



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2016-17 Recap Cont.

- CSU-Pueblo finishes at a record high 35th in Learfield Director's Cup with nine programs contributing.
- Derrick Williams totals four All-American honors, while Andrea Tuck and Sydni Riley become first women's indoor track All-Americans
- Women's Basketball started 24-0, finished with a record 28 wins and hosted the NCAA South Central Region Tournament at Massari Arena
- Women's Basketball standout Molly Rohrer was named all-region and recognized as the RMAC Player of the Year
- 112 Pack Student-Athlete Recognized as All-Conference, 45 1st Team Honors

2016-17 Recap Cont.

- Women's Soccer advanced to the NCAA Tournament for the first time in program history behind five all-region performers (Jessica Westhoff was first team)
- Wrestlers JaVaughn Perkins (4th) and JaCobi Jones (8th) named All-Americans
- Nelson Kahler (MBB) and Katie Cunningham (WBB) honored as RMAC Defensive Player of the Year
- Men's XC/T&F named 7th best program in Division II
- The Pack totaled 17 All-Americans
- CSU-Pueblo was 3rd in the RMAC Cup (record points)
- Won Steel & Silver Trophy for 3rd Consecutive Year

2016-17 Athletic Performance

<u>Sport</u>	<u>Overall</u>	<u>RMAC</u>	<u>Post Season/ Notes</u>
Football	8-3	8-2	Won 5 th RMAC Championship in the last 6 years
W. Soccer	14-5-1	9-2-1	Advanced to the NCAA Tournament for first time in program history 5 honored as all-region (Jessica Westhoff was first team)
M. Soccer	8-10	6-8	Three players gathered All-RMAC honors
Volleyball	12-16	10-8	Qualified for RMAC Tournament for 3 rd consecutive season. First season for head coach Jill Muhe
W. Cross Country	N/A	3 rd	Qualified for first NCAA Division II National Championships Placed 16 th for best nationals finish in program history Miriam Roberts runs to All-American honors
M. Cross Country	N/A	3 rd	Qualified for first NCAA Division II National Championships Finished 9 th for the programs third top 10 finish at a national championship Marcelo Laguera named All-American
M. Basketball	19-9	17-5	Hosted first round of RMAC Shootout after finishing 3 rd in RMAC standings Recorded the most conference wins in school history
W. Basketball	28-4	20-2	Hosted the NCAA South Central Region and RMAC Tournaments Advanced to the second round of the NCAA Tournament for 2 nd time in history Won the RMAC Regular Season Title Set a program record with 28 wins
Wrestling	11-4	5-1	RMAC Champions for 7 th time in program history Finished 2 nd at regionals and 22 nd at nationals with two All-Americans
Swimming and Diving	2-5	1-2	Stefany Busch becomes 1 st member of the Pack to qualify for NCAA's Six school records broken
Softball	19-29	16-24	Two named All-RMAC Michaela Burpee finished 24 th nationally in homeruns per game

2016-17 Athletic Performance

<u>Sport</u>	<u>Overall</u>	<u>RMAC</u>	<u>Post Season</u>
Baseball	23-26	17-16	Advanced to RMAC Tournament P Kyle Lazcano named all-region
M. Tennis	7-14	2-5	Qualified for RMAC Tournament, lost in RMAC Semifinal David Mould named Academic All-District and wins RMAC Summit Award
W. Tennis	3-16	0-7	Qualified for RMAC Tournament, lost in RMAC Semifinal Two honored as All-RMAC
M. Golf	N/A	4th	Advanced to NCAA Tournament Two named All-RMAC First Team
W. Golf	N/A	2nd	Won first tournament since April 2014 Jacquelyn Porman wins RMAC Tournament
W. Track & Field	N/A	I – 5th O - 5th	Andrea Tuck & Sydni Riley are program's 1 st Division II Indoor All-Americans Finished T-40 th at Indoor Championships Qualified three for NCAA Outdoors; Tuck/Riley USTFCCCA All-Americans
M. Track and Field	N/A	I – 5th O - 6th	Derrick Williams was a four-time All-American (2 indoor, 2 outdoor) Men's DMR was 3 rd at Indoor Championships, Pack finished T-18 th Finished T-37 th at NCAA Outdoor Nationals
W. Lacrosse	5-10	3-6	Racheal Welzin named All-RMAC Second Team, 2 honorable mention Eight named to Academic All-RMAC
M. Lacrosse	6-6	4-6	Recorded most wins in program history and first .500 season Record 6 named All-RMAC; Foerster First Team

New Facilities 2016-17

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New Strength & Conditioning Facility – The Leomiti Warrior Center



Fieldhouse Athletic Training Room

COLORADO STATE UNIVERSITY SYSTEM

New Facilities 2016-17 Cont. ²⁹²



New Lights in Massari Arena

Video Board at the ThunderBowl



BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

PACK QUICK FACTS

- Membership Affiliation: NCAA II, Rocky Mountain Athletic Conference (RMAC)
 - Over 300 members in DII
 - RMAC membership consists of 16 schools located in Colorado, Nebraska, South Dakota, New Mexico and Utah
- 22 sports programs; 11 male, 11 female
- 586 student athletes
- Support Staff (Adm/Ath Trainers/Strength): 14 FT, 6 PT
- Coaching Staff (FT/PT/Vol.): 28 FT, 16 PT, 18 Vol.

NCAA DII Philosophy

- Life in Balance
- Partial Scholarship Model
- University Academic Profile
- University Enrollment Growth
- Front Porch for Universities



Section 15

Consent Agenda

- Colorado State University System
 - Minutes of the June 15-16, 2017 Board Retreat, Meeting and Committee Meetings
- Colorado State University
 - Approval of Degree Candidates
 - Program Review Schedule
- Colorado State University – Global Campus
 - Approval of Degree Candidates
- Colorado State University - Pueblo
 - Approval of Degree Candidates
 - Program Review Schedule

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM RETREAT
Cheyenne Mountain Resort, 3225 Broadmoor Valley Road, Colorado Springs
June 15, 2017**

CALL TO ORDER

Chair Munn called the retreat to order at 9:00 a.m.

ROLL

Governors present: D. Rico Munn, Chair; Nancy Tuor, Vice Chair; Scott Johnson, Secretary; Jane Robbe Rhodes, Treasurer; Dennis Flores; Mark Gustafson; Kim Jordan; William Mosher; Keith Knies, Student Representative, CSU-Global Campus; Margarita Lenk, Faculty Representative, CSU; Josh Silva, 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; Tim Mottet, Incoming President, CSU-Pueblo; Allison Horn, Director of Internal Auditing, CSU System; Jason Johnson, General Counsel, 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; Becky Takeda-Tinker, President, CSU-Global Campus

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: Tom Milligan, Vice President for External Relations, CSU; Simon Nelson, CEO, FutureLearn; Susy Serrano, Incoming Director of Internal Auditing, CSU System

Chair Munn explained the goal of the retreat is to examine the mission and the future direction of strategic planning as a system with changing demographics and an evolving higher education landscape, both in Colorado and nationally.

Heritage of Land Grant Mission and Influences on the Future: Dr. Frank indicated the presentation would focus on the heritage, commonalities and current status of all three of the CSU System (CSUS) institutions to plan for the future. He provided an historical overview of the educational paradigm beginning with the passage of the Morrill Act of 1862 and the formation of the land grant system followed by the creation of two-year colleges, state regional comprehensives, Hispanic Serving Institutions (HSI), and distance education. While there has been dramatic technological changes, the focus has remained on academic excellence that allows students to improve their lives and to benefit society.

Dr. Frank commented on current public perceptions and shared data on the status of American higher education. Colorado is a moderate tuition state and one of the most efficient states in producing degrees. He reflected on trends, research and development, and future opportunities to scale, experiment and evolve. The financial future for CSU-Pueblo is moving in a positive direction. CSU-Global Campus has been immensely successful in serving adult learners. While demographics are changing, a focus on traditions and models developed from the land grant heritage that underpin the CSUS institutions should be effective in continuing to serve the needs of Colorado.

Perspectives from CSU-Global Campus and CSU-Pueblo: Dr. Takeda-Tinker provided an overview on the focus, mission, growth, demographics and challenges for CSU-Global Campus which is data-driven to ensure students are learning and workplace needs are being met. Tuition has not increased in six years and approximately \$3 million in scholarships has been awarded this year. The institution is working on “CSU-Global Campus 2.0” to maintain its industry leadership, and to adapt technologies and academic programs that will meet the evolving student learning needs. Different models utilizing curriculum and content experts are being evaluated to drive engaging, informative and accountable learning experiences. CSU-Global Campus does not receive state funding and endeavors to be efficient as technology costs increase.

Dr. Mottet presented observations on how CSU-Pueblo as an HSI could capitalize on the geographic location and the population served. He commented on the differences between a Hispanic enrolling and Hispanic serving institution; the necessity to build on the concepts of learning and social support systems to support Hispanic, underrepresented, first generation and less prepared college students; and partnering with regional community colleges and high schools to create pathways for a culture of college-bound students. Discussion followed on reverse transfers; declining male enrollment; partnerships with the local Pueblo school districts; and the strength of CSU-Pueblo’s teaching, nursing and social work programs. The retreat then recessed for a break at 10:49 a.m. and reconvened at 11:00 a.m.

Global Trends in Learning: Ms. Parsons introduced Mr. Nelson who has met with representatives from CSU Online and CSU-Global Campus. Mr. Nelson provided an overview of FutureLearn which is an online learning platform wholly owned by Open University in London. He described the global enrollment, partnerships, trends and potential benefits for CSUS through a partnership with FutureLearn and demonstrated the FutureLearn app. Mr. Nelson explained the partnership between CSU and FutureLearn entails a membership fee and a commitment to creating a minimum number of courses by building on existing strengths. Training to develop skills and expertise would be provided and the courses would be jointly marketed to generate revenue with a 50-50 split.

The retreat recessed for lunch at 12:05 p.m. and reconvened at 1:01 p.m. Dr. Miranda commented on the value of partnerships, such as with FutureLearn and other consortiums. Within the state of Colorado, higher education institutions are partnering with other institutions to create value and to address the issues facing the local and national higher education ecosystem.

Status of CSUS Strategic Plan: Ms. Parsons recalled how the strategic mapping process began two years ago with the identification of three broad work areas: engagement and community building, academic coordination, and process alignment. She reviewed the progress made in each of the three categories.

Chair Munn directed the discussion towards mission, mission delivery and mission critical direction for each of the three institutions over the next couple of years and any changes or reprioritization in the strategies. Dr. Frank noted an additional priority with an executive leadership change would be to assist Dr. Mottet as the incoming CSU-Pueblo president.

Discussion followed on differentiators for CSU-Pueblo; learning systems, longitudinal assessment of critical learning, adaptive learning platforms and technological changes; and workforce readiness and partnering with the community to meet employer needs. The mission critical direction for CSU-Pueblo was identified as a focus on market differentiation including the HSI and potential MSI designations.

Dr. Takeda-Tinker remarked on how the CSU-Global Campus 2.0 initiative will expand Colorado enrollment and extend services to underserved students as well as the freshmen adult market that is currently restricted by statute to out-of-state students. A new student experience initiative was launched last year to improve engagement and retention. Departmental collaboration is encouraged and there is a continuing effort to be more transparent.

Dr. Frank remarked on the consumer-based competitive system of higher education in Colorado and the political compromise two years ago to expand CSU-Global Campus' mission of degree completion for working adults to include out-of-state first-time, full-time freshmen. Dr. Takeda-Tinker noted CSU-Global Campus currently serves students in all Colorado counties except Kiowa.

In response to a question on the strategic planning timeframe and the differentiation between mission, core values and strategies, Chair Munn explained the alignment between the CSUS strategic mapping and the institutional strategic plans that are more bound to specific timelines. The mission critical issues for CSU-Global Campus include supporting the institution's 2.0 initiatives, articulating the mission of the institution, increasing access, and providing credentials for adult learners to support the state's higher education strategic plan.

Chair Munn commented that the access to excellence through the land grant mission and the various initiatives as articulated by Dr. Frank create the base for the mission critical work of CSU. Other mission critical directives include effective communication on the value proposition and engagement with the community.

Discussion followed on prioritization and re-articulation of the CSUS strategic work areas with inclusion of interactive learning systems, educational experience, student access across the system, and the leveraging and integration of resources to create efficiencies. The retreat recessed for a break at 2:57 p.m. and reconvened at 3:11 p.m.

Organizational Alignment: Dr. Frank reflected on the organizational alignment of CSUS to deliver on the strategic plan and to optimize effectiveness through an analysis of assets, liabilities and expectations. He shared a brief analysis of CSUS by utilizing a success triangle model developed by Rich Karlgaard and reviewed the responsibilities of the Board to set overall direction and to assure accountability to the citizens of Colorado.

Chair Munn and Ms. Parsons will draft a revised strategic map framework that articulates the expectations brought forth during the retreat discussions with a defined timeframe for discussion at the August meeting. Consideration will be given on how to best bring forward more information and discussion of learning systems at future meetings, possibly through the Academic and Student Affairs Committee. Additional data on CSU-Global Campus' service to the state of Colorado will also be presented at the next Board meeting. The decision was made to continue presentation of the institutional strategic plans when meetings are held on the individual campuses. The retreat was adjourned at 3:36 p.m.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM MEETING
Cheyenne Mountain Resort, 3225 Broadmoor Valley Road, Colorado Springs
June 16, 2017**

CALL TO ORDER

Chair Munn called the meeting to order at 9:01 a.m.

ROLL

Governors present: D. Rico Munn, Chair; Nancy Tuor, Vice Chair; Jane Robbe Rhodes, Treasurer; Dennis Flores; Mark Gustafson; Kim Jordan; William Mosher; Dean Singleton (via telephone); Keith Knies, Student Representative, CSU-Global Campus; Margarita Lenk, Faculty Representative, CSU; Josh Silva, 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; Tim Mottet, Incoming President, CSU-Pueblo; Allison Horn, Director of Internal Auditing, CSU System; Jason Johnson, General Counsel, 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; Becky Takeda-Tinker, President, CSU-Global Campus

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: Tom Milligan, Vice President for External Relations, CSU; Susy Serrano, Incoming Director of Internal Auditing, CSU System

Chair Munn convened the meeting and asked General Counsel Johnson to administer the oath of office to the new faculty and student representatives.

PUBLIC COMMENT

Chair Munn confirmed that no one signed in for public comment.

BOARD CHAIR'S AGENDA

Board Meeting Calendars: Chair Munn asked for a motion to approve the FY 17-18 and FY 18-19 meeting calendars. **Motion/Action:** Vice Chair Tuor made the motion; Governor Flores seconded; and the motion passed unanimously.

Committee Assignments: Chair Munn commented on statutory requirements relative to the committee assignments. Governor Robbe Rhodes will serve on the new Investment Advisory Committee that was not reflected on the list.

AUDIT AND FINANCE COMMITTEE

Committee Chair Robbe Rhodes convened the committee meeting and asked Ms. Johnson to begin with the action item.

Approval of CSU Special Course Fees and Differential Tuition: Ms. Johnson reviewed the minor corrections to the special course fees, the additional differential tuition rates, and the Tuskegee award program. **Motion/Action:** Governor Gustafson moved to approve; Governor Jordan seconded; and the motion carried unanimously. When asked about timing for budget questions, Chair Munn explained the year-long budget process that begins with the August meeting.

CSU System Treasury Update: Ms. Johnson provided an update on the activities that have occurred and are planned including preparation of a preliminary draft investment policy and a draft RFP for an investment consultant who will assist with finalizing the investment policy. She commented on the statutory requirements for the Investment Advisory Committee and the list of potential members from the financial community that are being contacted.

Currently the CSU System (CSUS) investments are managed by the State Treasurer. In 2008, CSUS joined Mesa State in moving forward legislation that grants authority to create their own treasuries and to withdraw and manage their investments. The decision was made to not proceed at that time due to the downturn in the market. Subsequently, the decision was made in 2016 to hire a CSUS Treasurer to begin the process of managing the CSUS assets.

The investment policy will outline the allowable types of investments and the related percentage of total assets within each specific category along with a defined range for each investment category. Once an investment consultant is hired, the consultant along with the Investment Advisory Committee will finalize the investment policy for submission to the Board for review and approval. Discussions have been initiated with the State Treasurer's office to work through the process.

CSUS Commercial Paper Program: Ms. Johnson explained that the 11th supplemental resolution approved in October 2016 had three financing components: 1) refinancing of existing debt, 2) a short-term financing solution to bridge donor pledges, and 3) resources for new projects. Based on research for short-term funding products, the decision was made to move forward with a commercial paper program (CP). Ms. Johnson provided an update on the CP process with an issuance of an RFP forthcoming to select the CP underwriter; attainment of ratings through Standard and Poor's and Moody's which is a different process for short-term funding; and finalization of the legal documents. While the CP program may be launched during the 12-month window stipulated in the 11th supplemental resolution, reauthorization of that supplemental resolution may be needed.

REAL ESTATE/FACILITIES COMMITTEE

Committee Chair Mosher indicated the committee would convene in executive session.

EXECUTIVE SESSION

Chair Munn asked for a motion to convene in executive session. **Motion/Action:** Governor Mosher made the motion; Vice Chair Tuor seconded; and the motion carried unanimously. General Counsel Johnson read the meeting into executive session for the purposes of discussing the purchase or sale of property 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 9:29 a.m. Vice Chair Tuor assumed leadership when Chair Munn recused himself during the portion of executive session that related to CSU-Global Campus. The meeting reconvened in open session at 11:10 a.m.

GENERAL ACTION ITEMS

Chair Munn indicated action on each item would be taken separately.

Motion/Action: Governor Robbe Rhodes moved to approve the certification of the consent agenda. Governor Lenk seconded and the motion carried unanimously.

Motion/Action: Governor Gustafson moved to approve the settlement authorization for the matter discussed in executive session. Governor Flores seconded and the motion carried unanimously.

Motion/Action: Governor Gustafson recused himself for the vote on the National Western framework agreement action item due to his position on the National Western board. Governor Mosher moved to approve; Vice Chair Tuor seconded; and the motion carried unanimously.

MEETING EVALUATION

Chair Munn asked for input on the location for next June's Board retreat. Dr. Frank indicated several options will be brought forth for consideration.

With no further business to come before the Board, the meeting adjourned at 11:20 a.m.

Board of Governors of the Colorado State University System
Meeting Date: August 2, 2017
Consent Item

MATTERS FOR ACTION:

Approval of Degree Candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirement for their respective degrees during the 2017-2018 Academic Year.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

The Faculty Council of Colorado State University recommends the conferral of degrees on those candidates who satisfy their requirements during the 2017-2018 Academic Year. The Registrar's Office will process the applications for graduation; only those individuals who complete all requirements will receive degrees.

Board of Governors of the Colorado State University System
August 2, 2017
Consent Item

MATTERS FOR ACTION:

Approval of Degree Candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirement for their respective degrees during the 2017-2018 Academic Year.

EXPLANATION:

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

The Faculty of Colorado State University – Global Campus recommends the conferral of degrees on those candidates who satisfy their requirements during the 2017-2018 Academic Year. The Office of the Registrar will process the applications for graduations; only those individuals who have completed all requirements will receive their degree.

Board of Governors of the
Colorado State University System
Meeting Date: August 2, 2017
Consent Item

MATTERS FOR CONSENT:

Approval of degree candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirements for their respective degrees at the end of each cohort within the academic calendar year 2017-2018.

EXPLANATION:

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

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

CSU-Pueblo anticipates that approximately 770 undergraduate degrees and 90 graduate degrees should be awarded in the upcoming academic year (i.e. fall 2017, and spring and summer 2018). The table below provides detail on bachelor's and master's degrees awarded in summer 2016, fall 2016 and spring 2017; it also provides the related averages between spring 2011 and fall 2016. In addition, one posthumous degree (bachelor's degree for a music student) was awarded in spring 2017.

	AY2016-2017 # Bachelor's awarded	AY2016-2017 # Master's awarded	Sp2011-Fa2016 Bachelor's average	Sp2011-Fa2016 Master's average
Summer	158	38	169	26
Fall	145	22	177	31
Spring	454	26	40	53

Board of Governors of the Colorado State University System
 Meeting Date: August 2, 2017
 Consent Item

MATTERS FOR ACTION:

Program Review Schedule

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the 2017-2018 program review schedule.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

In accordance with University policy, as approved by the Board of Governors, every Department or instructional unit must undergo a program review at least once every six years. The following academic program review schedule for the academic year 2017-2018 is submitted for your approval:

DEPARTMENT	DEGREE
ANTHROPOLOGY	ANTHROPOLOGY – B.A. ANTHROPOLOGY – M.A.
ECONOMICS	ECONOMICS – B.A. ECONOMICS – M.A. ECONOMICS – Ph.D.
ETHNIC STUDIES	ETHNIC STUDIES – B.A. GENDER, POWER, AND DIFFERENCE – CT ETHNIC STUDIES – M.A.
HISTORY	HISTORY – B.A. HISTORY – M.A.
JOURNALISM AND MEDIA COMMUNICATION	JOURNALISM AND MEDIA COMMUNICATION – B.A. PUBLIC COMMUNICATION AND TECHNOLOGY - M.S. MASTER OF COMMUNICATIONS AND MEDIA MANAGEMENT – M.C.M.M. PUBLIC COMMUNICATION AND TECHNOLOGY – Ph.D.
POLITICAL SCIENCE	POLITICAL SCIENCE – B.A. POLITICAL SCIENCE – M.A. POLITICAL SCIENCE – Ph.D.
SOCIOLOGY	SOCIOLOGY – M.A. SOCIOLOGY – Ph.D. SOCIOLOGY – B.A.

Board of Governors of the
Colorado State University System
Meeting Date: August 2, 2017
Consent Item

MATTERS FOR ACTION:

Program Review Schedule

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve and forward to the Colorado Commission on Higher Education the following list of Colorado State University-Pueblo academic programs to be reviewed in academic year 2017-2018 in accordance with the approved Program Review Plan for the CSU System. The CSU-Pueblo program review calendar appears on the next page.

- Athletic Training (BS)
- Automotive Industry Management (BS)
- Civil Engineering Technology (BSCET)
- Construction Management (BS)
- Exercise Science and Health Promotion (BS)
- Political Science (BA/BS)
- Social Science (BA/BS)
- Social Work (BSW)

EXPLANATION:

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

The list above is in accordance with established review schedule 2017-2018 through 2021-2022 on the next page. To date, none of the programs have submitted formal requests with justification to the CSU-Pueblo Curriculum and Academic Programs Board (CAP Board) to delay their University program review to coincide with their disciplinary accreditation review. Should any delay requests be submitted, the CAP Board will respond to them in September and make recommendation to the President.

Program Review Calendar

2017-2018 Engineering	CEEPS:	Athletic Training (BS), Automotive Industry Management (BS), Civil Technology (BSCET), Construction Management (BS), Exercise Science and Health Promotion (BS)
	CHASS:	Political Science (BA/BS), Social Science (BA/BS), Social Work (BSW)
2018-2019	CEEPS:	Engineering (BSE), Engineering (MS), Industrial Engineering (BSIE), Industrial & Systems Engineering (MS)
	CSM:	Biology (BS & MS), Physics (BS)
	CHASS:	Art (BA/BFA), English (BA), English (MA), History (BA/BS), Psychology (BA/BS)
2019-2020	CHASS:	Music (BA), Foreign Languages (Spanish BA)
	HSB:	Accounting (BSBA), Business Management (BSBA), Computer Information Systems (BS; includes joint BS-CIS/MBA), Economics (BSBA), Master of Business Administration (MBA, including joint BSBA/MBA)
2020-2021	CEEPS:	Nursing (BSN), Nursing (MSN)
	CHASS:	Mass Communications (BA/BS), Sociology (BA/BS)
2021-2022	CEEPS:	Liberal Studies (BS), Education (MEd)
	CHASS:	History (MA)
	CSM:	Mathematics (BA/BS), Chemistry (BS & MS), Biochemistry (MS)
2022-2023 Engineering	CEEPS:	Athletic Training (BS), Automotive Industry Management (BS), Civil Technology (BSCET), Construction Management (BS), Exercise Science and Health Promotion (BS)
	CHASS:	Political Science (BA/BS), Social Science (BA/BS), Social Work (BSW)

Abbreviations

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

Section 16

Meeting Evaluation



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APPENDICES



- Appendix I: Construction Reports
- Appendix II: Correspondence
- Appendix III: Higher Ed Readings




APPENDIX I



Construction Status Reports



Project	Bonds/Funding		Occupancy	Status as of July 1, 2017
<p>Multipurpose Stadium</p> <p>Total Budget: \$220,000,000</p>	<p>\$220,000,000-bond funds</p> <p>Stadium Revenue</p>		<p>July 2017</p>	<p>The new multi-use stadium is nearing completion, within budget and on schedule.</p> <p>West side and field are substantially complete. Football program moved in at the end of June. All concession equipment is installed, scoreboard is approaching completion. Pitkin Porch completion in mid-Aug 2017.</p> <p>Grand opening celebration on Aug 5, 2017 with first game on Aug 26, 2017.</p>
<p>Stadium Alumni and Academic Space</p> <p>Total Budget: \$18,500,000</p>	<p>\$18,500,000-bond funds</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, within budget and on schedule.</p> <p>Finishes are being installed with expected move-in August 11, 2017</p>

Project	Bonds/Funding		Occupancy	Status as of July 1, 2017
<p>Health and Medical Center</p> <p>Total Budget: \$56,100,000</p>	<p>\$49,000,000-bond funds</p> <p>Hartshorn Health Center</p> <p>Remaining funding from donations - Columbine Center for Healthy Aging and UC Health</p>		<p>June 2017</p>	<p>This project constructed an approximately 161,000 gsf medical center with 27,500 gsf on the 4th floor unfinished to accommodate future growth, within budget and on schedule.</p> <p>Project is open and occupied.</p>
<p>Biology Building</p> <p>Total Budget: \$70,000,000</p>	<p>\$70,000,000-bond funds</p> <p>Student Facility Fee, General Fund and Donations</p>		<p>July 2017</p>	<p>This project constructed an approximately 152,000 gsf biology building, within budget and on schedule.</p> <p>Furniture installation underway. Staff move-in starts July 20, 2017.</p>

Project	Bonds/Funding		Occupancy	Status as of July 1, 2017
<p>Chemistry Building</p> <p>Total Budget: \$56,566,618</p>	<p>\$5,400,000-bond funds</p> <p>General fund</p> <p>State funding: \$51,166,618</p>		<p>Aug 2017</p>	<p>This project constructed an approximately 61,000 gsf chemistry building, within budget and on schedule.</p> <p>Commissioning of over 100 chemical fume hoods is complete. Furniture delivery and installation underway with staff move-in starting mid-Aug. 2017.</p>
<p>Translational Medicine Institute and Research Horse Barn</p> <p>Total Budget: \$77,800,000</p>	<p>\$9,600,000 bond funds</p> <p>General fund</p> <p>Remaining funding from donations and NWC COPs.</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>Site work and foundations underway, 100% Construction Document set due in early Aug. 2017. Project is approximately 10% complete.</p>

Project	Bonds/Funding		Occupancy	Status as of July 1, 2017
<p>Michael Smith Natural Resources Addition</p> <p>Total Budget: \$20,200,000</p>	<p>\$5,000,000-bond funds</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>Project is in budget and on schedule. Demolition complete, utilities and foundations underway. Project is approximately 10% complete.</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 86% complete.</p>
<p>Richardson Design Center</p> <p>Total Budget: \$16,500,000</p>	<p>All funding from donations and General Fund</p>		<p>January 2019</p>	<p>This project will construct an approximately 41,000 gsf building to house interdisciplinary design programs.</p> <p>Design-Build team has been selected and design is underway. Expect construction to start Sept. 2017.</p>

Project	Bonds/Funding		Occupancy	Status as of July 1, 2017
<p>Global Food Innovation Center in Honor of Gary & Kay Smith</p> <p>Total Budget: \$20,000,000</p>	<p>All funding from donations and General Fund</p>		<p>December 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>Design-Build team has been selected, and design is underway. Expect construction to start Aug 2017.</p>
<p>Health Education and Outreach Center</p> <p>Total Budget: \$23,200,000</p>	<p>Funding from NWC COPs and Student Facility Fee cash</p>		<p>Dec 2018</p>	<p>This project will construct an approximately 38,000 gsf addition to the Anatomy-Zoology building for new gross and neuro anatomy laboratories and National Western Center program space.</p> <p>Design-Building team has been selected and contracting is underway.</p>

COLORADO STATE UNIVERSITY - PUEBLO					
CONSTRUCTION PROJECT STATUS REPORT					
Project	Total Budget & Funding Source	Construction Start	Scheduled Completion	STATUS as of 07/17/2017	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	
Occhiato University Center Renovation and Addition	\$35,000,000 Debt to be repaid with student fee facility fees, grants, & auxiliary services revenue			Occhiato 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 area hvac, electrical, plumbing, and finishes ongoing. Entire project approximately 82% 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

Geary, Melanie

From: Hooker, Mike
Sent: Wednesday, June 14, 2017 5:23 PM
To: katie.langford@gjsentinel.com
Subject: Re: Accessibility

Hi Katie,

The CSU Board of Governors makes public accessibility a top priority, including providing several ways for the public to communicate with the Board. On the CSU System website there are "Contact Us" links at the top and bottom of every page, which lead to a list of System contacts that includes the email address to contact any board member. The same information is also included on the page dedicated to specific information about the Board. In addition, there is a time set aside for public comment on the agenda of every regularly scheduled Board meeting, which are all open to the public. As a public institution serving the state of Colorado we recognize and embrace the responsibility we have to be accessible to the public, and the value of the ideas and input shared in the process.

Here are links to the pages referenced above:

<http://www.csusystem.edu/>

<http://www.csusystem.edu/board-of-governors/board-members>

<http://www.csusystem.edu/contact-us>

Best,
Mike

Mike Hooker
Public Information Officer, Colorado State University Board of Governors
(970) 491-1545

From: katie.langford@gjsentinel.com
Sent: Tuesday, June 13, 2017 9:58:25 PM (UTC-07:00) Mountain Time (US & Canada)
To: CSUS Board
Subject: Accessibility

Hello Governors,
I'm working on a story about how accessible the boards of trustees/governors/regents at Colorado's public universities are to the public.
Please let me know if any of you would like to comment on this.

Thanks!
Katie Langford
Reporter
The Daily Sentinel
970.256.4312
@katielangford35

Subscribe to
THE DAILY SENTINEL

Geary, Melanie

From: bobvangermeersch@aol.com
Sent: Saturday, June 24, 2017 12:10 PM
To: CSUS Board
Subject: letter for each of the 15 governors

What's the real cost to run CSU's Athletics Department?

The NCAA requires a yearly report from CSU titled Statement of Revenue and Expenses. This document is audited by an outside firm and the final result sent to the Colorado Audit Dept.

The NCAA clearly defines "self-sufficiency", for athletics, as the amount of expenses that student taxes (fees) and University subsidies are needed for a breakeven budget.

In 2016 the lack of self-sufficiency amounted to \$22.2 Million! However that amount did NOT include \$2.46 M in "contributions" that may or may not have been given to athletics. Also, conspicuously absent was \$6.2 M to pay the debt service on new football stadium.

What does the CSU administration have to say about this? In a Denver Post article (5-11-17) the reporter stated

" ...,CSU's (athletics) operates in the red, in this case at roughly \$ 3 million in recent years"

The reporter went on to quote Joe Parker, of the CSU Athletics Dept.: "We're strong," . "Last year, we beat our plan to the betterment of a million dollars".

An educated reader has to ask the question "How can the need for a \$22 M subsidy jive with a \$3M deficit?"

What does Tony Frank have to say about this? In his Aug. 7, 2015 address to the Board of Governors he stated: (Coloradoan 8-9-15)

"....These budgets (athletics) are running a slight deficit." The headline stated \$3.2 M.

Joe Parker says "we're strong" and Tony says a "slight deficit."

However they need \$23 Million to break even.

WOW!! Sounds like Tony and Joe are using a very different set of financials than the CSU report to the NCAA.

It appears that Dr. Frank is using "creative accounting" to subtract one expense (athletic scholarships) from another expense (University subsidy) to get a smaller expense (net support).

In an August 18 2015 Forbes article, Dr. Rich Vedder (Economics Professor at Ohio University) responded candidly to Dr. Franks statement:

"I have seen a lot of athletics-related accounting that in the corporate world would land CFO's in jail, but this takes the cake."

The public may vote via email at csus_board@mailcolostate.edu
Either:

1. **We accept the official and audited financial statement to the NCAA?**

or

2. **We drink CSU athletics financial Koolade"?**

**Bob Vangermeersch 6-19-17
Fo0rt Collins CO.
970-223-0493**

APPENDIX III

Higher Ed Readings

Colleges face more pressure on student outcomes, but success isn't always easy to measure

The Chronicle of Higher Education; June 22, 2017

Government ranking systems like IpedS and the College Scorecard look at a school like Williamsburg Technical College in South Carolina and see a nine percent graduation rate and an average salary of \$22,000 10 years post-graduation. However, these numbers do not take into account dual-enrollees, part-time students, or students coming back to school after an absence – 94% of the student body – and they do not take into account that \$22,000 is actually \$6,000 more than the per-capita income in the county where Williamsburg Tech is located. The school is just one example of many where federal guidelines and statistics do not tell the full story of an institution. When the stakes are potentially as high as a loss of federal dollars or closure of the school, and when closure in a rural or economically disadvantaged area could leave potential students looking to for-profit institutions or no institutions at all, it is imperative that the right mix of measures are used to determine the success of a college.

Educating the public on the value of a college degree

The Chronicle of Higher Education; May 7, 2017

In this op-ed from Molly Corbett Broad, president of the American Council on Education, she addresses the fact there is increasing skepticism as to the benefit of a college degree and a dimming of the public's perception of the value of higher education. Results pooled from a series of focus groups revealed that a majority of participants believed the economic value of a college degree was stagnating or declining; most student borrowers owed far more money than they actually do; colleges and universities are not focused on managing costs and tuition increases; and traditional colleges and universities are for-profit institutions. Broad argues that, faced with these results, it is more important than ever to push back on this narrative and more effectively communicate the enormous value of a college degree to the wider community.

U.S. college freshmen are more politically polarized, concerned with costs

Wall Street Journal; May 1, 2017

A recent poll of 137,000 first-time, full-time students revealed that only 42% of freshmen described their political views as “middle of the road” – the lowest percentage in the 50+ years this survey has been conducted. Further, 56% had “some” concerns about financing college and 13% had “major” concerns. A record 15% of respondents felt they could not afford their first-choice school.

The wrong way to fix student debt

The New York Times; May 6, 2017

In recent months, the Trump administration and the DeVos-led Education Department have weakened accountability for companies that administer student loans, made enrolling (and staying enrolled) in income-based payment plans harder, and given banks increased leeway to charge high fees to borrowers – all by rolling back Obama-era regulations designed to address these issues. While rolling back regulation that stifles innovation could be considered a good thing, borrowers are assigned to a loan company and cannot shift to a better one, even if a better

one was available. Deregulation, therefore, does not create a better system; it simply leaves borrowers at the mercy of bad one.

[Can the middle class afford college?](#)

The Washington Post; May 8, 2017

As tuition rates have climbed, some colleges have increased merit-based aid packages to more affluent families in order to increase their own revenues. This has led to a socioeconomic “barbell” where campuses are increasingly full of students at either end of the socioeconomic spectrum and students from middle class families (in this article defined as household income from \$50,000-\$100,000) getting squeezed at both ends – unable to afford full tuition, but unable to qualify for Pell Grants. Financial aid needs to return to being used as an affordability mechanism rather than a recruitment tool if campuses hope to reflect the economic diversity of the United States.

[At colleges, demographic changes everywhere but the top](#)

The New York Times; June 20, 2017

The latest American College President Study, long viewed as an important census in higher education, indicates that while 56% of presidents said that the racial climate on campus has become an increasingly important issue and almost half claimed to be working hard to recruit female and minority faculty, the numbers show that only 30% of college presidents are female, only 17% are members of racial or ethnic minorities, and only 10% are younger than 50.

[Talk about diverse hiring often means faculty. What about staff?](#)

The Chronicle of Higher Education; June 29, 2017

Much of the recent focus on (and funding for) diverse hiring has gone to diversity among the faculty, but Jenny Kwon, a special projects administrator for the UC Berkeley chancellor, did her dissertation on staff diversity and found that minority staff members only made up 35 percent of management staff, while minority students make up 58 percent of the student body. In response, the university is crafting a program that they hope to have ready for the upcoming fiscal year, where participating minority staff members will be sponsored by senior executive administrators to help build their networks and advocate for more nonacademic staff diversity.

[July 2017 National Western Center newsletter](#)

Check out the latest edition of the NWC newsletter!

COLLEGES FACE MORE PRESSURE ON STUDENT OUTCOMES, BUT SUCCESS ISN'T ALWAYS EASY TO MEASURE

The Chronicle of Higher Education

By nearly any measure, Latia Harvin is a success story. Ms. Harvin, 18, was the valedictorian of her graduating class at C.E. Murray High School and is one of just 150 students chosen nationally to receive a \$20,000 scholarship as a "Coca-Cola Scholar."

And before fall, she will have earned as many as 36 credits by completing a certificate program at Williamsburg Technical College. All of her credits at Williamsburg Tech are eligible to transfer to the University of South Carolina at Columbia, where Ms. Harvin plans to study biology.

But the successes of students like Ms. Harvin haven't translated into plaudits for Williamsburg Tech, which has a graduation rate of just 9 percent on the Education Department's College Scorecard. Dual-enrollment students haven't been counted toward the federal calculation of the college's graduation rate. On average, just 6 percent of the nearly 700 students who enroll at the college are the "first-time, full-time" students who have been counted under federal graduation rates. Many other students complete nondegree programs or finish their degrees outside the three-year window to be counted by federal data.

The stakes for relying on poor data are growing. Some experts are calling for accreditors to revoke their approval of colleges that perform poorly on such measures. But there is less discussion about the impact on students who have few or no good options if their local community college were shuttered. The challenges of getting a college credential are already significant for many of Williamsburg Tech's students, and shutting the college would raise that bar much higher.

"Ultimately, I think if a student is not leaving college with more opportunities, then we should question whether [the college] should continue," said Michael Itzkowitz, senior policy adviser for higher education at Third Way, a nonpartisan think tank. Mr. Itzkowitz is a former Education Department official who helped design the College Scorecard.

He recently wrote a report calling for accreditors and the government to cut off federal dollars from colleges with low graduation rates, low earnings after graduation, and high rates of students who default on federal student loans.

Williamsburg Tech was not cited by that report, but it falls far below average on two of those measures — the college does not participate in the federal student-loan program. But college officials say they have a different story to tell about accountability, one that goes beyond traditional metrics. For example, about 96 percent of the students who complete their certificate, diploma, or degree programs are in school or working in their fields within a year, according to figures reported to the state.

Those numbers show that the college is providing a good education at a very low cost, said Margaret Chandler, dean of instruction at Williamsburg Tech. The college's tuition and fees are listed as \$2,040 per semester for the 2016-17 academic year.

In a small, rural community like Kingstree, accountability takes on a more personal meaning. Students are "going to run into us in the grocery store," Ms. Chandler said. "That's part of credibility on the most basic level," she said.

Few Options for Students

Kingstree is located about 75 miles north of Charleston, in one of South Carolina's poorest and least-educated counties — a place where residents have some of the greatest need for higher education and very few options to pursue it.

Williamsburg County's unemployment rate is about 5.5 percent, but wages remain low: A third of the county's 32,000 residents live below the poverty line and the median household income is less than \$29,000. Per capita annual income averages a little more than \$16,000, federal figures show.

Not surprisingly, Williamsburg Tech is the only college in a county where just 11 percent of residents have earned a bachelor's degree or higher, compared with nearly 26 percent statewide. Nearly 60 percent of the college's students receive federal Pell Grants.

The college itself is tidy but modest: three single-story brick buildings, named A, B and C, on Martin Luther King Jr. Avenue, about a mile from the town's main business district.

Its location is convenient for students from Kingstree High School, which is right next door. A growing number of high-school students are taking courses there for vocational training or general college preparation.

The college does get some high-school students who enroll full time after graduation, but they are often caught between the desire to earn a college credential and the necessity of earning money to support themselves and, sometimes, contribute to their household.

Jerrica Nesmith, 21, graduated in 2014 from nearby Hemingway High School and lives at home with her parents and two sisters, who are 15 and 25. Ms. Nesmith wanted to attend Claflin University, in Orangeburg, about 70 miles west of Kingstree. But the price was out of reach, she said. Instead, she enrolled full time at Williamsburg Tech to earn her associate degree while working full time at a local customer-service call center. But her work schedule didn't allow her to continue classes, so she had to stop for a semester.

Now she is working two jobs — at the local Boys and Girls Club during the week and a gas station on weekends — and plans to finish her degree in the fall. But that will be more than three years after she first enrolled and outside the window that has been used to count toward the federal graduation rate. After that she hopes to attend Coastal Carolina University to study accounting and become a certified public accountant.

‘I Got Tired of Hurting Myself’

Other students who have in the past been missed by federal graduation data are the many working adults taking certificate or degree programs, usually part time over several years, to improve their job opportunities.

Josh Porter, 35, worked in his father’s heating and air-conditioning business for 20 years, he said, until it took a toll on his neck and lower back. "I got tired of hurting myself," he said.

Now he is in his fifth semester in Williamsburg Tech’s machine-tool program and working full time as a machinist. The job may be easier on his back but the schedule has been grueling. Mr. Porter gets up at 5:30 a.m. in order to be at his job at 7 a.m. After a full work day, he goes to class two nights a week, sometimes finishing as late as 10 p.m. before driving the 40 miles home to his wife and a 15-year-old son. The same program is available at Trident Technical College near Charleston, he said, but the drive would be even worse with the traffic around the city, and the tuition is higher there.

Going to Williamsburg Tech is worth it for "the paper," Mr. Porter said, referring to the credential that will allow him to move up in his field. "This is just the beginning," he said.

Going to college has also been a good example for his son, who wants to be a diesel mechanic. "He sees college as something necessary," Mr. Porter said.

Odds are good that Ms. Nesmith and Mr. Porter will succeed in their goals, if they persist and finish their programs at Williamsburg Tech.

The college’s placement rate, which measures whether students continue on to another college or get a job in their field of study, has hovered around 95 percent and has been consistently higher than the average rate for the state’s entire technical-college system, which includes 16 institutions.

Williamsburg Tech officials acknowledge that as good as this figure is, it has limitations because it measures outcomes only for those who complete a program. It doesn’t consider the students who don’t finish. To count completions for all of the college’s various certificates and diplomas would require a name-by-name search, said Clifton Elliott, the college’s vice president for academic and student affairs.

The college touts several other numbers to show its successes, such as a "graduate production rate," retention rates from fall to spring semesters, and pass rates for the exam to become a licensed practical nurse — all of which are at or above the rates compared with the state system as a whole.

Those numbers seem to be good enough for the state, which has approved a pilot program for a tuition-free college at Williamsburg beginning in the fall.

But the question for many is whether the state's measures make it possible to compare Williamsburg Tech to colleges beyond the borders of South Carolina, and to judge whether it is worth the millions of federal dollars it receives.

The Right Measures?

By the commonly used federal measures, however, Williamsburg Tech still looks like a troubled institution. Those numbers will change as the government begins collecting and reporting a greater level of detail on the students who come and go from colleges, including those who transfer in and out, attend part time and take as long as eight years to complete a degree or certificate.

But it will be several years before the current students are reflected in the figures, and in the meantime, community-college officials question whether they are being tarred by data that paints an unfair picture of their performance.

In addition to a very low graduation rate, the average salary of Williamsburg Tech students who receive Pell Grants is just \$22,000 a decade after they first enrolled, according to figures from the College Scorecard. That's less than the national average earnings of a high-school graduate.

But that amount is \$6,000 more than the per-capita income in the county and just \$6,000 less than the median income for an entire household, according to census figures, and in an area where unemployment reached nearly 18 percent in 2010.

As the economy has begun to recover, wages are slowly improving, said Jim Moore, executive director of the Williamsburg County Economic Development Board. Starting salaries in a number of industries in the area range from \$24,000 to \$32,000 a year, he said. And those low figures are attractive to new businesses, he said: "We're still a bargain compared to Florence," he said, referring to the higher wages businesses pay in the city about 40 miles away.

So, what measures should students and the public use to determine if a college is successful? And what can the government and accreditors do if a college is failing?

"It's very hard to figure out what's the right mix of measures," said Ben Miller, senior director for postsecondary-education policy at the Center for American Progress.

Mr. Miller said that the federal data is too limited and researchers haven't figured out which outcomes consistently reflect a college's quality. For example, if a college has a high rate of student-loan defaults, it doesn't necessarily mean the education is bad, he said, it might just mean that the program is overpriced.

Another problem is that there is really only one penalty for a low-performing college: Losing access to federal financial aid. "You can't just close the main two-year college" for a region, he said. "We need some better set of options that can occur," he said, such as a state forcing changes in the governance.

In fact, South Carolina is doing just that for one of its low-performing institutions, Denmark Technical College. The state system has taken over the college, which is facing financial distress and falling enrollment.

Accreditors, too, should be willing to look at a variety of metrics for performance and then provide a clearer picture of what they're doing to help the colleges they oversee improve, Mr. Miller said. His center has led a charge to hold accreditors more accountable for their actions and standards, echoing the Obama administration's actions to link accreditors to the outcomes of the institutions they evaluate.

'We Would Want to Help Them Improve'

Belle S. Wheelan, president of the Southern Association of Colleges and Schools' Commission on Colleges, which accredits Williamsburg Tech, said her organization is using information from the National Student Clearinghouse to get a more complete picture, including figures on students who transfer into colleges or attend part-time. Ms. Wheelan said most accreditors don't have a problem with looking at student outcomes, as long as the numbers are put in context. For instance, graduation rates for community colleges in the southern region double, to about 40 percent, if you look at a six-year window using data from the clearinghouse.

Mr. Itzkowitz, the education researcher at Third Way, said one big factor in Williamsburg Tech's favor is that students there aren't taking out federal loans and then being saddled with debt if they don't finish their degrees. And he agrees that the government should use a wider variety of measures to determine educational quality, ideally a "student-unit record" system that would track all college students and their education and employment outcomes.

But the bottom line is that students should be better off when they finish college than when they started, he said. "We would want to help them improve," he said, "and if they can't we should look at whether we should fund these schools with federal dollars."

Ms. Chandler, dean of students at Williamsburg Tech, said shutting down her institution would leave behind many of the county's students, who have little or no opportunity for an education aside from their local two-year college.

The message from the local high-school counselors has been to encourage the best students to attend a four-year college, she said. But the rest of the student body is not encouraged to pursue a vocational education.

In addition, internet access is limited in the county, she said, and going to an online, for-profit college comes with its own questions about debt and quality. "If a college is advertising in the afternoon during the Maury Show, be cautious," she said.

And with no other options, the data that policy makers use to evaluate her college mean nothing for students when they consider their future.

"Our students don't have any idea what Ipedis is," she said, referring to the government's main data system for higher education. "It's not in their realm of thinking to visit other colleges. It's too scary, especially if their parents haven't been to college."

EDUCATING THE PUBLIC ON THE VALUE OF A COLLEGE DEGREE

The Chronicle of Higher Education

It must have been a jarring moment for many of the attendees at the American Council on Education's annual meeting in March as hundreds of college presidents and other senior figures gathered for a conversation about the value and purpose of higher education.

As I prepare to step aside this year as president of ACE, I am confident that higher education continues to be the surest path to economic and social well-being. However, many of our fellow citizens, including the parents whose children attend our institutions, do not share that confidence. For those at the meeting, it was not easy to be confronted with the evidence of that skepticism.

The council's senior vice president, Terry W. Hartle, asked the attendees to participate in an instant poll. He explained that the stunning national presidential election results had prompted ACE, with the support of others, to commission research into public perceptions of the value of higher education. After all, we reasoned, if so many pundits had dismissed Donald J. Trump's chances of defeating Hillary Clinton, it would be a good idea to check into how Americans felt about the work we and our member institutions are doing.

Before sharing some preliminary findings of that research, Terry asked the audience to answer four of the questions we had posed to members of the public during several focus groups:

- Is the economic value of college increasing?
- True or false: Half of student-loan borrowers owe less than \$13,000.
- Yes or no: Most colleges and universities focus on carefully managing costs and limiting tuition increases.
- Are traditional colleges and universities for-profit institutions?

Not surprisingly, most of those at the meeting who took the poll answered, correctly, that the economic value of college is increasing; that half of borrowers indeed owe less than \$13,000; that most institutions do try hard to manage costs and limit tuition increases; and that traditional colleges and universities are nonprofit institutions.

Why do I say not surprisingly? Because while American higher education has faced many changes over the past several decades and is in the midst of challenging and tumultuous times, over the course of my career there has been at least one constant: A higher-education degree or credential provides the tools to construct a successful life. We in higher education believe, and all the evidence supports, that college graduates are happier and better off in virtually every way, economically and socially, than the average non-college graduate.

As the College Board found in its "Education Pays 2016" study, individuals with higher levels of education earn more, pay more taxes, and are more likely than others to be employed. "College education increases the chance that adults will move up the socioeconomic ladder and reduces the chance that adults will rely on public assistance," the report concluded.

However, as Terry Hartle went on to say, most of those we spoke with in the focus-group sessions answered these same questions differently.

Indeed, in contradiction to all the evidence of the increasing value of postsecondary education, a clear majority of our focus-group participants said they believed that the economic value of a college degree has stagnated or even declined. Do half of all student-loan borrowers owe less than \$13,000? Yes. But that is not what a majority of the focus-group participants believed. And fewer than half of them think that colleges and universities focus on managing costs and limiting tuition increases to the best of their ability.

Are traditional colleges and universities for-profit institutions? Higher-education leaders know that the correct answer is no. But most of the focus-group participants believe that statement to be true.

Those we spoke with in our focus groups still see a college degree as the surest path to a good-paying job. But in the context of the perception of that diminishing value overall, they were focused on costs — and nearly all of them believed in the popular narrative of colleges graduates' being unable to find sustainable work and living in their parents' basements, a story line that grew out of the recession of 2008-9.

Despite those views about the declining value of a college education, most of those we spoke with think that a postsecondary degree remains a "ticket to entry," as one participant put it, into the work force. However, they also perceive higher education as merely a commodity, and an overpriced one at that, not the excellent value and force for public good and intellectual advancement that we in higher education are certain we offer our students and society as a whole.

As Judy C. Miner, chair of the council's board, noted at the annual meeting, the debate regarding the value and purpose of higher education has never been more compelling. After World War II, higher education was expanded to meet the increasing demand for expertise in a changing American economy, with colleges not only growing to meet that need but, in the process, also providing a pathway to social mobility for millions of citizens.

I believe that higher education continues to provide that pathway, including for millions of adult learners who must return to classes to gain a college degree or credential if they hope to remain economically viable in our increasingly globalized economy. Helping ease that path to a degree is something that higher-education organizations and many colleges and universities are working hard to achieve. ACE, for instance, is offering college-credit recommendations for workplace and military courses and training outside of traditional classrooms.

Consider this, from a report released last year by Georgetown University's Center on Education and the Workforce: Out of the 11.6 million jobs created in the post-recession economy, 11.5 million went to workers with at least some college education and, of those, 8.4 million went to workers with a bachelor's degree or higher.

Even so, it is clear that the public's perception of the value of higher education has dimmed in recent years.

To turn around what we believe to be misperceptions is not going to be easy or fast. We need to continue to address concerns about access and cost and to demonstrate the enormous range of possibilities available to those seeking a postsecondary education, whether in local community colleges or regional public universities, in faith-based institutions, liberal-arts colleges, or comprehensive research institutions.

Our system of higher education is a unique national asset — and we simply must do a better job of communicating that value to the larger society.

**U.S. COLLEGE FRESHMEN ARE MORE POLITICALLY POLARIZED,
CONCERNED WITH COSTS**

The Wall Street Journal

Today's college freshmen are politically engaged, cost conscious and obsessed with Instagram. They also increasingly question their emotional well-being.

So say results from a survey of more than 137,000 first-time, full-time students who started at 184 U.S. colleges in the autumn of 2016.

Just over 42% of the freshmen surveyed characterized their political views as "middle of the road," the lowest share ever recorded in more than 50 years of the American Freshman, a survey conducted by the Cooperative Institutional Research Program of the Higher Education Research Institute at the University of California, Los Angeles.

Meanwhile, some 35% said they were "far left" or "liberal," and 22% said they were "far right" or "conservative." Those rates all tracked higher than for the class that entered in 2015.

The heated presidential election of 2016 had a strong impact on the newest crop of college students, most of whom had just become old enough to vote. Forty-six percent of survey respondents said keeping up with political affairs is "very important" or "essential" to them, the highest rate since 1990.

The latest freshman class also was losing sleep over how they would pay for college. Nearly 56% said they had "some" concern about their ability to finance college, while 13% said they had "major" concerns and didn't know if they would have enough funds to complete school—the highest for each in at least 16 years.

Cost concerns are affecting students' college decisions in a number of ways. In 2016, a record 15% of respondents felt they couldn't afford their first-choice school, compared with 9.4% when the question was first asked in 2004.

That financial worry, along with the fact that more students with psychological disorders are able to pursue a college education with the help of medication these days, may contribute to the fact that fewer freshmen rated their emotional health as above average compared with that of their peers. The figure stands at 47%, below last year's 51% and the lowest in at least 16 years.

A record-high 12% reported feeling depressed "frequently" in the past year, and 14% said there was a "very good chance" they would seek counseling in college.

There is still time for fun, of course. Nearly 41% new college freshmen said they spent at least six hours a week on social media, well above the prior high of 27%, reached in 2011 and 2014.

THE WRONG WAY TO FIX STUDENT DEBT

The New York Times

Tens of millions of Americans together owe more than a trillion dollars in student debt. For the financial health of their households and the entire economy, ensuring a fair and smoothly functioning student loan system is critically important.

But with a series of regulatory changes, the Trump administration is taking us in the wrong direction, making student loans riskier, more expensive and more burdensome for borrowers.

First, the Education Department has weakened accountability for the companies that administer student loans. Second, it has made it more difficult for borrowers to apply for, and stay enrolled in, income-based payment plans. Third, Betsy DeVos, the education secretary, has given banks more leeway to charge borrowers high fees — as much as 16 percent of the balance owed — if they fall behind.

Less Accountability for Loan Companies

Federal Student Aid, the agency within the Education Department that oversees student loans, outsources loan servicing to private companies. The largest of them is Navient, formerly a part of Sallie Mae. Companies like Navient are the face of the student loan system, and often the source of enormous frustration for borrowers. The Consumer Financial Protection Bureau has documented thousands of cases in which loan companies have misdirected payments, lost paperwork and charged the wrong interest rate on loans.

Federal Student Aid allocates business to contractors based on their collection performance, using outcome-based metrics like the default rate on the loans they handle. But the agency did not consider whether a contractor had engaged in illegal behavior until the Obama administration directed it to do so.

The Education Department, which has not responded to requests for comment for this article, reversed the Obama directive. This turnaround particularly helps Navient, which has faced a series of regulatory and legal challenges for its dealings with borrowers.

The Consumer Financial Protection Bureau has protested this turnabout, stating that borrowers deserve to be protected from illegal actions.

When government regulation stifles innovation, it should be pared back. That is not the case here. Borrowers can't vote with their dollars by shifting their loans to a company that provides better service. Rather, they are locked in with the contractor assigned to them by the Education Department; if the government does not monitor these companies, borrowers are at risk.

Harder to Apply to Programs

Income-based repayment plans allow borrowers to pay what they can afford by setting their payments as a percentage of their income. Expanding access to these plans, which are intended to reduce borrower distress and default, was a priority of the Obama administration.

These programs require borrowers to document their income, using information from the Internal Revenue Service. The complexity of this part of the application process has frequently tripped up borrowers, keeping them from enrolling and remaining in income-based plans.

The I.R.S. Data Retrieval Tool, established in 2009, enabled borrowers to direct their tax data to loan servicers. This eased the process of applying for both income-based repayment and completing the Free Application for Student Aid (known as the Fafsa), which is the gateway to federal and state aid.

But on March 3, the Trump administration took down the online Data Retrieval Tool, after the I.R.S. found that it was being used to file fraudulent tax returns. Securing the confidential data of taxpayers is undeniably important. But the administration disabled the tool with no initial announcement from the I.R.S. or the Education Department, leaving applicants floundering.

After a week, the agencies jointly released a statement explaining what they had done, and in late March, announced that the tool would remain out of commission until at least October.

The tool not only made life easier for borrowers and applicants, but it also reduced mistaken payments by the Education Department. The Government Accountability Office cited the I.R.S. tool as an example for other agencies seeking to reduce improper payments.

Higher Fees in Store

Access to income-based repayment programs is more important than ever because of a separate Trump administration rollback of protections for borrowers. Now, those who fall behind on their payments are subject to much larger penalties.

The Obama administration had limited the ability of loan companies to impose punitive fees on borrowers who were in default. Before the Obama rules went into effect, borrowers could be required to pay back as much as 16 percent of their loan balance before they were allowed to enroll in an income-based program. On March 16, Ms. DeVos issued a directive that allows loan companies to again charge these fees.

If the Education Department fails to protect and assist borrowers, where can they turn for help? During the Obama administration, other agencies stepped in to monitor the behavior of the loan servicers and banks. The Consumer Financial Protection Bureau, in particular, appointed a student loan “czar,” who has collected thousands of complaints from borrowers and has published an annual report on student loans.

In a recent letter, a group of academics urged that the consumer bureau go further by collecting loan-level data on repayment, delinquency and default just as it does in monitoring the mortgage industry. I have suggested the same, in a previous column.

The Trump administration and Republicans in Congress have made the consumer bureau a target. They aim to strip the agency of its oversight authority and independence. As it stands now, the Federal Reserve funds the consumer bureau, which buffers it from political pressure. If the bureau is hamstrung, borrowers will have lost a powerful watchdog.

It is puzzling that Ms. DeVos has consistently said that government should be held accountable for the quality of the services it delivers to students, yet the Education Department has in short order made loan companies less accountable to both the government and to borrowers.

This is unfortunate. Dismantling the regulation of loan companies isn't likely to unleash an innovative, private market that will improve services for borrowers, who have been assigned to a loan company and can't shift to a better one. There is therefore no market discipline that will drive the bad companies out of business.

Deregulation, in this case, simply leaves borrowers at the mercy of an unaccountable corporate bureaucracy.

CAN THE MIDDLE CLASS AFFORD COLLEGE?

The Washington Post

The beginning of May was the deadline for the last of high-school seniors to make their final decision about where they're going to college next fall. For some it was a sprint to the finish as they weighed the social and academic fit of campuses still on their list, but also the all-important financial aid offers from colleges.

I heard about the agony of the decision-making process from some of them in e-mail messages asking for advice or as I traveled the country in recent weeks to speak at high schools about the admissions process and [how to succeed as an undergraduate](#). A few described their financial situation in detail, while others talked about their “middle-class backgrounds,” with jobs as school teachers, firefighters, or supermarket managers. As personal financial columnist [Ron Lieber wrote](#) recently about middle-class families—and their angst in paying for college—“nobody sympathizes with them much, and they do not ask for you to do so” given the difficulties that low-income families have in paying for college.

Indeed, much attention has been given recently to the struggles of [low-income students](#). Research shows that as [family income rises so do the chances of not only going to college](#) but also completing a degree. But as college prices continue to rise faster than the income levels of many Americans, it begs the question: what happens to those families just on the other side of the low-income cutoff for many financial aid programs?

The proxy often used for the enrollment of low-income students is the percentage of students eligible for the federal Pell Grant. The income ceiling for Pell Grants is not a fixed number, however, as a student's eligibility depends on household size and other factors. In general, Pell Grants go to families making less than \$50,000. The dollar amount of the Pell Grant is also not fixed, as students receive varying amounts up to the annual maximum — \$5,920 for the 2017-18 school year.

The students and families I've heard from recently are in the income bands just above the Pell Grant cutoff, between \$50,000 and \$100,000. According to federal statistics, their amount of unmet need—the difference between what a college costs and what a student can afford to pay—is some \$10,000 a year, nearly as much as the lowest-income families in the United States.

“They are getting squeezed on both ends because they barely miss Pell Grants and they are not the types of students getting grants from colleges themselves,” said Robert Kelchen, an assistant professor of higher education at Seton Hall University and [an expert on student aid](#).

This trend has manifested itself on college campuses in the form of a socioeconomic “barbell”—with affluent students who can pay full price or close to it on one end and poor students who receive federal Pell Grants and max out their loan eligibility on the other end. Fewer students are in the middle, especially on the lower end of that middle just above the cutoff for Pell Grants.

For years, merit aid has helped colleges maintain the middle class on their campuses by giving institutions the flexibility to spread aid around to many students in the form of scholarships, while at the same time pulling in some tuition revenue from those students. But as tuition prices have climbed, colleges found they were discounting their tuition too much and their net tuition revenue—the amount of cash actually received from students or their outside aid—was flat or declining. So they moved their merit aid up the income scale in order to capture students, and more revenue, from higher-income families.

“We need to expand opportunity and aid policies for both Pell students and for middle-income students who are not Pell-eligible,” said Daniel R. Porterfield, president of Franklin & Marshall College, and a national leader on improving financial aid for low-income students.

A few years ago, F&M [undertook an ambitious strategy to eliminate merit scholarships](#) to better target its financial aid at needy students. F&M received plenty of national attention for the effort, but press coverage focused mostly on how the college was able to boost the percentage of freshmen on Pell Grants from 17 percent in 2012 to 19 percent in 2016.

What wasn’t mentioned as often was “how we also increased the number of students from middle-income families,” Porterfield told me. The proportion of freshmen at F&M from families earning between \$50,000 and \$90,000 increased from 9 percent in 2012 to 13 percent in 2016, while the percentage of freshmen from families making more than \$150,000 fell 9 percent to about 40 percent of the incoming class.

Many college leaders, however, claim they can’t afford to dedicate the needed dollars to financial aid for *both* low-income and middle-income families. “It’s a false choice to claim they can’t invest in both,” Porterfield said.

The issue is that some colleges don’t want to pay for such investments by taking away aid from higher income students who enroll only because they are enticed with generous packages. For too many colleges, financial aid has become a recruitment and enrollment management tool rather than an affordability mechanism.

The problem with that approach is that pool of students at the lower and middle portions of the income scale are growing, while those at the top are shrinking. Median per capita income in the U.S. has basically flat lined since 2000, when adjusted for inflation. The typical American family makes slightly less than a typical family did 15 years ago. And while many products have become less expensive in that time, the price tag of three of the biggest expenditures made by middle-class families— housing, college tuition, and health care—have risen much faster than the rate of inflation.

If colleges don’t begin to also focus on middle-income families, they will end up with campuses bifurcated by income that don’t reflect the economic diversity of the United States.

AT COLLEGES, DEMOGRAPHIC CHANGES EVERYWHERE BUT THE TOP

The New York Times

Although diversifying the makeup of student bodies has been a major effort on college campuses in recent years, when it comes to the president's office, there has been little change: The typical college president continues to be a white man in his early 60s, a new national survey has found.

College presidents are also increasingly preoccupied by (and worried about) budgeting and fund-raising. At public institutions, well over half of those surveyed predicted that state government funding would decrease in the next five years, and more than three-quarters believe that tuition and fees will go up.

These are among the key findings in the latest edition of [the American College President Study](#), released Tuesday by the American Council on Education, an association of degree-granting institutions including two-year and four-year public and private colleges and universities. Conducted every four or five years, the wide-ranging survey has traditionally been viewed as an important census in higher education.

The report comes as accessibility to affordable higher education is increasingly part of the national discourse, particularly with support from state governments dropping and the Trump administration proposing deep cuts in many programs.

As colleges grapple with these challenges, the survey offers a snapshot of the leaders in higher education: who the current presidents are, how they got there, how they spend their time and what they think the future holds.

More and more, the presidents are having to deal with change on campus and off.

“Pressures to transform colleges and universities have grown, making the job of being president harder,” the report says. “Higher education has reached an inflection point as the student body diversifies, enrollments plateau, funding volatility grows, accountability and political climates become more intense and tumultuous.”

In the New York area, the top ranks in academia have been reshuffled recently, with a host of institutions turning to new presidents, including New York University (where [Andrew Hamilton took over in 2016](#)), Pace University, the John Jay College of Criminal Justice, Vassar College and Barnard College. The State University of New York [named a new chancellor](#) in April. The City College of New York, whose president [resigned](#) in October amid a scandal, is still searching for a replacement.

To complete the survey, the council solicited input from more than 3,600 presidents last year. More than 1,500 responded to a 69-question survey, representing 60 percent of universities granting doctorates or master's degrees. The survey also sought data from for-profit institutions, but only 31 — about 6 percent — replied.

Over all, the study found that 30 percent of college presidents were women and 17 percent were members of racial or ethnic minorities — a slight increase from recent surveys. One group that slipped, however, was Hispanics, and especially Hispanic women; while 6.7 percent of college presidents identified as Hispanic women in 2006, the figure in 2016 was 2.9 percent.

But with the percentage of college students who are white continuing to decline — they now make up 58 percent of the college population, [according to the National Center for Education Statistics](#) — college presidents overwhelmingly agree that the racial climate on campus has become more important: 56 percent cited the issue as more of a priority than four years ago; 1 percent said it was less of one. Almost half of the presidents, in fact, said they were trying to attract female and minority faculty members to better reflect the population.

“While we would like to see numbers reflect more progress in certain areas,” Molly Corbett Broad, the council’s president, said during a conference call Monday, “I do believe that the needle is slowly moving in the right direction.”

When asked how they gauged success, presidents cited retention rates, graduation rates and minority student outcomes as the most legitimate indicators. Few cited popular rankings, such as the popular lists produced by U.S. News & World Report.

When asked to identify their top concerns, more than three-fifths of respondents said “never enough money.” Roughly the same number said they devoted most of their days to budgeting and financial management issues, as well as fund-raising.

Then again, when the presidents were asked to name the areas in which they felt they were unprepared for the job, the biggest response — at 28 percent — was fund-raising.

For a peek into what frustrated them the most, presidents were asked to rank the constituents who least appreciated the challenges they faced. Topping the list were state legislators (40 percent), the news media (31 percent) and their governor’s offices (29 percent).

From 2008 to 2016, public funding for public higher education in New York State declined by 6 percent while tuition climbed by 32 percent, according to a [report](#) last year from the Center on Budget and Policy Priorities. Gov. Andrew M. Cuomo has since instituted the Excelsior Scholarship program, which makes tuition at the state’s two-year and four-year public colleges free for those who meet certain income requirements.

Still, Jonathan Gagliardi, associate director of the council’s Center for Policy Research and Strategy, said he was surprised by “the level to which presidents felt some hostility in their state political climate.”

More than half of those questioned expect to leave their current post within five years.

The average age of presidents is now 62, the survey found, or a decade older than the 1986 figure. The percentage of presidents over 71 increased to 11 percent, from 5 percent.

The percentage of presidents age 50 or younger has dropped to 10 percent, from 42 percent in 1986, indicating that more experienced administrators are now in higher demand. Small wonder, then, that the average presidential stint has gradually shortened and is now six and a half years.

TALK ABOUT DIVERSE HIRING OFTEN MEANS FACULTY. WHAT ABOUT STAFF?

The Chronicle of Higher Education

When colleges talk about diverse hiring, much of the focus — and the funding — goes to recruiting and retaining faculty members from underrepresented minority groups. But a program in the works at the University of California at Berkeley is looking at new ways to elevate an overlooked cohort: minority staff in nonacademic areas, like student-affairs administrators and office managers.

Training sessions will be tailored to the experiences of midcareer staff members from minorities. The sessions are aimed at helping participants understand topics like strategic networking, how the university works, and how to negotiate.

Participating employees, 24 at a time, will be sponsored by senior executive administrators, who can help advocate for those looking to move up to different or higher positions at the university. That's something Jo Mackness, interim assistant vice chancellor for human resources, says is crucial to the program.

"It's an opportunity for them to build their networks beyond the participants in the actual cohort or in the program itself," she says.

The program, in four sessions over four to six months, is likely to be ready to offer during this fiscal year, Ms. Mackness says. It is based largely on the University of California system's [Women's Initiative for Professional Development](#).

"If more people see people of color in higher levels of the organization, the idea is that we will hope to inspire people in lower levels to grow and develop and strive for those higher level positions," she says.

The push for the program was bolstered by a dissertation by Jenny Kwon, a special-projects administrator in the office of the chancellor. In two studies — one on Berkeley and one on 10 other public universities — she found that staff diversity at the management level was not increasing at the same rate as student diversity.

While minority students made up about 58 percent of the student body at the 10 public universities, minority staff members accounted for only about 35 percent at the management level. By comparison, 65 percent of managerial staff members are white, while just 42 percent of students are white.

For the study of Berkeley, Ms. Kwon put job positions into three categories: operations and technical, like groundskeepers; professional, like student-affairs employees; and supervisory and managerial, including departmental and senior administrators.

Minority staff members were overrepresented in the lowest job classifications and underrepresented in the highest, she found. Conversely, white staff members were underrepresented in the lowest job classifications and overrepresented in the highest.

Ms. Kwon calls the situation "blockages in the pipeline."

"At Berkeley, even though we're making progress in some areas, you can actually see specifically at which job classification each race group is stalling or hitting a wall of progression," she says.

These blockages don't all happen at the same level, she notes. While some minority staff members get stuck in the lower levels of management, others struggle to reach management positions over the course of their careers.

"As someone who's in an administrator role and can see visibly on a day-to-day basis that there aren't a lot of staff of color at the administration level, of course I value efforts to get more diversity, racial diversity at the top," Ms. Kwon says.

"But to be honest, I started my career ... in that mid-lower professional level, and I know that that's where the majority of staff of color are stuck. And so if we want to think about biggest impact, it would be great to see us focusing on where people are hitting a wall."

So at what juncture could a university intervene with a career-development program?

That was a question Ms. Mackness had to consider when determining the target audience for Berkeley's program. With limited resources — it will cost the university about \$2,000 per person, probably funded by the human-resources department and the office of the chancellor — she says the program will be aimed at staff members in lower to mid-level management positions. About 110 such employees are at Berkeley now.

"That's a manageable number for us to be able to ... reach that audience and really make an impact," Ms. Mackness says.

The program, created by Berkeley's human-resources department in partnership with the university's [Division of Equity & Inclusion](#), will seek applications from staff members. Ms. Mackness says she hopes to expand the training eventually to reach lower layers of staff as well, and to improve how the human-resources office works with affinity groups for minority staff and faculty members.

"I don't think that there's just one program or one solution that's going to be the miracle or the thing that's going to jettison us into where we want to be," she says. "I'd like to go at this from a number of angles."