

BOARD OF GOVERNORS MEETING
November 30 - December 1, 2017
CSU Denver Center
475 17th Street, Suite 750
Denver, Colorado

THURSDAY, NOVEMBER 30, 2017

Board of Governors Breakfast, CSU Denver Center, 7th Floor 8:30 a.m. – 9:00 a.m.

COMMENCE BOARD MEETING – CALL TO ORDER 9:00 a.m.

1. PUBLIC COMMENT 9:00 a.m. – 9:15 a.m.

2. BOARD CHAIR’S AGENDA 9:15 a.m. – 9:20 a.m.

3. AUDIT AND FINANCE COMMITTEE 9:20 a.m. – 10:50 a.m.

Jane Robbe Rhodes, Chair

Audit Items

- Status of FY 2017-2018 Audit Plan
- Past Due Audit Recommendations

Finance Items

- FY18 Governor’s Budget Request
- Campus Budget Presentations with Tuition Discussion
- Action on CSU Graduate Program Differential Tuition
- FY18 1st Quarter Financial Statements
- FY17 Draft System Financial Statements
- Reserves Report
- Action on CSURF Capital Lease Annual Renewal
- Action on National Western Center (NWC) COP Site Lease and Sub-lease
- Action on Collateral for COPs (Certificates of Participation) – SB 17-267
- Approval of the Thirteenth Supplemental Resolution
- Re-adoption of Resolution to Approve an Interest Rate Exchange Agreement

BREAK

4. STRATEGIC MAPPING UPDATE 11:00 a.m. – 12:00 noon

- CSU System Update
- CSU-Global Campus 2.0 Strategic Plan Update

5. CSU-GLOBAL CAMPUS REPORTS 12:00 p.m. – 12:30 p.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

LUNCH 12:30 p.m. – 1:15 p.m.

6. ACADEMIC AND STUDENT AFFAIRS COMMITTEE

1:15 p.m. – 3:00 p.m.

Dennis Flores, Chair

- New Degree Programs
 - ♦ CSU: Ph.D. in Ecosystem Sustainability
 - ♦ CSU: M.S. in Ecosystem Sustainability
 - ♦ CSU: M.A. in Counseling and Career Development
 - ♦ CSU: B.S. in Data Science
 - ♦ CSU: Graduate Certificate in Teaching in Extension
 - ♦ CSU-Pueblo: B.S. in Early Childhood Education
 - ♦ CSU-Pueblo: M.S. in Athletic Training
- Sabbatical Requests for AY 2018-19 – CSU, CSU-Pueblo
- Program Review Summary – CSU, CSU-Pueblo
- Academic Calendar – CSU, CSU-Pueblo
- CSU Faculty Manual Change – Section E.9
- CSU Faculty Manual Change – Section E.12.1
- CSU Faculty Manual Change – Section I.8
- Campus Reports:
 - ♦ Enrollment/Student Success Report
 - ♦ Assessment of Student Learning and Developmental Outcomes

BREAK

7. REAL ESTATE AND FACILITIES COMMITTEE

3:10 p.m. – 4:10 p.m.

Bill Mosher, Chair

Executive Session

Open Session

- Action on Sale of Land to COFC – Western Edge of Foothills Campus
- Action on Sale of Land to Soldier Canyon Water Treatment Authority
- Action on Easement to COFC for Centre Avenue Bus Stop
- Action on Program Plans
 - ♦ Centers for Research, Extension and Engagement
 - ♦ Foothills Campus Research Laboratory

8. EXECUTIVE SESSION

4:10 p.m. – 4:55 p.m.

9. EVALUATION COMMITTEE (*Executive Session*)

4:55 p.m. – 5:10 p.m.

Nancy Tuor, Chair

BOARD OF GOVERNORS DINNER (*Social Event*)

6:00 p.m.

Panzano, Toscana Room, 909 17th Street at Champa, Denver

FRIDAY, DECEMBER 1, 2017

Board of Governors Breakfast

8:30 a.m. – 9:00 a.m.

RECONVENE BOARD MEETING

9:00 a.m.

10. CHANCELLOR'S REPORT

9:00 a.m. – 9:30 a.m.

- Boys and Girls Club Partnership – Erin Porteous
- Government Relations Update

- 11. COLORADO STATE UNIVERSITY REPORTS** 9:30 a.m. – 10:10 a.m.
- Student Representative’s Report – Presented by Josh Silva
 - Faculty Representative’s Report – Presented by Margarita Lenk
 - President’s Report – Presented by Tony Frank
- 12. CSU-PUEBLO REPORTS** 10:10 a.m. – 10:40 a.m.
- Student Representative’s Report - Presented by Jake Harmon
 - Faculty Representative’s Report – Presented by David Volk
 - President’s Report – Presented by Tim Mottet
- 13. DENVER INITIATIVE 2.0** 10:40 a.m. – 11:00 a.m.
- 14. APPROVAL OF CONSENT AGENDA** 11:00 a.m. – 11:05 a.m.
- A. Colorado State University System
- ♦ Minutes of the October 5-6, 2017 Board and Committee Meetings
- B. Colorado State University
- ♦ New Degree Program: Ph.D. in Ecosystem Sustainability
 - ♦ New Degree Program: M.S. in Ecosystem Sustainability
 - ♦ New Degree Program: M.A. in Counseling and Career Development
 - ♦ New Degree Program: B.S. in Data Science
 - ♦ New Graduate Certificate in Teaching in Extension
 - ♦ Academic Calendar Fall 2022 to Summer 2024
 - ♦ Faculty Manual Change – Section E.9
 - ♦ Faculty Manual Change – Section E.12.1
 - ♦ Faculty Manual Change – Section I.8
- C. Colorado State University-Pueblo
- ♦ New Degree Program: B.S. in Early Childhood Education
 - ♦ New Degree Program M.S. in Athletic Training
 - ♦ Academic Calendar AY2018-2019 and AY2019-2020
- 15. BOARD MEETING EVALUATION** 11:05 a.m. – 11:15 a.m.

ADJOURNMENT

11:15 a.m.

Next Board of Governors Board Meeting: February 7-9, 2018, CSU-Pueblo

APPENDICES

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

Section 1

Public Comment

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Section 2

Board Chair's Agenda

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Section 3

Audit and Finance Committee

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
AUDIT and FINANCE COMMITTEE MEETING AGENDA
November 30, 2017**

Audit

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

Finance

- | | | |
|-----|--|---------|
| 3. | <i>Discussion/Presentation</i> – FY18 Governor’s Budget Request | 10 min. |
| 4. | <i>Discussion/Presentation</i> – Campus Budget Updates | 15 min. |
| 5. | <i>Presentation/Action Item</i> – CSU Differential Tuition Approval | 5 min. |
| 6. | <i>Discussion/Presentation</i> – FY18 1st Quarter Financial Statements | 10 min. |
| 7. | <i>Discussion/Presentation</i> – FY17 Draft CSU System Financial Statements | 10 min. |
| 8. | <i>Discussion/Presentation/Action</i> – Reserves Report and Approval of Reserves Withdrawl. | 10 min. |
| 9. | <i>Presentation/Action Item</i> – CSURF Capital Lease Annual Renewal | 5 min. |
| 10. | <i>Presentation/Action Item</i> – NWC COP Site Lease and Sub-lease approval | 10 min. |
| 11. | <i>Presentation/Action Item</i> – Approval of Collateral for COPs under SB 17-267 | 10 min. |
| 12. | <i>Presentation/Action Item</i> – Approval of Thirteenth Supplemental Resolution | 10 min. |
| 13. | <i>Presentation/Action Item</i> – Re-Adoption of the resolution authorizing an interest rate exchange agreement regarding variable rate system enterprise revenue bonds. | 10 min. |

Finance & Audit Committee Presentation November 30, 2017

Item 1

Status of FY2017-18 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	Fieldwork
CSU	Data Security-Advancement	VP Advancement	Planning
CSU	Management of Financial Commitments	President/Provost/VPUO	Fieldwork
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	Draft Report
New for 2017-2018			
CSUP	Chartwells Revenue contract close-out	Auxiliaries	
CSU	Automatic Journal Entries	VPUO	Planning
CSU	Department Codes-Best Practices	Provost	
CSU	VP Enrollment and Access-transition	Provost	
CSU	Athletics Compliance	President	
CSU	Veterinary Teaching Hospital	Provost	Planning
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
CSUGC	Special Review – Conflict of Interest Process	President	Fieldwork
CSU	Special Project – Continuous Auditing	Various	Ongoing

Item 2

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
16-06	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	12/31/2017
17-07	Electrical and Computer Engineering Department	CSU	1	In accordance with University procurement rules, require Engineering Pcard holders to determine if the needed goods/services should be obtained using an APO or DV.	Agree. While the staff of the EBO will continue to encourage card holders to use purchase orders, the College recommends that the University implement controls on purchasing from certain vendors.	9/30/2017	12/31/2017
17-07	Electrical and Computer Engineering Department	CSU	2	Decrease the cycle spending limit for most of the 52 Pcards held in ECE in accordance with Internal Audit's analysis and base the spending limit on projected need rather than the current default amount.	Agree. The College will decrease the cycle spending limit as recommended for all College card holders.	9/30/2017	12/31/2017
17-07	Electrical and Computer Engineering Department	CSU	3	Provide the University Pcard office with the name of the supervisor charged with approver responsibilities for each of the 52 ECE Pcards.	Agree. The College will provide the University Pcard office with the name of the supervisor charged with approver responsibilities.	9/30/2017	12/31/2017

Item 3

FY19 Governor's Budget Request

FY 2019 Governor's Budget

- The passage of SB17-267 has significantly and positively changed the State's financial outlook compared to this time last year.
- The Governor has requested a total funds budget of \$30.5B and more important to higher education, a General Fund budget increase of \$292.1M (or 2.6%). The request also includes a 3% salary increase for state employees.
- Under the proposed budget, the Department of Higher Education will receive an additional \$86.9M (or 9.7%). This is a significant investment by the Governor.

Impact to Higher Education

- The proposed budget includes a \$56.8 M increase in funding for governing boards.
- The CSU System's portion of the funding increase is \$11.7M, an 8.43% increase over the current year.
- \$19.4M in new funding for financial aid including \$11.9M in need-based financial aid and \$2M for work-study.
- Resident, undergraduate tuition rate increases will be capped at 3% for the CSU System.

Changes to PERA

- The PERA Board and the Governor have both made requests for changes relating to the funding for this plan. Concerns regarding the current PERA funding status has resulted in S&P issuing a negative outlook for the State.
- Legislation regarding PERA and restoring its various trust funds to full funding is expected during the upcoming legislative session.

Capital Construction

- The Governor recommended 12 state-funded prioritized projects for FY19 including the CSU Water Resource Center and NWC Land Acquisition.
- Funding for Capital Construction includes:
 - Level 1 Controlled Maintenance - \$15,130,478
 - Capital Construction Funds - \$84,307,204
 - IT Capital Projects - \$17,537,760
- The Governor's request also included a prioritized list of all projects. CSU System projects were prioritized as follows:
 - #20 - CSU Shepardson Addition and Renovation
 - #27 - CSU-Pueblo Psychology Building
 - #38 - CSU Anatomy and Zoology
 - #40 - CSU Chemistry B&C Wing

Item 4

Campus Budget Updates

FY19 Incremental E&G Budget - V.3.0
Colorado State University - Fort Collins
 Friday, November 10, 2017

Rate = 3%

New Resources

Tuition		
Undergraduate-Enrollment Growth		
Increase in FTE	\$	1,399,000
Change in mix - RES vs. NRES		5,383,000
Undergraduate Rate Increase		
Resident		4,935,000
Non-Resident		3,135,000
Graduate Rate Increase		
Resident		352,000
Non-Resident		632,000
Professional Veterinary Medicine Rate Increase		1,542,000
Differential Tuition		472,000
Total Tuition	\$	17,850,000
State Funding Impact		10,351,000
State Funding Impact - Prior Year Specialty Education Program (SEP)		875,000
Facilities and Administrative Overhead		-
Other		-
Total New Resources	\$	29,076,000

Financial Aid

Net New Resources

2,204,000
\$ 26,872,000

New Expenses

Multi-Year Central Investments in Strategic Initiatives		904,500
Faculty/Staff Compensation		12,362,000
Academic Incentive Funding		2,599,700
Mandatory Costs		5,738,500
Quality Enhancements		5,044,000
Reallocation		-
Total New Expenses	\$	26,648,700

Net

\$ 223,300

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

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

Base Assumptions

Resident Undergraduate See Above 3%; \$274.60/yr.

Non-Resident Undergraduate 2.5%; \$666.60/yr.

Resident Graduate 3.0%; \$297.40/yr. and Resident Professional Veterinary Medicine 7%; \$2,201.84/yr.

Non-Resident Graduate 3.0%; \$729.40/yr. and Non-Resident Professional Veterinary Medicine 2%; \$1,109.80/yr.

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

Salary Increases Faculty/AP -2.5%

Salary Increases SC 3.0%

Internal Reallocations TBD

Fees TBD

FY19 Incremental E&G Budget - V.3.1**Colorado State University - Pueblo**

Tuesday, November 14, 2017

Tuition Rate = 3%

New Resources

	Tuition		
	Undergraduate Rate Increase		
1	Resident	\$	628,000
2	Non-Resident and WUE		234,000
3	Graduate Rate Increase		
4	Resident		24,000
5	Non-Resident and WUE		13,000
6	Resident Teacher Education Program		8,000
7	Differential Tuition		16,000
8	Projected Enrollment Change = 0%		-
9	Total Tuition		923,000
10	Change in State Funding		1,390,000
11	Transfer of Funds from Extended Studies		750,000
12	Reduction due to one-time funds used in FY 18 (TBD) *		(1,100,000)
13	Total New Resources	\$	1,963,000

Financial Aid

			250,000
14	Net New Resources	\$	1,713,000

New Expenses

15	Multi-Year Central Investments in Strategic Initiatives		-
16	Salary increases: Faculty and Administrative Professionals (3%)		780,000
17	Salary increases: State Classified Employees (3%)		240,000
18	Faculty Promotions		100,000
19	Fringe Benefit Increase (1% increase)		340,000
20	Mandatory Costs**		500,000
21	Quality Enhancements		-
22	Reallocation		-
23	Total New Expenses	\$	1,960,000

24 **Net** **\$ (247,000)**

25 1% RUG Increase = student share \$77/year
 26 1% NRUG Increase = student share \$232/year

Base Assumptions

- 27 Changes in tuition rates =3.0%; Change in state funds ≈ 8.4%.
- 28 Salary Increase Faculty / Administrative Professionals = 3.0% plus \$100,000 for faculty promotions. The \$780k in salary increases will include COLAs and merit and equity based on the university meeting performance goals related to enrollment.
- 29 Salary Increase State Classified Staff = 3.0%
- 30 Internal Reallocations TBD
- 31 Fees TBD
- 32 * Because Fall 2017 enrollment targets were not met, it is anticipated that one-time funds will be necessary in FY 2017-18. In FY 2017-18, base adjustments will be required to backfill this one-time revenue source. Depending upon Spring 2018 enrollment, this amount is projected to range between \$700k and \$1.5 million.
- 33 ** 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 December 2017



New Resources

Tuition (net)

Undergraduate - Retention Growth	\$4,612,069
Undergraduate - New Student Enrollment Growth	\$1,844,803
Graduate - Retention Growth	\$2,386,534
Graduate - New Student Enrollment Growth	\$790,630
Total	\$9,634,036

New Expenses*

Student Support and Outreach	\$3,002,644
Instruction & Academic Support	\$2,658,561
Technology Operations and Innovation	\$820,282
General & Administrative	\$114,119
Total	\$6,595,606

Net

Total	\$3,038,430
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Projections

11,025

New student enrollment target projection

\$350 / \$500

New Student Undergrad/Grad tuition rate per credit

69% / 31%

Undergrad to grad ratio projection

* Expense ratios consistent with FY 2018 budget

Item 5

Graduate Differential Tuition at CSU

The Board of Governors of the
 Colorado State University System
 Meeting Date: November 30-December 1, 2017
 Action Item

MATTERS FOR ACTION:

The Board of Governors of the Colorado State University System (Board) approval of Graduate Program Differential Tuition for Colorado State University for FY2017-2018.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the attached FY2017-2018 Graduate Program Differential Tuition for certain graduate programs at Colorado State University.

EXPLANATION PRESENTED BY: Lynn Johnson, Chief Financial Officer, Colorado State University System

In May 2017, the Board approved the FY2017-2018 E&G operating budget incremental increases and expenditures along with all tuition, tuition differentials, fees, fee policies and manuals, room and board, dining, and other rates and charges for CSU.

This action item represents additions to graduate tuition differentials previously adopted by the Board of Governors. The complete list of CSU's Graduate Program Differential Tuition for FY2017-2018 is included as an attachment to this Action Item for the Board's approval. Adoption of the budgetary items are in accordance with past board policies and are required by various statutes or policies of the Colorado Commission on Higher Education (CCHE).

 Approved

 Denied

 Board Secretary

 Date

Colorado State University
Board of Governors Meeting - November 30, 2017 and December 1, 2017

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

Program Name	Program Code	Major Code	Assessed	2016-17 Approved Charges	2017-18 Proposed Charges	Percent Change
College of Business						
MBA - EC			Credit Hour ¹	\$ 304	\$ 313	3%
MBA - EV			Credit Hour ¹	\$ 304	\$ 313	3%
MBA GSSE			Credit Hour ¹	\$ 304	\$ 313	3%
MBA GSSE	BUSA-GSZ-MBA		Credit Hour ²	\$ 125	\$ 125	0%
MBA Joint DVM			Credit Hour ¹	\$ 304	\$ 313	3%
Master of Accountancy			Credit Hour ¹	\$ 288	\$ 303	5%
MS Business Administration			Credit Hour ¹	\$ 304	\$ 313	3%
MS Business Admin/CIS			Credit Hour ¹	\$ 304	\$ 313	3%
MS Business Admin/Fin Risk Mgmt.			Credit Hour ¹	\$ 304	\$ 313	3%
Master of Management Practice			Credit Hour ¹	\$ 304	\$ 313	3%
College of Health and Human Sciences						
Masters of Education & Human Resource Studies, Counseling and Career Development	EHRM-CCZ-MED		Credit Hour	\$ 100	\$ 100	0%
Master of Occupational Therapy ⁶		OCTH	Semester	\$ 2,000	\$ 2,000	0%
MSW Social Work	SOWK-MSW		Credit Hour	\$ 115	\$ 115	0%
College of Liberal Arts						
Masters in Art Leadership and Administration	ALDA-MALA		Semester	\$ 750	\$ 750	0%
MM Music/Choral Conducting ⁵	MUSC-CHCZ-MM		Semester	\$ 575	\$ -	-100%
MM Music/Collaborative Piano ⁵	MUSC-COPZ-MM		Semester	\$ 575	\$ -	-100%
MM Music/Instrumental Conducting ⁵	MUSC-INCZ-MM		Semester	\$ 575	\$ -	-100%
MM Music/Music Education - Conducting ⁵	MUSC-MEDZ-MM		Semester	\$ 575	\$ -	-100%
MM Music ⁵	MUSC-MM		Semester	\$ 575	\$ -	-100%
MM Music/Music Therapy ⁵	MUSC-MTHZ-MM		Semester	\$ 575	\$ -	-100%
MM Music/Music Education ⁵	MUSC-MUEZ-MM		Semester	\$ 575	\$ -	-100%
MM Music ⁵	MUSC-XX-MM		Semester	\$ 575	\$ -	-100%
College of Natural Sciences						
Masters of Addiction Counseling	ADCN-MAC		Semester	\$ -	\$ 2,000	100%
Masters of Applied Statistics	MAST-MAS		Semester	\$ 1,000	\$ 1,000	0%
Masters of Prof Natural Sciences	PSNS-MPSN, PSNS-ZZ-MPSN		Semester	\$ 2,000	\$ 2,000	0%
MS Materials Science and Engineering ⁸	MSEG-MS		Credit Hour	\$ -	\$ 125	100%
Ph.D. in Materials Science and Engineering ⁸	MSEG-PHD		Credit Hour	\$ -	\$ 125	100%
Walter Scott Jr. College of Engineering						
All College of Engineering Graduate Programs ³			Credit Hour ⁴	\$ 110	\$ 110	0%
Warner College of Natural Resources						
MS Conservative Ldrshp Thru Learn	CNLR-MS		Semester	\$ 1,200	\$ 1,200	0%
Master Greenhouse Gas & Accounting	GGMA-MGMA		Semester	\$ 1,250	\$ 1,250	0%
Masters of Tourism Management	TRMG-MTM		Semester	\$ 1,200	\$ 1,200	0%
College of Veterinary Medicine and Biomedical Sciences						
MS Biomedical Sciences ⁷	BMSC-MS		Credit Hour	\$ 120	\$ 120	0%
MS Biomedical Sciences/RPTZ	BMSC-RPTZ-MS		Credit Hour	\$ 120	\$ 120	0%
MS Environmtl & Rdolglcl Hlth Sci	EVHL-TOXZ-MS, TOXC-MS		Credit Hour	\$ 120	\$ 120	0%
MS Microbiology-Immunology	MICR-MS		Credit Hour ¹	\$ 120	\$ 120	0%

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

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

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

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

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

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

⁶ Students on OCTH field work exempted.

⁷ Assessed only to Plan B students.

⁸ Assessed to Plan A and Plan B Masters and PhD programs, maximum of \$1,125 per semester.

Item 6

FY18 1st Quarter Financial Statements

Colorado State University System							
Statement of Revenues, Expenses and Changes in Net Position							
Three Year Trend							
	FY 2016 Actual Reclassified	FY 2017 Actual	FY 2018 Original Budget	FY 2018 YTD Budget Q1	FY 2018 Q1	\$ Variance	% Variance
Operating revenues							
Student tuition and fees	\$ 519,044,288	559,547,616	609,595,462	275,708,487	276,409,250	700,763	0.3%
State fee for service revenue	91,722,886	91,242,115	95,203,234	23,800,808	23,800,808	-	0.0%
Grants and contracts	291,130,967	305,307,020	331,930,675	81,602,291	82,243,622	641,331	0.8%
Sales and services of educational activities	37,875,339	41,496,949	43,285,000	10,176,000	10,184,927	8,927	0.1%
Auxiliary enterprises	163,533,393	175,045,273	188,623,951	77,623,873	77,587,740	(36,134)	0.0%
Other operating revenue	10,928,246	10,021,736	10,669,779	1,856,779	2,069,729	212,950	11.5%
Total operating revenues	1,114,235,119	1,182,660,709	1,279,308,102	470,768,238	472,296,075	1,527,837	0.3%
Operating expenses							
Instruction	317,284,318	382,657,163	354,177,561	72,386,430	72,588,728	(202,298)	-0.3%
Research	201,907,620	233,438,161	214,964,980	51,696,953	52,199,434	(502,481)	-1.0%
Public service	102,055,321	119,404,418	130,672,406	29,861,825	30,071,197	(209,372)	-0.7%
Academic support	85,540,584	105,463,912	99,651,858	24,199,045	24,387,943	(188,897)	-0.8%
Student services	59,142,288	72,517,789	74,444,883	17,401,877	17,333,959	67,918	0.4%
Institutional support	66,215,355	87,360,727	76,428,613	22,456,672	21,899,661	557,011	2.5%
Operation and maintenance of plant	74,160,688	86,428,502	73,288,050	19,370,281	19,152,426	217,855	1.1%
Scholarships and fellowships	30,188,419	30,820,500	33,412,301	11,234,800	11,235,788	(988)	0.0%
Auxiliary enterprises	149,156,099	167,710,196	153,286,757	42,237,756	42,417,056	(179,300)	-0.4%
Depreciation	94,957,807	89,606,551	91,625,898	21,139,244	20,865,072	274,173	1.3%
Total operating expenses	1,180,608,500	1,375,407,919	1,301,953,307	311,984,883	312,151,262	(166,379)	-0.1%
Operating Income (Loss)	(66,373,381)	(192,747,211)	(22,645,205)	158,783,355	160,144,813	1,694,215	0.9%
Non-operating revenues (expenses)							
State appropriations	2,143,895	899,256	2,400,000	343,000	342,835	(165)	0.0%
Gifts	48,507,119	48,858,472	50,169,599	10,635,832	10,635,869	37	0.0%
Investment income	7,108,698	1,072,129	6,202,609	1,817,593	1,968,648	151,054	8.3%
Interest expense on capital debt	(25,533,657)	(31,476,637)	(43,370,567)	(9,640,642)	(9,607,865)	32,776	0.3%
Federal nonoperating grants and contracts	41,175,739	41,735,924	46,177,586	17,346,529	17,270,720	(75,808)	-0.4%
Other nonoperating revenues (expenses)	5,805,246	4,254,660	4,090,000	1,012,500	1,012,040	(460)	0.0%
Net nonoperating revenues	79,207,040	65,343,805	65,669,227	21,514,812	21,622,246	107,434	0.5%
Income (Loss) Before other revenues	12,833,659	(127,403,405)	43,024,021	180,298,167	181,767,059	1,801,650	0.8%
Other revenues (expenses)							
State capital contributions	19,831,209	30,183,415	9,550,862	2,882,888	2,878,622	(4,266)	-0.1%
Capital grants	8,116,638	7,181,480	7,190,619	522,874	522,551	(324)	-0.1%
Capital gifts	10,451,580	7,755,056	7,790,361	4,426,144	4,425,217	(927)	0.0%
Payments (to)/from governing boards or other institutions	220,042	228,043	2,766,666	2,385,920	2,390,627	4,707	0.2%
Additions to permanent endowments	(729,780)	1,288,142	1,200,000	-	-	-	-
Total other revenues	37,889,689	46,636,135	28,498,508	10,217,827	10,217,017	(810)	0.0%
Increase (decrease) in net position	\$ 50,723,348	(80,767,269)	71,522,530	190,515,994	191,984,076	1,800,840	0.8%

Colorado State University							
Statement of Revenues, Expenses and Changes in Net Position							
Three Year Trend							
	FY 2016 Actual Reclassified	FY 2017 Actual	FY 2018 Original Budget	FY 2018 YTD Budget Q1	FY 2018 Q1	\$ Variance	% Variance
Operating revenues							
Student tuition and fees	\$ 410,122,726	438,129,184	470,000,000	237,350,000	238,583,262	1,233,262	0.5%
State fee for service revenue	82,680,714	82,273,548	85,587,684	21,396,921	21,396,921	-	0.0%
Grants and contracts	278,955,266	292,486,905	319,000,000	77,335,168	77,906,541	571,373	0.7%
Sales and services of educational activities	37,737,530	40,985,925	43,000,000	10,062,000	10,066,791	4,791	0.0%
Auxiliary enterprises	155,275,006	165,385,849	180,000,000	72,580,700	72,510,696	(70,004)	-0.1%
Other operating revenue	7,630,516	6,564,164	7,400,000	1,623,889	1,671,192	47,303	2.9%
Total operating revenues	972,401,758	1,025,825,575	1,104,987,684	420,348,678	422,135,403	1,786,725	0.4%
Operating expenses							
Instruction	280,645,787	338,792,708	310,000,000	64,480,426	64,613,963	(133,537)	-0.2%
Research	200,818,821	230,684,645	210,000,000	50,753,607	51,263,824	(510,217)	-1.0%
Public service	101,895,029	118,783,346	130,000,000	29,693,723	29,903,590	(209,867)	-0.7%
Academic support	76,907,654	92,792,102	86,000,000	20,463,075	21,037,753	(574,678)	-2.8%
Student services	31,478,462	37,644,952	35,000,000	7,634,134	7,721,800	(87,666)	-1.1%
Institutional support	48,347,355	65,628,495	54,000,000	16,541,390	16,674,659	(133,269)	-0.8%
Operation and maintenance of plant	65,926,619	77,185,723	65,000,000	17,550,000	17,345,148	204,852	1.2%
Scholarships and fellowships	10,835,373	12,338,268	13,000,000	5,720,000	5,783,219	(63,219)	-1.1%
Auxiliary enterprises	134,268,066	152,577,317	140,000,000	39,181,802	39,456,573	(274,771)	-0.7%
Depreciation	87,776,634	81,908,996	84,000,000	19,231,199	18,929,087	302,112	1.6%
Total operating expenses	1,038,899,800	1,208,336,552	1,127,000,000	271,249,356	272,729,615	(1,480,259)	-0.5%
Operating Income (Loss)	(66,498,042)	(182,510,977)	(22,012,316)	149,099,322	149,405,788	306,466	0.2%
Non-operating revenues (expenses)							
State appropriations	2,143,895	-	600,000	343,000	342,835	(165)	0.0%
Gifts	42,798,208	44,496,156	44,500,000	9,672,000	9,671,690	(310)	0.0%
Investment income	6,070,823	618,881	5,000,000	1,542,000	1,541,979	(21)	0.0%
Interest expense on capital debt	(24,192,123)	(28,106,069)	(40,000,000)	(8,798,000)	(8,797,485)	515	0.0%
Federal nonoperating grants and contracts	23,692,431	23,759,518	25,000,000	11,549,000	11,549,496	496	0.0%
Other nonoperating revenues (expenses)	5,718,468	4,001,515	4,000,000	990,000	989,844	(156)	0.0%
Net nonoperating revenues	56,231,702	44,770,001	39,100,000	15,298,000	15,298,359	359	0.0%
Income (Loss) Before other revenues	(10,266,340)	(137,740,977)	17,087,684	164,397,322	164,704,147	306,825	0.2%
Other revenues (expenses)							
State capital contributions	16,210,709	28,890,640	8,000,000	2,185,000	2,185,255	255	0.0%
Capital grants	7,955,584	7,081,861	7,100,000	512,000	511,447	(553)	-0.1%
Capital gifts	10,127,744	7,664,695	7,700,000	4,390,000	4,390,217	217	0.0%
Payments (to)/from governing boards or other institutions	(5,001,606)	(7,969,113)	(3,100,000)	714,000	714,169	169	0.0%
Additions to permanent endowments	(729,780)	1,288,142	1,200,000	-	-	-	-
Total other revenues	28,562,651	36,956,225	20,900,000	7,801,000	7,801,088	88	0.0%
Increase (decrease) in net position	\$ 18,296,311	(100,784,751)	37,987,684	172,198,322	172,505,235	306,913	0.2%

Colorado State University - Board of Governors							
Statement of Revenues, Expenses and Changes in Net Position							
Three Year Trend							
	FY 2016 Actual Reclassified	FY 2017 Actual	FY 2018 Original Budget	FY 2018 YTD Budget Q1	FY 2018 Q1	\$ Variance	% Variance
Operating revenues							
Student tuition and fees	\$ -	-	-	-	-	-	-
State fee for service revenue	-	-	-	-	-	-	-
Grants and contracts	-	-	-	-	-	-	-
Sales and services of educational activities	-	-	-	-	-	-	-
Auxiliary enterprises	-	-	-	-	-	-	-
Other operating revenue	-	-	-	-	-	-	-
Total operating revenues	-	-	-	-	-	-	-
Operating expenses							
Instruction	-	-	-	-	-	-	-
Research	-	-	-	-	-	-	-
Public service	23,820	168,667	220,000	55,000	55,851	(851)	-1.5%
Academic support	-	-	-	-	-	-	-
Student services	-	-	-	-	-	-	-
Institutional support	6,236,950	7,672,166	7,038,657	1,947,165	1,785,354	161,811	8.3%
Operation and maintenance of plant	-	-	-	-	-	-	-
Scholarships and fellowships	3,707	-	-	-	500	(500)	-
Auxiliary enterprises	-	-	-	-	-	-	-
Depreciation	-	-	-	-	-	-	-
Total operating expenses	6,264,477	7,840,833	7,258,657	2,002,165	1,841,705	160,460	8.0%
Operating Income (Loss)	(6,264,477)	(7,840,833)	(7,258,657)	(2,002,165)	(1,841,705)	160,460	8.0%
Non-operating revenues (expenses)							
State appropriations	-	-	-	-	-	-	-
Gifts	-	42,717	-	-	-	-	-
Investment income	(16,928)	(18,911)	-	-	-	-	-
Interest expense on capital debt	-	-	-	-	-	-	-
Federal nonoperating grants and contracts	-	-	-	-	-	-	-
Other nonoperating revenues (expenses)	-	-	-	-	-	-	-
Net nonoperating revenues	(16,928)	23,806	-	-	-	-	-
Income (Loss) Before other revenues	(6,281,405)	(7,817,027)	(7,258,657)	(2,002,165)	(1,841,705)	160,460	8.0%
Other revenues (expenses)							
State capital contributions	-	-	-	-	-	-	-
Capital grants	-	-	-	-	-	-	-
Capital gifts	-	-	-	-	-	-	-
Payments (to)/from governing boards or other institutions	5,970,638	34,120,444	7,258,657	2,002,165	2,002,165	-	0.0%
Additions to permanent endowments	-	-	-	-	-	-	-
Total other revenues	5,970,638	34,120,444	7,258,657	2,002,165	2,002,165	-	-
Increase (decrease) in net position	\$ (310,767)	26,303,417	-	-	160,460	160,460	-

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

	FY 2016 Actual Reclassified	FY 2017 Actual	FY 2018 Original Budget	FY 2018 YTD Budget Q1	FY 2018 Q1	\$ Variance	% Variance
Operating revenues							
Student tuition and fees	\$ 76,468,054	85,060,174	102,424,340	20,516,348	20,212,139	(304,209)	-1.5%
State fee for service revenue	-	-	-	-	-	-	-
Grants and contracts	-	-	-	-	-	-	-
Sales and services of educational activities	-	-	-	-	-	-	-
Auxiliary enterprises	-	-	-	-	-	-	-
Other operating revenue	1,919,797	2,684,591	2,798,279	67,865	236,109	168,243	247.9%
Total operating revenues	78,387,850	87,744,765	105,222,619	20,584,214	20,448,248	(135,966)	-0.7%
Operating expenses							
Instruction	16,240,963	19,330,506	21,753,039	4,318,081	4,441,435	(123,354)	-2.9%
Research	-	-	-	-	-	-	-
Public service	-	-	-	-	-	-	-
Academic support	4,651,949	6,167,155	7,283,681	1,825,517	1,652,407	173,111	9.5%
Student services	21,886,826	28,198,496	32,794,779	8,105,217	7,954,086	151,131	1.9%
Institutional support	5,935,999	6,726,111	8,547,865	2,257,594	1,696,251	561,344	24.9%
Operation and maintenance of plant	531,924	541,581	529,054	130,532	130,773	(241)	-0.2%
Scholarships and fellowships	9,628,414	9,930,186	13,348,668	2,830,619	2,836,622	(6,002)	-0.2%
Auxiliary enterprises	-	-	-	-	-	-	-
Depreciation	399,948	417,090	345,433	87,929	98,970	(11,041)	-12.6%
Total operating expenses	59,276,022	71,311,126	84,602,519	19,555,489	18,810,543	744,947	3.8%
Operating Income (Loss)	19,111,828	16,433,639	20,620,100	1,028,724	1,637,705	608,981	59.2%
Non-operating revenues (expenses)							
State appropriations	-	-	-	-	-	-	-
Gifts	-	-	-	-	-	-	-
Investment income	940,078	319,183	842,609	207,193	358,451	151,258	73.0%
Interest expense on capital debt	-	-	-	-	-	-	-
Federal nonoperating grants and contracts	9,628,414	9,994,409	13,404,389	2,843,714	2,858,668	14,954	0.5%
Other nonoperating revenues (expenses)	-	-	-	-	-	-	-
Net nonoperating revenues	10,568,492	10,313,592	14,246,998	3,050,907	3,217,119	166,212	5.4%
Income (Loss) Before other revenues	29,680,320	26,747,231	34,867,098	4,079,631	4,854,824	775,193	19.0%
Other revenues (expenses)							
State capital contributions	-	-	-	-	-	-	-
Capital grants	-	-	-	-	-	-	-
Capital gifts	-	-	-	-	-	-	-
Payments (to)/from governing boards or other institutions	(724,056)	(28,261,888)	(800,220)	(200,055)	(200,055)	-	0.0%
Additions to permanent endowments	-	-	-	-	-	-	-
Total other revenues	(724,056)	(28,261,888)	(800,220)	(200,055)	(200,055)	-	0.0%
Increase (decrease) in net position	\$ 28,956,264	(1,514,657)	34,066,878	3,879,576	4,654,769	775,193	20.0%

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

	FY 2016 Actual Reclassified	FY 2017 Actual	FY 2018 Original Budget	FY 2018 YTD Budget Q1	FY 2018 Q1	\$ Variance	% Variance
Operating revenues							
Student tuition and fees	\$ 32,453,508	36,358,258	37,171,122	17,842,139	17,613,849	(228,290)	-1.3%
State fee for service revenue	9,042,172	8,968,568	9,615,550	2,403,887	2,403,887	-	0.0%
Grants and contracts	12,175,701	12,820,115	12,930,675	4,267,123	4,337,080	69,957	1.6%
Sales and services of educational activities	137,809	511,024	285,000	114,000	118,136	4,136	3.6%
Auxiliary enterprises	8,258,387	9,659,425	8,623,951	5,043,173	5,077,043	33,870	0.7%
Other operating revenue	1,377,933	772,981	471,500	165,025	162,429	(2,596)	-1.6%
Total operating revenues	63,445,510	69,090,370	69,097,798	29,835,347	29,712,424	(122,923)	-0.4%
Operating expenses							
Instruction	20,397,568	24,533,949	22,424,522	3,587,924	3,533,330	54,594	1.5%
Research	1,088,799	2,753,516	4,964,980	943,346	935,610	7,736	0.8%
Public service	136,472	452,406	452,406	113,102	111,756	1,345	1.2%
Academic support	3,980,980	6,504,654	6,368,177	1,910,453	1,697,783	212,670	11.1%
Student services	5,777,000	6,674,341	6,650,104	1,662,526	1,658,073	4,453	0.3%
Institutional support	5,695,052	7,333,955	6,842,091	1,710,523	1,743,397	(32,875)	-1.9%
Operation and maintenance of plant	7,702,145	8,701,197	7,758,996	1,689,749	1,676,505	13,244	0.8%
Scholarships and fellowships	9,720,925	8,552,046	7,063,633	2,684,181	2,615,447	68,733	2.6%
Auxiliary enterprises	14,888,033	15,132,879	13,286,757	3,055,954	2,960,482	95,472	3.1%
Depreciation	6,781,225	7,280,465	7,280,465	1,820,116	1,837,015	(16,899)	-0.9%
Total operating expenses	76,168,199	87,919,408	83,092,131	19,177,873	18,769,400	408,473	2.1%
Operating Income (Loss)	(12,722,689)	(18,829,038)	(13,994,332)	10,657,474	10,943,024	285,550	2.7%
Non-operating revenues (expenses)							
State appropriations	-	899,256	1,800,000	-	-	-	
Gifts	5,708,911	4,319,599	5,669,599	963,832	964,179	347	0.0%
Investment income	114,725	152,977	360,000	68,400	68,218	(182)	-0.3%
Interest expense on capital debt	(1,341,534)	(3,370,567)	(3,370,567)	(842,642)	(810,380)	32,262	3.8%
Federal nonoperating grants and contracts	7,854,894	7,981,997	7,773,197	2,953,815	2,862,556	(91,259)	-3.1%
Other nonoperating revenues (expenses)	86,778	253,144	90,000	22,500	22,196	(304)	-1.4%
Net nonoperating revenues	12,423,774	10,236,407	12,322,229	3,165,905	3,106,769	(59,136)	1.9%
Income (Loss) Before other revenues	(298,915)	(8,592,631)	(1,672,103)	13,823,378	14,049,793	226,414	-1.6%
Other revenues (expenses)							
State capital contributions	3,620,500	1,292,774	1,550,862	697,888	693,367	(4,521)	-0.6%
Capital grants	161,054	99,619	90,619	10,874	11,104	230	2.1%
Capital gifts	323,836	90,361	90,361	36,144	35,000	(1,144)	-3.2%
Payments (to)/from governing boards or other institutions	(24,934)	2,338,600	(591,771)	(130,190)	(125,652)	4,538	-3.5%
Additions to permanent endowments	-	-	-	-	-	-	
Total other revenues	4,080,456	3,821,355	1,140,071	614,717	613,819	(898)	-0.1%
Increase (decrease) in net position	\$ 3,781,541	(4,771,276)	(532,032)	14,438,096	14,663,612	225,516	1.6%

Item 7

FY17 Draft CSU System Financial Statements

FY17 Draft CSU System Financial Statements³²

- To be reviewed and approved by the Legislative Audit Committee December 4th-5th.
- Unqualified Audit Opinion
- Excludes the Single Audit Reports/Results (requires Legislative Audit Committee approval before results can be made public) – covered by BKD in February.
- Improved Unrestricted Net Assets after adjusting for GASB 68 of approximately \$54M.

FY17 Draft CSU System Financial Statements

- \$168M additional liability for PERA (excludes cash contribution to PERA of \$29M) – investment rate of return and projected life expectancy.
- Discretely Presented Entities
 - CSU System Foundation, CSU Foundation, CSU Pueblo Foundation
 - Other Postemployment Benefit Trusts (included as part of the financial statements as a fiduciary trust but is not included as part of the System's unrestricted fund balance).

Item 8

Reserves Report

The Board of Governors of the
Colorado State University System
Meeting Date: November 30-December 1, 2017
Action Item

MATTERS FOR ACTION:

The Board of Governors of the Colorado State University System (the “Board”) approval of a withdrawal from the Board Reserves in accordance with Board Policy 205.

RECOMMENDED ACTION:

MOVED, that in accordance with the CSUS Board Reserves Policy, the Board hereby approves the withdrawal of \$4,028,114 from the E&G Board Reserves Available for Strategic Deployment (“Board Reserves”) and such funds will be used, as follows: CSU System Shared IT Systems Initiative (\$153,000); assistance with the CSU-Pueblo housing debt payment for fiscal year 2017-2018 (\$1,346,312); the establishment and implementation of five academic programs at CSU-Pueblo (\$308,100), relocation of the Jumbo Tron to CSU-Pueblo (\$637,155), assistance with CSU-Pueblo tuition revenue (\$700,000), CSU-Pueblo Presidential start-up support, year one of three, (\$83,005) and CSU System support for System magazine, Denver alumni initiative and Denver marketing initiative (\$800,542); and it is

FURTHER MOVED, that the Chancellor and the Chief Financial Officer of the System are authorized to withdraw and deploy \$4,028,114 from the Board Reserves consistent with this Resolution.

EXPLANATION PRESENTED BY: Dr. Tony Frank, Chancellor, Colorado State University System

In October 2016, the Board discussed the Board Reserves policy and the CSU-Pueblo financial sustainability plan during its Finance Committee meeting, and consistent within that financial sustainability plan and the Board’s discussion is the provision of certain strategic Board support for CSU-Pueblo. In accordance with Board Policy 205, the Board Reserves may be used to support the educational mission of the System and its institutions, with a focus on deployment for compelling and unique circumstances.

The recommendations contained herein support System priorities in accord with previous Board actions as well as new initiatives to support the CSU System and its institutions through various initiatives and the expenditures represent less than 10% of the available reserve.

The Board of Governors of the
 Colorado State University System
 Meeting Date: November 30-December 1, 2017
 Action Item

The CSU System has a Shared IT Systems initiative, and approximately \$417,000 from the Board Reserves would be used to fund a portion of that initiative over the next three to four fiscal years, which would allow CSU-Pueblo to be the first System institution to implement the Quali Student system. The second year expenditure is included in this resolution at an amount of \$153,000. The Board also discussed the CSU-Pueblo housing debt payment shortfall for fiscal year 2018, and approximately \$1,346,312 would be used for those payments. In addition, CSU-Pueblo, in consultation with the Chief Academic Officer of the System, has developed five new academic programs that align well with community and market needs, as well as the current academic strengths at CSU-Pueblo. These programs are anticipated to sustain themselves on the basis of tuition associated with enrollments, but in order to implement these programs, \$843,700 would be deployed over a three to four year period starting in FY2017. The expenditure for the second year, FY2018, is included in this resolution at an amount of \$308,100, \$50,000 of which is available to CSU and CSU-Global to assist with the program development. Additional resources to support the relocation of the Jumbo Tron videoboard from CSU to CSU-Pueblo is being provided in the amount of \$637,155 along with \$700,000 to support the tuition revenue shortfall resulting from declining enrollments at CSU-Pueblo. In conjunction with the arrival of the new CSU-Pueblo President, Timothy Mottet, the System is committed to providing start-up resources in the amount of \$498,030 with the initial year amount of \$83,005 included within this request. The last initiative requiring funding relates to the creation of a CSU Magazine and initiatives around our Alumni residing in the Denver community and marketing initiatives in the amount of \$800,542.

 Approved

 Denied

 Board Secretary

 Date

Colorado State University System
Board Reserve Account Reconciliation
June 30, 2017

	<u>2017</u>	<u>% of total</u>	<u>2018</u>	<u>% of total</u>
Beginning Balance July 1	\$ -		\$ 27,396,829	
Initial Deposits - 1/1/17	30,283,035		-	
Annual Incremental Increase	<u>-</u>		<u>21,231,094</u>	
Total Available Reserves	<u>\$ 30,283,035</u>		<u>\$ 48,627,923</u>	
2017 Withdrawals:				
CSU System Shared IT Systems Initiative	\$ (125,000)		\$ (153,000)	
CSU-Pueblo Housing Assistance	(1,415,000)		(1,346,312)	
CSU-Pueblo Repayment of CSU-Global Loan	(1,320,713)		-	
CSU-Pueblo Academic Program Support	(50,000)		(308,100)	
CSU-Pueblo Jumbo Tron Relocation/Sound System	-		(637,155)	
CSU-Pueblo Enrollment Deficit Backfill	-		(700,000)	
CSU-Pueblo Presidential Start-Up	-		(83,005)	
CSU System Magazine	-		(100,542)	
CSU System Denver Initiative	-		(250,000)	
CSU System Marketing Initiative	<u>-</u>		<u>(450,000)</u>	
Total 2017 Investments	<u>\$ (2,910,713)</u>	9.61%	<u>\$ (4,028,114)</u>	8.28%
Return of unused CSU-Pueblo Academic Support Fund	<u>\$ 24,507</u>		<u>\$ -</u>	
Reserve Balance June 30,	<u>\$ 27,396,829</u>		<u>\$ 44,599,809</u>	

Colorado State University System
Reserves Report
FY 2017

FY17 Actual Results/FY18 Approved Budget

	<u>CSU</u>	<u>CSU-Pueblo</u>	<u>CSU-Global</u>	<u>CSU-System</u>	<u>Total</u>
MAXIMUM AVAILABLE UNRESTRICTED NET ASSETS:					
Unrestricted Net Assets 6/30/17	\$ (379,517,148)	(31,049,654)	74,942,060	24,504,705	\$ (311,120,037)
Add:					
GASB 68 Adjustment	638,687,674	46,951,825	4,800,899	3,154,836	693,595,234
Less:					
Non E&G Fund Balances	(150,017,649)	(14,097,601)	-	-	(164,115,250)
System Reserve	-	-	-	(27,396,829)	(27,396,829)
Maximum Available Unrestricted Net Assets (MAUNA)	\$ 109,152,877	1,804,570	79,742,959	262,712	\$ 190,963,118
BOARD RESERVE FLOOR:					
FY 17 Actual General Fund Expenditures ⁽¹⁾	\$ 500,411,983	50,855,834	70,894,036	7,840,833	\$ 630,002,686
Board Reserve Floor (20% for CSU, CSU-P and 40% for CSU-G)	\$ 100,082,397	10,171,167	28,357,614	1,568,167	\$ 140,179,344
20% Primary Reserve Calculation:	\$ 142,369,944	13,923,378	79,742,959	262,712	\$ 236,298,993
MAUNA	109,152,877	1,804,570	79,742,959	262,712	190,963,118
Non E&G Allocated Reserves	33,217,066	12,118,808	-	-	45,335,874
Reserve Level Maintained ⁽²⁾	Yes	Yes	Yes	No	Yes
E&G BOARD RESERVES AVAILABLE FOR DEPLOYMENT:					
Maximum Available Unrestricted Net Assets Less Floor	109,152,877	1,804,570	79,742,959	262,712	
Less:					
Board Reserve Floor - Global 250 DCOH ⁽³⁾	-	-	(58,511,865)	-	
Board Reserve Floor CSU, CSUP, CSUS @ 20%	(100,082,397)	(10,171,167)	-	(1,568,167)	
10% Institutional Reserves - 10% (CSU-Global included in 250 DCOH)	(10,915,288)	(180,457)	-	(26,271)	
Incremental E&G Board Reserves Available for Strategic Deployment >\$0	\$ -	-	21,231,094	-	\$ 21,231,094

(1) Actual figures for FY17 are a subset of the audited financial statements for the respective year relating to the General Fund only, as reported within the Budget Data Book for CSU and CSU-P, and per the CSU-G Annual Audited Financial Statements less depreciation.

(2) 20% Primary Reserve Calculation (a figure including all funds that could be spent if needed at the specific point in time) exceeds the 20% Reserve Floor.

(3) CSU Global's 250 DCOH is calculated by utilizing their budgeted expenditures less depreciation for the following fiscal year as approved by the Board of Governors. For FY 17 this would be the approved Budget for FY18. FY17 budgeted expenditures of \$84,602,519 less depreciation of \$345,433 = \$84,257,086 * 250/360 = \$58,511,865.

Item 9

CSURF Capital Lease Renewal

MATTERS FOR ACTION:

A Resolution, for the purpose of complying with I.R.S. Revenue Ruling 63-20, 1963-1 C.B. 24 (Tax Exempt Financing by Nonprofit Corporations), and approving the financing activities of the Colorado State University Research Foundation (“CSURF”) on behalf of the Board of Governors of the Colorado State University System (“Board”) for the purpose of acquiring equipment to be used by and for Colorado State University, Colorado State University-Pueblo and Colorado State University – Global Campus (the “Institutions”).

RECOMMENDED ACTION:

MOVED, the Board hereby acknowledges the bank documents and the Board hereby approves CSURF’s execution and delivery of such documents and the issuance of the Note on behalf of the Board (provided, however, that the Board shall have no obligation to make any payment on the Note, which shall be solely the obligation of CSURF, and the Board shall be obligated only to the extent provided under the Lease Agreements entered into by the Board).

EXPLANATION PRESENTED BY: Dr. Tony Frank, Chancellor, Colorado State University System

For several years Colorado State University Research Foundation (CSURF) has held a Line of Credit (with a tax-exempt interest rate) with First National Bank of Fort Collins (the “Bank”), for the purpose of providing a financing (lease/purchase) mechanism for the Board to acquire much needed equipment for use in departments and programs at Colorado State University, Colorado State University–Pueblo and Colorado State University-Global Campus. When requested by an Institution, CSURF acquires equipment (valued at \$50,000 or less) and leases it to the Board for a term of not more than five years, subject to annual appropriation. The Board makes lease payments to CSURF who in turn uses the funds to repay the bank. When the lease has been fully repaid, CSURF retires the lease and conveys title of the equipment to the Board. CSURF provides the Board quarterly reports of lease/financing activity under the program. Bank documents have been reviewed and approved as to form by the General Counsel of the Board.

Pursuant to Board policy and Colorado law, approval to continue the above described lease/purchase program under CSURF’s Line of Credit must be obtained from the Board annually. The total amount of the line of credit permitted to be outstanding at any one time is \$1,000,000 at an interest rate not to exceed 18% per annum and maturing on the anniversary of the date on which it is executed and delivered by CSURF to the Bank (but no later than December 31, 2018). Amounts drawn under the Line of Credit and currently outstanding total \$151,955.14. Therefore, moneys currently available under the Line of Credit for calendar year 2018 are \$848,044.86. CSURF will consult with the respective representatives of each Institution to discuss needs and potential allocation of this available amount.

Mr. Frederic H. Marienthal of Kutak Rock LLP will be providing the tax exempt opinion on the 2018 Line of Credit which is required in order to comply with the applicable federal tax requirements for an "on behalf of" financing in support of a tax exempt entity.

CSURF may make draws on the Line of Credit and thereby incur obligations to make payments on the Note from time to time within the calendar year following the adoption of this Resolution by the Board, but only for purpose of acquiring scientific, research and administrative support equipment to be used by and for the Institutions (the "Equipment"). The Lease Agreements for such equipment shall be approved in writing by the applicable institutional President or authorized delegate (together, referred to herein as the "Representatives" or, individually, a "Representative").

Requests received by CSURF for Equipment to be financed through the Line of Credit shall be submitted to the respective institutional Representative. Upon approval of any such request, the Representative shall enter into a lease agreement with CSURF for such Equipment. The term of such Lease Agreement shall be the lesser of the useful life of the Equipment (as determined by the Representative) or five years. Upon execution of the Lease Agreement with CSURF, CSURF shall draw on the Line of Credit and acquire the Equipment. The Board shall make payments to CSURF under the Lease Agreement at least quarterly. Such payments shall be made from legally available moneys of the Board (but not from moneys drawn under the Line of Credit) and shall include, in addition to the lease payment, an amount equal to the greater of \$800 or 4% of the amount so drawn as compensation for CSURF's administrative expenses and services in connection with the Line of Credit.

The interest rate for 2018 transactions shall be determined as follows:

(a) The initial rate of interest for Lease Agreements to be entered into during calendar year **2018**, which rate shall be effective for each such Lease Agreement from the date of delivery thereof through December 31, **2018**, shall be **5.0 %** per annum as negotiated by CSURF and the Colorado State University System Chief Financial Officer annually. During the month of December **2018** and in each subsequent year while any Lease Agreements are in effect, the Foundation shall estimate, based upon information furnished to it by the Bank, the Average Rate of interest plus .5% per annum (the .5% increment being added to provide for the possibility that interest on the Note will be higher than estimated).

(b) In the event that the rate of interest on the Note is increased as the result of a determination that such interest has lost its exclusion from gross income for federal income tax purposes under the Internal Revenue Code of 1986, as amended (the "Code"), or is treated as an item of tax preference for purposes of the federal alternative minimum tax imposed on individuals and corporations (except with respect to corporations, as such interest is required to be taken into account in determining "adjusted current earnings" for the purpose of computing the alternative minimum tax imposed on such corporations), the rate of interest on the Lease Agreements shall immediately be further increased to the average rate of interest expected to accrue on the Note for the remainder of such calendar

year on such "taxable" basis, as estimated by CSURF through negotiations with the bank, plus any additional increment necessary to make up, over the course of the remaining calendar year or such longer period as CSURF may agree to, any retroactive additional interest owed or paid by CSURF to the Bank pursuant to the Note as a result of such determination.

(c) Notwithstanding any other provision hereof, the rate of interest on the Lease Agreement shall not exceed eighteen percent (18%) per annum. Notwithstanding any other provision thereof, all payment obligations of the Board under any Lease Agreement shall be subject to renewal and appropriation or availability of funds as provided in Sections 7 and 10 of the Lease Agreement.

The Board shall have the exclusive possession and use of Equipment financed through the Line of Credit, except to the extent that the Bank may enforce its security interest in the Equipment in the event of a default by CSURF and subject to the Bank's right to inspect the Equipment at any reasonable time as provided in the Line of Credit Agreement (including any additions thereto).

If Equipment is damaged or destroyed during the Term of the Lease Agreement, the Board shall make the proceeds of any fire or other casualty insurance policies available to the Institution for repair or replacement of the equipment, subject to any claims of the Bank or CSURF.

The Board acknowledges that one of the purposes of this Resolution is to establish that interest paid by CSURF on the Note shall not be included in CSURF's gross income under present federal income tax law thereby resulting in more favorable interest rates on the Note and more favorable payment terms to the Board. Accordingly, the Board hereby covenants for the benefit of the Bank, its successors and assigns, that it will not: (i) make any use of the proceeds of the Line of Credit or any other funds of CSURF; (ii) make any use of the Equipment; or (iii) take, or omit to take, any action with respect to the Note, the proceeds of the Line of Credit, any other funds of CSURF, or the equipment, if such use, action or omission would cause the interest on the Note to be included in gross income for federal income tax purposes or be treated as an item of tax preference for purposes of the federal alternative minimum tax. The Board further covenants, represents and warrants compliance with the procedures set forth in the Federal Tax Exemption Certificate hereby authorized to be signed by the Representative implementing the above covenants so as to maintain the above-described exclusions from gross income and alternative minimum tax and to avoid any applicable penalties under the Code. As required by law, the foregoing covenants shall remain in full force and effect notwithstanding the payment in full or defeasance of the Note.

Institutional Representatives are hereby authorized and directed to execute such documents and instruments and generally to take such actions as may be necessary or appropriate to make the transactions contemplated by this Resolution. After consultation with legal counsel, the Representatives may make modifications to the required documents deemed required or necessary, so long as such modifications are not inconsistent with this Resolution. In the event of any inconsistency between this

Resolution and any document or instrument hereby approved, the provisions of this Resolution shall be controlling.

If any section, paragraph, clause or provision of this Resolution shall, for any reason, be held to be invalid or unenforceable, the invalidity or unenforceability of such section, paragraph, clause or provision shall not affect any of the remaining provisions of this Resolution.

All bylaws, orders and resolutions, or parts thereof, inconsistent with this Resolution or with any of the documents hereby approved, are hereby repealed only to the extent of such inconsistency. This shall not be construed as reviving any bylaw, order or resolution, or part thereof, heretofore repealed.

This Resolution shall be in full force and effect immediately upon its passage and adoption.

Approved

Denied

Board Secretary

Date

Item 10

National Western Center COP Site Lease and Sub-lease Approval

NWC COP Site Lease and Sub-lease

- House Bill 15-1344 authorized the execution of one or more lease-purchase agreements for the purpose of financing the construction of certain facilities for Colorado State University at the NWC in Denver and affiliated facilities on CSU's campus.
- The Series 2017 Certificates are the initial Series of Certificates being issued under the Master Indenture in order to fund a portion of the costs of constructing the Equine Veterinary Teaching Hospital, the Translational Medical Institute, and the Health Education Outreach Center
- The Series 2017 Certificates will be payable solely from amounts annually appropriated by the General Assembly to the National Western Center Trust Fund from the General Fund to make payments under the Lease.

Key Lease Provisions

- The leased property is the Health Education Outreach Center and the Equine Veterinary Teaching Hospital.
- The lease term shall commence on the date the lease is executed and is subject to annual renewal with a maximum lease term of 20 years.
- CSU is permitted to substitute leased property with consent of the State
- If the lease is terminated as the result of the occurrence of an event of non-appropriation or a lease event default, the State will be required to vacate the leased property within 90 days and the Trustee may exercise any of the remedies provided in the lease, including the sale or assignment of the Trustee's interest or the re-letting of the leased property.
- CSU is permitted to avoid an event of non-appropriation by paying the rent due.

The Board of Governors of the
Colorado State University System
Meeting Date: November 30-December 1, 2017
Action Item

**A RESOLUTION AUTHORIZING AND APPROVING A SITE LEASE AND
A SUBLEASE IN CONNECTION WITH THE STATE OF COLORADO
NATIONAL WESTERN CENTER LEASE PURCHASE FINANCING
PROGRAM AND AUTHORIZING AND RATIFYING CERTAIN ACTIONS
IN CONNECTION THEREWITH**

WHEREAS, the Board of Governors of the Colorado State University System (the “Board” or the “Site Lessor”) is a constitutionally established body corporate under Article VIII, Section 5 of the Constitution of the State of Colorado (the “State”) and Section 23-30-102, Section 23-31-103 and Section 23-31.5-102, Colorado Revised Statutes, as amended, duly authorized to carry out and effectuate the purposes of the Board in accordance with such powers and authority; and

WHEREAS, capitalized terms used but not defined in this resolution have the meanings assigned to them in the Glossary attached to the State of Colorado National Western Center Lease Purchase Financing Program Master Trust Indenture, dated as of December 1, 2017, by and between ZB, National Association dba Zions Bank (the “Trustee”), as such Glossary may be amended, supplemented and restated from time to time;

WHEREAS, the State is authorized by the Lease Purchase Act to execute one or more Lease Purchase Agreements to finance Approved Projects for the Site Lessor at the National Western Center and affiliated facilities at the Site Lessor’s campus in Fort Collins, Colorado;

WHEREAS, the State is authorized pursuant to the Lease Purchase Act to enter into ancillary agreements and instruments as deemed necessary or appropriate in connection with the Lease, including, but not limited to, ground leases, easements or other instruments relating to the facilities being purchased;

WHEREAS, the Site Lessor owns the land described in Exhibit A attached to the Site Leases (the “Land”) and the buildings, structures and improvements now or hereafter located on the Land (the Land and such buildings, structures and improvements, collectively, are referred to as the “Leased Property”);

WHEREAS, the Site Lessor will lease the Leased Property subject to the Site Leases to the Trustee in its capacity as trustee under the Indenture pursuant to the Site Leases and the State will lease the Site Lessor’s Leased Property from the Trustee in its capacity as trustee under the Indenture pursuant to the Lease, and the Site Lessor, as Sublessee, will sublease its Leased Property from the State pursuant to the Subleases; and

WHEREAS, Certificates will be issued pursuant to the Indenture and the proceeds of the Certificates will be used pursuant to the terms of the Indenture to finance all or a portion of the Costs of the Project of the Site Lessor;

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

The Board of Governors of the
 Colorado State University System
 Meeting Date: November 30-December 1, 2017
 Action Item

1. The Board hereby authorizes and approves the Site Leases and the Subleases and any and all documents, agreements and certificates contemplated or required thereby (collectively, the “Board Documents”).

2. The following individuals, namely: the Chair of the Board, the Chancellor of the System, the Vice President for University Operations of Colorado State University, the Chief Financial Officer of the System or the Treasurer of the System (and any other officers authorized by law to act on their behalf in their absence) are each hereby individually authorized to execute the Board Documents, in consultation with the Office of the General Counsel.

3. The appropriate officers of the Board and the System are hereby authorized to take such further actions as are deemed necessary and desirable in connection with the transactions described in this resolution, in consultation with the Office of the General Counsel. All action previously taken by the Board and the appropriate officers of the Board and the System directed toward the transactions described herein are hereby ratified, approved and confirmed.

4. If any section, paragraph, clause or provision of this resolution shall for any reason be held to be invalid or unenforceable, the invalidity or unenforceability of such section, paragraph, clause or provision shall not affect any of the remaining provisions of this resolution.

5. This resolution shall be in full force and effect upon its passage and adoption.

ADOPTED AND APPROVED as of November ____, 2017.

[SEAL]

BOARD OF GOVERNORS OF THE
 COLORADO STATE UNIVERSITY SYSTEM

By _____
 Chair of the Board

ATTEST:

By _____
 Secretary

Item 11

Approval of Collateral for COPs under SB 17-267

MATTERS FOR ACTION:

The Board of Governors of the Colorado State University System (the “Board”) Identification of Eligible State Facilities in accordance with Senate Bill 17-267.

RECOMMENDED ACTION:

MOVED, that the Board hereby identifies the following buildings as Eligible State Facilities under Senate Bill 17-267, which may be collateralized for lease-purchase agreements for capital construction, controlled maintenance, and transportation projects:

Colorado State University System	Replacement Value
1. General Services Building	\$23.3M
2. Centennial Hall	\$13.4M
3. Glenn Morris Field House	\$12.3M
4. Student Services Building	\$11.4M
5. Administration Building	\$10.0M
6. Facilities Services North	\$ 9.8M
7. Administration Building – Pueblo	\$ 7.8M
8. Book Storage	\$ 6.7M
9. Hartshorn	\$12.2M <i>identified for controlled maintenance</i>
10. Gonzalez Soccer/Lacrosse-Pueblo	<u>\$ 3.0M</u> <i>identified for controlled maintenance</i>
Total:	\$109.9M

FURTHER MOVED, that the Board must subsequently approve any specific lease, lease-purchase agreement, or other agreement related to the Eligible State Facilities identified herein and any collateralization or financing under Senate Bill 17-267, and the Board reserves the ability to substitute another comparable building or facility as an Eligible State Facility, at its discretion.

EXPLANATION PRESENTED BY: Dr. Tony Frank, Chancellor, Colorado State University System, and Lynn Johnson, Chief Financial Officer, Colorado State University System.

Senate Bill 17-267 provides for the collateralization of certain Eligible State Facilities to fund specified capital construction, controlled maintenance, and transportation priorities. Specifically, Senate Bill 17-267 provides that:

- a. Due to insufficient funding, necessary high-priority state highway projects and state capital construction projects, including projects at state institutions of higher education, in all areas of the state have been delayed, and the state has also delayed critical controlled maintenance and upkeep of state capital assets; and
- b. By issuing lease-purchase agreements using state buildings as collateral as authorized by this Part 13, the State can generate sufficient funds to accelerate the completion of many of the necessary high-priority State highway projects and capital construction projects that have been delayed and better maintain and reserve existing State capital assets.

Senate Bill 17-267 defines “Eligible State Facilities” for collateralization as: “... any financially unencumbered building, structure or facility determined to be eligible by a governing board of a State institution of higher education, and does not include any building, structure or facility that is part of the State Emergency Reserve (TABOR reserve) for any State fiscal year as designated in the annual general appropriation.”

The Colorado State University System has identified certain campus buildings as eligible for inclusion in the Senate Bill 17-267 collateralization using the following parameters:

- Must be free of any outstanding debt
- Must be in good condition – not slated for demolition or renovation and not need any physical upgrade in order to be utilized for this purpose
- Must stay in current use for the life of the collateralization (20 years)
- Must not be used to generate revenues pledged as part of the System’s Master Bond Resolution.

The buildings and facilities identified above meet those criteria and may be included in the list of Eligible State Facilities that may be used as collateral for the financing of capital construction, controlled maintenance, and transportation projects under Senate Bill 17-267.

Approved

Denied

Scott C. Johnson, Board Secretary

Date

Item 12

Approval of Thirteenth Supplemental Resolution

Thirteenth Supplemental Resolution

- Authorizing the issuance of up to \$325 million refunding bonds *(as rates continue to decline, other existing bonds might be eligible to refund)*.
- The potential elimination of tax-exempt advance refundings and private activity bonds in the recently proposed tax bill, has caused a rally in the municipal bond market; creating an opportunity to refund bonds and gain annual debt service savings.
- Proposed refunding includes \$117 million Series 2013E and \$6 million Series 2013C.

Thirteenth Supplemental Resolution

- Have notified State Treasurer to utilize State Intercept Program.
- Debt service savings of approximately \$400,000 annually would mostly benefit CSU Housing.
- Must close by December 31st if elimination of advance refundings is part of a passed tax bill.

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

THIRTEENTH SUPPLEMENTAL RESOLUTION

Authorizing the issuance of one or more series of:

Board of Governors of the Colorado State University System
System Enterprise Revenue Refunding Bonds
Series 2017

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THIRTEENTH 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 Thirteenth Supplemental Resolution is proposed for adoption pursuant to and in accordance with the Master Resolution; and

WHEREAS, the Board has determined to authorize hereby the issuance of Bonds, in one or more series or subseries, to be designated “The Board of Governors of the Colorado State University System, System Enterprise Revenue Refunding Bonds, Series 2017” (referred to herein as the “Series 2017 Bonds”) for the purposes of (a) defraying the cost of financing the 2017 Refunding Project, as further described herein; and (b) paying certain costs relating to the issuance thereof, in accordance with and as provided by the Master Resolution and this Thirteenth 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 Thirteenth Supplemental Resolution as such terms are given in the Master Resolution. In addition, the following terms shall have the following respective meanings:

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

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

“*Bond Insurance Policy*” means the municipal bond new issue insurance policy issued by the Bond Insurer, if any, that guarantees payment of principal of and interest on all or a portion of the Series 2017 Bonds.

“*Bond Insurer*” means such municipal bond insurance company, if any, as shall be selected to provide credit enhancement with respect to all or any portion of the Series 2017 Bonds, as designated in the Pricing Certificate.

“*Continuing Disclosure Undertaking*” means the Continuing Disclosure Undertaking of the Board with respect to the Series 2017 Bonds authorized in Section 2.06 hereof; provided,

however, that the Continuing Disclosure Undertaking may refer to multiple undertakings in the event the Series 2017 Bonds are issued in more than one series.

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

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

“*Escrow Agreement*” means that certain Escrow Deposit Agreement, dated as of the dated date of the Series 2017 Bonds, by and between the Escrow Agent and the Board.

“*Financial Consultant*” means, with respect to the Series 2017 Bonds, North Slope Capital Advisors, Denver, Colorado, in its capacity as municipal advisor, and any successor thereto.

“*Interest Payment Date*” means (a) each March 1 and September 1, commencing on the date or dates set forth in the Pricing Certificate with respect to the Series 2017 Bonds; (b) any other date or dates that interest is due and payable with respect to the Series 2017 Bonds as set forth in the Pricing Certificate with respect to the Series 2017 Bonds; and (c) the final maturity date of or any redemption date of each Series 2017 Bond.

“*Issue Date*” means the date or dates (in the event the Series 2017 Bonds are issued in more than one series) on which the Series 2017 Bonds are first delivered to the initial purchasers thereof against payment therefor.

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

“*Official Statement*” means the final Official Statement relating to the Series 2017 Bonds, including any supplements thereto; provided, however, that the Official Statement may refer to multiple Official Statements in the event the Series 2017 Bonds are issued in more than one series.

“*Preliminary Official Statement*” means the Preliminary Official Statement relating to the Series 2017 Bonds, including any supplements thereto; provided, however, that the Preliminary Official Statement may refer to multiple Preliminary Official Statements in the event the Series 2017 Bonds are issued in more than one series.

“*Pricing Certificate*” means a certificate executed by the Board Representative and evidencing the determinations made pursuant to Section 3.03(b) of this Thirteenth Supplemental Resolution; provided, however, that the Pricing Certificate may refer to multiple certificates, in the event the Series 2017 Bonds are issued in more than one series, and provided further that the provisions of any Pricing Certificate shall be deemed to be incorporated into this Thirteenth Supplemental Resolution.

“*Purchase Contract*” means any Purchase Contract relating to the Series 2017 Bonds between the Board and the Underwriters; provided, however, that the Purchase Contract may refer to multiple contracts in the event the Series 2017 Bonds are issued in more than one series.

“*Refunded Bonds*” means the Series 2013C Bonds, the Series 2013E Bonds and any other outstanding bonds of the Board which, in the Board’s discretion, are to be included in the 2017 Refunding Project.

“*Regular Record Date*” means the close of business on the fifteenth day (whether or not a Business Day) of the calendar month next preceding each regularly scheduled Interest Payment Date for the Series 2017 Bonds.

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

“*Series 2013C Bonds*” means The Board of Governors of the Colorado State University System, System Enterprise Revenue Bonds, Series 2013C (the “Series 2013C Bonds”).

“*Series 2013E Bonds*” means The Board of Governors of the Colorado State University System, System Enterprise Revenue Bonds, Series 2013E (the “Series 2013E Bonds”).

“*Series 2017 Bonds*” means the Bonds issued in one or more series or subseries hereunder and designated as “The Board of Governors of the Colorado State University System, System Enterprise Revenue Refunding Bonds, Series 2017,” and as more particularly designated in the Pricing Certificate.

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

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

“*State*” means the State of Colorado.

“*Taxable Obligation*” means any Series 2017 Bonds the interest on which is not excludable from gross income of the holder thereof for federal income tax purposes, which, with respect to the Series 2017 Bonds, shall be determined by the Board Representative, in accordance with the Article VII hereof titled “FEDERAL TAX LAW MATTERS” and set forth in the Pricing Certificate.

“*Tax Exempt Obligation*” means any Series 2017 Bonds the interest on which is excludable from gross income of the holder thereof for federal income tax purposes, which, with respect to the Series 2017 Bonds, shall be determined by the Board Representative, in accordance with Article VII hereof title “FEDERAL TAX LAW MATTERS” and set forth in the Pricing Certificate.

“*Thirteenth Supplemental Resolution*” means this Thirteenth Supplemental Resolution adopted by the Board on November 30, 2017.

“*Underwriters*” means, in the determination of the Board, any combination of investment banking firms, financial institutions or commercial banks selected by the Board, acting as underwriters, direct purchasers or lenders in connection with the sale of the Series 2017 Bonds.

“*2017 Expense Account*” means the account created in Section 5.02(b) hereof.

“*2017 Paying Agency Agreement*” means the Paying Agency, Transfer Agency and Bond Registrar Agreement, by and between the Board and the 2017 Paying Agent relating to the Series 2017 Bonds; provided, however, that the 2017 Paying Agent Agreement may refer to multiple agreements in the event the Series 2017 Bonds are issued in more than one series.

“*2017 Paying Agent*” means Wells Fargo Bank, National Association, Denver, Colorado, acting as agent of the Board for the payment of the principal of, premium, if any, and interest on the Series 2017 Bonds, and any successor thereto.

“*2017 Refunding Project*” means the refunding of certain series of Outstanding Bonds that are able to be refunded for present value savings, including, but not limited to, the ‘Series 2013C Bonds and the Series 2013E Bonds.

“*2017 Registrar*” means the 2017 Paying Agent acting as agent of the Board for the registration of the Series 2017 Bonds, and any successor thereto.

“*2017 Tax Certificate*” means the Tax Certificate relating to the Series 2017 Bonds, executed by the Board on the date of issuance of the Series 2017 Bonds; provided, however, that the 2017 Tax Certificate may refer to multiple tax compliance certificates executed in connection with the Series 2017 Bonds.

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

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

(b) Any Series 2017 Bond held by the Board shall not be deemed to be Outstanding for the purpose of redemption, for the purpose of consents hereunder or for any other purpose.

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

Section 1.04. Parties Interested Herein. Except as otherwise expressly provided in the Resolution, nothing expressed or implied in the Resolution is intended or shall be construed to

confer upon or to give to any Person, other than the System, the Board, the 2017 Paying Agent, the Bond Insurer, if any, and the owners from time-to-time of the Series 2017 Bonds, any right, remedy or claim under or by reason hereof or any covenant, condition or stipulation hereof. All the covenants, stipulations, promises and agreements set forth herein by and on behalf of the System shall be for the sole and exclusive benefit of the System, the Board, the 2017 Paying Agent, the Bond Insurer, if any, and the owners from time-to-time of the Series 2017 Bonds.

Section 1.05. Ratification. All action heretofore taken (not inconsistent with the provisions of the Resolution) by the officers of the Board, the officers of the System, the Financial Consultant, and otherwise by the Board directed toward the 2017 Refunding Project and the issuance, sale and delivery of the Series 2017 Bonds for such purposes, be, and the same hereby is, ratified, approved and confirmed, including, without limitation, the sale of the Series 2017 Bonds as provided in the Purchase Contract and the preparation and distribution of the Preliminary Official Statement and final Official Statement in connection therewith.

Section 1.06. Resolution Irrepealable. After any Series 2017 Bonds are issued, the Resolution shall constitute an irrevocable contract between the Board and owners of the Series 2017 Bonds; and the Resolution shall be and remain irrepealable until the Series 2017 Bonds and the interest thereon shall be fully paid, as herein provided.

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

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

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

ARTICLE II

AUTHORIZATION OF 2017 REFUNDING PROJECT AND CERTAIN RELATED DOCUMENTS

Section 2.01. Authority for Resolution. The Resolution is adopted by virtue of the plenary powers of the Board as a constitutionally established body corporate under Article VIII, Section 5 of the Constitution of the State and under the particular authority of the Auxiliary Facilities Enterprise Act, the Institutional Enterprise Statute, the Refunding Act, the Research Building Fund Act, the State Intercept Act (if applicable) 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 2017 Refunding Project and Series 2017 Bonds. It is necessary and for the best interests of the Board and the System that the Board undertake the 2017 Refunding Project as herein authorized and obtain funds therefor by issuing the Series 2017 Bonds; and the Board hereby so determines and declares.

Section 2.03. Authorization of the 2017 Refunding Project. The Board hereby determines to undertake the 2017 Refunding Project pursuant to the Auxiliary Facilities Enterprise Act, the Institutional Enterprise Statute, the Refunding Act, the Research Building Fund Act, the State Intercept Act (if applicable), 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 2017 Refunding Project is hereby authorized.

Section 2.04. Provision for Sale of Series 2017 Bonds. The Board Representative and the officers of the Board, or any of them, are hereby authorized, for and on behalf of the Board, to accept and execute the Purchase Contract submitted by the Underwriters for the purchase of the Series 2017 Bonds, in substantially the form filed with the Board on the date of adoption of this Thirteenth Supplemental Resolution, bearing interest at the rates therein designated and otherwise upon the terms and conditions provided in this Thirteenth Supplemental Resolution, the Pricing Certificate and such Purchase Contract.

Section 2.05. Execution of 2017 Paying Agency Agreement. The appropriate officers of the Board, as designated in the 2017 Paying Agency Agreement, are hereby authorized to complete and execute the 2017 Paying Agency Agreement on behalf of and in the name of the Board, in substantially the form filed with the Board following the date of adoption of this Thirteenth Supplemental Resolution.

Section 2.06. Approval and Use of Preliminary Official Statement and Official Statement; Rule 15c2-12; Continuing Disclosure Undertaking. The distribution and use of a Preliminary Official Statement relating to the Series 2017 Bonds, in substantially the form filed with the Board on or following the date of adoption of this Thirteenth Supplemental Resolution, is hereby approved with such changes as may be necessary for the sale of the Series 2017 Bonds. The Chair of the Board and/or the Chancellor of the System is each hereby authorized, directed and empowered to determine when such Preliminary Official Statement may be deemed final within the meaning of Securities and Exchange Rule 15c2-12, subject to permitted omissions, and thereupon to give a certificate to such effect. The Chair of the Board and/or the Chancellor of the System is each hereby authorized to execute and deliver the final Official Statement relating to the Series 2017 Bonds and the Underwriters may thereafter distribute the same. The appropriate officers of the Board and the System are hereby authorized to complete and execute the Continuing Disclosure Undertaking on behalf of and in the name of the Board, in substantially the form attached to the Preliminary Official Statement.

Section 2.07. Bond Insurance. In the event that it is determined to obtain a municipal bond insurance policy insuring the payment when due of the principal of and interest on all or a portion of the Series 2017 Bonds, as provided in Section 3.03(b)(ii) hereof and the Pricing Certificate, the completion, execution and delivery of all documents relating to and required or necessary in connection with such municipal bond insurance policy by the appropriate officers of the Board and the System are hereby authorized and approved. To the extent provided therein, the provisions of any agreement between the Board and the Bond Insurer, as contemplated in this

Section 2.08, shall be deemed to be incorporated in this Thirteenth Supplemental Resolution and shall be enforceable as if set forth herein.

Section 2.08. Execution of Documents. The following individuals, namely: the Chair of the Board, the Secretary of the Board, the Chancellor of the System, 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 Thirteenth Supplemental Resolution, and, as appropriate in connection with each series of Series 2017 Bonds issued hereunder, the Purchase Contract, the Pricing Certificate, the 2017 Paying Agency Agreement, the Escrow Agreement, the Continuing Disclosure Undertaking, the Official Statement, any documents required in connection with any Credit Enhanced Bonds, and any other documents or certificates necessary or appropriate to close the sale of the Series 2017 Bonds and all related transactions and to take any action with respect to any matter required to accomplish the same.

ARTICLE III

AUTHORIZATION AND TERMS OF SERIES 2017 BONDS

Section 3.01. Authorization of Series 2017 Bonds. Pursuant to the provisions of the Master Resolution, there is hereby authorized the borrowing of funds, and to evidence such borrowing there are hereby authorized one or more series Bonds of the Board designated “The Board of Governors of the Colorado State University System, System Enterprise Revenue Refunding Bonds, Series 2017,” or as more particularly designated in the Pricing Certificate, including the year of issuance. If, in accordance with the Article VII titled “FEDERAL TAX LAW MATTERS,” the Board Representative shall determine that any series of Series 2017 Bonds shall constitute a Taxable Obligation, the title of such series shall further include the following: “Taxable.” The full title of any and all series of bonds issued hereunder shall be determined by the Board Representative in accordance with the foregoing, and shall be set forth in the Pricing Certificate.

Section 3.02. Purposes. The Series 2017 Bonds are authorized for the purposes of funding the 2017 Refunding Project and paying certain costs of issuance relating to the Series 2017 Bonds, all as more specifically provided in Article V hereof.

Section 3.03. Terms of Series 2017 Bonds, Generally.

(a) **Registered Form; Numbers and Date.** The Series 2017 Bonds shall be issued in fully registered form and shall be numbered from one upward in consecutive numerical order preceded by the letter “R.” The registered Owner of all Series 2017 Bonds shall be a Securities Depository in accordance with the Master Resolution. The Series 2017 Bonds shall be dated the Issue Date.

(b) **Principal Amounts; Maturities; Interest Rates.** The Series 2017 Bonds shall mature, subject to the right of prior redemption as provided in Article IV hereof, on the dates and in the aggregate principal amounts, and shall bear interest, payable on each Interest Payment Date, as provided below:

(i) *Parameters.* Any Series 2017 Bonds, issued in one or more series or subseries, shall be issued in an aggregate principal amount not to exceed \$325,000,000 for the 2017 Refunding Project. Any Series 2017 Bonds, issued in one or more series or subseries, shall bear interest at such taxable and/or tax exempt rate or rates resulting in a true interest cost not exceeding 6% with respect to any debt issued hereunder. Notwithstanding the forgoing, Credit Enhanced Bonds may have a maximum interest rate not in excess of 12% per annum. Any Series 2017 Bonds may mature as term bonds or serial bonds, or both, not later than March 1, 2057 with respect to bonds issued for the 2017 Refunding Project. In addition, the Board shall only issue the Series 2017 Bonds to finance the 2017 Refunding Project if such 2017 Refunding Project results in present value savings with respect to the debt service requirements on the Refunded Bonds sufficient to comply with the Board's debt management policy as determined by the Board Representative.

(ii) *Delegated Powers.* The Board Representative is authorized, without further approval of the Board, to make any and all determinations listed in Section 11-57-205(1), Colorado Revised Statutes, as amended, provided such determinations are not inconsistent with the standards set forth in this Thirteenth Supplemental Resolution. In furtherance thereof, the Board Representative is hereby authorized, without further approval of the Board, to determine in conformity with the standards set forth in this Thirteenth Supplemental Resolution and after the Series 2017 Bonds have been priced in the market: (A) the final designation of one or more series or subseries of the Series 2017 Bonds; (B) the principal amount of each series or subseries of the Series 2017 Bonds; (C) the coupon interest rate or rates (whether fixed or variable) on the Series 2017 Bonds; (D) the maturity or maturities of the Series 2017 Bonds (any of which may include Series 2017 Bonds bearing different interest rates) and the amount and date of any mandatory sinking fund redemption; (E) provisions for the optional, mandatory or extraordinary redemption of any or all of the Series 2017 Bonds prior to maturity; (F) the purchase price of the Series 2017 Bonds; (G) whether the Series 2017 Bonds will constitute Tax Exempt Obligations, Taxable Obligations, and the other matters set forth in Article VII hereof entitled "FEDERAL TAX LAW MATTERS"; (H) whether or not to utilize bond insurance, a Credit Facility or a debt service reserve policy for the Series 2017 Bonds and the execution of all agreements, documents and certificates in connection therewith; (I) whether or not the Series 2017 Bonds will be sold pursuant to a negotiated sale, a competitive sale or direct placement; all as may be necessary to effect the 2017 Refunding Project and in a manner consistent with this Thirteenth Supplemental Resolution; including the estimated true interest cost of the Series 2017 Bonds and the Underwriter's or Purchaser's discount relating to the Series 2017 Bonds. The determinations described herein shall be evidenced by a Pricing Certificate filed with the Board, and except as otherwise expressly provided herein or in the Master Resolution, the terms of the Series 2017 Bonds shall be as set forth in the Pricing Certificate and incorporated by reference into this Thirteenth Supplemental Resolution; (J) which Outstanding Bonds will be

refunded; and (K) whether or not to qualify any of the Series 2017 Bonds under the State Intercept Program.

(c) ***Authorized Denominations.*** The Series 2017 Bonds shall be issued in Authorized Denominations.

(d) ***Computation of Interest.*** Each Series 2017 Bond shall bear interest at the applicable rate in accordance with Section 3.03(b) hereof, (i) from the date of authentication, if authenticated on an Interest Payment Date to which interest has been paid or duly provided for; or (ii) from the last preceding Interest Payment Date to which interest has been paid or duly provided for (or the Issue Date if no interest thereon has been paid or duly provided for) in all other cases. The amount of interest so payable on Series 2017 Bonds on any Interest Payment Date shall be computed on the basis of a 360-day year of twelve 30-day months, unless an alternative computational convention is set forth in the Pricing Certificate.

(e) ***Appointment of 2017 Paying Agent and 2017 Registrar.*** Wells Fargo Bank, National Association, is hereby appointed the 2017 Paying Agent and 2017 Registrar.

Section 3.04. Payment of Bond Requirements.

(a) ***Principal and Final Interest.*** The principal or Redemption Price of and the final interest payment on any Series 2017 Bond shall be payable to the owner thereof as shown on the registration books maintained by the 2017 Registrar upon maturity or prior redemption thereof and upon presentation and surrender at the principal office of the 2017 Paying Agent. If any Series 2017 Bond shall not be paid upon such presentation and surrender at or after maturity, it shall continue to draw interest (but without compounding of interest) at the rate borne by it until the principal thereof is paid in full.

(b) ***Interest.*** The interest due on any Series 2017 Bond on any Interest Payment Date shall be paid to the owner thereof, as shown on the registration books kept by the 2017 Registrar at the close of business on the Regular Record Date. Any such interest not so timely paid or duly provided for shall cease to be payable to the person who is the owner of such Series 2017 Bond on the Regular Record Date and shall be payable to the person who is the owner of such Series 2017 Bond at the close of business on a Special Record Date for the payment of any such defaulted interest. Such Special Record Date shall be fixed in accordance with Section 3.10 of the Master Resolution.

(c) ***Payment of Interest.*** All payments of interest on any Series 2017 Bond shall be paid to the person entitled thereto pursuant to Section 3.04(b) above by check mailed on the Interest Payment Date to his or her address as it appears on the registration books kept by the 2017 Registrar (or, in the case of defaulted interest, the date selected by the 2017 Registrar for the payment of such defaulted interest), or, at the option of any owner of \$1,000,000 or more in principal amount of Series 2017 Bonds, by wire transfer on such date to a bank within the continental United States as directed by such owner.

(d) **State Intercept Program.** The Board may elect to utilize the State Intercept Program for all or a portion of the 2017 Refunding Project. The final determination of which Series 2017 Bonds (and any series thereof) are subject to the State Intercept Program shall be set forth in the Pricing Certificate. The Board is hereby directed to file with the State Treasurer a copy of this Thirteenth Supplemental Resolution, the Pricing Certificate and the Official Statement. The Board shall also make such filings as are required by the State Intercept Act.

Section 3.05. Bond Form. Subject to the provisions of this Thirteenth Supplemental Resolution, the Series 2017 Bonds shall be in substantially the form set forth in Exhibit A hereto, with such omissions, insertions, endorsements and variations as to any recitals of fact or other provisions as may be required by the circumstances, be required or permitted by the Master Resolution, or be consistent with the Master Resolution.

Section 3.06. State Tax Exemption. Pursuant to Section 23-5-105, Colorado Revised Statutes, as amended, the Series 2017 Bonds, their transfer, and the income therefrom shall forever be and remain free and exempt from taxation by the State or any subdivision thereof.

ARTICLE IV

REDEMPTION OF SERIES 2017 BONDS

Section 4.01. Optional Redemption. The Series 2017 Bonds shall be subject to redemption prior to maturity at the option of the Board, if at all, on the dates and at the Redemption Prices as set forth in the Pricing Certificate.

Section 4.02. Mandatory Sinking Fund and Make Whole Redemption. The Series 2017 Bonds shall be subject to mandatory sinking fund redemption and make whole redemption, if at all, on the dates and in the principal amounts as set forth in the Pricing Certificate.

Section 4.03. Selection of Series 2017 Bonds for Redemption. If less than all of the Series 2017 Bonds are called for prior redemption hereunder, the Series 2017 Bonds or portions to be redeemed shall be redeemed in such order of maturities as shall be specified by the Board. If less than all Series 2017 Bonds or portions thereof of a single maturity and rate are to be redeemed, they shall be selected by lot in such manner as the Paying Agent may determine. In the case of a Series 2017 Bond of a denomination larger than an Authorized Denomination, such Series 2017 Bond may be redeemed only in principal amounts equal to any integral multiple of the minimum Authorized Denomination. In the event a portion of any Series 2017 Bonds is so redeemed, the 2017 Registrar shall, without charge to the owner of such Series 2017 Bond, authenticate a replacement Series 2017 Bond for the unredeemed portion thereof.

Section 4.04. Redemption Procedures. Except as otherwise provided herein, the Series 2017 Bonds shall be called for prior redemption and shall be paid by the 2017 Paying Agent upon notice as provided in Section 4.05 hereof. The 2017 Registrar shall not be required to transfer or exchange any Series 2017 Bond after notice of the redemption of such Series 2017 Bond has been given (except the unredeemed portion of such Series 2017 Bond, if redeemed in

part) or to transfer or exchange any Series 2017 Bond during the period of 15 days next preceding the day such notice is given.

In addition, the 2017 Registrar is hereby authorized to comply with any operational procedures and requirements of the Securities Depository relating to redemption of Series 2017 Bonds and notice thereof. The Board and the 2017 Registrar shall have no responsibility or obligation with respect to the accuracy of the records of the Securities Depository or a nominee therefor or any Participant of such Securities Depository with respect to any ownership interest in the Series 2017 Bonds or the delivery to any Participant, beneficial owner or any other person (except to a registered owner of the Series 2017 Bonds) of any notice with respect to the Series 2017 Bonds, including any notice of redemption.

Section 4.05. Notice of Redemption. The 2017 Registrar shall cause notice of the redemption of the Series 2017 Bonds being redeemed under this Article IV to be given in the form and manner described in Section 3.07 of the Master Resolution not less than 30 days nor more than 60 days prior to the redemption date.

Section 4.06. Tender and Purchase. The Series 2017 Bonds shall be subject to tender and purchase prior to maturity at the option of the Board, if at all, on the dates, in the manner and at the prices as set forth in the Pricing Certificate.

ARTICLE V

ISSUANCE OF SERIES 2017 BONDS AND USE OF SERIES 2017 BOND PROCEEDS

Section 5.01. Series 2017 Bond Preparation, Execution and Delivery. The officers of the Board and the System designated in this Thirteenth Supplemental Resolution are hereby authorized and directed to prepare and to execute the Series 2017 Bonds, as herein provided. When the Series 2017 Bonds have been duly executed, the Board Representative shall deliver them to the Underwriters upon receipt of the agreed purchase price.

Section 5.02. Disposition of Series 2017 Bond Proceeds. The proceeds of the Series 2017 Bonds, upon the receipt thereof, shall be accounted for in the following manner and priority and are hereby pledged therefor:

(a) **2017 Escrow Account.** First, from the proceeds of the Series 2017 Bonds there shall be deposited with the Escrow Agent in the Escrow Account under the Escrow Agreement an amount sufficient to accomplish the 2017 Refunding Project as set forth in the Pricing Certificate and the Escrow Agreement.

(b) **2017 Expense Account.** Second, from the proceeds of the Series 2017 Bonds, there shall be deposited to the credit of a separate account, hereby created (the “2017 Expense Account”), which 2017 Expense Account shall be under the control of the Board, all remaining amounts of proceeds of the Series 2017 Bonds. From such 2017 Expense Account, the Board shall be authorized to pay all expenses associated with the issuance of the Series 2017 Bonds. Any moneys remaining in the 2017 Expense Account

six months after the date of issuance of the Series 2017 Bonds shall be transferred as directed by the Board Representative.

Section 5.03. Purchaser Not Responsible. The Underwriters, any associate thereof, and any subsequent owner of any Series 2017 Bond shall in no manner be responsible for the application or disposal by the Board or by any System officer or any other employee or agent of the Board or System of the moneys derived from the sale of the Series 2017 Bonds or of any other moneys herein designated.

ARTICLE VI

ESTABLISHMENT OF CERTAIN ACCOUNTS

Section 6.01. Establishment of Certain Accounts. In accordance with Section 5.01 of the Master Resolution, the Board hereby creates and establishes the following accounts in respect of the Series 2017 Bonds: (a) within the Debt Service Fund, a “Series 2017 Interest Account” and a “Series 2017 Principal Account”; and (b) within the Rebate Fund, a “Series 2017 Rebate Account.” Such accounts shall be maintained and applied as provided in (i) Section 5.06 of the Master Resolution, with respect to the Series 2017 Interest Account and the Series 2017 Principal Account; and (ii) Sections 5.11 through 5.13 of the Master Resolution, with respect to the Series 2017 Rebate Account. The Board authorizes the creation of the Escrow Account with the Escrow Agent under the Escrow Agreement.

ARTICLE VII

FEDERAL TAX LAW MATTERS

Section 7.01. Determination of Tax Exempt or Taxable Obligations. All or any portion of the Series 2017 Bonds is authorized to be issued as a Tax Exempt Obligation or Taxable Obligation. The Board hereby delegates to the Board Representative the authority to determine what, if any, portion of the Series 2017 Bonds shall constitute a Tax Exempt Obligation, and what, if any, portion of the Series 2017 Bonds shall constitute a Taxable Obligation which determinations shall be set forth in the applicable Pricing Certificate. To the extent that any portion of the Series 2017 Bonds shall constitute Tax Exempt Obligations, for purposes of ensuring that the interest on the Tax Exempt Obligations is and remains excluded from gross income for federal income tax purposes, the Board makes the covenants set forth in Sections 7.02 through 7.04 of this Article VII. In the event that, as determined by the Board Representative and set forth in the Pricing Certificate, no portion of the Series 2017 Bonds constitutes Tax Exempt Obligations, Sections 7.02 through 7.04 of this Article VII shall be of no force or effect.

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

interest on any Tax Exempt Obligations to be includible in gross income for federal income tax purposes.

Section 7.03. Affirmative Actions. The Board will at all times do and perform all acts permitted by law that are necessary in order to assure that interest paid by the Board on the Tax Exempt Obligations shall not be includible in gross income for federal income tax purposes under the Code or any other valid provision of law. In particular, but without limitation, the Board represents, warrants and covenants to comply with the following unless it receives an opinion of Bond Counsel stating that such compliance is not necessary: (a) gross proceeds of the Tax Exempt Obligations will not be used in a manner that will cause the Series 2017 Bonds to be considered “private activity bonds” within the meaning of the Code; (b) the Tax Exempt Obligations are not and will not become directly or indirectly “federally guaranteed”; and (c) the Board will timely file Internal Revenue Form 8038-G which shall contain the information required to be filed pursuant to Section 149(e) of the Code with respect to the Tax Exempt Obligations.

Section 7.04. 2017 Tax Certificate. The Board will comply with the 2017 Tax Certificate delivered to it on the date of issuance of any Series 2017 Bonds constituting Tax Exempt Obligations, including but not limited to the provisions of the 2017 Tax Certificate regarding the application and investment of proceeds of such Series 2017 Bonds, the calculations, the deposits, the disbursements, the investments and the retention of records described in the 2017 Tax Certificate; provided that, in the event the original 2017 Tax Certificate is superseded or amended by a new 2017 Tax Certificate drafted by, and accompanied by an opinion of Bond Counsel stating that the use of the new 2017 Tax Certificate will not cause the interest on such Series 2017 Bonds to become includible in gross income for federal income tax purposes, the Board will thereafter comply with the new 2017 Tax Certificate.

ARTICLE VIII

MISCELLANEOUS

Section 8.01. Applicability of Master Resolution. Except as otherwise provided herein, the provisions of the Master Resolution govern the Series 2017 Bonds and the 2017 Refunding Project. The rights, undertakings, covenants, agreements, obligations, warranties, and representations of the Board set forth in the Master Resolution shall in respect of the Series 2017 Bonds be deemed the rights, undertakings, covenants, agreements, obligations, warranties and representations of the Board.

Section 8.02. Severability and Invalid Provisions. If any one or more of the covenants or agreements provided in this Thirteenth 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 Thirteenth Supplemental Resolution.

Section 8.03. Table of Contents and Section Headings Not Controlling. The Table of Contents and the headings of the several Articles and Sections of this Thirteenth 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 Thirteenth Supplemental Resolution.

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

ADOPTED AND APPROVED as of November 30, 2017.

[SEAL]

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM

By _____
Chair of the Board

ATTEST:

By _____
Secretary

[Signature Page to Thirteenth Supplemental Resolution]

EXHIBIT A**FORM OF SERIES 2017 BONDS [TO BE MODIFIED FOR EACH SERIES]**

UNLESS THIS BOND IS PRESENTED BY AN AUTHORIZED REPRESENTATIVE OF THE DEPOSITORY TRUST COMPANY, A NEW YORK CORPORATION (“DTC”), TO THE 2017 PAYING AGENT, THE 2017 REGISTRAR OR ANY AGENT THEREOF FOR REGISTRATION OF TRANSFER, EXCHANGE OR PAYMENT, AND ANY BOND ISSUED IS REGISTERED IN THE NAME OF CEDE & CO. OR IN SUCH OTHER NAME AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF DTC (AND ANY PAYMENT IS MADE TO CEDE & CO. OR TO SUCH OTHER ENTITY AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF DTC), ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL INASMUCH AS THE REGISTERED OWNER HEREOF, CEDE & CO., HAS AN INTEREST HEREIN.

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

**UNITED STATES OF AMERICA
STATE OF COLORADO**

**BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM
SYSTEM ENTERPRISE REVENUE REFUNDING BONDS
SERIES 2017**

No. R- _____ \$ _____

Interest Rate (Per Annum)	Maturity Date	Dated as of	CUSIP
_____ %	March 1, _____	_____, 2017	_____

REGISTERED OWNER: CEDE & CO.

PRINCIPAL AMOUNT: _____ DOLLARS

The Board of Governors of the Colorado State University System (the “Board” and the “System,” respectively), being a body corporate under the laws of the State of Colorado (the “State”), for value received, hereby promises to pay to the registered owner specified above or registered assigns solely from the special funds provided therefor, the principal amount specified above, on the maturity date specified above (unless called for earlier redemption), and to pay from such special funds interest thereon on March 1 and September 1 of each year (each an “Interest Payment Date”), commencing on _____ at the interest rate per annum specified above, until the principal sum is paid or payment has been provided. This Series 2017 Bond (as hereinafter defined) will bear interest from the most recent Interest Payment Date to which interest has been paid or provided for, or, if no interest has been paid, from the date of this

Series 2017 Bond. The principal of and premium, if any, on this Series 2017 Bond are payable upon presentation and surrender hereof at the principal office of the Board's paying agent for the Series 2017 Bonds (the "2017 Paying Agent"), initially Wells Fargo Bank, National Association. The 2017 Paying Agent's principal office for such payment shall be in Minneapolis, Minnesota. Interest on this Series 2017 Bond will be paid on each Interest Payment Date (or, if such Interest Payment Date is not a business day, on the next succeeding business day), by check or draft mailed to the person in whose name this Series 2017 Bond is registered (the "registered owner") in the registration records of the Board maintained by the Board's registrar for the Series 2017 Bonds (the "2017 Registrar"), initially Wells Fargo Bank, National Association, and at the address appearing thereon at the close of business on the fifteenth day of the calendar month next preceding such Interest Payment Date (the "Regular Record Date"). Any such interest not so timely paid or duly provided for shall cease to be payable to the person who is the registered owner hereof at the close of business on the Regular Record Date and shall be payable to the person who is the registered owner thereof at the close of business on a Special Record Date (as described in the resolution of the Board authorizing the issuance of this Series 2017 Bond; herein the "Resolution"), for the payment of any defaulted interest. Such Special Record Date shall be fixed by the 2017 Registrar whenever moneys become available for payment of the defaulted interest, and notice of the Special Record Date shall be given to the registered owners of the bonds of the series of which this is one not less than 10 days prior thereto. Alternative means of payment of interest may be used if mutually agreed to between the owner of any Series 2017 Bond and the 2017 Paying Agent, as provided in the Resolution. All such payments shall be made in lawful money of the United States of America without deduction for the services of the 2017 Registrar or 2017 Paying Agent.

This bond is one of an authorized series of bonds issued under the Resolution designated the Board of Governors of the Colorado State University System, System Enterprise Revenue Refunding Bonds, Series 2017 in the aggregate principal amount of \$[_____] (the "Series 2017 Bonds").

It is hereby certified that all acts, conditions and things required to be done precedent to and in the issuance of this Series 2017 Bond and the series of which it is a part have been properly done, have happened, and have been performed in regular and due time, form and manner as required by the Constitution and laws of the State and the proceedings herein mentioned, and that this series of bonds does not exceed any constitutional or statutory limitation.

This Series 2017 Bond shall not be valid or obligatory for any purpose until the 2017 Registrar shall have manually signed the certificate of authentication hereon.

The Series 2017 Bonds are issuable solely as fully registered bonds in denominations of \$5,000 and any integral multiple thereof and are exchangeable for fully registered Series 2017 Bonds of the same maturity in equal aggregate principal amounts and in authorized denominations at the aforesaid office of the 2017 Registrar but only in the manner, subject to the limitations, and on payment of the charges provided in the Resolution.

The 2017 Registrar will not be required to transfer or exchange (a) any Series 2017 Bond subject to redemption during a period beginning at the opening of business 15 days before the

day of the mailing by the 2017 Registrar of a notice of prior redemption of Series 2017 Bonds and ending at the close of business on the day of such mailing, or (b) any Series 2017 Bond after the mailing of notice calling such Series 2017 Bond or any portion thereof for prior redemption.

The Series 2017 Bonds or portions thereof maturing on and after March 1, 20___, are subject to redemption prior to their respective maturities, at the option of the Board, on or after March 1, 20___, in whole or in part at any time, in such order of maturities as the Board shall determine and by lot within a maturity, in integral multiples of \$5,000 (giving proportionate weight to Series 2017 Bonds in denominations larger than \$5,000), in such manner as the 2017 Paying Agent may determine, at a redemption price equal to ___% of the principal amount of each Series 2017 Bond or portion thereof so redeemed plus accrued interest thereon to the redemption date.

The Series 2017 Bonds are subject to mandatory sinking fund redemption as provided in the Pricing Certificate.

In the case of a Series 2017 Bond of a denomination larger than \$5,000, a portion of such Series 2017 Bond (\$5,000 or any integral multiple thereof) may be redeemed, in which case the 2017 Registrar shall, without charge to the owner of such Series 2017 Bond, authenticate and issue a replacement Series 2017 Bond or Bonds for the unredeemed portion thereof. Redemption shall be made upon not less than 30 days' prior mailed notice to each registered owner as shown on the registration records maintained by the 2017 Registrar, as provided in the Resolution.

This Series 2017 Bond is fully transferable by the registered owner hereof in person or by his duly authorized attorney on the registration records maintained by the 2017 Registrar upon surrender of this Series 2017 Bond together with a duly executed written instrument of transfer satisfactory to the 2017 Registrar. Upon such transfer a new fully registered Series 2017 Bond or Series 2017 Bonds of authorized denomination or denominations of the same aggregate principal amount and maturity will be issued to the transferee in exchange for this Series 2017 Bond, subject to such terms and conditions as set forth in the Resolution. The Board, 2017 Registrar and 2017 Paying Agent may deem and treat the person in whose name this Series 2017 Bond is registered as the absolute owner hereof for the purpose of making payment (except to the extent otherwise provided hereinabove and in the Resolution with respect to Regular and Special Record Dates for the payment of interest) and for all other purposes and the Board and 2017 Paying Agent and 2017 Registrar shall be not affected by notice to the contrary.

The Series 2017 Bonds are being issued to finance the 2017 Refunding Project.

The Series 2017 Bonds are issued by the Board as authorized by and pursuant to the Auxiliary Facilities Enterprise Act, the Institutional Enterprise Statute, the Refunding Act, the Research Building Fund Act, the State Intercept Act (if applicable), the Supplemental Public Securities Act, and applicable provisions of the Code.

This Series 2017 Bond does not constitute a debt or an indebtedness of the State, the Board or the System within the meaning of any constitutional or statutory provision or limitation, shall not be considered or held to be a liability or general obligation of the State, the Board or the System, and is payable and collectible as an obligation of the Board solely out of the net

revenues (including Student Fees) (the “Net Revenues”) to be derived from the operation of certain revenue-producing Facilities and Research Facilities, as well as certain Tuition Revenues, as such Net Revenues, Student Fees, Facilities, Research Facilities and Tuition Revenues are defined in the Resolution. The owner hereof may not look to any general or other fund of the State or the System for the payment of the principal of, premium, if any, and interest on this obligation, except the special funds pledged therefor.

Payment of the Series 2017 Bonds and the interest thereon shall be made from, and as security for such payment there is pledged pursuant to the Resolution, a special fund identified as the “System Enterprise Debt Service Fund” (the “Debt Service Fund”), into which fund the Board covenants to pay from the Net Revenues moneys sufficient to pay when due the principal of, premium, if any, and interest on the Series 2017 Bonds. The Series 2017 Bonds constitute an irrevocable lien on the Net Revenues and are being issued on parity with the Board’s: Tax Exempt System Enterprise Revenue Bonds, Series 2007A; Tax Exempt System Enterprise Refunding Revenue Bonds, Series 2007B; Taxable System Enterprise Revenue Bonds, Series 2007C; System Enterprise Revenue Bonds, Series 2008A; System Enterprise Revenue Bonds, Series 2009A; System Enterprise Revenue Bonds, Series 2010A; Taxable System Enterprise Revenue Bonds (Build America Bonds – Direct Payment to the Board), Series 2010B; Taxable System Enterprise Revenue Bonds (Recovery Zone Economic Development Bonds – Direct Payment to the Board), Series 2010C; System Enterprise Bonds, Series 2012A; System Enterprise Revenue Refunding Bonds, Series 2012B and Taxable System Enterprise Revenue Refunding Bonds, Series 2012C; System Enterprise Revenue and Revenue Refunding Bonds, Series 2013A; System Enterprise Revenue and Revenue Refunding Bonds, Series 2013B; System Enterprise Revenue Bonds, Series 2013C; Taxable System Enterprise Revenue Bonds, Series 2013D, System Enterprise Revenue Bonds, Series 2013E, System Enterprise Revenue Bonds, Series 2015A, Taxable System Enterprise Revenue Bonds, Series 2015B, System Enterprise Revenue Refunding Bonds, Series 2015C, System Enterprise Revenue Bonds, Series 2015D, System Enterprise Revenue Bonds, Series 2015E-1, System Enterprise Revenue Bonds, Series 2015E-2 (Green Bonds), System Enterprise Revenue Bonds, Series 2015F, System Enterprise Revenue Refunding Bonds, Series 2017A and System Enterprise Revenue Refunding Bonds, Series 2017B. Outstanding Obligations in addition to the Series 2017 Bonds, subject to expressed conditions, may be issued and made payable from the Net Revenues and having a lien thereon subordinate and junior to the lien, or subject to additional expressed conditions, having a lien thereon on a parity with the lien thereon of the Series 2017 Bonds, as provided in the Resolution.

Reference is made to the Resolution and any and all modifications and amendments thereof and to the designated statutes for the provisions, among others, with respect to the custody and application of the proceeds of the Series 2017 Bonds, for a description of the nature and extent of the security for the Series 2017 Bonds, the funds or revenues pledged, the nature and extent and manner of enforcement of the pledge, the rights and remedies of the owners of the Series 2017 Bonds with respect thereto, the terms and conditions upon which the Series 2017 Bonds are issued, and a statement of rights, duties, immunities and obligations of the Board and the rights of the owners of the Series 2017 Bonds.

To the extent and in the respects permitted by the Resolution, the provisions of the Resolution or any resolution amendatory thereof or supplemental thereto may be modified or

amended by action on behalf of the Board taken in the manner and subject to the conditions and exceptions prescribed in the Resolution. The pledge of the Net Revenues and other duties of the Board under the Resolution may be discharged at or prior to the maturity or redemption of the Series 2017 Bonds upon the making of provision for the payment thereof on the terms and conditions set forth in the Resolution.

The Board covenants and agrees with the owner of this Series 2017 Bond and with each and every person who may become the owner hereof that it will keep and perform all of the covenants of the Resolution.

When all principal of, premium, if any, and interest on the Series 2017 Bonds, or any portion thereof, have been duly paid, the pledge and lien of all obligations hereunder shall thereby be discharged as to such issue or part of such issue and such issue or part of such issue shall no longer be deemed to be Outstanding within the meaning hereof. There shall be deemed to be such due payment if the Board has placed in escrow or in trust with a trust bank exercising trust powers, an amount sufficient (including the known minimum yield available for such purpose from federal securities in which such amount wholly or in part may be initially invested) to meet all requirements of principal of, premium, if any, and interest on the securities issue, as such requirements become due to their final maturities or upon any designated redemption dates. The federal securities shall become due prior to the respective times on which the proceeds thereof shall be needed, in accordance with a schedule established and agreed upon between the Board and such trust bank at the time of the creation of the escrow or trust, or the federal securities shall be subject to redemption at the option of the holders thereof to assure such availability as so needed to meet such schedule.

No recourse shall be had for the payment of the principal of, premium if any, and interest on this Series 2017 Bond or for any claim based thereon or otherwise in respect to the Resolution against any individual member of the Board, past, present or future, either directly or through the Board or the System, or through any successor body corporate of either, whether by virtue of any constitution, statute or rule of law, or by the enforcement of any penalty or otherwise, all such liability, if any, being by the acceptance of this Series 2017 Bond and as a part of the consideration of its issuance specially waived and released. The obligation of the Board, as a body corporate, to the owner hereof is limited to applying funds for the payment hereof, as set forth above and as more fully delineated in the Resolution, and to otherwise complying with the contractual provisions therein.

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

This Series 2017 Bond is issued pursuant to the Supplemental Public Securities Act, Colorado Revised Statutes, Sections 11-57-201 et seq., as amended, and, pursuant to

Section 11-57-210, C.R.S., this recital shall be conclusive evidence of the validity and the regularity of the issuance of this Bond after its delivery for value.

IN TESTIMONY WHEREOF, the Board of Governors of the Colorado State University System has caused this Series 2017 Bond to be executed in the name and on the behalf of the Board with the manual or facsimile signature of its Chair, and to be attested and signed with the manual or facsimile signature of the Secretary of the Board; and has caused the facsimile of the seal of the System to be affixed hereon, all as of _____, 2017.

[FACSIMILE SEAL]

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM

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

ATTEST:

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

[FORM OF CERTIFICATE OF AUTHENTICATION FOR SERIES 2017 BONDS]

CERTIFICATE OF AUTHENTICATION

Date of authentication and registration: _____

This is one of the Series 2017 Bonds described in the within-mentioned Resolution, and this Series 2017 Bond has been duly registered on the registration records kept by the undersigned as 2017 Registrar for such Series 2017 Bonds.

WELLS FARGO BANK, NATIONAL
ASSOCIATION, as Registrar

By _____ (Manual Signature)
Authorized Officer or Employee

[END OF FORM OF CERTIFICATE OF AUTHENTICATION FOR SERIES 2017 BONDS]

[FORM OF ASSIGNMENT OF SERIES 2017 BONDS]

ASSIGNMENT

For value received, the undersigned hereby sells, assigns and transfers unto _____ the within Series 2017 Bond and hereby irrevocably constitutes and appoints _____ attorney, to transfer the same on the records kept for registration of the within Series 2017 Bond, with full power of substitution in the premises.

Dated: _____

NOTE: The signature to this Assignment must correspond with the name as written on the face of this Series 2017 Bond in every particular, without alteration or enlargement or any change whatsoever.

Signature Guaranteed:

Name and address of transferee:

Social Security or other
tax identification number of transferee:

TRANSFER FEE MAY BE REQUIRED

[END OF FORM OF ASSIGNMENT OF SERIES 2017 BONDS]

Item 13

Re-adoption of Resolution to Approve an Interest Rate Exchange Agreement

Re-Adoption of Resolution to Approve an Interest Rate Exchange Agreement

- Currently in the process of negotiating the Agreement with Royal Bank of Canada (RBC).
- RBC has requested specific language in the Authorizing Resolution regarding any termination payment would be on parity with our other bonds.
- The original resolution approved in October did not have the specific language.
- New resolution adds to Section 4: *The Board hereby specifically approves that Exchange Termination Payments and payments under the Qualified Exchange Agreement (as defined in the Master Resolution) are authorized to have a lien on Net Revenues on a parity with the lien thereon of the Bonds outstanding under the Master Resolution.*

The Board of Governors of the
Colorado State University System
Meeting Date: November 30-December 1, 2017
Action Item

A RESOLUTION AUTHORIZING AND APPROVING AN INTEREST RATE EXCHANGE AGREEMENT IN CONNECTION WITH THE BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM, SYSTEM ENTERPRISE REVENUE BONDS, SERIES 2015D AND AUTHORIZING AND RATIFYING CERTAIN ACTIONS IN CONNECTION THEREWITH

WHEREAS, the Board of Governors of the Colorado State University System (the “Board”) is a constitutionally established body corporate under Article VIII, Section 5 of the Constitution of the State of Colorado (the “State”) and Section 23-30-102, Section 23-31-103 and Section 23-31.5-102, Colorado Revised Statutes, as amended, duly authorized to carry out and effectuate the purposes of the Board in accordance with such powers and authority; and

WHEREAS, the Board has previously issued its Board of Governors of the Colorado State University System, System Enterprise Revenue Bonds, Series 2015D (the “Series 2015D Bonds”) pursuant to a Master System Enterprise Bond Resolution adopted by the Board on June 20, 2007, as supplemented by the Ninth Supplemental Resolution adopted by the Board on February 5, 2015 (collectively, the “Bond Resolution”) and terms used and not defined herein shall have the meaning set forth in the Bond Resolution; and

WHEREAS, the Bonds currently bear interest at the variable Index Rate in effect from time to time, as set forth in the Pricing Certificate for the Series 2015D Bonds, dated as of April 28, 2015; and

WHEREAS, in connection with the Series 2015D Bonds, the Board, in order to hedge interest rate risk, has been presented with a proposal whereby it would enter into a forward starting interest rate exchange agreement with a notional amount equal to the outstanding principal amount of the Series 2015D Bonds (which principal amount may include any additional principal that relates to either a refunding or reissuance of the Series 2015D Bonds) under which the Board would pay a fixed rate and the counterparty to the interest rate exchange agreement would pay a floating rate; and

WHEREAS, the Bond Resolution provides that the Board may enter into such an arrangement which constitutes a “Qualified Exchange Agreement” as defined in the Bond Resolution, and that, subject to certain limitations and exceptions contained therein, amounts payable to any Qualified Counterparty under a Qualified Exchange Agreement shall be paid from the Revenue Fund with the same priority as other payments of Debt Service Requirements on Bonds under the Bond Resolution and shall have a lien on Net Revenues on a parity with the lien thereon of Bonds; and

WHEREAS, such a proposal will require the Board to enter into one or more ISDA Master Agreements or utilize existing ISDA Master Agreements to which the Board is a party (the “ISDA Agreements”), to enter into one or more schedules or utilize existing schedules (the “Schedules”) and to enter into one or more confirmations with respect to the transaction (the “Confirmations”) and;

The Board of Governors of the
Colorado State University System
Meeting Date: November 30-December 1, 2017
Action Item

WHEREAS, the Board has received information as to the costs, risks and benefits of entering into a Qualified Exchange Agreement and the Board hereby finds that entering into a Qualified Exchange Agreement is in the best interests of the Board; and

WHEREAS, the Board desires to authorize and approve the entering into of an interest rate exchange agreement within the parameters set forth herein, and to authorize the execution and delivery of ISDA Agreements, Schedules and Confirmations and related documents, to the extent required to effect the proposed transaction;

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

1. The Board is hereby authorized to enter into one or more ISDA Agreements, Schedules and/or Confirmations and related documents in order to effect an interest rate exchange transaction (the "Interest Rate Exchange Transaction") whereby the Board will pay a fixed rate and the interest rate exchange provider will pay a floating rate within the parameters set forth in Section 2 below and as permitted by (a) the Bond Resolution, as the same may be supplemented and amended; (b) the CSUS Board Derivative Policy, as the same may be supplemented; and amended and (c) Section 11-59.3-103, Colorado Revised Statutes, as amended (the "Interest Rate Exchange Agreement Act").

2. The Interest Rate Exchange Transaction shall be subject to the following parameters:

(a) The notional amount shall be equal to the outstanding principal amount of the Series 2015D Bonds (which principal amount may include any additional principal that relates to either a refunding or reissuance of the Series 2015D Bonds).

(b) The rate to be paid by the Board pursuant to the Interest Rate Exchange Transaction shall not exceed 2.10% per annum.

(c) The floating rate to be paid by the counterparty shall be based upon the index or indices set forth in the ISDA Agreements, Schedules and the Confirmations and related documents.

(d) It shall contain a commencement date not later than March 1, 2023.

(e) The duration shall not extend beyond the final maturity of the Series 2015D Bonds or other Bonds to which it relates.

(f) The counterparty or counterparties shall be a party or parties recommended by the Board's municipal advisor, North Slope Capital Advisors, and each shall constitute a Qualified Counterparty as defined in the Bond Resolution.

(g) It shall constitute a Qualified Exchange Agreement as defined in the Bond Resolution.

The Board of Governors of the
Colorado State University System
Meeting Date: November 30-December 1, 2017
Action Item

(h) The Interest Rate Exchange Transaction shall comply with the Interest Rate Exchange Agreement Act.

(i) Exchange Termination Payments and payments under the Qualified Exchange Agreement (as defined in the Master Resolution) are authorized to have a lien on Net Revenues on a parity with the lien thereon of the Bonds outstanding under the Master Resolution.

3. The following individuals, namely: Vice President for University Operations, 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 select a counterparty and to execute the ISDA Master Agreements, the Schedules and the Confirmations and related documents within the parameters set forth in Section 2 of this Resolution. Within such parameters, no further action of the members of the Board shall be required.

4. The Board is hereby authorized to execute and deliver any Supplemental Resolution or Pricing Certificate that may be necessary in order to effect the Interest Rate Exchange Transaction, which Supplemental Resolution or Pricing Certificate may include any amendments deemed necessary or desirable. The Vice President for University Operations, 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 any such Supplemental Resolution or Pricing Certificate and any necessary related or desirable document or certificate, and any of the persons listed above are hereby authorized to attest the same. The Board hereby specifically approves that Exchange Termination Payments and payments under the Qualified Exchange Agreement (as defined in the Master Resolution) are authorized to have a lien on Net Revenues on a parity with the lien thereon of the Bonds outstanding under the Master Resolution.

5. All of the findings and determinations required by the Interest Rate Exchange Agreement Act are hereby incorporated by this reference thereto and are deemed to have been made by the Board. Pursuant to Section 11-59.3-103(10) of the Interest Rate Exchange Agreement Act, the Board shall notify the State Treasurer when it executes the ISDA Master Agreements, the Schedules and the Confirmations.

6. The appropriate officers of the Board and the System are hereby authorized to take such further actions as are deemed necessary and desirable in connection with the transactions described in this Resolution. All action previously taken by the Board and the appropriate officers of the Board and the System directed toward the transactions described herein are hereby ratified, approved and confirmed.

7. If any section, paragraph, clause or provision of this Resolution shall for any reason be held to be invalid or unenforceable, the invalidity or unenforceability of such section, paragraph, clause or provision shall not affect any of the remaining provisions of this Resolution.

8. This Resolution shall be in full force and effect upon its passage and adoption.

The Board of Governors of the
Colorado State University System
Meeting Date: November 30-December 1, 2017
Action Item

ADOPTED AND APPROVED as of November __, 2017.

[SEAL]

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM

By _____
Chair of the Board

ATTEST:

By _____
Secretary of the Board

Appendix

FY17 Draft CSU System Financial Statements

Colorado State University System
Financial Statements and Independent Auditor's Reports
Financial Audit
Years Ended June 30, 2017 and 2016
Compliance Audit
Year Ended June 30, 2017

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COLORADO STATE UNIVERSITY SYSTEM
Description of the Colorado State University System
Year Ended June 30, 2017

Organization and Administration

The institutions that compose the Colorado State University System (the System) are established in Title 23, C.R.S. The Board of Governors (the Board) has control and supervision of three distinct institutions: Colorado State University (a land-grant university), Colorado State University – Pueblo (a regional, comprehensive university) and Colorado State University – Global Campus (an on-line university).

The 15-member Board consists of:

- Nine voting members appointed by the Governor and confirmed by the Senate for four-year terms
- Six advisory members representing the student bodies and the faculty councils for each of the three institutions, elected for one-year terms

The Board administers the State Board of Agriculture Fund located in the State Treasury. The Board is authorized to set tuition, pay expenses, and hire officials. The chief academic and administrative officers are the Chancellor of the Colorado State University System and the President of each institution.

Colorado State University

In 1870, the Territorial Council and House of Representatives of the Territory of Colorado created the Agricultural College of Colorado (the College). When the Territory became a state in 1876, the College was placed under the governance of the State Board of Agriculture.

The College began admitting its first students in 1879. It was also designated that year as Colorado's land-grant college and recipient of federal endowment support under the Morrill Act of 1862. Subsequent federal legislation led to the establishment of the Agricultural Experiment Station and the Extension Service of the College.

State legislation also made the College responsible for the Colorado State Forest Service. Following several name changes, the College became Colorado State University in 1957. In this report, the terms Colorado State University and CSU refer to Colorado State University – Fort Collins.

Resident Instruction

The following eight colleges offer more than 76 undergraduate degrees, 105 Academic Graduate Degrees and 28 Professional Graduate Degrees including Doctor of Veterinary Medicine:

- College of Agricultural Sciences
- College of Health and Human Sciences
- College of Liberal Arts
- College of Business
- Walter Scott, Jr. College of Engineering
- Warner College of Natural Resources
- College of Natural Sciences
- College of Veterinary Medicine and Biomedical Sciences

Agricultural Experiment Station

The Agricultural Experiment Station provides a basis for agricultural research and study programs on the Fort Collins campus and at nine research centers located throughout the State. The mission of the Agricultural Experiment Station

COLORADO STATE UNIVERSITY SYSTEM
Description of the Colorado State University System
Year Ended June 30, 2017

is to conduct research that addresses the economic viability, environmental sustainability, and social acceptability of activities impacting agriculture, natural resources, and consumers in Colorado. It is a public service organization that disseminates the results of its research to the public through CSU Extension and various publications and conferences.

CSU Extension

The mission of CSU Extension is to provide information and education, and encourage the application of research-based knowledge in response to local, state, and national issues affecting individuals, youth, families, agricultural enterprises, and communities of Colorado. CSU Extension disseminates among the people of Colorado useful and practical information on subjects related to (a) agricultural production, marketing, and natural resources; (b) family living; (c) 4-H and other youth activities; and (d) rural and community development. The location of professional staff throughout the State permits CSU Extension to respond to the needs of local communities.

Colorado State Forest Service

The Colorado State Forest Service provides management, protection, and utilization of Colorado State forest lands.

Colorado State University – Pueblo

Colorado State University – Pueblo was incorporated in 1935 as Southern Colorado Junior College. One year later, local citizens decided to support the institution with county taxes. They organized the Pueblo Junior College District and the school was renamed Pueblo Junior College. In 1951, Pueblo Junior College became the first accredited junior college in Colorado.

In 1963, Colorado's General Assembly enacted legislation changing Pueblo Junior College to a four-year institution—Southern Colorado State College—to be governed by the board of trustees of state colleges. By then, four new buildings had been erected on the new campus north of Pueblo's Belmont residential district. On July 1, 1975, the State Legislature granted the institution university status. Three years later, the Colorado State Board of Agriculture assumed governance of the University of Southern Colorado. In July 2003, the university was renamed Colorado State University – Pueblo.

Colorado State University – Pueblo (CSU-Pueblo) is accredited at the bachelor's and master's levels. CSU-Pueblo is a regional, comprehensive university, with moderately selective admissions standards displaying excellence in teaching and learning. CSU-Pueblo emphasizes professional, career-oriented, and applied programs at the undergraduate and graduate levels while maintaining strong programs in the liberal arts and sciences. CSU-Pueblo has received the federal government's designation as a Hispanic Serving Institution granted to universities with at least 25 percent of the student population of Hispanic descent.

Colorado State University – Global Campus

Colorado State University – Global Campus (CSU-Global) was incorporated in 2008. CSU-Global is a baccalaureate and graduate online university with the mission in Colorado of offering baccalaureate degree programs for nontraditional students in partnership with the Colorado community college system and selected master-level graduate programs. The mission of CSU-Global is to offer on-line programs that are career-relevant and tailored to existing and emerging industry and occupational trends within Colorado. CSU-Global will cater to working adults and other nontraditional students who already have college credit or a two-year degree and want to complete their bachelor's and/or master's degrees. CSU-Global admitted its first students during the fall 2008 semester.

COLORADO STATE UNIVERSITY SYSTEM
Description of the Colorado State University System
Year Ended June 30, 2017

Enrollment and Faculty

Enrollment and faculty and staff information is presented below and was obtained from institutional analysis and the System's Factbooks.

CSU reports full-time equivalent (FTE) student, faculty, and staff for three continuous fiscal years as follows:

Colorado State University			
Full-Time Equivalent (FTE) Student Enrollment			
	Resident	Nonresident	Total
Fiscal year:			
2016-2017	18,443	7,570	26,013
2015-2016 *	18,330	7,044	25,374
2014-2015	17,733	6,188	23,921

Colorado State University			
Full-Time Equivalent (FTE) Faculty and Staff			
	Faculty	Staff	Total
Fiscal year:			
2016-2017	1,673	5,243	6,916
2015-2016	1,639	5,132	6,771
2014-2015	1,611	5,026	6,637

*To become compliant with Colorado Department of Higher Education guidelines, 2015-2016 Student FTE has been revised to reduce the numbers of credit hours used to calculate Graduate Student FTE from 30 credit hours to 24 credit hours, thereby increasing FTE Student Enrollment.

CSU-Pueblo reports full-time equivalent (FTE) student, faculty, and staff for three continuous fiscal years as follows:

Colorado State University - Pueblo			
Full-Time Equivalent (FTE) Student Enrollment			
	Resident	Nonresident	Total
Fiscal year:			
2016-2017	3,342	530	3,872
2015-2016	3,323	550	3,873
2014-2015	3,404	555	3,959

Colorado State University - Pueblo			
Full-Time Equivalent (FTE) Faculty and Staff			
	Faculty	Staff	Total
Fiscal year:			
2016-2017	210	315	525
2015-2016	203	304	507
2014-2015	200	313	513

COLORADO STATE UNIVERSITY SYSTEM
Description of the Colorado State University System
Year Ended June 30, 2017

CSU-Global reports full-time equivalent (FTE) student, faculty, and staff for three continuous fiscal years as follows

Colorado State University - Global Campus
Full-Time Equivalent (FTE) Student Enrollment

	<u>Resident</u>	<u>Nonresident</u>	<u>Total</u>
Fiscal year:			
2016-2017	3,323	5,039	8,362
2015-2016	3,155	4,247	7,402
2014-2015	2,771	3,323	6,094

Colorado State University - Global Campus
Full-Time Equivalent (FTE) Faculty and Staff

	<u>Faculty</u>	<u>Staff</u>	<u>Total</u>
Fiscal year:			
2016-2017	285	177	462
2015-2016	273	157	430
2014-2015	259	144	403

Colorado State University Foundation
Colorado State University-Pueblo Foundation
Colorado State University System Foundation

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The System's reporting entities include Colorado State University Foundation (CSUF), Colorado State University-Pueblo Foundation (CSU-Pueblo Foundation), and Colorado State University System Foundation (CSUS Foundation) as discretely presented reporting units. These Foundations are legally separate, tax-exempt entities that were established to receive, manage, and invest philanthropic gifts on behalf of CSU and CSU-Pueblo. The CSUS Foundation was created to accept transfers of intellectual property of the System and distribute money or issue grants to fund innovation and System initiatives, investment in new technology for the benefit of the System, and improvement of access and affordability for students of the System. Colorado State University Foundation is governed by its board of directors, which includes five voting members and three ex-officio nonvoting members. Twenty-seven trustees of the CSU-Pueblo Foundation are elected by members of the CSU-Pueblo Foundation. No person who is an employee of the University is eligible to serve as an officer of the Foundation or as a voting board member. The officers of the CSUS Foundation are appointed by the board of directors, which consists of three CSU directors and four independent directors.

COLORADO STATE UNIVERSITY SYSTEM
Management's Discussion and Analysis
Years Ended June 30, 2017 and 2016
(Unaudited)

Management's Discussion and Analysis

We are pleased to present this financial discussion and analysis of the Colorado State University System (the System). It is intended to make the System's financial statements easier to understand and communicate our financial situation in an open and accountable manner. This section of the financial report provides an objective discussion and analysis of the financial performance of the System for the fiscal years ended June 30, 2017 and 2016. This discussion provides an analysis of the System's financial activities based on currently known facts, decisions, or existing conditions. University management is responsible for the completeness and fairness of this discussion and analysis, the financial statements, and related footnote disclosures.

The System includes Colorado State University (CSU), Colorado State University Pueblo (CSU-Pueblo), and Colorado State University Global Campus (CSU-Global). CSU-Global issued separate audited financial statements for the year ended June 30, 2017.

Understanding the Financial Statements

The basic financial statements are designed to provide readers with a broad overview of the System's finances and are comprised of three basic statements.

Statements of Net Position present information on all of the System's assets, deferred outflows, liabilities, and deferred inflows; with the difference between assets plus deferred outflows less liabilities and deferred inflows reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the System is improving or deteriorating.

Statements of Revenues, Expenses, and Changes in Net Position present information showing how the System's net position changed during the two most recent fiscal years. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will result in cash flows in future fiscal periods (e.g., the payment for accrued compensated absences, or the receipt of amounts due from students and others for services rendered).

Statements of Cash Flows are reported on the direct method. The direct method of cash flows reporting portrays cash flows from operating, noncapital financing, capital and related financing, and investing activities. Their purpose is to assess the University's ability to generate net cash flows and meet its obligations as they come due.

Notes to Financial Statements provide additional information that is essential to a full understanding of the data provided in the basic financial statements. The notes provide information regarding both the accounting policies and procedures the System has adopted as well as additional detail of certain amounts contained in the financial statements. The notes to financial statements follow the basic financial statements.

Required Supplementary Information (RSI) presents additional information that differs from the basic financial statements in that the auditor applies certain limited procedures in reviewing the information. In this report, RSI includes schedules of the System's proportionate share of the Public Employee's Retirement Association (PERA) net pension liability and contributions to the PERA pension. In addition, the schedules of funding status of the Other Postemployment Benefits (OPEB), OPEB liability, employer contributions, and investment returns are provided.

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Management's Discussion and Analysis focuses on the primary government, which is the Colorado State University System. The System reports its activity as a business-type activity using the economic resources measurement focus and the accrual basis of accounting.

Financial Highlights

Financial highlights are presented in this discussion and analysis to help with the assessment of the System's financial activities. This analysis should be read in conjunction with the System's financial statements and notes thereto, which are also presented in this document.

The Colorado State Legislature established spending authority to the System in its annual Long Appropriations Bill (Long Bill). The Long Bill appropriated funds include an amount from the State of Colorado's College Opportunity Fund.

For the fiscal years ended 2017 and 2016, appropriated expenses in the System were within the authorized spending authority. For the fiscal years ended 2017 and 2016, the System had a total appropriation of \$570.5 million and \$134.6 million, respectively. For the fiscal years ended 2017 and 2016, the System's appropriation from reappropriated funds consisted of \$43.3 and \$42.9 million, respectively, received from students that qualified for stipends from the College Opportunity Fund, and \$91.2 million and \$91.7 million, respectively, as state fee for service contract revenue. Starting in fiscal year ended 2017, the students' share of tuition, \$436.0 million, became appropriated from cash funds. All other revenues and expenses reported by the System represent non-appropriated funds and are excluded from the annual appropriations bill. Non-appropriated funds include fees, grants and contracts, gifts, indirect cost recoveries, auxiliary revenues and other revenue sources.

The assets and deferred outflows of the System exceeded its liabilities and deferred inflows at June 30, 2017 by \$415.2 million (net position). Of this amount, \$655.2 million is related to the net investment in capital assets and \$71.1 million is restricted for purposes which the donor or grantor or other external party intended. The remaining (\$311.1) million is unrestricted. Although unrestricted net position is not externally restricted, it may be internally designated by the System's administration for various purposes. Unrestricted net position continues to be negatively impacted by the implementation of Governmental Accounting Standards Board (GASB) Statement No. 68 – *Accounting and Financial Reporting for Pensions*.

CSU-Global continued to see strong enrollment growth in fiscal year 2017 as newly accredited degree programs and additional courses were introduced.

Financial Analysis

The Summary of Net Position presents the assets, deferred outflows, liabilities, deferred inflows, and net position of the Colorado State University System for the fiscal years ended June 30, 2017, 2016, and 2015. The System's assets and deferred outflows exceeded liabilities and deferred inflows resulting in a net position at June 30, 2017 and 2016 of \$415.2 million, and \$496.0 million, respectively. In the fiscal years 2017 and 2016, the deferred outflows of resources and deferred inflows of resources include items related to the PERA pension, whose liability was recorded due to the implementation of GASB Statement No. 68. The University's proportionate share of the net pension liability at the years ended 2017 and 2016, was \$992.3 million and \$578.7 million, respectively. The net investment in capital assets (e.g., land, buildings and equipment) is used to provide services to students, faculty and administration. Consequently, these assets are not available to fund future spending.

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(Unaudited)

Summary of Net Position
(Amounts expressed in thousands)

	Year Ended June 30		
	2017	2016 *	2015 *
Current assets	\$ 642,754	565,534	455,830
Noncurrent assets, including net capital assets of \$1,779,353, \$1,531,228, and \$1,308,364, and respectively	1,941,011	1,905,177	1,758,815
Deferred outflows	353,558	111,971	71,904
Total assets and deferred outflows	2,937,323	2,582,682	2,286,549
Current liabilities	232,453	229,649	193,266
Noncurrent liabilities	2,277,525	1,842,966	1,645,275
Deferred inflows	12,136	14,091	2,755
Total liabilities and deferred inflows	2,522,114	2,086,706	1,841,296
Net position:			
Net investment in capital assets	655,232	624,707	638,613
Restricted	71,097	68,483	67,976
Unrestricted	(311,120)	(197,214)	(261,336)
Total net position	415,209	495,976	445,253

* Reclassified

The \$113.1 million increase in the System assets in 2017 over that of 2016 is related to increases in current assets, depreciable, and nondepreciable capital assets offset by a large decrease in noncurrent assets. The \$77.2 million increase in current assets was primarily due to a \$62.6 million increase in cash and cash equivalents and a \$14.2 million increase in receivables. The increase in cash and cash equivalents and receivables is primarily related to a 4.4 percent growth in enrollment combined with a three percent tuition rate increase, as well as increases in cash for capital projects. The increases in noncurrent assets were primarily due to increases in construction in progress, \$91.3 million; buildings and improvements, \$160.6 million; offset by a \$217.5 million decrease in restricted cash and cash equivalents. This increase in construction in progress and buildings and improvements, and decrease in restricted cash is due to the progress made on large bonded projects and completed and capitalized projects. This will be discussed in more detail in the Capital Asset section.

The \$241.6 million increase in deferred outflows is mainly due to the change in PERA's collective assumption, which required the use of a blended investment rate of return in the 2016 analysis.

In fiscal year 2017, total liabilities increased \$437.4 million. Current liabilities increased \$2.8 million primarily due to a \$5.0 million increase in unearned revenue related to timing differences for summer camps, parking services, summer tuition and fees, as well as deposits on athletic tickets. This was offset by a \$3.8 million decrease in accounts payable. The decrease in accounts payable was mainly due to a reduction in capital project payables as projects are nearing completion. Noncurrent liabilities increased \$434.6 million. This increase is primarily due to the \$413.6 million increase in the PERA pension liability and an increase in bonds payable related to the issuance of Bond Series 2016 A and B.

The \$2.0 million decrease in deferred inflows was mainly due to the change in the System's proportionate share of PERA and the change in PERA assumptions.

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Net position was reevaluated in the fiscal year 2017 to determine the appropriateness of amounts classified as restricted for expendable purposes. As a result of this assessment, tuition and fees, auxiliaries, and Research Building and Revolving Fund (RBRF) activity related to pledges required by bond resolutions were reclassified from restricted for expendable purposes to unrestricted. The change in net position in the fiscal years 2016 and 2015 were reclassified to be comparable. The reclassification had no effect on total net position.

The statements of revenues, expenses and changes in net position report the results of operating and nonoperating revenues and expenses during the year and the resulting increase or decrease in net position at the end of the fiscal year. Operating revenues are received for providing goods and services to the various customers and constituencies of the University. Operating expenses are paid to acquire or produce goods and services provided in return for operating revenues and to carry out the mission of the University. Nonoperating revenues/expenses include items determined to not fall in the operating category.

Summary of Revenues, Expenses and Changes in Net Position

(Amounts expressed in thousands)

	Year Ended June 30		
	2017	2016 *	2015 *
Operating revenues	\$ 1,182,661	1,114,235	1,029,434
Operating expenses	1,375,408	1,180,608	1,122,794
Operating loss	(192,747)	(66,373)	(93,360)
Nonoperating revenues (expenses)	65,344	79,207	75,594
Gain (loss) before other revenues (expenses)	(127,403)	12,834	(17,766)
Other revenues	46,636	37,889	51,182
Increase (decrease) in net position	(80,767)	50,723	33,416
Net position, beginning of year	495,976	445,253	899,611
Change in accounting principle	-	-	(487,774)
Net position, beginning of year as adjusted	495,976	445,253	411,837
Net position, end of year	\$ 415,209	495,976	445,253

* Reclassified

The System experienced a \$192.7 million, \$66.4 million, and \$93.4 million loss from operations in the fiscal years ended 2017, 2016, and 2015, respectively. The operating loss in 2017 was reduced by net nonoperating and other revenues of \$112.0 million.

An evaluation of tuition and scholarship allowance was performed in fiscal year 2017. The result of this analysis impacted total operating revenues and total operating expenses by an equal and offsetting amount. There was no impact to the net operating loss. Fiscal years 2016 and 2015 were reclassified to be comparable.

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(Unaudited)

Operating and Nonoperating Revenues (Excluding Capital)
(Amounts expressed in thousands)

	Year Ended June 30		
	2017	2016 *	2015 *
Operating revenues:			
Student tuition and fees, net	\$ 559,548	519,044	478,424
State fee for service revenue	91,242	91,723	78,931
Grants and contracts	305,307	291,131	274,318
Sales and services of educational activities	41,497	37,876	33,763
Auxiliary enterprises	175,045	163,533	153,865
Other	10,022	10,928	10,133
Total operating revenues	1,182,661	1,114,235	1,029,434
Nonoperating revenues:			
State appropriations	899	2,144	2,355
Gifts	48,859	48,507	44,405
Investment income	1,072	7,109	3,901
Federal nonoperating grants and contracts	41,736	41,176	41,116
Other, net	4,255	5,805	10,788
Net nonoperating revenues	96,821	104,741	102,565
Total noncapital revenue	\$ 1,279,482	1,218,976	1,131,999

*Reclassified

Fiscal year 2017 System operating revenues increased \$68.4 million. This is attributable to increases in several operating revenue sources: tuition and fees increased \$40.5 million due to increases in both attendance and tuition and fee rates, grants and contracts increased \$14.2 million due to increases in federal grants, auxiliary enterprise revenue increased \$11.5 million mainly due to rental increases created by increased census, and sales and services of educational activities increased \$3.6 million. State fee for service revenue and other operating revenue both reflected slight decreases. In fiscal year 2016 System operating revenues increased \$84.8 million. This was attributable to increases in all operating revenue sources: tuition and fees increased \$40.6 million due to increases in both attendance and tuition and fee rates, grants and contracts increased \$16.8 million due to increases in federal grants, state fee for service increased \$12.8 million as determined by the State of Colorado, auxiliary enterprise revenue increased \$9.7 million mainly due to the increase in census, and sales and services of educational activities and other operating revenue increased a combined \$4.9 million.

System nonoperating revenues decreased \$7.9 million and increased \$2.2 million in the fiscal years 2017 and 2016 respectively. The fiscal year 2017 decrease is partially due to the Forest Service State appropriations ending in fiscal year 2016. This reduction was offset by \$899 thousand received by CSU-Pueblo for Cannabis research. This research was funded by the Marijuana Tax. The remaining decrease is related to the reduction in investment income due to the large unrealized losses recorded in fiscal year 2017. Federal nonoperating grants and contracts reflected a small increase. The fiscal year 2016 increase is mainly related to a \$4.1 million increase in gifts, a \$3.2 million increase in investment income, offset by a \$5.0 million decrease in other nonoperating revenues. Federal nonoperating grants and contracts remained constant.

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In addition to operating and nonoperating revenues, the System had the following capital revenue.

Capital Revenue
(Amounts expressed in thousands)

	Year Ended June 30		
	2017	2016	2015
State capital contributions	\$ 30,183	19,831	17,153
Capital grants	7,181	8,117	12,591
Capital gifts	7,756	10,451	21,055
Total capital revenues	\$ 45,120	38,399	50,799

System other revenues increased \$6.7 million and decreased \$12.4 million in fiscal year 2017 and 2016, respectively from capital revenue. The \$6.7 million increase is related to a \$10.4 million increase in state capital contributions offset by decreases in capital grants and capital gifts of \$936 thousand and \$2.7 million, respectively. The Chemistry Building at CSU received an additional \$14.0 million in funding through state capital contributions in fiscal year 2017. The \$12.4 million decrease in fiscal year 2016 is mainly attributed to a \$10.6 million decrease in capital gifts as projects were completed.

Operating Expenses by Functional Category

(Amounts expressed in thousands)

	Year Ended June 30		
	2017	2016 *	2015 *
Instruction	\$ 382,657	317,284	302,885
Research	233,438	201,908	194,020
Public service	119,404	102,055	90,806
Academic support	105,464	85,541	79,991
Student services	72,518	59,142	52,088
Institutional support	87,361	66,215	64,497
Operation and maintenance of plant	86,429	74,161	73,590
Scholarships and fellowships	30,820	30,188	30,661
Auxiliary enterprises	167,710	149,156	144,718
Depreciation	89,607	94,958	89,538
Total operating expenses	\$ 1,375,408	1,180,608	1,122,794

* Reclassified

Fiscal year 2017 System operating expenses increased \$194.8 million. This is due to increases in the following areas: \$65.4 million in instruction, \$31.5 million in research, \$17.3 million in public service, \$19.9 million in academic support, \$13.4 million in student services, \$21.1 million in institutional support, \$12.3 million in operation and maintenance of plant, \$632 thousand in scholarships and fellowships, and \$18.6 million in auxiliary enterprises. These increases are offset by a \$5.4 million decrease in depreciation. The PERA collective assumption, which required the use of a blended investment rate of return in the 2016 analysis, created a \$147.4 million increase in pension expense. The remainder of the increase is mainly related to cost of living increases. These increases are reflected across all functional lines.

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Fiscal year 2016 System operating expenses increased \$57.8 million. This is due to increases in expenditures in all of the functional areas: \$14.4 million in instruction, \$7.9 million in research, \$11.2 million in public service, \$5.6 million in academic support, \$7.1 million in student services, \$1.7 million in institutional support, \$571 thousand in operation and maintenance of plant, \$4.4 million in auxiliary enterprises, and \$5.4 million in depreciation. These increases were offset by a \$473 thousand decrease in scholarships and fellowships. Half of the increase is related to cost of living increases across all functional lines.

Capital Assets and Debt Administration

At June 30, 2017 the System had approximately \$1.8 billion invested in capital assets, net of accumulated depreciation of \$1.0 billion. At June 30, 2016, the System had approximately \$1.5 billion invested in capital assets, net of accumulated depreciation of \$951.1 million. At June 30, 2015, the System had approximately \$1.3 billion invested in capital assets, net of accumulated depreciation.

Depreciation charges were \$89.6 million, \$95.0 million, and \$89.5 million for the fiscal years ended June 30, 2017, 2016, and 2015 respectively.

During fiscal year 2017, the System received \$30.2 million of state capital contributions for capital construction projects. Of this amount, \$28.9 million is related to the CSU campus and \$1.3 million is related to the CSU-Pueblo campus. At CSU, \$27.6 million is related to the Chemistry building with the remaining \$1.3 million related to fire alarm and fire sprinkler projects, natural gas line and water line projects, elevator upgrades, and flood protection and College Lake Dam repairs. At CSU-Pueblo, \$594 thousand is related to technology infrastructure upgrades, \$585 thousand is related to the modular data center, with the remaining amount related to smaller campus projects.

A breakdown of assets by category, net of accumulated depreciation is provided below.

Capital Assets, Net of Accumulated Depreciation
(Amounts expressed in thousands)

	June 30		
	2017	2016	2015
Land	\$ 37,492	37,492	32,144
Land improvements	41,928	35,209	34,359
Buildings and improvements	1,187,177	1,026,612	1,028,515
Leasehold improvements	313	987	2,286
Equipment	78,213	88,163	99,784
Collections	5,831	5,149	3,808
Library materials	7,177	7,697	8,357
Construction in progress	421,222	329,919	99,111
Total capital assets, net	\$1,779,353	1,531,228	1,308,364

In 2017 capital assets, net increased \$248.1 million with the increase attributable to construction in progress and buildings and improvements. The following are the increases in the major construction in progress projects: \$129.7 million – Multi-Purpose Stadium, \$49.6 million – Biology Building, \$31.7 million – Chemistry Building, as well as many other smaller projects. The following are the major completed projects that were capitalized: \$129.4 million – Aggie Village North Redevelopment, \$57.4 million – CSU Health & Medical

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Center Building, and \$17.1 million – South College Parking Garage. This was offset by a \$51.6 million increase in accumulated depreciation – buildings and improvements.

In 2016 capital assets, net increased \$222.9 million with the increase attributable to construction in progress. The following are the major construction in progress projects: \$91.5 million – Multi-Purpose Stadium, \$78.4 million – Aggie Village North Redevelopment, \$23.9 million – Biology Building, \$22.9 million – CSU Health & Medical Center Building, \$15.4 million – South College Parking Garage, \$13.2 million – Chemistry Building, as well as many other smaller projects.

In 2015 capital assets, net increased \$74.7 million. This increase was primarily attributable to a \$140.3 million increase in buildings and improvements, offset by the \$65.0 million decrease in construction in progress. The increase in buildings and improvements was largely attributed to the capitalization of the following substantially complete buildings: \$75.2 million – Student Center project, \$49.4 million – Laurel Village project, \$12.4 million – Animal Sciences projects, \$11.9 million – Eddy Building project, \$5.6 million – Avenir Gallery Addition, \$3.8 million – Walter and Suzanne Scott, Jr. Bioengineering 2nd Floor Tenant Finish, as well as many other smaller projects. These costs were offset by depreciation. The decrease in construction in progress was mainly due to several large projects being capitalized in fiscal year 2015.

The System had capital construction commitments of approximately \$109.4 million at June 30, 2017 including approximately \$72.3 million for the Translational Therapies & Research Horse Barn, \$3.4 million for the Biology Building, \$15.0 million for the Natural Resources addition, \$8.8 million for the Multi-Purpose Stadium, \$3.0 million for the Chemistry Building, and \$2.2 million for the Aggie Village North Redevelopment at CSU. The remaining commitments are for other small projects at the University. CSU-Pueblo had capital construction commitments of \$7.7 million for the Energy Performance Contract and \$5.9 million for the OUC Addition and Renovation.

The System had \$1.2 billion, \$1.2 billion, and \$1.1 billion of debt outstanding at June 30, 2017, 2016, and 2015 respectively

Summary of Debt
(Amounts expressed in thousands)

	June 30		
	2017	2016	2015
Debt outstanding:			
Revenue bonds, certificates of participation	\$ 1,214,755	1,193,743	1,043,146
Capital lease obligations	17,898	20,228	21,950
Total Long-term Debt	\$ 1,232,653	1,213,971	1,065,096

In fiscal year 2017, the System issued \$70.2 million in System Enterprise Revenue and Refunding Bonds, Series 2016 A, B. The proceeds of series 2016 A, B will be used to finance certain improvements as determined by the Board, including but not limited to the construction, acquisition, improvement and equipping of the Michael Smith Natural Resources Building in Fort Collins, Colorado; the Richardson Design Center in Fort Collins, Colorado; the Institute for Biological and Translational Therapies in Fort Collins, Colorado; the Chemistry Building in Fort Collins, Colorado; the CSU Pueblo Energy Performance Projects in Pueblo, Colorado; and the Shields and Elizabeth Streets Underpass and above-grade improvements in Fort Collins, Colorado; to finance any other improvements to any of the campuses for which the Board has spending authority and such other capital projects as may be designated by the Board, to refund the Board's Series 2007 A Bonds and a portion of the Board's Series 2007 B Bonds and advance refund a portion of the Board's Series 2008 A Bonds, and to pay

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the costs of issuing the Series 2016 A, B Bonds. Series 2016 A are taxable and bears a 1.5-3.4 percent interest rate and matures in March 2025, Series 2016 B bears a 3-5 percent interest rate and matures in March 2046.

In fiscal year 2016, the System issued \$156.3 million in System Enterprise Revenue Bonds, Series 2015 E and F. The proceeds will be used on the following projects: The Prospect Underpass, Research Dr. Parking Lot, S. College Ave. Garage, PERC, the Biology Building, the CSU Health & Medical Center, and the Stadium Academic Space. Series 2015 E-1 bears a 5 percent interest rate and matures in March 2047, Series 2015 E-2 bears a 5 percent interest rate and matures in March 2033, and Series 2015 F bears interest rates from 1.75-5 percent, and matures in 2023.

In fiscal year 2015, the System issued \$235.2 million in System Enterprise Revenue Bonds, Series 2015 A, B and C. The proceeds from the sale of the Series 2015 A and B (\$167.5 million) was used to construct a 643,000 gross square foot multipurpose stadium to be located between Lake Street and Pitkin Street in Fort Collins, Colorado. Series 2015 C (\$67.7 million) will advance refund a portion of the outstanding Series 2007 B bonds, Series 2008 A bonds, and Series 2009 A bonds. The 2015 A, B, and C Bonds bear interest rates from 2.0 to 5.0 percent with final maturity falling in 2055. In addition, the System issued \$66.7 million in System Enterprise Revenue Bonds, Series 2015 D. The proceeds from the sale of the Series 2015 D was used to defray a portion of the cost of financing certain 2015 improvement projects. The 2015 D Bond has a variable interest with a final maturity falling in 2047.

Net proceeds of the above mentioned Series 2016 B and previous Series 2015 C and Series 2013 A, B were placed in an escrow account to purchase U.S. Treasury Securities. The principal and interest from the U.S. Treasury Securities is being used to repay the refunded bonds, which are considered to be defeased. The Escrow Agent will pay the debt service requirements on each of the remaining refunded bonds. Details of each of the outstanding bonds that were partially or fully refunded by these refunding bonds is listed below.

Outstanding Refunded Bonds by Series
 (Amounts expressed in thousands)

Refunding Bond	Refunded Bond	Defeased Obligation	Call Date	Call Par Amount	Call Price (% of Par)
Series 2013 B	Series 2007 C	\$ 11,610	N/A	N/A	N/A
Series 2015 C, 2016 B	Series 2008 A	69,170	3/1/2018	\$ 69,170	100
Series 2013 A, 2015 C	Series 2009 A	52,595	3/1/2019	50,975	100

Economic Outlook/Future of the Colorado State University System

The Colorado State University System is a group of higher education institutions in the State of Colorado run under one common leadership structure as previously identified.

The System receives revenues from numerous sources including students who receive a stipend from the State to cover a portion of their higher education expenses. In many states, this funding is appropriated directly to the institution. In Colorado, it is appropriated for use by the student.

The Colorado State University System is authorized to receive \$95.2 million in fee for service contract revenue and \$44.1 million in student stipends in fiscal year 2018. The \$139.3 million of anticipated fiscal year 2018 state support represents an \$806 thousand increase in student stipends and a \$4.0 million increase in fee for service, for a net \$4.8 million increase in state support.

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The State General Fund revenue is projected on a quarterly basis by the Governor's Office of State Planning and Budgeting. The most recent projection (March 2017) estimates that revenue will exceed the amount required to maintain the same level of appropriations in fiscal year 2017-2018 as is currently budgeted for fiscal year 2016-2017 by \$254.2 million, or 2.4 percent. The State's overall budgetary situation remains governed by the three constitutional budgetary provisions: The Taxpayer Bill of Rights (TABOR), the Gallagher Amendment on property taxes, and Amendment 23 requiring specified amounts in state support for K-12 Education. The budgetary situation for higher education has changed with the implementation of the College Opportunity Fund in fiscal year 2006. As a result of legislation adopted in the 2004 session (S.B. 04-189), the State no longer provides direct State General Fund appropriation to the governing boards. Instead, the State provides stipends to qualified, resident undergraduate students, and institutions receive fee for service contracts from the Colorado Commission on Higher Education for the provision of other educational services. Finally, S.B. 04-189 also allows institutions of higher education to become TABOR enterprises through this new funding mechanism. Enterprise status eliminates institutional cash funds, such as tuition, from counting against the state's TABOR limitation. As a result of S.B. 04-189, the Colorado State University System became a qualified Tabor enterprise.

In fiscal year 2007, the System was designated a Single Enterprise providing it greater flexibility and expanded financial capabilities in a host of areas. This designation allows the System to raise revenues and finance projects outside of the revenue limits set for most governmental entities. With this TABOR status, the cash funds collected by the System's institutions no longer count toward the State's overall revenue limit. In addition, as enterprises, the institutions can consider issuing revenue bonds backed by student fees for academic buildings.

Total full time equivalent enrollment at the System for fiscal year ended 2017 was 38,247. This includes 26,013 at CSU, 3,872 at CSU-Pueblo, and 8,362 enrolled at CSU-Global. Compared to fiscal year ended 2016, CSU saw growth of 2.5 percent. CSU-Pueblo enrollment remained steady, and CSU-Global saw total enrollment grow 13.0 percent from fiscal year ended 2016. Total enrollment at the System is anticipated to increase 3.0 percent in fiscal year 2018. This includes a 1.3 percent increase at CSU, a 6.6 percent decrease at CSU-Pueblo, and a 12.7 percent increase at CSU-Global.

Requests for Information

The financial report is designed to provide a general overview of the Colorado State University System's finances for all those with an interest in the System's finances and to demonstrate the System's accountability for the money it receives. Questions concerning any of the information provided in this report or requests for additional information should be addressed to the attention of the Chief Financial Officer, Colorado State University System, 410 Seventeenth Street, Suite 1415, Denver, CO 80202.

COLORADO STATE UNIVERSITY SYSTEM

Statements of Net Position

June 30, 2017 and 2016

(Amounts expressed in thousands)

	System		Discretely Presented Component Units	
	2017	2016 *	2017	2016
Assets and Deferred Outflows of Resources				
Current assets:				
Cash and cash equivalents	\$ 516,194	453,556	\$ 6,025	2,590
Student accounts receivable, net	37,103	32,063	-	-
Grant and other accounts receivable, net	68,728	59,718	81,235	44,968
Student loans receivable, net	3,304	3,191	-	-
Inventories	9,235	9,404	-	-
Prepaid expenses	8,190	7,602	1,332	393
	<u>642,754</u>	<u>565,534</u>	<u>88,592</u>	<u>47,951</u>
Total current assets				
Noncurrent assets:				
Restricted cash and cash equivalents	99,871	317,394	-	-
Investments, restricted and unrestricted	26,435	25,248	532,407	458,886
Student loans receivable, net	21,675	20,286	-	-
Other noncurrent assets	13,677	11,021	697	651
	<u>161,658</u>	<u>373,949</u>	<u>533,104</u>	<u>459,537</u>
Noncurrent assets - non capital				
	<u>161,658</u>	<u>373,949</u>	<u>533,104</u>	<u>459,537</u>
Nondepreciable capital assets:				
Land and land improvements	37,492	37,492	-	-
Construction in progress	421,222	329,919	-	-
Collections	5,831	5,149	-	-
	<u>464,545</u>	<u>372,560</u>	<u>-</u>	<u>-</u>
Total nondepreciable capital assets				
	<u>464,545</u>	<u>372,560</u>	<u>-</u>	<u>-</u>
Depreciable capital assets, net:				
Land improvements	41,928	35,209	-	-
Buildings and improvements	1,187,177	1,026,612	-	-
Leasehold improvements	313	987	26	32
Equipment	78,213	88,163	134	67
Library materials	7,177	7,697	-	-
	<u>1,314,808</u>	<u>1,158,668</u>	<u>160</u>	<u>99</u>
Total depreciable capital assets (net of accumulated depreciation)				
	<u>1,314,808</u>	<u>1,158,668</u>	<u>160</u>	<u>99</u>
Total noncurrent assets	<u>1,941,011</u>	<u>1,905,177</u>	<u>533,264</u>	<u>459,636</u>
Deferred outflows of resources:				
Loss on bond refundings	43,123	45,275	-	-
Deferred outflows-pensions	310,435	66,696	-	-
	<u>353,558</u>	<u>111,971</u>	<u>-</u>	<u>-</u>
Total deferred outflows of resources				
	<u>353,558</u>	<u>111,971</u>	<u>-</u>	<u>-</u>
Total assets and deferred outflows of resources	\$ <u>2,937,323</u>	<u>2,582,682</u>	\$ <u>621,856</u>	<u>507,587</u>

* Reclassified

COLORADO STATE UNIVERSITY SYSTEM

Statements of Net Position

June 30, 2017 and 2016

(Amounts expressed in thousands)

	System		Discretely Presented Component Units	
	<u>2017</u>	<u>2016 *</u>	<u>2017</u>	<u>2016</u>
Liabilities and Deferred Inflows of Resources				
Current liabilities:				
Accounts payable	\$ 74,683	78,470	\$ 6,027	1,775
Accrued liabilities	78,841	76,975	178	179
Unearned revenue	40,031	35,009	-	-
Deposits held for others, current	6,914	6,712	-	-
Bonds payable and certificates of participation, current	24,525	23,249	-	-
Capital leases payable, current	2,946	3,884	-	-
Other noncurrent liabilities, current	1,526	2,411	100	78
Compensated absences liabilities, current	2,987	2,939	-	-
	<u>232,453</u>	<u>229,649</u>	<u>6,305</u>	<u>2,032</u>
Total current liabilities				
Noncurrent liabilities:				
Bonds payable and certificates of participation	1,190,230	1,170,494	-	-
Capital leases payable	14,952	16,344	-	-
Deposits held for others	19,382	19,140	13,572	13,009
Other noncurrent liabilities	5,636	5,774	977	807
Compensated absences liabilities	54,989	52,496	-	-
Net pension liability	992,336	578,718	-	-
	<u>2,277,525</u>	<u>1,842,966</u>	<u>14,549</u>	<u>13,816</u>
Total noncurrent liabilities				
Deferred inflows of resources:				
Deferred inflows-other	442	595	-	-
Deferred inflows-pensions	11,694	13,496	-	-
	<u>12,136</u>	<u>14,091</u>	<u>-</u>	<u>-</u>
Total deferred inflows of resources				
	<u>2,522,114</u>	<u>2,086,706</u>	<u>20,854</u>	<u>15,848</u>
Total liabilities and deferred inflows of resources				
Net position				
Net investment in capital assets	\$ 655,232	624,707	-	-
Restricted for nonexpendable purposes	26,709	25,421	228,753	198,824
Restricted for expendable purposes - other	44,388	43,062	334,193	269,806
Unrestricted	<u>(311,120)</u>	<u>(197,214)</u>	<u>38,056</u>	<u>23,109</u>
	<u>\$ 415,209</u>	<u>495,976</u>	<u>\$ 601,002</u>	<u>491,739</u>
Total net position				

* Reclassified

See accompanying notes to basic financial statements.

**COLORADO STATE UNIVERSITY
OTHER POSTEMPLOYMENT BENEFITS TRUST**

Statement of Fiduciary Net Position

June 30, 2017

(Amounts expressed in thousands)

Assets	2017
Cash and deposits	\$ 1,534
Receivables:	
Contributions	2
Investment income	12
Total receivables	<u>14</u>
Investments:	
Domestic equities	10,976
International equities	9,055
Fixed income	34,016
Alternative investments	19,126
Real estate	<u>3,800</u>
Total investments	<u>76,973</u>
Total assets	<u>78,521</u>
Liabilities	
Payables:	
Bank trustee and administration fees	9
Benefits payable to members	<u>144</u>
Total liabilities	<u>153</u>
Net position restricted for postemployment benefits other than pensions	\$ <u>78,368</u>

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COLORADO STATE UNIVERSITY SYSTEM
 Statements of Revenues, Expenses, and Changes in Net Position
 Years ended June 30, 2017 and 2016
 (Amounts expressed in thousands)

	System		Discretely Presented Component Units	
	2017	2016 *	2017	2016
Operating revenues:				
Student tuition and fees (including \$91,236 and \$85,117 of revenues pledged for bonds in 2017 and 2016, respectively, and net of scholarship allowances of \$121,800 and \$111,158 for 2017 and 2016, respectively)	\$ 559,548	519,044	\$ -	-
State fee for service revenue	91,242	91,723	-	-
Grants and contracts (including \$49,256 and \$47,618 of revenues pledged for bonds in 2017 and 2016, respectively)	305,307	291,131	-	-
Sales and services of educational activities	41,497	37,876	-	-
Auxiliary enterprises (including \$141,666 and \$125,070 of revenues pledged for bonds in 2017 and 2016, respectively, and net of scholarship allowances of \$4,427 and \$4,341 for 2017 and 2016, respectively)	175,045	163,533	-	-
Contributions	-	-	111,011	102,044
Other operating revenue	10,022	10,928	2,174	14,618
Total operating revenues	<u>1,182,661</u>	<u>1,114,235</u>	<u>113,185</u>	<u>116,662</u>
Operating expenses:				
Instruction	382,657	317,284	-	-
Research	233,438	201,908	-	-
Public service	119,404	102,055	-	-
Academic support	105,464	85,541	-	-
Student services	72,518	59,142	-	-
Institutional support	87,361	66,215	58,695	59,107
Operation and maintenance of plant	86,429	74,161	-	-
Scholarships and fellowships	30,820	30,188	-	-
Auxiliary enterprises	167,710	149,156	-	-
Depreciation	89,607	94,958	19	4
Total operating expenses	<u>1,375,408</u>	<u>1,180,608</u>	<u>58,714</u>	<u>59,111</u>
Operating income (loss)	<u>\$ (192,747)</u>	<u>(66,373)</u>	<u>\$ 54,471</u>	<u>57,551</u>

* Reclassified

COLORADO STATE UNIVERSITY SYSTEM
 Statements of Revenues, Expenses, and Changes in Net Position
 Years ended June 30, 2017 and 2016
 (Amounts expressed in thousands)

	System		Discretely Presented Component Units	
	2017	2016 *	2017	2016
Nonoperating revenues (expenses):				
State appropriations	\$ 899	2,144	\$ -	-
Gifts	48,859	48,507	-	-
Investment income (loss) (including \$1,284 and \$1,100 revenues pledged for bonds in 2017 and 2016, respectively)	1,072	7,109	55,140	(9,344)
Interest expense on capital debt	(31,477)	(25,534)	-	-
Federal nonoperating grants and contracts	41,736	41,176	-	-
Other nonoperating revenues (expenses)	4,255	5,805	(348)	(220)
Net nonoperating revenues (expenses)	<u>65,344</u>	<u>79,207</u>	<u>54,792</u>	<u>(9,564)</u>
Income (loss) before other revenues	(127,403)	12,834	109,263	47,987
Other revenues:				
State capital contributions	30,183	19,831	-	-
Capital grants	7,181	8,117	-	-
Capital gifts	7,756	10,451	-	-
Payments from governing boards or other institutions	228	220	-	-
Additions (reductions) to permanent endowments	1,288	(730)	-	-
Total other revenues	<u>46,636</u>	<u>37,889</u>	<u>-</u>	<u>-</u>
Increase (decrease) in net position	(80,767)	50,723	109,263	47,987
Net position, beginning of year	495,976	445,253	491,739	443,752
Net position, end of year	<u>\$ 415,209</u>	<u>495,976</u>	<u>\$ 601,002</u>	<u>491,739</u>

* Reclassified

See accompanying notes to basic financial statements.

**COLORADO STATE UNIVERSITY
OTHER POSTEMPLOYMENT BENEFITS TRUST**

Statement of Changes in Fiduciary Net Position

June 30, 2017

(Amounts expressed in thousands)

	2017
Additions	
Employer contributions	\$ 6,292
Employee/Member contributions	1,501
Total contributions	7,793
Investment income:	
Net increase in fair value of investments	2,081
Interest and dividends	576
Less investment expense	(90)
Net investment income	2,567
Total additions	10,360
 Deductions	
Benefit payments	3,231
Administrative expense	296
Total deductions	3,527
Net increase in net position	6,833
 Net position restricted for postemployment benefits other than pensions	
Beginning of year	71,535
End of year	\$ 78,368

COLORADO STATE UNIVERSITY SYSTEM

Statements of Cash Flows

Years ended June 30, 2017 and 2016

(Amounts expressed in thousands)

	<u>2017</u>	<u>2016 *</u>
Cash flows from operating activities:		
Cash received:		
Tuition and fees	\$ 561,848	515,080
Student loans collected	5,418	5,162
Sales of products	22,803	24,229
Sales of services	194,184	170,646
State fee for service revenue	91,242	91,723
Grants and contracts	294,804	292,435
Other operating receipts	9,273	10,986
Cash payments:		
Scholarships disbursed	(26,920)	(22,648)
Student loans disbursed	(5,833)	(4,522)
Payments to employees	(803,538)	(785,105)
Payments to suppliers	<u>(286,227)</u>	<u>(253,416)</u>
Net cash provided by operating activities	<u>57,054</u>	<u>44,570</u>
Cash flows from noncapital financing activities:		
State appropriations - noncapital	899	2,144
Gifts and grants for other than capital purposes	41,732	47,043
Agency (direct lending inflows)	284,254	260,039
Agency (direct lending outflows)	(284,254)	(259,896)
Other agency inflows	71,182	64,931
Other agency (outflows)	(70,771)	(68,553)
Payments (to) from governing boards or other institutions	946	(550)
Other nonoperating revenues	<u>49,803</u>	<u>47,960</u>
Net cash provided by noncapital financing activities	<u>93,791</u>	<u>93,118</u>
Cash flows from capital and related financing activities:		
Proceeds from capital debt	49,059	174,824
State appropriations - capital	30,183	19,831
Capital grants, contracts, and gifts	12,018	14,464
Acquisition and construction of capital assets	(317,764)	(256,855)
Principal paid on capital debt	(28,046)	(24,517)
Interest on capital debt	<u>(50,457)</u>	<u>(45,241)</u>
Net cash used in capital and related financing activities	\$ <u>(305,007)</u>	<u>(117,494)</u>

* Reclassified

COLORADO STATE UNIVERSITY SYSTEM

Statements of Cash Flows

Years ended June 30, 2017 and 2016

(Amounts expressed in thousands)

	<u>2017</u>	<u>2016 *</u>
Cash flows from investing activities:		
Proceeds from sale and maturities of investments	\$ 21,034	11,256
Purchase of investments	(21,603)	(12,192)
Investment earnings (loss)	<u>(154)</u>	<u>5,666</u>
Net cash provided by (used in) investing activities	<u>(723)</u>	<u>4,730</u>
Net increase (decrease) in cash and cash equivalents	<u>(154,885)</u>	<u>24,924</u>
Cash and cash equivalents	453,556	352,583
Restricted cash and cash equivalents	<u>317,394</u>	<u>393,443</u>
Cash and cash equivalents, beginning of the year	<u>770,950</u>	<u>746,026</u>
Cash and cash equivalents	516,194	453,556
Restricted cash and cash equivalents	<u>99,871</u>	<u>317,394</u>
Cash and cash equivalents, end of the year	<u>\$ 616,065</u>	<u>770,950</u>
Reconciliation of operating loss to net cash provided by (used in) operating activities:		
Operating loss	\$ (192,747)	(66,373)
Adjustments:		
Depreciation expense	89,607	94,958
Noncash operating transactions	2,339	5,678
Decrease (increase) in assets:		
Receivables, net	(11,655)	(15,160)
Inventories and prepaids	(3,074)	2,105
Increase (decrease) in liabilities:		
Accounts payable	(4,021)	5,263
Accrued liabilities	1,390	(9,443)
Unearned revenue	5,021	835
Deposits held for others	776	775
Compensated absences liabilities	2,541	3,409
Pension liability	168,078	22,396
Deferred inflow other	(153)	286
Other liabilities	<u>(1,048)</u>	<u>(159)</u>
Net cash provided by operating activities	<u>\$ 57,054</u>	<u>44,570</u>

*Reclassified

COLORADO STATE UNIVERSITY SYSTEM

Statements of Cash Flows

Years ended June 30, 2017 and 2016

(Amounts expressed in thousands)

	2017	2016 *
Noncash activities:		
Noncash gifts	\$ 5,773	7,008
Noncash capital leases	1,987	2,802
Noncash additions (subtractions) to investments held by Foundation	563	(1,232)
Unrealized gains (losses) on investments	(5,130)	2,540
Capitalized interest	15,722	18,512
Capital debt refinanced, gain/loss	547	-
Noncash bond issuance costs	158	428
Amortization of bond premium	3,925	4,661
Amortization of bond issuance costs	15	10
Retainage payable	4,179	7,321
Amortization of bond refunding	(2,699)	(2,641)

* Reclassified

See accompanying notes to basic financial statements.

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COLORADO STATE UNIVERSITY SYSTEM

Notes to Basic Financial Statements

Years Ended June 30, 2017 and 2016

(Amounts expressed in thousands)

(1) Governance and Reporting Entity

(a) Governance

The Colorado State University System (the System) is an institution of higher education of the State of Colorado. For financial reporting purposes, the System is included as part of the State of Colorado's primary government. The Board of Governors (the Board) is the governing board of the System. The Board consists of nine members appointed by the Governor of the State of Colorado and six nonvoting representatives from the institutions. In addition to these financial statements, the System's financial activity is also included in the basic financial statements of the State of Colorado.

(b) Reporting Entity

The accompanying financial statements present the operations of the System. The System conducts its operations through the following three institutions:

Colorado State University – (CSU)
 Colorado State University – Pueblo (CSU-Pueblo)
 Colorado State University – Global Campus (CSU-Global)

As the State's land grant institution, CSU includes the Agriculture Experiment Station, CSU Extension, and the Colorado State Forest Service. In addition, the accompanying financial statements contain the financial activity of the System offices.

As a higher education institution of the State of Colorado, the income of the System is generally exempt from income taxes under Section 115 of the Internal Revenue Code (IRC). However, income unrelated to the exempt purpose of the System would be subject to tax under IRC Section 511(a)(2)(B). The System had no material unrelated business income for the fiscal years ended June 30, 2017 and 2016.

(c) Discretely Presented Component Units

The System follows Governmental Accounting Standards Board (GASB) Statement No. 61, *The Financial Reporting Entity: Omnibus*. This statement provides guidance to determine whether certain organizations for which the System is not financially accountable should be reported as component units based on the nature and significance of their relationship with the System. The Colorado State University System Foundation (the CSUS Foundation), the Colorado State University Foundation (the CSU Foundation), and the Colorado State University – Pueblo Foundation (the CSU-Pueblo Foundation) have been determined to be component units of the System and have therefore been included as discretely presented component units in the System financial reporting entity. The Colorado State University Research Foundation does not meet the criteria to be reported as a component unit.

The CSUS Foundation

The CSUS Foundation, established in 2015, began operations in fiscal year 2016 as a Colorado nonprofit entity to support the System in accordance with Colorado law as authorized by the Board. The CSUS Foundation was created to accept transfers of intellectual property of the System, which in turn is then licensed to a wholly owned private corporate subsidiary, Beyond Campus Innovations (the Corporation), of the CSUS Foundation in exchange for ownership of the Corporation and a share of the revenues of the Corporation. The CSUS Foundation will distribute monies or make grants to the System in accordance with the rules and regulations of the internal revenue code. Uses of these distributions include funding innovation and System initiatives, investment in new technology for the

COLORADO STATE UNIVERSITY SYSTEM

Notes to Basic Financial Statements

Years Ended June 30, 2017 and 2016

(Amounts expressed in thousands)

benefit of the System, improvement of access and affordability for students of the System, and other purposes as determined by the Board.

The officers of the CSUS Foundation are appointed by the Board of Directors. The Board of Directors initially consists of seven Directors. Three members are designated as CSU Directors and four members are designated as Independent Directors. The Board shall elect the CSU Directors and the reigning Independent Directors shall elect future Independent Directors. The number of Directors is subject to change as determined by the Board of Directors.

The source of the CSUS Foundation's revenue is distributions from the Corporation. The major source for the Corporation's revenue is management fees in relation to the Saudi Electronic University (SEU) and applicant advising. For the fiscal years ended June 30, 2017 and 2016, gross profit was \$1.5 million and \$1.8 million, respectively.

The CSU Foundation

The CSU Foundation is a legally separate, tax-exempt entity that was established to receive, manage and invest philanthropic gifts on behalf of CSU. The majority of resources or income thereon that the CSU Foundation holds and invests is restricted for use by, or for the benefit of CSU by the donors. The CSU Foundation is a nonprofit organization that reports under Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC), including FASB ASC 958-205, *Presentation of Financial Statements*. As such, certain revenue recognition criteria and presentation requirements are different from GASB revenue recognition criteria and presentation requirements. No modifications have been made to the CSU Foundation's financial information in the System's financial reporting entity for these differences, as permitted by GASB Statement No. 39. The CSU Foundation fully discloses the nature of its endowment funds, both donor restricted endowment funds and board-designated endowment funds, and are classified and reported based on the existence or absence of donor-imposed restrictions.

The CSU Foundation was established in 1970 as an independent 501(c)(3) organization. The officers of the CSU Foundation are appointed by the Board of Directors. The Board of Directors consists of five voting members. Four voting members are community members elected by the Board of Directors and the fifth voting member is the President of the CSU Foundation. The three ex-officio, nonvoting members of the Board of Directors serve by virtue of title: President of Colorado State University, the CSU Vice President for University Advancement, and the CSU Vice President for University Operations. No person who is an employee of CSU is eligible to serve as an officer of the CSU Foundation or as a voting Board Member.

The major source for the CSU Foundation's revenue is contributions. For the fiscal years ended June 30, 2017 and 2016, respectively, gifts were \$108.1 million and \$97.5 million. Included in Total Support and Revenue is net investment income. The CSU Foundation had net investment income and net investment loss for the fiscal years ended June 30, 2017 and 2016 of \$51.2 million and \$9.4 million, respectively. The Total Support and Revenue at June 30, 2017 and 2016 was \$159.7 million and \$100.5 million, respectively.

The support provided by the CSU Foundation to CSU is intended to assist in the promotion, development, and enhancement of the facilities, and educational programs and opportunities of the faculty, students, and alumni of CSU. Additionally, the CSU Foundation provides receipts to contributors and invests philanthropic gifts. Approximately \$49.0 million and \$47.6 million was transferred to CSU for the fiscal years ended June 30, 2017 and 2016, respectively, in pursuit of the above stated objectives.

COLORADO STATE UNIVERSITY SYSTEM

Notes to Basic Financial Statements

Years Ended June 30, 2017 and 2016

(Amounts expressed in thousands)

Endowments and the related expendable accounts of CSU are held by the CSU Foundation for investment safekeeping. These funds amounted to \$13.6 million and \$13.0 million as of June 30, 2017 and 2016, respectively, and are reported as deposits held in custody for CSU in the financial statements of the CSU Foundation.

Separately issued financial statements for the CSU Foundation are available at 410 University Services Center, Fort Collins, CO 80523.

The CSU-Pueblo Foundation

The CSU-Pueblo Foundation was established in 1954 as an independent 501(c)(3) nonprofit corporation. The affairs of the CSU-Pueblo Foundation are conducted by up to twenty-five voting, elected Director-Trustees. In addition, the President of CSU-Pueblo, one member of the Board of Governors, and the President/CEO of the CSU-Pueblo Foundation serve as nonvoting, ex-officio members. The CSU-Pueblo Foundation is a nonprofit organization that reports under Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC), including FASB ASC 958-205, *Presentation of Financial Statements*. As such, certain revenue recognition criteria and presentation requirements are different from GASB revenue recognition criteria and presentation requirements. No modifications have been made to the CSU-Pueblo Foundation's financial information in the System's financial reporting entity for these differences, as permitted by GASB Statement No. 39.

The CSU-Pueblo Foundation's major sources of revenue are contributions and fundraising revenues, dividends and interest, and gains/losses on marketable securities for the fiscal year ended June 30, 2017. The CSU-Pueblo Foundation had \$8.5 million in related revenue as of June 30, 2017. The CSU-Pueblo Foundation's major sources of revenue are contributions and fundraising revenues, dividends and interest, and gains/losses on marketable securities for the fiscal year ended June 30, 2016. The CSU-Pueblo Foundation had \$6.9 million in related revenue as of June 30, 2016. The Total Revenue and Support at June 30, 2017 and 2016 was \$8.6 million and \$7.0 million, respectively.

The CSU-Pueblo Foundation was formed to advance and assist in the development, growth, and operation of CSU-Pueblo. The CSU-Pueblo Foundation recorded \$5.4 million and \$6.3 million in transfers of gifts and other assets to CSU-Pueblo during fiscal years ended June 30, 2017 and 2016, respectively, in pursuit of the above stated objectives.

Separately issued financial statements may be obtained from the CSU-Pueblo Foundation office at 2200 Bonforte Boulevard, Pueblo, CO 81001-4901.

(d) Other Postemployment Benefits Trust

The Colorado State University Other Postemployment Benefits Trust (Trust) was established June 27, 2014, as a single-employer other postemployment benefits (OPEB) plan, for the purpose of accumulating and investing assets to fund certain post-retirement medical benefits for retirees and disability income replacement for employees of CSU. The Trust, which is an entity separate from the University operating, is for the exclusive purpose of providing funds to pay benefits and for paying expenses of administering the Trust.

The Colorado State University OPEB Trust Administration Committee (Administration Committee) serves as the Trust Administrator, and a Trustee, First National Bank, has the authority over the management, disposition and investment of Trust assets, as defined in the Trust Agreement. Members of the Administration Committee consist of the University's Chief Total Rewards Officer, the

COLORADO STATE UNIVERSITY SYSTEM

Notes to Basic Financial Statements

Years Ended June 30, 2017 and 2016

(Amounts expressed in thousands)

University's Chief Financial Officer, the University's Controller, the Colorado State University System's Treasurer, and the University's Chief Human Resources Officer, and any at-large members that may be appointed by the Administration Committee.

(2) Basis of Presentation

For financial reporting purposes, the System is considered a special-purpose government engaged only in business-type activities. The System applies all applicable Governmental Accounting Standards Board (GASB) pronouncements.

Any effort to reconcile this report with presentations made for other purposes, such as data submitted with the legislative budget request of the System, must take into consideration the differences in the basis of accounting and other requirements for the presentation of such information.

(3) Measurement Focus, Basis of Accounting, and Summary of Significant Accounting Policies

As a special-purpose government engaged only in business-type activities, the basic financial statements of the System have been presented using the economic resources measurement focus and the accrual basis of accounting. Presentation is also in accordance with the State of Colorado Higher Education Accounting Standard No. 17. Under the accrual basis of accounting, revenues are recognized when earned, and expenses are recorded when incurred. All significant intra-agency transactions have been eliminated.

(a) Cash and Cash Equivalents

Cash and cash equivalents are defined as cash-on-hand, demand deposits, certificates of deposit with financial institutions, pooled cash with the State Treasurer, and all highly liquid investments with an original maturity when purchased of three months or less.

(b) Investments

With the implementation of GASB Statement No. 72, *Fair Value Measurement and Application*, the System now provides additional fair value measurements. CSU treasury bill investments are accounted for at fair value, which is determined by quoted prices in active markets for identical assets (level 1). Changes in unrealized gain (loss) on the carrying value of investments are reported as a gain (loss) on investment as well as an unrealized gain (loss) income source in the statements of revenues, expenses, and changes in net position.

Discretely presented component units – CSU Foundation and CSU-Pueblo Foundation investments are accounted for at fair value, which is determined by one of the following: quoted prices in active markets for identical assets (level 1), inputs other than quoted prices that are observable directly or indirectly (level 2), significant unobservable inputs where level 1 and 2 inputs are unavailable (level 3), or net asset value practical expedients not within the fair value hierarchy (NAV).

Other Postemployment Benefits Trust – Trust investments are accounted for at fair value, which is determined by one of the following: quoted prices in active markets for identical assets (level 1), inputs other than quoted prices that are observable directly or indirectly (level 2), or significant unobservable inputs where level 1 and 2 inputs are unavailable (level 3).

(c) Inventories

Inventories, consisting of livestock; facilities and housing maintenance supplies; medical, pharmaceutical, and laboratory supplies; food supplies; books; and soft-goods are stated at the lower of cost or market. Cost is determined either on the first-in/first-out, average-cost, specific-identification,

COLORADO STATE UNIVERSITY SYSTEM

Notes to Basic Financial Statements

Years Ended June 30, 2017 and 2016

(Amounts expressed in thousands)

or on the retail method. Livestock inventories have been recorded at the lower of cost or market using unit livestock costing methods and estimated animal weights.

(d) *Restricted Cash and Cash Equivalents and Restricted Investments*

Assets are reported as restricted when restrictions on asset use change the nature or normal understanding of the availability of the assets. For the System, examples of restricted cash and cash equivalents and restricted investments include cash and cash equivalents required as bond reserves, unexpended bond proceeds, and investments held by endowment funds.

(e) *Capital Assets*

Land, land improvements, buildings and improvements, leasehold improvements, library materials, collections, and equipment are recorded at cost at the date of acquisition or fair market value at the date of donation in the case of gifts. Capitalization limits vary at the three institutions ranging from \$5 thousand to \$50 thousand. At CSU, library materials are valued at average acquisition cost. At CSU-Pueblo, library materials are valued at actual cost.

Depreciation and amortization are computed using the straight-line method over the estimated useful lives of the assets or intangible assets, generally 10 to 70 years for buildings, 5 to 21 years for land improvements, 10 to 15 years for library books, 2 to 12 years for equipment and software, and 3 to 25 years for leasehold improvements. Depreciation expense was not allocated among functional categories.

Renovations to buildings and other improvements that significantly increase the value and extend the useful life of the structure or includes a conversion of the use of the space, are capitalized. Routine repairs and maintenance are charged to expense. Major outlays for capital assets and improvements are capitalized as construction in progress throughout the building project.

During capital construction, interest cost is capitalized from the date of the borrowing to the date the qualifying asset is ready for use. In addition, interest earnings are capitalized from the date of the tax-exempt borrowing to the date the qualifying asset is ready to use. Once the capital asset is ready for use, the net cost of interest on the borrowing is capitalized and added to the acquisition cost of the asset.

The System has capitalized collections such as works of art and historical artifacts. The nature of certain collections is such that the value and usefulness of the collection does not change over time. These collections have not been depreciated in the System's financial statements.

Assets under capital leases are recorded at the present value of the future minimum lease payments and are amortized using the straight-line method over the estimated useful life of the asset being leased.

The System evaluates prominent events or changes in circumstances affecting capital assets to determine whether impairment of a capital asset has occurred. Capital assets are generally considered impaired if a decline in service utility occurs, the impairment is material, and the event or change in circumstance is outside the normal life cycle of the capital asset. Impaired capital assets that will no longer be used by the System are reported at the lower of carrying value or fair value. Impairment losses on capital assets that will continue to be used by the System are measured using the method that best reflects the diminished service utility of the capital asset. If evidence is available to demonstrate that impairment will be temporary, the capital asset is not written down. There were no material impairments of capital assets for the fiscal years ended June 30, 2017 and 2016.

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(Amounts expressed in thousands)

(f) Deferred Outflows of Resources

With the implementation of GASB Statement No. 65, *Items Previously Reported as Assets and Liabilities*, the System now carries a deferred outflow of resources related to the loss on bond refundings previously reported as a liability. Additionally, with the implementation of GASB Statement No. 68, *Accounting and Financial Reporting for Pensions*-an amendment to GASB Statement No. 27, the System now carries a deferred outflow of resources related to pensions.

(g) Compensated Absences Liabilities

The amount of compensated absence liabilities that are recorded as a current liability on the Statements of Net Position are a three or five-year rolling average of actual payouts. The remaining balance of the compensated absence liabilities is recorded as a noncurrent liability on the Statements of Net Position.

(h) Deferred Inflows of Resources

With the implementation of GASB Statement No. 68, *Accounting and Financial Reporting for Pensions*-an amendment to GASB Statement No. 27, the System now carries a deferred inflow of resources related to pensions. In addition, with the implementation of GASB Statement No. 65, *Items Previously Reported as Assets and Liabilities*, the System now carries a deferred inflow of resources related to sponsored program nonexchange transactions.

(i) Net Position

Net position of the System is classified as follows:

Net investment in capital assets – This represents the total investment in capital assets, net of accumulated depreciation and outstanding debt obligations related to those capital assets.

Restricted net position – nonexpendable – Nonexpendable restricted net position consists of endowment and similar type funds in which donors or other outside sources have stipulated, as a condition of the gift instrument, that the principal is to be maintained inviolate and in perpetuity, and invested for the purpose of producing future income, which may either be expended or added to principal.

Restricted net position – expendable – Restricted expendable net position includes resources in which the System is legally or contractually obligated to spend resources in accordance with restrictions imposed by external third parties.

Unrestricted net position – Unrestricted net position represents resources derived from student tuition and fees, state fee for service reserves, and sales and services of educational activities. These resources are used for transactions relating to the educational and general operations of the System and may be used to meet current expenses for any purpose. These resources also include auxiliary enterprises, which are substantially self-supporting activities that provide services for students, faculty, and staff. Unrestricted net position may be designated by actions of the Board.

Discretely presented component units – Net assets of the CSUS Foundation, the CSU Foundation, and the CSU-Pueblo Foundation and the changes therein are classified and reported as follows:

Unrestricted net assets – Net assets that are not subject to third party or donor-imposed restrictions.

Temporarily restricted net assets – Net assets are subject to third party or donor-imposed stipulations that will be met either by actions of the CSUS Foundation, the CSU Foundation, the

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CSU-Pueblo Foundation and/or the passage of time. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Permanently restricted net assets – Net assets are subject to donor-imposed restrictions that are maintained permanently by the CSUS Foundation, the CSU Foundation, and the CSU-Pueblo Foundation.

Other Postemployment Benefits Trust – Net position of the Trust is classified as restricted for postemployment benefits.

(j) Classification of Revenues

The System has classified revenues as either operating or nonoperating according to the following criteria:

Operating revenues consist of services and sales related to teaching, research, and public service, along with auxiliary activities of student, faculty, and staff support. These revenues include: 1) tuition and fees from students (after reduction for scholarship allowances provided with institutional funds); 2) grants and contracts from federal, state, and local governments, and private sources including businesses, individuals, and foundations; 3) state fee for service revenues; 4) sales and services of the Veterinary Teaching Hospital and Diagnostic Laboratory; and 5) fees for goods and services of auxiliary operations such as student housing and dining, student center retail stores, health services, and athletics. Revenues from exchange transactions are recognized when they are earned and measurable.

Operating expenses represent the full cost of providing the services and goods associated with operating revenues. These expenses are accrued when incurred and measurable and reported using functional classifications.

Nonoperating revenues consist primarily of gifts from grantors and donors, and investment income that are relied upon and budgeted for support of operating expenses. Also included in nonoperating revenues are Federal Pell Grants. Nonoperating expenses include interest expense on capital debt.

Other revenues include revenues from state capital construction and controlled maintenance appropriations, capital gifts, and grants primarily designated for capital purposes. Other expenses include payments to other governing boards or other institutions.

(k) Summer Session Revenue and Related Expenses

The System prorates the summer session revenues and expenses based on the number of days between the first day of the summer session and the last day of the summer session which falls before or after June 30.

(l) Application of Restricted and Unrestricted Resources

This application is made on a case-by-case basis by management depending on overall program requirements and resources. Generally, management applies restricted resources then unrestricted resources when both restricted and unrestricted resources are available to pay an expense.

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(m) Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

(n) Reclassifications

Net position was evaluated to determine the appropriateness of restricting tuition and fees, auxiliaries, and the Research Building Revolving Fund (RBRF) related to pledges required by bond resolutions. As a result of this evaluation, it was determined that there is no external restriction associated with these items. \$67.0 million of restricted for expendable purposes net position (\$47.9) million restricted for auxiliaries, \$14.3 million restricted for tuition and fees, and \$4.8 million restricted for RBRF was reclassified to unrestricted net position.

Certain balances in 2016 have been reclassified to conform to the presentation in 2017. Tuition payments made on behalf of Graduate Assistants previously reported as scholarship allowance are now reported as benefit expense. As a result of the reduction to scholarship allowance, both Student tuition and fees and Operating expenses increased \$19.0 million.

Certain tuition reductions were excluded from the scholarship allowance calculation in the parenthetical statement of the Statements of Revenues, Expenses, and Changes in Net Position in 2016. This reclassification of \$6.1 million in scholarships offset by the \$19.0 million Graduate Assistant Tuition reclassification noted above decreased scholarship allowance related to Student tuition and fees from \$124.1 million to \$111.2 million.

(4) Cash and Cash Equivalents

The System deposits its cash and cash equivalents with the Colorado State Treasurer as required by Colorado Revised Statutes (CRS). The State Treasurer pools these deposits and invests them in securities authorized by CRS 24-75-601.1. The State Treasury acts as a bank for all state agencies and institutions of higher education, with the exception of the University of Colorado. Monies deposited in the Treasury are invested until the cash is needed. As of June 30, 2017, the System had cash on deposit with the State Treasurer of \$576.7 million which represented approximately 8.5 percent of the total \$6.8 billion fair value of deposits in the State Treasurer's Pool (Pool). As of June 30, 2016, the System had cash on deposit with the State Treasurer of \$745.4 million which represented approximately 10.1 percent of the total \$7.4 billion

On the basis of the System's participation in the Pool, the System reports as an increase or decrease in cash and cash equivalents its share of the Treasurer's unrealized gains and losses on the Pool's underlying investments. The State Treasurer does not invest any of the Pool's resources in any external investment pool, and there is no assignment of income related to participation in the Pool. The unrealized gains or losses included in income reflect only the change in fair value for the fiscal year.

The difference between the System's cash carrying value, deposits with the State Treasurer and balances at other banks is due to outstanding checks and deposits in transit. Interest earned on deposits with the State for the fiscal years ended June 30, 2017 and 2016 was approximately \$6.9 million and \$7.5 million, respectively. These amounts reflect increases in cash and cash equivalents and increases or decreases in investment income as a result of recording unrealized gains or losses on deposits with the State Treasurer. The System reflected an unrealized loss and an unrealized gain on cash and cash equivalents on deposit with the State Treasurer for the fiscal years ended June 30, 2017 and 2016 of \$253 thousand and \$4.9 million, respectively. The unrealized loss on investment income for the fiscal year ended June 30, 2017 was

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\$5.1 million and the unrealized gain on investment income for the fiscal year ended June 30, 2016 was \$2.5 million.

Investments in the Treasurer's Pool are exposed to custodial credit risk if the securities are uninsured, are not registered in the state's name, and are held by either the counterparty to the investment purchase or the counterparty's trust department or agent but not in the state's name. As of June 30, 2017, none of the investments in the State Treasurer's Pool are subject to custodial credit risk.

Custodial credit risk for deposits is the risk that in the event of a bank failure, the System's deposits may not be returned to it. To manage custodial risk, deposits with financial institutions are made in accordance with the Colorado Public Deposit Protection Act (PDPA) of 1975. PDPA requires all eligible depositories holding public deposits to pledge designated eligible collateral having a market value equal to at least 102 percent of the deposits exceeding those amounts insured by federal depository insurance. Deposits collateralized under PDPA are considered to be collateralized with securities held by the pledging institutions in the System's name. Deposits held in money market funds are not PDPA eligible deposits.

At June 30, 2017 and 2016, the System's book value of cash not on deposit with the State Treasurer was \$39.4 million and \$25.5 million, respectively. Cash included petty cash/change funds and bank account balances of \$7.4 million and \$32.0 million as of June 30, 2017 and \$124 thousand and \$25.4 million as of June 30, 2016, respectively. Bank account balances per the bank at June 30, 2017 and 2016 were \$39.4 million and \$32.7 million, respectively. Of the June 30, 2017 deposits, \$765 thousand were covered by depository insurance and were not exposed to custodial credit risk, and the remaining \$38.6 million were collateralized with securities held by the pledging institution's trust department or agent in the System's name. Of the June 30, 2016 deposits, \$770 thousand were covered by depository insurance and were not exposed to custodial credit risk, and the remaining \$31.9 million were collateralized with securities held by the pledging institution's trust department or agent in the System's name.

Credit quality risk is the risk that the issuer or other counterparty to a debt security will not fulfill its obligations. This risk is assessed by national rating agencies which assign a credit quality rating for many investments. Credit quality ratings for obligations of the U.S. government or obligations explicitly guaranteed by the U.S. government are not reported; however, credit quality ratings are reported for obligations of U.S. government agencies that are not explicitly guaranteed by the U.S. government.

Interest rate risk is the risk that changes in the market rate of interest will adversely affect the value of an investment. In addition to statutory limitations on these types of investments, the State Treasurer's investment policy mitigates interest rate risk through the use of maturity limits set to meet the needs of the individual fund if the Treasurer is investing for a specific fund rather than the Pool. The Treasurer actively manages the time to maturity in reacting to changes in the yield curve, economic forecasts, and liquidity needs of the participating funds. The Treasurer further limits investment risk by setting a minimum/maximum range for the percentage of investments subject to interest rate risk and by laddering maturities and credit ratings.

Additional information on investments of the State Treasurer's Pool may be obtained in the State's Comprehensive Annual Financial Report for the fiscal year ended June 30, 2017.

(5) Restricted Investments

As of June 30, 2017 and 2016, the System's restricted investments had a fair value of \$26.4 million and \$25.2 million, respectively. Investment earnings/losses consist of land fund interest and income/loss from investments held by the CSU Foundation. For the fiscal years ended June 30, 2017 and 2016 there was an investment gain of \$618 thousand and loss of \$604 thousand, respectively.

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Treasury Bills purchased on January 5, 2017, with a par value of \$12.8 million matured and were reinvested on April 27, 2017. The System only invests in U.S. Treasury securities, which are federally guaranteed investments, as required by state law. The System's restricted investments include investments held by the CSU Foundation.

With the implementation of GASB Statement No. 72, *Fair Value Measurement and Application*, the System reports investments using the fair value hierarchy. Fair value is the price that would be received to sell an asset in an orderly transaction between market participants at the measurement date. Valuation techniques are used to determine fair value by maximizing the use of relevant observable inputs and minimize the use of unobservable inputs. A three-tier hierarchy categorizes the inputs as follows:

Level 1 – quoted prices for identical assets in an active market.

Level 2 – quoted prices for similar assets in active markets, or identical or similar assets in markets that are not active, or inputs other than quoted prices that are observable for the asset such as interest rates.

Level 3 – unobservable inputs. In these situations, the organization develops inputs using the best information available in the circumstances. The System's interest in investments held at the CSU Foundation fair value is determined by the Foundation as a proportionate share of total investments at June 30, 2017.

The following details each major category of the System's investments at fair value as of June 30, 2017 and 2016:

	June 30, 2017			
	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Total</u>
U.S. Treasury obligations	\$ 12,862	-	-	12,862
Interest in investments held by CSU Foundation	-	-	13,573	13,573
Total investments	<u>\$ 12,862</u>	<u>-</u>	<u>13,573</u>	<u>26,435</u>
	June 30, 2016			
	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Total</u>
U.S. Treasury obligations	\$ 12,239	-	-	12,239
Interest in investments held by CSU Foundation	-	-	13,009	13,009
Total investments	<u>\$ 12,239</u>	<u>-</u>	<u>13,009</u>	<u>25,248</u>

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(Amounts expressed in thousands)

(a) Interest Rate Risk

At June 30, 2017, the following System investments were subject to interest rate risk:

Type of Investment	Fair Value	Weighted Average Maturity (in years)	Duration (in years)
U.S. Treasury obligations	\$ 12,862	0.83	-
Investments subject to interest rate risk	\$ <u>12,862</u>		

At June 30, 2016, the following System investments were subject to interest rate risk:

Type of Investment	Fair Value	Weighted Average Maturity (in years)	Duration (in years)
U.S. Treasury obligations	\$ 12,239	0.62	-
Investments subject to interest rate risk	\$ <u>12,239</u>		

The System's U.S. Treasury obligations are invested in accordance with Colorado Revised Statute 23-31-504. This statute requires these investments relating to the CSU land grant fund to be invested in specific types of investments, which includes U.S. Treasury obligations. The System does not have a specific policy relating to the management of interest rate risk.

Discretely presented component units – As of June 30, 2017, the Foundations' investments consisted of various securities carried at fair market value as determined by quoted market prices on national exchanges. Alternative investments are valued at the position value (NAV) provided by the investment manager. This NAV is computed based on dealer quotations on the fair market value of the underlying securities, the majority of which are traded on national exchanges. Alternative investments are comprised of two investment types: hedge funds and private market investments. The goal of hedge fund investments is to achieve returns with a lower correlation to long-only public equity markets. Hedge funds frequently hold both long and short positions. The goal of private market investments is to generate returns in excess of public markets in exchange for restricted liquidity. Private market investments are generally made in the form of equity capital or debt in private companies. The average time to achieve a total commitment draw down is five years for private market investments.

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Notes to Basic Financial Statements

Years Ended June 30, 2017 and 2016

(Amounts expressed in thousands)

The following details each major category of the CSU Foundation's investments at fair market value as of June 30, 2017 and 2016:

June 30, 2017					
	Level 1	Level 2	Level 3	Net Asset Value	Total
Cash and cash equivalents subject to investment management direction	\$ 1,771	—	—	—	1,771
Public equities:					
Domestic	81,781	—	—	1,059	82,840
International	—	—	—	18,146	18,146
Emerging markets	—	—	—	26,844	26,844
Global	22,032	—	—	61,411	83,443
Fixed income	72,221	—	—	28,100	100,321
Other/global asset allocation	20,138	—	—	—	20,138
Alternative investments:					
Hedge funds	—	—	—	60,946	60,946
Private markets	—	—	—	55,740	55,740
Short duration	41,973	—	—	—	41,973
Student-managed investments	1,003	—	—	—	1,003
Total	\$ 240,919	—	—	252,246	493,165
June 30, 2016					
	Level 1	Level 2	Level 3	Net Asset Value	Total
Cash and cash equivalents subject to investment management direction	\$ 7,578	—	—	—	7,578
Public equities:					
Domestic	89,543	—	—	16,089	105,632
International	18,763	—	—	9,998	28,761
Emerging markets	—	—	—	29,722	29,722
Global	—	—	—	37,702	37,702
Fixed income	31,870	—	—	—	31,870
Alternative investments:					
Hedge funds	—	—	—	97,669	97,669
Private markets	—	—	—	45,680	45,680
Short duration	39,694	—	—	—	39,694
Student-managed investments	855	—	—	—	855
Total	\$ 188,303	—	—	236,860	425,163

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Notes to Basic Financial Statements

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Net investment income of the CSU Foundation consisted of the following for the fiscal years ended June 30, 2017 and 2016:

	June 30	
	2017	2016
Interest, dividends, and other income	\$ 5,849	7,273
Net unrealized and realized gain (loss) on investments	51,429	(13,729)
Less investment management fees	<u>(4,720)</u>	<u>(3,590)</u>
	52,558	(10,046)
Less net investment (income) loss on deposits held in custody for CSU	<u>(1,354)</u>	<u>637</u>
Total	<u>\$ 51,204</u>	<u>(9,409)</u>

The following details each major category of the CSU-Pueblo Foundation's investments at fair market value for the fiscal years ended June 30, 2017 and 2016:

	June 30, 2017			
	Level 1	Level 2	Level 3	Total
Marketable equity securities				
Domestic	\$ 18,380	-	-	18,380
International	4,806	-	-	4,806
Marketable debt securities				
Domestic	13,031	-	-	13,031
Master limited partnership	423	-	-	423
Beneficial interest in remainder trusts	-	-	248	248
Total	<u>\$ 36,640</u>	<u>-</u>	<u>248</u>	<u>36,888</u>

	June 30, 2016			
	Level 1	Level 2	Level 3	Total
Marketable equity securities				
Domestic	\$ 15,437	-	-	15,437
International	4,172	-	-	4,172
Marketable debt securities				
Domestic	11,080	-	-	11,080
International	1,221	-	-	1,221
Real estate investment trust	623	-	-	623
Master limited partnership	455	-	-	455
Beneficial interest in remainder trusts	-	-	232	232
Total	<u>\$ 32,988</u>	<u>-</u>	<u>232</u>	<u>33,220</u>

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Notes to Basic Financial Statements

Years Ended June 30, 2017 and 2016

(Amounts expressed in thousands)

Net investment income of the CSU-Pueblo Foundation consisted of the following for the fiscal years ended June 30, 2017 and 2016:

	2017		
	Temporarily		Total
	Unrestricted	Restricted	
Dividend income	\$ 233	980	1,213
Interest income	-	2	2
Realized gain - securities	24	101	125
Unrealized gain	511	2,147	2,658
Total investment income	<u>\$ 768</u>	<u>3,230</u>	<u>3,998</u>

	2016		
	Temporarily		Total
	Unrestricted	Restricted	
Dividend income	\$ 375	1,276	1,651
Interest income	-	2	2
Realized loss - securities	(11)	(38)	(49)
Unrealized loss	(331)	(1,125)	(1,456)
Total investment income	<u>\$ 33</u>	<u>115</u>	<u>148</u>

Other Postemployment Benefits Trust - With the implementation of GASB Statement No. 72, *Fair Value Measurement and Application*, the Trust reports investments using the fair value hierarchy. Fair value is the price that would be received to sell an asset in an orderly transaction between market participants at the measurement date. Valuation techniques are used to determine fair value by maximizing the use of relevant observable inputs and minimize the use of unobservable inputs. A three-tier hierarchy categorizes the inputs as follows:

Level 1 – quoted prices for identical assets in an active market.

Level 2 – quoted prices for similar assets in active markets, or identical or similar assets in markets that are not active, or inputs other than quoted prices that are observable for the asset such as interest rates.

Level 3 – unobservable inputs. In these situations, the organization develops inputs using the best information available in the circumstances.

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Notes to Basic Financial Statements

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The following details each major category of the Trust's investments at fair market value as of June 30, 2017:

	June 30, 2017			
	Level 1	Level 2	Level 3	Total
U.S. government securities	\$ 15,688	-	-	15,688
Corporate bonds	10,918	-	-	10,918
Asset backed securities	4,968	-	-	4,968
Mutual funds	26,264	-	-	26,264
Private equities	-	-	311	311
Hedge funds	-	-	7,981	7,981
Alternative investments	-	-	10,843	10,843
Total	\$ 57,838	-	19,135	76,973

The following table presents the Standard & Poor's quality ratings of the fixed income assets of the Trust as of June 30, 2017. Certain fixed income investments of the Trust are invested in a bond mutual fund and therefore not included in the disclosure below.

	June 30, 2017		
Standard & Poor's	U.S. Government Agencies	Corporate Bonds	Asset Back Securities
AAA	\$ -	55	648
AA	15,688	1,497	448
A	-	4,655	2,212
BBB	-	3,549	697
NR	-	1,162	963
Total	\$ 15,688	10,918	4,968

The following details the effective weighted average maturity of fixed income investments of the Trust at June 30, 2017:

	June 30, 2017		
	Fair Value Amount	Weighted Average Maturity (in years)	Percent of Fixed Income Assets
U.S. government securities	\$ 15,688	6.6	46.1%
Corporate bonds	10,918	2	32.1%
Asset backed securities	4,968	0.9	14.6%
Bond mutual funds	2,442		7.2%
Total	\$ 34,016		100.0%

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(6) Accounts Receivable

Accounts receivable are shown net of allowances for doubtful accounts in the accompanying Statements of Net Position.

		June 30	
		2017	2016
Student accounts receivable:	\$	52,236	44,955
Less allowance for doubtful accounts		(15,133)	(12,892)
Student accounts receivable, net	\$	<u>37,103</u>	<u>32,063</u>
Student loans receivable:	\$	33,046	31,038
Less allowance for doubtful accounts		(8,067)	(7,561)
Student loans receivable, net		<u>24,979</u>	<u>23,477</u>
Less current portion		(3,304)	(3,191)
Noncurrent student loans receivable, net	\$	<u>21,675</u>	<u>20,286</u>
Grant and other accounts receivable:			
Sponsored programs	\$	46,387	39,587
Commercial receivables		9,788	9,104
Conferences and summer programs		808	436
Insurance trust fund		1,403	1,502
Receivables from Foundation		5,785	1,512
Athletics		905	1,286
Self-funded operations		1,085	596
Other		7,116	13,204
Total grant and other accounts receivable		<u>73,277</u>	<u>67,227</u>
Less allowance for doubtful accounts		(4,549)	(7,509)
Grant and other accounts receivable, net	\$	<u>68,728</u>	<u>59,718</u>

Discretely presented component unit – As of June 30, 2017, CSUS Foundation’s receivables are recorded at cost and provisions for doubtful accounts have not been established as all receivables are deemed collectible.

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Discretely presented component unit – As of June 30, 2017 and 2016, the CSU Foundation’s pledges receivable consisted of the following:

	June 30	
	2017	2016
Receivables due in less than one year	\$ 16,859	14,016
Receivables due in one to five years	55,508	28,832
Receivables due in more than five years	15,338	4,498
	<u>87,705</u>	<u>47,346</u>
Less allowance for uncollectible pledges	(2,193)	(1,184)
Less present value discounting	(4,896)	(1,536)
	<u>\$ 80,616</u>	<u>44,626</u>

Unconditional promises to give (pledges receivable) are from various entities including foundations, corporations, and individuals. The discount factor utilized in the present value calculation is the five-year U.S. Treasury note rate as of June 30th in the fiscal year in which the commitment is made.

Pledges receivable from two donors at June 30, 2017 represented approximately 50 percent of net pledges receivable. Pledges receivable from two donors at June 30, 2016 represented approximately 36 percent of net pledges receivable.

Discretely presented component unit – As of June 30, 2017 and 2016, CSU-Pueblo Foundation’s unconditional promises to give consisted of the following:

	June 30	
	2017	2016
Restricted for scholarships or other particular purposes	\$ 831	351
Less: Allowances for uncollectible unconditional promises to give	(30)	(106)
Gross unconditional promises to give	801	245
Less: unamortized discount	(14)	(2)
Net unconditional promises to give	<u>\$ 787</u>	<u>243</u>
Amounts due in:		
Less than one year	461	207
One to five years	326	36
Total	<u>\$ 787</u>	<u>243</u>

The allowance for uncollectible unconditional promises to give was arrived at by identifying specific donors that have failed to keep their promises and by applying a historical percentage of 1.5 percent to the remaining amount.

Unamortized discount was arrived at by discounting amounts to be received in the future by the average market rate earned on investments of two percent.

Other Postemployment Benefits Trust – As of June 30, 2017, the Trust has \$14 thousand in total receivables

COLORADO STATE UNIVERSITY SYSTEM

Notes to Basic Financial Statements

Years Ended June 30, 2017 and 2016

(Amounts expressed in thousands)

(7) Capital Assets

Following are the changes in capital assets for the fiscal year ended June 30, 2017:

	Balance				Balance
	June 30, 2016	Additions	Transfers	Deletions	June 30, 2017
Nondepreciable capital assets:					
Land	\$ 35,171	-	-	-	35,171
Land improvements	2,321	-	-	-	2,321
Construction in progress	329,919	329,566	(228,655)	(9,608)	421,222
Collections	5,149	682	-	-	5,831
Total nondepreciable capital assets	<u>372,560</u>	<u>330,248</u>	<u>(228,655)</u>	<u>(9,608)</u>	<u>464,545</u>
Depreciable capital assets:					
Land and leasehold improvements	93,570	54	11,069	-	104,693
Buildings and improvements	1,564,606	-	214,861	(2,856)	1,776,611
Software	78,578	114	402	(9,701)	69,393
Equipment	284,762	20,968	2,323	(12,991)	295,062
Library materials	88,243	1,110	-	(34)	89,319
Total depreciable capital assets	<u>2,109,759</u>	<u>22,246</u>	<u>228,655</u>	<u>(25,582)</u>	<u>2,335,078</u>
Less accumulated depreciation:					
Land and leasehold improvements	57,374	5,078	-	-	62,452
Buildings and improvements	537,994	52,850	-	(1,410)	589,434
Software	62,605	8,948	-	(7,778)	63,775
Equipment	212,572	21,101	-	(11,206)	222,467
Library materials	80,546	1,630	-	(34)	82,142
Total accumulated depreciation	<u>951,091</u>	<u>89,607</u>	<u>-</u>	<u>(20,428)</u>	<u>1,020,270</u>
Net depreciable capital assets	<u>1,158,668</u>	<u>(67,361)</u>	<u>228,655</u>	<u>(5,154)</u>	<u>1,314,808</u>
Total capital assets, net	<u>\$ 1,531,228</u>	<u>262,887</u>	<u>-</u>	<u>(14,762)</u>	<u>1,779,353</u>

Land includes the following conservation easements:

Catspaw Conservation Easement	3,155
Snow Mountain Conservation Easement	5,000
Elmgreen Conservation Easement	515
Ben Delatour Forest Legacy Conservation Easement	4,000
S. Boulder/Toll Family Conservation Easement	5,070
Sawtooth Mountain Conservation Easement	2,995
Total	<u>\$ 20,735</u>

COLORADO STATE UNIVERSITY SYSTEM

Notes to Basic Financial Statements

Years Ended June 30, 2017 and 2016

(Amounts expressed in thousands)

Following are the changes in capital assets for the fiscal year ended June 30, 2016:

	Balance				Balance
	June 30, 2015	Additions	Transfers	Deletions	June 30, 2016
Nondepreciable capital assets:					
Land	\$ 29,823	–	5,348	–	35,171
Land improvements	2,321	–	–	–	2,321
Construction in progress	99,111	296,976	(62,818)	(3,350)	329,919
Collections	3,808	1,341	–	–	5,149
Total nondepreciable capital assets	<u>135,063</u>	<u>298,317</u>	<u>(57,470)</u>	<u>(3,350)</u>	<u>372,560</u>
Depreciable capital assets:					
Land and leasehold improvements	88,423	48	5,099	–	93,570
Buildings and improvements	1,514,193	674	49,739	–	1,564,606
Software	76,402	2,041	342	(207)	78,578
Equipment	272,948	20,723	2,290	(11,199)	284,762
Library materials	87,281	1,201	–	(239)	88,243
Total depreciable capital assets	<u>2,039,247</u>	<u>24,687</u>	<u>57,470</u>	<u>(11,645)</u>	<u>2,109,759</u>
Less accumulated depreciation:					
Land and leasehold improvements	51,778	5,596	–	–	57,374
Buildings and improvements	485,678	52,316	–	–	537,994
Software	47,960	14,753	–	(108)	62,605
Equipment	201,606	20,432	–	(9,466)	212,572
Library materials	78,924	1,861	–	(239)	80,546
Total accumulated depreciation	<u>865,946</u>	<u>94,958</u>	<u>–</u>	<u>(9,813)</u>	<u>951,091</u>
Net depreciable capital assets	<u>1,173,301</u>	<u>(70,271)</u>	<u>57,470</u>	<u>(1,832)</u>	<u>1,158,668</u>
Total capital assets, net	<u>\$ 1,308,364</u>	<u>228,046</u>	<u>–</u>	<u>(5,182)</u>	<u>1,531,228</u>

Land includes the following conservation easements:

Catspaw Conservation Easement	\$ 3,155
Snow Mountain Conservation Easement	5,000
Elmgreen Conservation Easement	515
Ben Delatour Forest Legacy Conservation Easement	4,000
S. Boulder/Toll Family Conservation Easement	5,070
Sawtooth Mountain Conservation Easement	2,995
Total	<u>\$ 20,735</u>

Interest expense capitalized, net of related interest income for the System, was \$15.7 million and \$18.5 million for the fiscal years ended June 30, 2017 and 2016, respectively.

COLORADO STATE UNIVERSITY SYSTEM

Notes to Basic Financial Statements

Years Ended June 30, 2017 and 2016

(Amounts expressed in thousands)

(8) Accrued Liabilities

The current accrued liabilities balances as of June 30, 2017 and 2016 were comprised of:

		June 30	
		2017	2016
Accrued payroll and benefits	\$	60,738	58,759
Accrued interest payable		16,740	16,396
Other liabilities		1,363	1,820
Total	\$	<u>78,841</u>	<u>76,975</u>

(9) Noncurrent Liabilities

Noncurrent liability activity for the fiscal year ended June 30, 2017 was as follows:

	Balance			Balance	
	June 30, 2016	Additions	Reductions	June 30, 2017	Amounts Due Within One Year
Bonds and capital lease obligations:					
Revenue bonds and COPs payable	\$ 1,193,743	75,328	(54,316)	1,214,755	24,525
Capital leases payable	20,228	1,985	(4,315)	17,898	2,946
Total bonds and capital leases	1,213,971	77,313	(58,631)	1,232,653	27,471
Other liabilities:					
Deposits held for others	25,852	7,113	(6,669)	26,296	6,914
Other	8,185	25	(1,048)	7,162	1,526
Accrued compensated absences	55,435	2,751	(210)	57,976	2,987
Net pension liability	578,718	463,591	(49,973)	992,336	—
Total noncurrent liabilities	\$ <u>1,882,161</u>	<u>550,793</u>	<u>(116,531)</u>	<u>2,316,423</u>	<u>38,898</u>

COLORADO STATE UNIVERSITY SYSTEM

Notes to Basic Financial Statements

Years Ended June 30, 2017 and 2016

(Amounts expressed in thousands)

Noncurrent liability activity for the fiscal year ended June 30, 2016 was as follows:

	Balance			Balance	Amounts
	June 30, 2015	Additions	Reductions	June 30, 2016	Due Within
					One Year
Bonds and capital lease obligations:					
Revenue bonds and COPs					
payable	\$ 1,043,146	175,251	(24,654)	1,193,743	23,249
Capital leases payable	21,950	3,116	(4,838)	20,228	3,884
Total bonds and capital leases	1,065,096	178,367	(29,492)	1,213,971	27,133
Other liabilities:					
Deposits held for others	29,305	1,960	(5,413)	25,852	6,712
Other	8,334	45	(194)	8,185	2,411
Accrued compensated absences	52,026	3,409	-	55,435	2,939
Net pension liability	524,663	225,863	(171,808)	578,718	-
Total noncurrent liabilities	\$ 1,679,424	409,644	(206,907)	1,882,161	39,195

(10) Revenue Bonds and Certificates of Participation (COPs)

The revenue bonds consist of multiple issues to finance the acquisition, construction, repair, and equipping of various academic, auxiliary, and research facilities of the System. The revenue bonds are payable semiannually and monthly, have serial maturities, may contain sinking fund requirements, and certain bonds contain optional redemption provisions. The optional redemption provisions allow the System to redeem at various dates, portions of the outstanding revenue bonds at 100 percent of the principal amount of the revenue bonds redeemed. Payment of the principal and interest on certain bonds is either insured by various financial guarantee insurance policies or qualifies for payment under the State Intercept Program, which provides payment by the State Treasurer if payment is not made by the due date.

On December 20, 2016, the System issued \$70.2 million in System Enterprise Revenue and Refunding Bonds, Series 2016 A, B. The proceeds of series 2016 A, B will be used to finance certain improvements as determined by the Board, including but not limited to the construction, acquisition, improvement and equipping of the Michael Smith Natural Resources Building in Fort Collins, Colorado, the Richardson Design Center in Fort Collins, Colorado, the Institute for Biological and Translational Therapies in Fort Collins, Colorado, the Chemistry Building in Fort Collins, Colorado, the CSU Pueblo Energy Performance Projects in Pueblo, Colorado and the Shields and Elizabeth Streets Underpass and above-grade improvements in Fort Collins, Colorado, to finance any other improvements to any of the campuses for which the Board has spending authority and such other capital projects as may be designated by the Board, to refund the Board's Series 2007 A Bonds and a portion of the Board's Series 2007 B Bonds and advance refund a portion of the Board's Series 2008 A Bonds, and to pay the costs of issuing the Series 2016 A, B Bonds.

On September 16, 2015, the System issued \$156.3 million in System Enterprise Revenue Bonds, Series 2015 E, F. The proceeds of series 2015 E, F will be used to construct a 152,000 gross square foot ("gsf") biology building, a 105,000 gsf medical center building, a 30,000 gsf plant environmental research center, a new 4-story parking structure, a new surface parking lot and 85,000 gsf of academic space to be located

COLORADO STATE UNIVERSITY SYSTEM

Notes to Basic Financial Statements

Years Ended June 30, 2017 and 2016

(Amounts expressed in thousands)

on the east side of the new Stadium. In addition the proceeds will pay capitalized interest and pay the costs of issuing the Series 2015 E-1, 2015 E-2 and 2015 F Bonds.

A general description of each bond issue, original issuance amount, and the amount outstanding as of June 30, 2017 and 2016 is detailed below.

Revenue bonds and COPs payable consisted of the following at June 30, 2017 and 2016:

	Interest Range	June 30	
		2017	2016
Colorado State University System:			
Colorado State University System Enterprise			
Revenue Bonds of 2007 A, issued in the original amount of \$160.7 million and mature in varying annual amounts to March 2037. \$26.9 million advance refunded with 2012 B, \$110.8 million advance refunded with 2013 A, \$3.8 million advance refunded with 2013 B, and remaining amount of \$19.2 million advance refunded in full with 2016 B.	4.625%-5.250%	\$ -	19,185
Colorado State University System Enterprise			
Revenue Refunding Bonds of 2007 B, issued in the original amount of \$34.3 million and mature in varying annual amounts to March 2021. \$2.5 million advance refunded with 2015 C and \$1.7 million advance refunded with 2016 B.	4.000%-5.000%	-	4,570
Colorado State University System Enterprise			
Revenue Bonds of 2008 A, issued in the original amount of \$83.3 million and mature in varying annual amounts to March 2038. \$64.7 million advance refunded with 2015 C, and \$4.4 million advance refunded with 2016 B.	3.000%-5.000%	2,065	8,480
Colorado State University System Enterprise			
Revenue Bonds of 2009 A, issued in the original amount of \$56.1 million and mature in varying annual amounts to March 2039. \$54.4 million advance refunded with 2013 A and \$300 thousand advance refunded with 2015 C.	3.000%-5.000%	820	845

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Notes to Basic Financial Statements

Years Ended June 30, 2017 and 2016

(Amounts expressed in thousands)

	Interest Range	June 30	
		2017	2016
Colorado State University System Enterprise Revenue Bonds of 2010 A, issued in the original amount of \$25.3 million and mature in varying annual amounts to March 2020.	4.000%-5.000%	\$ 10,635	13,870
Colorado State University System Enterprise Revenue Bonds of 2010 B, issued in the original amount of \$40.3 million and mature in varying annual amounts to March 2033.	4.900%-5.957%	40,335	40,335
Colorado State University System Enterprise Revenue Bonds of 2010 C, issued in the original amount of \$33.3 million and mature in varying annual amounts to March 2040.	6.057%	33,250	33,250
Colorado State University System Enterprise Revenue Bonds of 2012 A, issued in the original amount of \$126.2 million and mature in varying annual amounts to March 2044.	2.000%-5.000%	122,310	123,665
Colorado State University System Enterprise Revenue Refunding Bonds of 2012 B, issued in the original amount of \$54.1 million and mature in varying annual amounts to March 2035.	2.000%-5.000%	50,525	52,150
Colorado State University System Enterprise Revenue Refunding Bonds of 2012 C, issued in the original amount of \$5.3 million and mature in varying annual amounts to March 2017.	0.728%-1.864%	-	1,095
Colorado State University System Enterprise Revenue and Revenue Refunding Bonds of 2013 A, issued in the original amount of \$182.0 million and mature in varying annual amounts to March 2043.	1.000%-5.000%	165,445	170,095

COLORADO STATE UNIVERSITY SYSTEM

Notes to Basic Financial Statements

Years Ended June 30, 2017 and 2016

(Amounts expressed in thousands)

	Interest Range	June 30	
		2017	2016
Colorado State University System Enterprise Revenue Refunding Bonds of 2013 B, issued in the original amount of \$16.7 million and mature in varying annual amounts to March 2020.	0.450%-2.073%	\$ 5,335	7,065
Colorado State University System Enterprise Revenue Bonds of 2013 C, issued in the original amount of \$18.6 million and mature in varying annual amounts to March 2044.	5.000%-5.250%	18,610	18,610
Colorado State University System Enterprise Revenue Bonds of 2013 D, issued in the original amount of \$7.9 million and mature in varying annual amounts to March 2028.	0.963%-5.251%	6,470	6,940
Colorado State University System Enterprise Revenue Bonds of 2013 E, issued in the original amount of \$138.7 million and mature in varying annual amounts to March 2045.	3.000%-5.000%	135,250	137,700
Colorado State University System Enterprise Revenue Bonds of 2015 A, issued in the original amount of \$134.7 million and mature in varying annual amounts to March 2055.	4.000%-5.000%	134,730	134,730
Colorado State University System Enterprise Revenue Bonds of 2015 B, issued in the original amount of \$32.8 million and mature in varying annual amounts to March 2030.	2.688%-4.081%	32,815	32,815
Colorado State University System Enterprise Revenue Refunding Bonds of 2015 C, issued in the original amount of \$67.7 million and mature in varying annual amounts to March 2038.	2.000%-5.000%	66,965	67,090
Colorado State University System Enterprise Revenue Bonds of 2015 D, issued in the original amount of \$66.7 million and mature in varying annual amounts to March 2047.	Variable	66,655	66,655

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Notes to Basic Financial Statements

Years Ended June 30, 2017 and 2016

(Amounts expressed in thousands)

	Interest Range	June 30	
		2017	2016
Colorado State University System Enterprise Revenue Bonds of 2015 E-1, issued in the original amount of \$96.5 million and mature in varying annual amounts to March 2047.	5.000%	\$ 96,490	96,490
Colorado State University System Enterprise Revenue Bonds of 2015 E-2, issued in the original amount of \$42.1 million and mature in varying annual amounts to March 2033.	5.000%	42,125	42,125
Colorado State University System Enterprise Revenue Bonds of 2015 F, issued in the original amount of \$17.7 million and mature in varying annual amounts to March 2023.	1.750%-5.000%	15,425	16,975
Colorado State University System Enterprise Revenue Bonds of 2016 A, issued in the original amount of \$5.2 million and mature in varying annual amounts to March 2025.	1.500%-3.400%	5,105	-
Colorado State University System Enterprise Revenue and Refunding Bonds of 2016 B, issued in the original amount of \$65.0 million and mature in varying annual amounts to March 2046.	3.000%-5.000%	64,630	-
Unamortized bond premium/discount		96,888	97,007
Total System Bonds		<u>1,212,878</u>	<u>1,191,742</u>
Colorado State University - Pueblo: Portion of the State of Colorado Certificate of Participation to remodel the Academic Resource Center (Library). Payable annually with a final maturity in 2029.	5.100%	<u>1,877</u>	<u>2,001</u>
Total System Bonds and Certificates of Participation		<u>\$ 1,214,755</u>	<u>1,193,743</u>

COLORADO STATE UNIVERSITY SYSTEM

Notes to Basic Financial Statements

Years Ended June 30, 2017 and 2016

(Amounts expressed in thousands)

The scheduled maturities of the revenue bonds and COPs as of June 30, 2017 are as follows:

	Principal	Interest	Total Payments
2018	\$ 24,525	51,350	75,875
2019	25,411	50,432	75,843
2020	26,559	49,309	75,868
2021	28,836	48,093	76,929
2022	29,035	46,978	76,013
2023-2027	164,136	214,810	378,946
2028-2032	196,020	173,619	369,639
2033-2037	236,505	123,356	359,861
2038-2042	186,635	70,331	256,966
2043-2047	118,610	30,001	148,611
2048-2052	47,885	13,002	60,887
2053-2057	33,710	2,819	36,529
Total debt service maturities	<u>1,117,867</u>	<u>874,100</u>	<u>1,991,967</u>
Unamortized bond premium/discount	96,888		
Total	\$ <u>1,214,755</u>		

The System Enterprise Revenue Bonds are secured by a pledge of 10 percent of all net revenues derived at the System from charges to students for the provision of general instruction by the System, CSU facilities fees (80 percent of first \$10 credit hour fee and 100 percent of additional \$5 per credit hour fee), CSU-Pueblo facilities fees (100 percent), net revenues derived from the operation of the auxiliary pledged facilities, and net revenues of the CSU Research Building Revolving Fund (RBRF) enterprise. Revenues from the RBRF enterprise include all revenues derived by CSU from the operation of the pledged facilities including allocated recoveries on research contracts and grants performed under the auspices of CSU. Investment earnings from revenue sources are also included. See Note 12 for more information regarding these pledged revenues. The Revenue Bonds are special limited obligations of the Board of Governors and do not constitute a general obligation of the Board or the System.

There were no material events regarding rating changes to report for the fiscal years ended June 30, 2017 and 2016.

(11) Defeased Obligations

On December 20, 2016, the System issued \$24.1 million in System Enterprise Revenue Refunding Bonds, Series 2016 B, with an average interest rate of 4.68 percent as part of the System Enterprise Revenue and Refunding Bonds, Series 2016 A, B. The Bonds advance refunded \$4.4 million of the System Enterprise Revenue Bonds, Series 2008 A, fully refunded \$19.2 million of the System Enterprise Revenue Bonds, Series 2007 A, and partially refunded \$1.7 million of the System Enterprise Revenue Bonds, Series 2007 B with an average interest rate of 4.98 percent. Net proceeds of \$26.1 million were deposited with an escrow agent. The System completed the 2016 B refunding to reduce its total debt service payments over the next 20 years by \$3.8 million and obtain an economic gain (difference between the present value of the debt service payments on the old debt and new debt) of \$2.4 million. The refunding resulted in a difference between the reacquisition price and the net carrying amount of the old debt of \$547 thousand. This difference is reported in the accompanying financial statements as a deferred outflow and is being amortized through fiscal year 2037.

COLORADO STATE UNIVERSITY SYSTEM

Notes to Basic Financial Statements

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(Amounts expressed in thousands)

Prior to the Series 2016 B detailed above, the System issued System Enterprise Revenue Bonds, Series 2015 C in fiscal year 2015; System Enterprise Revenue Bonds, Series 2013 A, B in fiscal year 2013; System Enterprise Revenue Bonds, Series 2012 B, C in fiscal year 2012; and System Enterprise Revenue Bonds, Series 2007 B in fiscal year 2008. The escrow deposits from Series 2016 B; Series 2015 C; and Series 2013 A, B are being used to purchase certain U.S. governmental obligations. The principal and interest from the U.S. governmental obligations will be sufficient to enable the escrow agent to make all future debt service payments on the refunded bonds and COPS. As a result, the refunded bonds and COPS are considered to be defeased and the liability for those bonds is no longer reflected in the Statements of Net Position.

The following bonds and certificates of participation were included in the refundings and have since been redeemed: Auxiliary Facilities Enterprise Refunding and Improvement Revenue Bonds, Series 1996; Auxiliary Facilities Enterprise Refunding and Improvement Revenue Bonds, Series 1997; Certificates of Participation, Series 1997; Student Sports Recreational Facilities Revenue Bonds, Series 1998; Research Building Revolving Fund Enterprise Revenue Bonds, Series 2001; Enterprise System Refunding and Improvement Revenue Bonds, Series 2003 A (partially refunded on 2007 B and fully refunded on 2012 C); Enterprise System Revenue Bonds, Series 2003 B (fully refunded on 2012 B); Enterprise System Revenue Bonds, Series 2005 B (partially refunded on 2012 B and fully refunded on 2013 A); Research Building Revolving Fund Enterprise Revenue Bonds, Series 2005 A (fully refunded on 2007 B); System Enterprise Revenue Bonds, Series 2007 A (partially refunded on 2012 B, partially refunded on 2013 A, B, and fully refunded on 2016 B); and System Enterprise Revenue Bonds, Series 2007 B (partially refunded on 2015 C and partially refunded on 2016 B).

System Enterprise Revenue Bonds, Series 2007 C (partially refunded on 2013 B); System Enterprise Revenue Bonds, Series 2008 A (partially refunded on 2015 C and partially refunded on 2016 B); and System Enterprise Revenue Bonds, Series 2009 A (partially refunded on 2013 A and 2015 C) were also refunded and have remaining defeased obligations at June 30, 2017 as follows:

	Original Amount Refunded	Balance June 30, 2017
CSU System Enterprise Revenue Bonds, Series 2007 C	\$ 14,500	11,610
CSU System Enterprise Revenue Bonds, Series 2008 A	69,170	69,170
CSU System Enterprise Revenue Bonds, Series 2009 A	54,615	52,595
	<u>\$ 138,285</u>	<u>133,375</u>

(12) Pledged Revenues and Related Expenses

CSU and CSU-Pueblo are required to pledge certain revenues and report related expenses in accordance with the various bond resolutions. The pledged revenues and related expenses were as follows:

System Enterprise Revenue and Revenue Refunding Bonds (including Tuition and University Facilities Fees Revenue Bonds)

Pledged by ten percent System tuition revenues, CSU facilities fees (80 percent of first \$10 credit hour fee and 100 percent of additional \$5 per credit hour fee), CSU-Pueblo facilities fees (100 percent), CSU Research Building Revolving Fund revenues, and revenues derived from auxiliaries as defined by bond resolutions.

COLORADO STATE UNIVERSITY SYSTEM

Notes to Basic Financial Statements

Years Ended June 30, 2017 and 2016

(Amounts expressed in thousands)

	<u>June 30</u>	
	<u>2017</u>	<u>2016</u>
Gross auxiliary facility and student fee revenue	\$ 182,157	171,421
Less auxiliary facility and student fee operating expenses	<u>122,014</u>	<u>113,486</u>
Net auxiliary and student fee facility revenue	60,143	57,935
Other pledged tuition and revenue		
10% of tuition fees	\$ 47,932	43,826
Indirect cost recoveries	49,256	47,619
Research facilities	3,084	3,455
Investment income	<u>1,014</u>	<u>99</u>
Subtotal other pledged tuition and revenue	<u>101,286</u>	<u>94,999</u>
Total net pledged revenue	<u><u>\$ 161,429</u></u>	<u><u>152,934</u></u>

The revenue bonds contain provisions to establish and maintain reasonable fees, rates, and other charges to ensure gross revenues are sufficient for debt service coverage. The System is also required to comply with various other covenants while the bonds are outstanding. Management of the two institutions believe the universities have met all debt service coverage ratios and have complied with all bond covenants.

(13) Capital Lease Obligations

The following is a schedule of the System's future minimum lease payments for obligations under capital leases for each of the five subsequent fiscal years and for five-year increments thereafter.

	<u>Total</u>
Fiscal year ending June 30:	
2018	\$ 3,371
2019	2,516
2020	1,917
2021	1,449
2022	1,186
2023-2027	<u>9,874</u>
Minimum future lease payments	20,313
Less amount representing interest	<u>2,415</u>
Present value of minimum lease payments	<u><u>\$ 17,898</u></u>

Capital lease agreements have been utilized to provide for the use of property and equipment. As of June 30, 2017 and 2016, respectively, the System had capital lease obligations in effect with capitalized asset costs of \$24.1 million and \$29.9 million; accumulated depreciation of \$7.0 million and \$7.3 million; and related outstanding liabilities of \$17.9 million and \$20.2 million.

COLORADO STATE UNIVERSITY SYSTEM

Notes to Basic Financial Statements

Years Ended June 30, 2017 and 2016

(Amounts expressed in thousands)

(14) Operating Leases

The following is a schedule of the System's aggregate minimum rental commitments for operating leases of real and personal property for each of the five subsequent fiscal years and for five-year increments thereafter.

	<u>Total</u>
Fiscal year ending June 30:	
2018	\$ 3,370
2019	2,992
2020	2,522
2021	1,306
2022	1,246
2023-2027	2,809
Total	\$ <u>14,245</u>

Rent expense was \$3.2 million for the fiscal year ended June 30, 2017 and \$3.1 million for the fiscal year ended June 30, 2016.

CSU-Pueblo leases a football stadium from a non-profit organization. The lease expires June 12, 2028 and is renewable subject to CSU-Pueblo meeting certain requirements as specified in the lease terms. The annual rent of the lease is \$100; however, CSU-Pueblo pays the annual costs of maintenance and upkeep for the lease premises.

(15) Net Position

The System is subject to multiple constraints, including those imposed by Colorado Constitutional and related legislative actions, State of Colorado statutes, and external third parties.

Under the 1862 Morrill Act, the System holds endowments related to the land granted by the federal government. These funds, including proceeds from the sale of the land and income earned on the assets, are therefore restricted for use under this Act. These amounts are reported as restricted for nonexpendable purposes and restricted for expendable purposes - other on the financial statements.

Student loan money is expended according to external restrictions imposed by the program funding sources. The federal programs are administered according to Department of Education Blue Book guidelines. The state match money is restricted by the Colorado Commission on Higher Education policy for student loan programs. These amounts are reported as restricted for expendable purposes - other on the financial statements.

Gift funds are restricted based on donor requirements. Available funds include those transferred from the Foundations and not yet spent and those transferred to capital construction projects not yet complete and capitalized. These amounts are reported as restricted for expendable purposes - other on the financial statements.

Colorado Revised Statute 23-31-135 requires a support fee to be annually assessed to cooperative state or accountable students in the System's professional veterinary medicine program. The statute specifies that this fee must be credited to a reserve account and used for renovation projects and for the acquisition or replacement of equipment. Other State legislations restrict the use of certain professional veterinary

COLORADO STATE UNIVERSITY SYSTEM

Notes to Basic Financial Statements

Years Ended June 30, 2017 and 2016

(Amounts expressed in thousands)

medicine program funds such as pari-mutuel receipts and expenses related to horse racing. These amounts are reported as restricted for expendable purposes - other on the basic financial statements.

The Forest Restoration Project and Healthy Forest-Vibrant Communities sub funds receive funding via State legislation for use in relation to wildfire risk mitigation and long-term ecological restoration. These amounts are reported as restricted for expendable purposes - other on the basic financial statements.

Total restricted net position was as follows:

	June 30	
	2017	2016 *
Restricted for nonexpendable purposes:		
Scholarships, research and other	\$ 13,549	12,864
Endowment/Land grant	13,160	12,557
Total	<u>\$ 26,709</u>	<u>25,421</u>
Restricted for expendable purposes:		
Endowment/Land grant	\$ 1,172	1,145
Student loans	26,375	26,471
Colorado Water Institute	312	311
Sponsored programs	176	—
Gifts	3,917	3,943
Plant fund gifts not capitalized	4,557	1,703
PVM federal and state restrictions	473	343
Colorado State Forest Service legislative funds	7,294	9,047
Workstudy	112	99
Total	<u>\$ 44,388</u>	<u>43,062</u>
* Reclassified		

Although other amounts reflected in unrestricted net position are not externally restricted, they may be internally designated by the System's administration for various purposes.

In regard to the net assets of the CSU Foundation, temporarily restricted net assets and the income earned on permanently restricted net assets, consisting of endowment funds to be held in perpetuity, are available to support CSU by providing funds for student scholarships, capital improvements, research, institutional support and other educational purposes and activities. Also, as of June 30, 2017 and 2016, the CSU Foundation's Board has designated \$30.7 million and \$21.4 million, respectively, of the unrestricted net assets to be used for board-designated endowments.

In regard to the net assets of CSU-Pueblo Foundation, temporarily restricted net assets and the income earned on permanently restricted net assets, consisting of endowment funds to be held in perpetuity, are available to support CSU-Pueblo by providing funds for athletics, scholarships, repairs of facilities, etc. Also, as of June 30, 2017 and 2016, CSU-Pueblo Foundation's Board has designated \$1.7 million and \$1.6 million, respectively, of the unrestricted net assets to be used for operating reserve for subsequent years' expense, special project awards, and the University personnel discretionary funds.

In regard to the net position of the Trust, all net position is classified as restricted for postemployment benefits other than pensions. As of June 30, 2017, the Trust has \$78.4 million of net position restricted for postemployment benefits other than pensions.

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(16) Commitments

Outstanding purchase order commitments against future funds not reflected in the financial statements at June 30, 2017 were \$176.1 million. These outstanding purchase order commitments included \$110.5 million of System capital construction commitments. CSU capital construction commitments included approximately \$72.3 million for the Translational Therapies & Research Horse Barn, \$15.0 million for the Natural Resources Addition, \$8.8 million for the Multi-Purpose Stadium, \$3.4 million for the Biology Building, \$3.0 million for the Chemistry Building, and \$2.2 million for the Aggie Village North Redevelopment. CSU-Pueblo's capital construction commitments included approximately \$7.7 million for the Energy Performance Contract and \$5.9 million for the OUC Addition and Renovation. The remaining capital construction commitments were for other smaller projects at CSU and CSU-Pueblo. Of the remaining noncapital purchase order commitments, \$34.7 million were related to CSU sponsored contracts and grants.

In addition to purchase order commitments, CSU has contracted obligations of \$39.8 million at June 30, 2017 related to employment hiring incentives and shared costs on long-term federal contracts. The hiring incentives arise in recruiting faculty and research scientists whereby the University commits to pay for various laboratory remodeling, equipment, and other costs that are important to the person in accepting the position. This obligation is binding on the University upon acceptance of the employment offer. The shared cost obligations arise in connection with federal contracts and grants in which the University agrees to pay for certain costs beyond what would otherwise be reimbursed by the sponsor under the contract or grant. Although the University can exercise cancellation clauses to avoid these shared cost obligations, the University has not used that option to avoid such obligations, and such obligations are considered highly probable. In both cases, settlement of the obligations involves payments to third parties, generally within three years.

Outstanding commitments at June 30, 2017 were:

Purchase order commitments	\$ 176,076
Shared cost obligations on long-term revenue contracts	17,424
Obligations under accepted employment offers	<u>22,117</u>
Total	<u><u>\$ 215,617</u></u>

(17) Employment Benefits

Employees of the System, eligible for retirement benefits, participate in one of three retirement plans. Eligible student employees participate in a Student Employee Retirement Plan (SERP), which is funded solely by student contributions. The SERP is a defined contribution plan administered by a consortium of institutions of higher education in the state. All other eligible employees of the System participate in one of two additional plans, the State Division Trust Fund (SDTF), a defined benefit pension fund administered by the Public Employees' Retirement Association (PERA) or an Optional Retirement Plan – The Defined Contribution Plan for Retirement (DCP), subject to eligibility criteria defined by PERA and the University for each separate governing entity.

The System's total payroll for the fiscal years ended June 30, 2017 and 2016 was approximately \$634.8 million and \$609.0 million, respectively. Payroll for employees covered by the SDTF plan, the DCP plan, and the SERP plan was approximately \$152.0 million, \$399.9 million, and \$16.0 million, respectively, for the fiscal year ended June 30, 2017 and \$151.4 million, \$378.6 million, and \$17.4 million, respectively, for the fiscal year ended June 30, 2016. The remaining employees were not eligible for participation in any of the System's plans.

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(a) PERA Defined Benefit Pension Plan

Summary of Significant Accounting Policies

The System participates in the SDTF, a cost-sharing multiple-employer defined benefit pension fund administered by PERA. The net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, pension expense, information about the fiduciary net position and additions to/deductions from the fiduciary net position of the SDTF have been determined using the economic resources measurement focus and the accrual basis of accounting. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Plan Description

Eligible employees of the System are provided with pensions through the SDTF. Plan benefits are specified in Title 24, Article 51 of the Colorado Revised Statutes (C.R.S.), administrative rules set forth at 8 C.C.R. 1502-1, and applicable provision of the federal Internal Revenue Code. Colorado State law provisions may be amended from time to time by the Colorado General Assembly. PERA issues a publicly available comprehensive annual financial report that can be obtained at www.copera.org/investments/pera-financial-reports.

Benefits Provided

PERA provides retirement, disability, and survivor benefits. Retirement benefits are determined by the amount of service credit earned and/or purchased, highest average salary, the benefit structure(s) under which the member retires, the benefit option selected at retirement, and age at retirement. Retirement eligibility is specified in tables set forth at C.R.S. § 24-51-602, 604, 1713, and 1714.

The lifetime retirement benefit for all eligible retiring employees under the PERA Benefit Structure is the greater of the:

- Highest average salary multiplied by 2.5 percent and then multiplied by years of service credit.
- The value of the retiring employee's member contribution account plus a 100 percent match on eligible amounts as of the retirement date. This amount is then annuitized into a monthly benefit based on life expectancy and other actuarial factors.

In all cases the service retirement benefit is limited to 100 percent of highest average salary and cannot exceed the maximum benefit allowed by Federal Internal Revenue Code.

Members may elect to withdraw their member contribution accounts upon termination of employment with all PERA employers; waiving rights to any lifetime retirement benefits earned. If eligible, the member may receive a match of either 50 percent or 100 percent on eligible amounts depending on when contributions were remitted to PERA, the date employment was terminated, whether five years of service credit has been obtained and the benefit structure under which contributions were made.

Benefit recipients who elect to receive a lifetime retirement benefit are generally eligible to receive post-retirement cost-of-living adjustments (COLAs), referred to as annual increases in the C.R.S. Benefit recipients under the PERA benefit structure who began eligible employment before January 1, 2007, receive an annual increase of two percent, unless PERA has a negative investment year, in which case the annual increase for the next three years is the lesser of two percent or the average of the Consumer Price Index for Urban Wage Earners and Clerical Workers (CPI-W) for the prior calendar

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year. Benefit recipients under the PERA benefit structure who began eligible employment after January 1, 2007, receive an annual increase of the lesser of two percent or the average CPI-W for the prior calendar year, not to exceed 10 percent of PERA's Annual Increase Reserve (AIR) for the SDTF.

Disability benefits are available for eligible employees once they reach five years of earned service credit and are determined to meet the definition of disability. The disability benefit amount is based on the retirement benefit formula shown above considering a minimum 20 years of service credit, if deemed disabled.

Survivor benefits are determined by several factors, which include the amount of earned service credit, highest average salary of the deceased, the benefit structure(s) under which service credit was obtained, and the qualified survivor(s) who will receive the benefits.

Contributions

Eligible employees and the System are required to contribute to the SDTF at a rate set by Colorado statute. The contribution requirements are established under C.R.S. § 24-51-401, et seq. Eligible employees are required to contribute eight percent of their PERA-includable salary. The employer contribution requirements for all employees are summarized in the table below:

	Fiscal Year 2016		Fiscal Year 2017	
	CY15	CY16	CY16	CY17
	7/1 to 12/31	1/1 to 6/30	7/1 to 12/31	1/1 to 6/30
Employer contribution rate	10.15%	10.15%	10.15%	10.15%
Apportioned to the Health Care Trust Fund ¹	-1.02%	-1.02%	-1.02%	-1.02%
Apportioned to the SDTF	9.13%	9.13%	9.13%	9.13%
Amortization Equalization Disbursement (AED) ²	4.20%	4.60%	4.60%	5.00%
Supplemental Amortization Equalization Disbursement (SAED) ²	4.00%	4.50%	4.50%	5.00%
Total employer contribution rate to the SDTF	17.33%	18.23%	18.23%	19.13%

¹As specified in C.R.S. Section 24-51-208(1)(f).

²As specified in C.R.S. Section 24-51-411

The rates are expressed as a percentage of salary as defined in C.R.S. § 24-51-101(42).

Employer contributions are recognized by the SDTF in the period in which the compensation becomes payable to the member and the System is statutorily committed to pay the contributions to the SDTF. Employer contributions recognized by the SDTF from the System were \$30.5 million, \$28.8 million, and \$27.0 million for the years ended June 30, 2017, 2016 and 2015, respectively, including the 1.02 percent apportioned to the Health Care Trust Fund.

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Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

As of fiscal years ended June 30, 2017 and 2016, the System reported a liability of \$992.3 million and \$578.7 million, respectively, for its proportionate share of the net pension liability. The net pension liability was measured as of December 31, 2016, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of December 31, 2015. Standard update procedures were used to roll forward the total pension liability to December 31, 2016. The System proportion of the net pension liability was based on System contributions to the SDTF for the calendar year 2016 relative to the total contributions of participating employers to the SDTF.

At December 31, 2016, the System proportion was 5.40 percent, which was a decrease of 0.10 percent from its proportion measured as of December 31, 2015.

The System has no legal obligation to fund this shortfall, nor does it have any ability to affect funding, benefit or annual required contribution decisions made by PERA or the General Assembly.

For the fiscal years ended June 30, 2017 and 2016, the System recognized pension expense of \$196.9 million and \$49.7 million, respectively. At June 30, 2017, the System reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experience	\$ 9,864	-
Changes of assumptions or other inputs	252,457	3,055
Net difference between projected and actual earnings on pension plan investments	32,897	-
Changes in proportion and differences between contributions recognized and proportionate share of contributions	514	8,639
Contributions subsequent to the measurement date	14,703	-
Total	<u>\$ 310,435</u>	<u>11,694</u>

At June 30, 2016, the System reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experience	\$ 8,427	18
Changes of assumptions or other inputs	-	6,850
Net difference between projected and actual earnings on pension plan investments	43,594	-
Changes in proportion and differences between contributions recognized and proportionate share of contributions	745	6,628
Contributions subsequent to the measurement date	13,930	-
Total	<u>\$ 66,696</u>	<u>13,496</u>

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\$14.7 million reported as deferred outflows of resources related to pensions, resulting from contributions subsequent to the measurement date, will be recognized as a reduction of the net pension liability in the year ending June 30, 2018. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

	<u>Total</u>
Fiscal year ending June 30:	
2018	\$ 152,913
2019	121,655
2020	9,122
2021	<u>348</u>
Total	<u>\$ 284,038</u>

Actuarial Assumptions

The total pension liability in the December 31, 2015 actuarial valuation was determined using the following actuarial cost method, actuarial assumptions and other inputs:

Actuarial cost method	Entry age
Price inflation	2.80 %
Real wage growth	1.10 %
Wage inflation	3.90 %
Salary increases, including wage inflation	3.90 – 9.57 %
Long-term investment rate of return, net of pension plan investment expenses, including price inflation	7.50 %
Discount rate	7.50 %
Post-retirement benefit increases:	
PERA benefit structure hired prior to 1/1/07 (automatic)	2.00 %
PERA benefit structure hired after 12/31/06 (ad hoc, substantively automatic)	Financed by the Annual Increase Reserve

Based on the 2016 experience analysis and the October 28, 2016 actuarial assumptions workshop, revised economic and demographic assumptions were adopted by PERA's Board on November 18, 2016 and effective as of December 31, 2016. The revised assumptions shown below were reflected in the roll-forward calculation of the total pension liability from December 31, 2015 to December 31, 2016:

Actuarial cost method	Entry age
Price inflation	2.40 %
Real wage growth	1.10 %
Wage inflation	3.50 %
Salary increases, including wage inflation	3.50 – 9.17 %
Long-term investment rate of return, net of pension plan investment expenses, including price inflation	7.25 %
Discount rate	5.26 %

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Post-retirement benefit increases:

PERA benefit structure hired prior to 1/1/07 (automatic)	2.00 %	
PERA benefit structure hired after 12/31/06 (ad hoc, substantively automatic)		Financed by the Annual Increase Reserve

Mortality rates used in the December 31, 2015 valuation were based on the RP-2000 Combined Mortality Table for Males or Females, as appropriate, with adjustments for mortality improvements based on a projection of Scale AA to 2020 with males set back one year, and females set back two years. Active member mortality was based upon the same mortality rates but adjusted to 55 percent of the base rate for males and 40 percent of the base rate for females. For disabled retirees, the RP-2000 Disabled Mortality Table (set back two years for males and set back two years for females) was assumed.

The actuarial assumptions used in the December 31, 2015 valuation were based on the results of an actuarial experience study for the period January 1, 2008 through December 31, 2011, adopted by PERA's Board on November 13, 2012, and an economic assumption study, adopted by PERA's Board on November 15, 2013 and January 17, 2014

As a result of the 2016 experience analysis and the October 28, 2016 actuarial assumptions workshop, revised economic and demographic actuarial assumptions including withdrawal rates, retirement rates for early reduced and unreduced retirement, disability rates, administrative expense load, and pre- and post-retirement and disability mortality rates were adopted by PERA's Board on November 18, 2016 to more closely reflect PERA's actual experience. As the revised economic and demographic assumptions are effective as of the measurement date, December 31, 2016, these revised assumptions were reflected in the total pension liability roll-forward procedures.

Healthy mortality assumptions for active members reflect the RP-2014 White Collar Employee Mortality Table, a table specifically developed for actively working people. To allow for an appropriate margin of improved mortality prospectively, the mortality rates incorporate a 70 percent factor applied to male rates and a 55 percent factor applied to female rates.

Healthy, post-retirement mortality assumptions reflect the RP-2014 Healthy Annuitant Mortality Table, adjusted as follows:

- Males: Mortality improvement projected to 2018 using the MP-2015 projection scale, a 73 percent factor applied to rates for ages less than 80, a 108 percent factor applied to rates for ages 80 and above, and further adjustments for credibility.
- Females: Mortality improvement projected to 2020 using the MP-2015 projection scale, a 78 percent factor applied to rates for ages less than 80, a 109 percent factor applied to rates for ages 80 and above, and further adjustments for credibility.

For disabled retirees, the mortality assumption was changed to reflect 90 percent of the RP-2014 Disabled Retiree Mortality Table.

The long-term expected return on plan assets is reviewed as part of regular experience studies prepared every four or five years for PERA. Recently, this assumption has been reviewed more frequently. The most recent analyses were outlined in presentations to PERA's Board on October 28, 2016. As a result of the October 28, 2016 actuarial assumptions workshop and the November 18, 2016 PERA Board meeting, the economic assumptions changed, effective December 31, 2016, as follows:

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- Investment rate of return assumption decreased from 7.50 percent per year, compounded annually, net of investment expenses to 7.25 percent per year, compounded annually, net of investment expenses.
- Price inflation assumption decreased from 2.80 percent per year to 2.40 percent per year.
- Real rate of investment return assumption increased from 4.70 percent per year, net of investment expenses, to 4.85 percent per year, net of investment expenses.
- Wage inflation assumption decreased from 3.90 percent per year to 3.50 percent per year.

Several factors were considered in evaluating the long-term rate of return assumption for the SDTF, including long-term historical data, estimates inherent in current market data, and a log-normal distribution analysis in which best-estimate ranges of expected future real rates of return (expected return, net of investment expense and inflation) were developed by the investment consultant for each major asset class. These ranges were combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and then adding expected inflation.

As of the November 18, 2016, adoption of the current long-term expected rate of return by the PERA Board, the target allocation and best estimates of geometric real rates of return for each major asset class are summarized in the following table:

Asset Class	Target Allocation	10 Year Expected Geometric Real Rate of Return
U.S. equity - large cap	21.20%	4.30%
U.S. equity - small cap	7.42%	4.80%
Non U.S. equity - developed	18.55%	5.20%
Non U.S. equity - emerging	5.83%	5.40%
Core fixed income	19.32%	1.20%
High yield	1.38%	4.30%
Non U.S. fixed income - developed	1.84%	0.60%
Emerging market debt	0.46%	3.90%
Core real estate	8.50%	4.90%
Opportunity fund	6.00%	3.80%
Private equity	8.50%	6.60%
Cash	1.00%	0.20%
Total	<u>100.00%</u>	

In setting the long-term expected rate of return, projections employed to model future returns provide a range of expected long-term returns that, including expected inflation, ultimately support a long-term expected rate of return assumption of 7.25 percent.

Discount Rate

The discount rate used to measure the total pension liability was 5.26 percent. The projection of cash flows used to determine the discount rate applied the actuarial cost method and assumption shown above. In addition, the following methods and assumptions were used in the projection of cash flows:

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- Updated economic and demographic actuarial assumptions adopted by PERA's Board on November 28, 2016.
- Total covered payroll for the initial projection year consists of the covered payroll of the active membership present on the valuation date and the covered payroll of future plan members assumed to be hired during the year. In subsequent projection years, total covered payroll was assumed to increase annually at a rate of 3.50 percent.
- Employee contributions were assumed to be made at the current member contribution rate. Employee contributions for future plan members were used to reduce the estimated amount of total service costs for future plan members.
- Employer contributions were assumed to be made at rates equal to the fixed statutory rates specified in law and effective as of the measurement date, including current and future AED and SAED, until the Actuarial Value Funding Ratio reaches 103 percent, at which point, the AED and SAED will each drop 0.50 percent every year until they are zero. Additionally, estimated employer contributions included reductions for the funding of the AIR and retiree healthcare benefits. For future plan members, employer contributions were further reduced by the estimated amount of total service costs for future plan members not financed by their member contributions.
- Employer contributions and the amount of total service costs for future plan members were based upon a process used by the plan to estimate future actuarially determined contributions assuming an analogous future plan member growth rate.
- The AIR balance was excluded from the initial fiduciary net position, as, per statute, AIR amounts cannot be used to pay benefits until transferred to either the retirement benefits reserve or the survivor benefits reserve, as appropriate. As the ad hoc post-retirement benefit increases financed by the AIR are defined to have a present value at the long-term expected rate of return on plan investments equal to the amount transferred for their future payment, AIR transfers to the fiduciary net position and the subsequent AIR benefit payments have no impact on the Single Equivalent Interest Rate (SEIR) determination process when the timing of AIR cash flows is not a factor (i.e., the plan's fiduciary net position is not projected to be depleted). When AIR cash flow timing is a factor in the SEIR determination process (i.e., the plan's fiduciary net position is projected to be depleted), AIR transfers to the fiduciary net position and the subsequent AIR benefit payments were estimated and included in the projections.
- Benefit payments and contributions were assumed to be made at the end of the month.

Based on the above assumptions and methods, the projection test indicates the SDTF's fiduciary net position was projected to be depleted in 2039 and, as a result, the municipal bond index rate was used in the determination of the discount rate. The long-term expected rate of return of 7.25 percent on pension plan investments was applied to periods through 2039 and the municipal bond index rate, the December average of the Bond Buyer General Obligation 20-year Municipal Bond Index published weekly by the Board of Governors of the Federal Reserve System, was applied to periods on and after 2039 to develop the discount rate. For the measurement date, the municipal bond index rate was 3.86 percent resulting in a discount rate of 5.26 percent.

As of the prior measurement date, the projection test indicated the SDTF's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on plan investments of 7.50 percent was applied to all periods of projected benefit payments to determine the total pension liability. The

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discount rate determination did not use a municipal bond index rate and the discount rate was 7.50 percent, 2.24 percent higher compared to the current measurement date.

Sensitivity of the System Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the proportionate share of the net pension liability calculated using the discount rate of 5.26 percent, as well as what the proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (4.26 percent) or 1-percentage-point higher (6.26 percent) than the current rate:

	1% Decrease (4.26%)	Current Discount Rate (5.26%)	1% Increase (6.26%)
Proportionate share of the net pension liability	\$ 1,229,071	992,336	797,842

Pension Plan Fiduciary Net Position

Detailed information about the SDTF's fiduciary net position is available in PERA's comprehensive annual financial report which can be obtained at www.copera.org/investments/pera-financial-reports.

Payables to the Pension Plan

As of fiscal year end June 30, 2017, the System reported a payable of \$2.2 million for the outstanding amount of contributions to the pension plan required for the fiscal year ended June 30, 2017 and for the fiscal year end June 30, 2016, the System reported a payable of \$2.2 million for the outstanding amount of contributions to the pension plan required for the fiscal year ended June 30, 2016.

(b) Voluntary Tax-Deferred Retirement Plans

PERA offers a voluntary 401(k) plan entirely separate from the Defined Benefit Pension Plan. Certain agencies and institutions of the State offer 403(b) or 401(a) plans. The PERA Deferred Compensation Plan (457) was established July 1, 2009, as a continuation of the State's deferred compensation plan which was established for state and local government employees in 1981. At July 1, 2009, the State's administrative functions for the 457 plan were transferred to PERA, where all cost of administration and funding are borne by the plan participants.

(c) University Optional Retirement Plan – The Defined Contribution Plan for Retirement (DCP)

Under the University's optional retirement plan, all Academic Faculty, Administrative Professionals, Post-Doctoral Fellows, Veterinary Interns and Clinical Psychology Interns appointed on or after April 1, 1993, are required as a condition of employment under Colorado law to participate in either the University's Defined Contribution Plan (DCP) for Retirement or, in very limited cases, in the PERA Defined Benefit plan (as eligibility permits). DCP participants may select from three investment companies as follows:

1. Fidelity Investments / MetLife (eligible Faculty/Staff at CSU-Pueblo do not have access to this investment company)
2. Teachers Insurance and Annuity Association (TIAA)
3. Variable Annuity Life Insurance Corporation (VALIC)

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The defined contribution retirement plans are established pursuant to state statute (24-54.5-101 to 24-54.5-107 C.R.S.). The CSU plan was adopted by the Board of Governors in December 1992 and the CSU-Pueblo plan was adopted in April 1993. The Defined Contribution Retirement Plan is a qualified plan under Section 401(a) of the IRC. CSU and CSU-Pueblo are the Plan Sponsors. All participants contribute the required 8.0 percent of eligible salary. As required, CSU provides a matching contribution of 11.5 percent of eligible salary for all “permanent” appointees (those with regular, special and senior teaching appointments at half-time or greater) and for temporary appointees with appointments of half-time or greater for the second and subsequent consecutive year(s). CSU-Pueblo provides a matching contribution of 10.7 percent, as required, of eligible salary for all nonstudent employees, including those employees at less than half-time and nonstudent temporary, hourly employees. Both employee and employer contributions are vested immediately. Investments are participant-directed within the funds available through the authorized investment companies. The System’s aggregate contribution to the above three vendors was equal to 11.1 percent of covered payroll or approximately \$44.3 million for the fiscal year ended June 30, 2017 and 10.6 percent of covered payroll or approximately \$40.3 million for the fiscal year ended June 30, 2016. The employee aggregate contribution to the above three vendors was equal to 8.0 percent of covered payroll or approximately \$32.0 million for the fiscal year ended June 30, 2017 and \$30.3 million for the fiscal year ended June 30, 2016.

The Federal retirement system covers a very limited number of employees at CSU Extension. The System’s contribution to this plan was approximately \$77 thousand for the fiscal year ended June 30, 2017 and \$97 thousand for the fiscal year ended June 30, 2016.

(d) Student Employee Retirement Program

Eligible student employees contribute 7.5 percent of covered payroll to the student employee retirement program (SERP). The SERP is funded entirely through employee contributions with no employer match. The SERP is a mandatory plan for all student employees who are enrolled at CSU but are not classified as a half-time student or greater. The SERP was established pursuant to state statute (24-54.6-101 through 24-54.6-106 C.R.S.) as a mandatory nonqualified plan under 403(b) of the IRC in lieu of mandatory old age, survivors, and disability insurance (OASDI) coverage. The student retirement plan is a defined contribution plan administered by the individual agencies that make up the System, as applicable. All contributions are vested immediately and are participant-directed within the funds available through the sole investment company, TIAA-CREF. The contribution by student employees for the fiscal years ended June 30, 2017 and 2016 was approximately \$1.2 million and \$1.3 million, respectively.

(e) Health Insurance Programs

The System’s contribution to the various third-party health insurance programs was approximately \$19.6 million and \$19.2 million for the fiscal years ended June 30, 2017 and 2016, respectively.

(18) Risk Financing and Insurance-Related Activities

CSU manages a combination of self-insured and fully-insured property and casualty insurance programs to best protect the University’s assets. At CSU, separate accounts currently make up the self-insured program: workers’ compensation, liability, auto comprehensive/collision and property. CSU contracts various day-to-day operations of the self-funded benefit plan, including claims processing, to third-party administrators. CSU carries excess insurance for liability and workers’ compensation claims over \$500 thousand per occurrence, including claims arising from employment practices. CSU’s excess liability limits for this insurance are \$25.0 million per occurrence. CSU self-insures for property insurance claims less than \$100

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thousand per occurrence with a \$1 thousand deductible per occurrence paid by the university department incurring the loss. CSU purchases property insurance with limits of \$1.0 billion. In addition to this, CSU carries auto insurance for out-of-state vehicles and workers' compensation for out-of-state employees, student intern professional liability, professional liability insurance (Architects & Engineers), crime insurance, foreign liability insurance, Canadian Liability, Cyber Liability, Aviation Liability, Unmanned Aerial Vehicles Liability, TULIP (Tenant User Liability Insurance Program), and self-insures for in-state auto insurance. As of March 1, 2016, CSU purchased liability, professional liability, and pollution liability for all CEMML operations, including their prescribed burn operations. This insurance included a primary layer of \$2.0 million aggregate, an umbrella layer of \$5.0 million, and an excess layer of \$5.0 million.

In addition to the above, CSU is self-insured for various other risks of loss. At CSU, separate accounts currently make up the self-insured program: healthcare, dental, short-term disability, and an unallocated reserve fund. CSU contracts various day-to-day operations of the self-funded benefit plans, including claims processing, to third-party administrators. Program funding is derived from a combination of premiums paid by benefit plan participants and various institutional match amounts. The self-funded benefit plans are fully self-insured except for healthcare coverage, which is reinsured for claims expenses above \$275 thousand per covered employee per year. The Unallocated Reserve Account is a general contingency reserve fund for miscellaneous and unanticipated expenses of the other health related accounts.

The amount of claims and administrative costs for the self-funded plans for the fiscal years ended June 30, 2017 and 2016 did not exceed plan revenues and reserves. Eligible faculty and nonclassified staff employees may select from various benefit plans and may elect to make premium contributions in the form of a pre-tax salary reduction.

The above health related programs had estimated claim liabilities of \$25.2 million and \$21.1 million at June 30, 2017 and 2016, respectively, which include incurred but not reported claims (IBNR) along with known claims at year end. These estimates are made through a combination of analyzing payments in early months of the subsequent year, historical trends, industry guidelines, and underwriting advice from our third-party administrator and benefits consultant.

In addition to these claims, workers' compensation had estimated claim liabilities of \$4.5 million and \$5.3 million at June 30, 2017 and 2016, respectively. Liability self-insurance had estimated claim liabilities of \$157 thousand and \$337 thousand at June 30, 2017 and 2016, respectively. These estimates are based on current data and actuarial reports. Property self-insurance had no estimated claim liabilities at June 30, 2017 and 2016.

The changes in the balance of claim liabilities were as follows:

	<u>2017</u>	<u>2016</u>
Claim liabilities, beginning of year	\$ 26,760	28,660
Incurred claims (including IBNR)	54,124	46,728
Claim payments	<u>(50,967)</u>	<u>(48,628)</u>
Claim liabilities, end of year	<u>\$ 29,917</u>	<u>26,760</u>

Claims liabilities are recorded in accrued liabilities, deposits held for others, and other noncurrent liabilities on the Statements of Net Position.

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(19) Postemployment Healthcare and Life Insurance Benefits

(a) PERA Postemployment Healthcare Plan

Plan Description

The System contributes to the Health Care Trust Fund (HCTF), a cost-sharing multiple-employer healthcare trust administered by PERA. The HCTF benefit provides a healthcare premium subsidy and healthcare programs (known as PERACare) to PERA participating benefit recipients and their eligible beneficiaries. Title 24, Article 51, Part 12 of the C.R.S., as amended, establishes the HCTF and sets forth a framework that grants authority to the PERA Board to contract, self-insure and authorize disbursements necessary in order to carry out the purposes of the PERACare program, including the administration of healthcare subsidies. PERA issues a publicly available comprehensive annual financial report that includes financial statements and required supplementary information for the HCTF. That report can be obtained at www.copera.org/investments/pera-financial-reports.

Funding Policy

The System is required to contribute at a rate of 1.02 percent of PERA-includable salary for all PERA members as set by statute. No member contributions are required. The contribution requirements for the System are established under Title 24, Article 51, Part 4 of the C.R.S., as amended. The apportionment of the contributions to the HCTF is established under Title 24, Article 51, Section 208(1)(f) of the C.R.S., as amended. For the fiscal years ended June 30, 2017, 2016, and 2015, the System contributions to the HCTF were \$1.5 million for all three years, equal to their required contributions for each year.

(b) Other Postemployment Benefits (OPEB) – CSU

Plan Descriptions

CSU contributes to three single-employer defined benefit healthcare plans: CSU Retiree Medical Premium Refund Plan for DCP Participants (DCP Refund), CSU Retiree Medical Premium Subsidy for PERA Participants (PERA Subsidy), and the CSU Retiree Umbrella Rx Plan for PERA Participants (Rx Subsidy). Each plan provides premium support or medical benefits to eligible retired CSU faculty and nonclassified employees with the Rx Subsidy extending benefit coverage to spouses and dependents that elect to participate. CSU also has a self-insured Long-Term Disability Plan (LTD or LTD Income Replacement). This plan provides income replacement after the 91st consecutive calendar day of total disability. Benefit provisions for each of the plans are established and amended through the Board of Governors of the Colorado State University System.

Membership of each plan consisted of the following as of June 30, 2017:

	DCP Refund	PERA Subsidy	Rx Subsidy	LTD Income Replacement
Active plan members	4,599	172	172	5,272
Former employees receiving income replacement	-	-	-	42
Retirees receiving a subsidy	384	495	366	-
Retirees eligible for a subsidy but not yet receiving one	68	172	172	-
Total	5,051	839	710	5,314

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CSU Retiree Medical Premium Refund Plan for DCP Participants

Employees who retire from the University at age 55 with 20 or more years of service or age 60 with 5 or more years of service are eligible for this benefit. For eligible retirees with 20 or more years of service, CSU pays a healthcare premium refund of the lesser of \$200 per month or the actual cost of the retiree's (not including dependents) health insurance. Benefits are prorated for service between 5 and 20 years. DCP Refund participants include employees who were hired after April 1, 1993, who have no previous participation in PERA or have less than one year of participation in PERA or employees with at least one year of previous participation in PERA who elect to enroll in DCP Refund at the time of appointment. DCP Refund participants also include certain employees hired prior to April 19, 1993 who made a one-time, irrevocable election at the time of implementation to terminate participation in PERA and join DCP Refund. DCP Refund is administered by HealthSmart.

On an annual basis, funds equal to the annual required contribution (ARC), provided by the actuarial valuation, are transferred to the irrevocable trust. The funds available to cover the plan benefits were \$45.4 million and \$40.8 million for the fiscal years ended June 30, 2017 and 2016, respectively. Funds provided for the benefit of the program included \$4.1 million and \$4.5 million for the fiscal years ended June 30, 2017 and 2016, respectively, plus the corresponding interest income less plan costs. Total amounts paid to retirees for this healthcare subsidy were \$848 thousand and \$775 thousand for the fiscal years ended June 30, 2017 and 2016, respectively. As of June 30, 2017 and 2016, 384 and 408 former employees, respectively, received such benefits.

CSU Retiree Medical Premium Subsidy for PERA Participants

University faculty and nonclassified staff participating in the PERA retirement plan who meet CSU's age and years of service requirements and retire from the University with at least 10 years of University service, are eligible to receive a subsidy. Future enrollments are further restricted to those academic faculty and administrative professional staff participating in the PERA retirement plan and holding benefit eligible appointments on June 30, 2009. The amount of the subsidy for eligible retirees is their out-of-pocket expenses for retiree only coverage or an amount equal to the premium for single coverage under the lowest cost plan available to active faculty and nonclassified staff, whichever is less. The plan is administered by PERA which bills CSU on a monthly basis for the applicable premiums.

On an annual basis, funds equal to the ARC, provided by the actuarial valuation, are transferred to the irrevocable trust. The funds available to cover the plan benefits were \$23.6 million and \$22.3 million for the fiscal years ended June 30, 2017 and 2016, respectively. The funds contributed to the plan for the fiscal years ended June 30, 2017 and 2016 were \$2.0 million for both years. There were 495 and 508 beneficiaries of this subsidy for the fiscal years ended June 30, 2017 and 2016, respectively. The benefits paid by the University were \$1.4 million and \$1.3 million for the fiscal years ended June 30, 2017 and 2016, respectively.

CSU Retiree Umbrella Rx Plan for PERA Participants

The University provides reimbursement for the prescription copayments made by eligible faculty and nonclassified staff who retire from the University under the PERA retirement plan with at least 10 years of service. Retirees have to be age 65 or older or eligible for Medicare and enrolled in the PERA Medicare supplement plan to be eligible for this plan. Future enrollments are further restricted to those academic faculty and administrative professional staff participating in the PERA retirement plan and holding benefit eligible appointments on June 30, 2009. PERA provides a prescription insurance program for retirees enrolled in any medical insurance plan. The PERACare Prescription insurance program covers the cost of prescriptions after the member pays a copay which varies depending on

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whether the prescription is purchased through a local retail pharmacy or through a mail-order pharmacy, and whether the drug is generic or a brand-name drug. The Umbrella Rx plan reimburses the retiree for the complete cost of the prescription copay less a \$10 copay for retail and a \$20 copay for mail-order drugs. Spouses and dependents of retirees enrolled in the plan can be covered with the payment of \$44 per month for those enrolled in Medicare or \$99 per month for those not enrolled in Medicare. The plan is administered by Employee Benefit Management Services, Inc.

On an annual basis, funds equal to the ARC, provided by the actuarial valuation, are transferred to the irrevocable trust. The funds contributed to the plan for the fiscal years ended June 30, 2017 and 2016 were \$264 thousand and \$150 thousand, respectively. These funds, along with the amounts paid in by participants of \$24 thousand in fiscal year 2017, and the related interest income, have resulted in total funds available of \$737 thousand and \$594 thousand as of fiscal years ended June 30, 2017 and 2016, respectively, for this plan. Plan members were reimbursed \$58 thousand and \$68 thousand for prescription claims for the fiscal years ended June 30, 2017 and 2016, respectively

CSU Long-Term Disability Plan

The University contributes to the LTD Income Replacement plan. This plan provides a monthly income replacement benefit which begins on the 91st consecutive calendar day of total disability. The LTD coverage provides the eligible PERA or Federal Retirement Plan participants with up to 60 percent of pre-disability covered monthly salary, not to exceed \$6,000 per month, or up to 69 percent of covered monthly salary, not to exceed \$6,900 per month for DCP Refund participants. The income replacement benefit will increase three percent annually. The plan is offset by any other benefits or earnings received or eligible to be received from other sources such as PERA, Federal Retirement, Social Security, or Workers' Compensation. The minimum income replacement benefit is \$50 per month. Employees are eligible to receive benefits until one of the following circumstances occur: recovery, death, age 65 if disabled when less than 60, four and three-fourths years if disabled between the ages of 60 and 65, or age 70 if disabled between the ages of 65 and 68 ³/₄. This plan is administered by Assurant Insurance Company.

CSU funds the LTD plan by providing an allowance to each employee and then deducting the cost of the premium. The premiums collected are transferred to the irrevocable trust as an employee contribution. The funds contributed to the plan for the fiscal years ended June 30, 2017 and 2016 were \$1.5 million and \$1.4 million, respectively. These funds, which include those previously set aside and the related interest income, have resulted in total funds available of \$8.7 million and \$7.9 million as of fiscal years ended June 30, 2017 and 2016, respectively. Plan members received \$881 thousand and \$922 thousand in benefits for the fiscal years ended June 30, 2017 and 2016, respectively.

Funding Policy, Status, and Progress

CSU's annual OPEB cost for each plan was calculated based on the ARC, an amount actuarially determined in accordance with the parameters of GASB Statement No. 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and to amortize any unfunded actuarial accrued liabilities over a period not to exceed 30 years. Fiscal year 2008 was the year of transition and CSU elected to prospectively implement GASB Statement No. 45 resulting in the net OPEB obligation at the beginning of the year being set at \$0. For each of the plans, CSU set aside funds in an internal service fund to cover future benefits in varying amounts. On June 27, 2014, the funds held in the internal service fund were transferred to an irrevocable trust, and GASB Statement No. 43 was implemented. CSU funds the plans using the ARC amount, an amount actuarially

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determined in accordance with the parameters of GASB Statement No. 43. CSU's annual OPEB cost and related information for each plan for the fiscal year ended June 30, 2017 are as follows:

		DCP Refund	PERA Subsidy	Rx Subsidy	LTD Income Replacement
Actuarial accrued liability (a)	\$	34,491	44,708	3,470	10,190
Actuarial value of plan assets (b)		<u>45,363</u>	<u>23,552</u>	<u>737</u>	<u>8,716</u>
Unfunded (overfunded) actuarial accrued liability (a) - (b)	\$	<u>(10,872)</u>	<u>21,156</u>	<u>2,733</u>	<u>1,474</u>
Funded ratio (b)/(a)		131.5%	52.7%	21.2%	85.5%
Covered payroll (c)	\$	350,046	N/A	N/A	N/A
Unfunded (overfunded) actuarial accrued liability as a percentage of covered payroll [(a) - (b)]/(c)		-3.1%	N/A	N/A	N/A
Contribution rates:					
CSU (through June 27, 2014)		Pay-as-you-go	Pay-as-you-go	Pay-as-you-go	Pay-as-you-go
CSU (subsequent to June 27, 2014)		Based on ARC	Based on ARC	Based on ARC	Based on ARC
Participants		N/A	N/A	\$0-\$99 / month based on eligibility	N/A
Annual required contributions (ARC)	\$	1,296	1,981	240	1,373
Interest on net OPEB obligation		-	(44)	7	(330)
Adjustment to ARC		<u>-</u>	<u>64</u>	<u>(10)</u>	<u>206</u>
Annual OPEB cost (d)		1,296	2,001	237	1,249
Contributions made (e)		<u>(4,070)</u>	<u>(1,981)</u>	<u>(240)</u>	<u>(1,478)</u>
Increase (decrease) in net OPEB obligation		(2,774)	20	(3)	(229)
Net OPEB obligation (asset) - beginning of year		<u>(1)</u>	<u>(839)</u>	<u>128</u>	<u>(6,185)</u>
Net OPEB obligation (asset) - end of year	\$	<u>(2,775)</u>	<u>(819)</u>	<u>125</u>	<u>(6,414)</u>
Percentage of OPEB cost contributed (e)/(d)		314.0%	99.0%	101.3%	118.3%

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CSU's annual OPEB cost, the percentage of annual OPEB cost contributed to the plan, and the net OPEB obligation for fiscal year 2017 and the two preceding years for each of the plans were as follows:

	Year Ended	Annual OPEB Cost	Percentage of OPEB Cost Contributed	Net OPEB Obligation
DCP	6/30/2017	\$ 1,296	314.0%	\$ (2,775)
Refund	6/30/2016	4,537	99.4%	(1)
	6/30/2015	2,077	65.9%	(30)
PERA	6/30/2017	2,001	99.0%	(819)
Subsidy	6/30/2016	1,991	98.9%	(839)
	6/30/2015	3,062	99.3%	(862)
Rx	6/30/2017	237	101.3%	125
Subsidy	6/30/2016	117	103.0%	128
	6/30/2015	174	101.9%	132
LTD Income	6/30/2017	1,249	118.3%	(6,414)
Replacement	6/30/2016	1,150	122.5%	(6,185)
	6/30/2015	1,183	267.5%	(5,926)

The financial statements for the irrevocable trust, included in the supplementary information, have been prepared using the accrual basis of accounting. Plan members' contributions will be recognized in the period in which the contributions are due. Employee contributions to each plan will be recognized when due and the employer has made a formal commitment to provide the contributions. Benefits and refunds are recognized when due and payable in accordance with the terms of each plan. Investments are reported at fair market value and administrative costs are direct expenditures of the plan. The trust does not issue separate financial statements other than those included in the basic financial statements. Additional information can be obtained by contacting: Colorado State University System Treasurer, Colorado State University, 319 Administration Building, Fort Collins, Colorado 80523.

The schedules of funding progress, presented as required supplementary information following the notes to the financial statements, present multi-year trend information about whether the actuarial values of plan assets are increasing or decreasing over time relative to the actuarial accrued liabilities for benefits.

Actuarial valuations involve estimates of the value of reported amounts and assumptions about the probability of events in the future. Amounts determined regarding the funded status of the plan and the ARC of the employer are subject to continual revision as actual results are compared to past expectations and new estimates are made about the future. The OPEB obligation or asset as of June 30, 2017, are recorded in other noncurrent assets and other noncurrent liabilities.

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Actuarial Methods and Assumptions

Projections of benefits are based on the substantive plan and include the types of benefits in force at the valuation date and the pattern of sharing benefit costs, if applicable, between CSU and the plan participants to that point. Actuarial calculations reflect a long-term perspective and employ methods and assumptions that are designed to reduce short-term volatility in actuarial accrued liabilities and the actuarial value of assets. Significant methods and assumptions were as follows:

	DCP Refund	PERA Subsidy	Rx Subsidy	LTD Income Replacement
Valuation date	1/1/2017	1/1/2017	1/1/2017	1/1/2017
Actuarial cost method	Entry Age Normal	Projected Unit Credit	Projected Unit Credit	Entry Age Normal
Amortization method	30 Years Open, Level Percent of Pay	30 Years Closed, Level Dollar	30 Years Closed, Level Dollar	30 Years Open, Level Percent of Pay
Remaining amortization period	30 Years	21 Years	21 Years	30 Years
Asset valuation method	Market Value	Market Value	Market Value	Market Value
Actuarial assumptions:				
Investment rate of return	5.33%	5.33%	5.33%	5.33%
Inflation rate	3.00%	3.00%	3.00%	3.00%
Salary increase rate	N/A	N/A	N/A	4.00%
Healthcare cost trend rate	7% initial, 5% ultimate	7% initial, 5% ultimate	7% initial, 5% ultimate	N/A

(c) Other Postemployment Benefits (OPEB)

CSU-Pueblo – Retired faculty and exempt administrative staff are eligible to participate in the Colorado Higher Education Insurance Benefits Alliance Trust (CHEIBA). CHEIBA is a cost-sharing multiple-employer insurance purchasing pool, which allows for postemployment health coverage until the retiree is eligible for Medicare. The retiree is responsible for paying 100 percent of the health insurance cost. As of June 30, 2017, there were 106 participants in the plan, of which two were CSU-Pueblo retirees.

CHEIBA financial statements are prepared under accounting principles generally accepted in the United States of America using the accrual basis of accounting following Governmental Accounting Standards for a business type activity. The financial statements can be obtained by contacting: Human Resources, Colorado State University-Pueblo, 2200 Bonforte Blvd., Pueblo, Colorado 81001.

Contributions are recognized in the period due. Benefits and refunds are recognized and paid when due according to the participating plans. The fair value of CHEIBA's investments is based on quoted market prices from national securities exchanges.

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(d) Life Insurance Program

During fiscal years ended June 30, 2017 and 2016, PERA provided its members with access to a group decreasing term life insurance plan offered by Unum Provident. Active members may join the Unum Provident Plan and continue coverage into retirement. PERA retirees are not eligible to enroll in the insurance program. Premiums are collected by monthly payroll deductions or other means. In addition, PERA maintained coverage for members under closed group plans underwritten by Anthem Life, Prudential, and New York Life.

(20) Compensated Absences Liability

System employees may accrue annual and sick leave based on the length of service and subject to certain limitations regarding the amount that will be paid upon termination. The estimated liability of compensated absences for which employees are vested as of June 30, 2017 and 2016 was \$58.0 million and \$55.4 million, respectively.

Overall, expenses increased for the fiscal year ended June 30, 2017 by \$2.6 million and increased for the fiscal year ended June 30, 2016 by \$3.4 million, for the estimated compensated absences liabilities.

(21) Direct Student Financial Aid Reporting

During fiscal years ended June 30, 2017 and 2016, CSU, CSU-Global and CSU-Pueblo participated in the federal government's Direct Loan Program. This program provides loans from the federal government to qualifying students and their families for educational purposes. While CSU, CSU-Global and CSU-Pueblo help students obtain these loans, the University is not a party to the loans and is not responsible for collection of monies owed or for defaults by borrowers.

The gross amounts of Direct Loans disbursed during fiscal years ended June 30, 2017 and 2016 were \$284.3 million and \$260.1 million, respectively.

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(Amounts expressed in thousands)

(22) Scholarship Allowance

Tuition, fees, and auxiliary revenues and the related scholarship allowances for the year ended June 30, 2017 were as follows:

	June 30, 2017		
	Tuition and Fees	Auxiliary Revenues	Total
Gross revenue	\$ 681,348	179,472	860,820
Scholarship allowances:			
Federal	28,327	786	29,113
State	12,934	655	13,589
Private	354	183	537
Institutional	80,185	2,803	82,988
Total allowances	<u>121,800</u>	<u>4,427</u>	<u>126,227</u>
Net revenue	<u>\$ 559,548</u>	<u>175,045</u>	<u>734,593</u>

Tuition, fees, and auxiliary revenues and the related scholarship allowances for the year ended June 30, 2016 were as follows:

	June 30, 2016 *		
	Tuition and Fees	Auxiliary Revenues	Total
Gross revenue	\$ 630,202	167,874	798,076
Scholarship allowances:			
Federal	28,851	955	29,806
State	15,705	792	16,497
Private	328	147	475
Institutional	66,274	2,447	68,721
Total allowances	<u>111,158</u>	<u>4,341</u>	<u>115,499</u>
Net revenue	<u>\$ 519,044</u>	<u>163,533</u>	<u>682,577</u>

* Reclassified

(23) System Foundations and Endowments

As discussed in Note 1(c), the CSU Foundation, CSU-Pueblo Foundation, and the CSU System Foundation have been incorporated into the System's financial reporting entity as a result of adopting GASB Statement No. 61. The Colorado State University Research Foundation (CSURF) did not meet the requirements of GASB Statement No. 61 to be incorporated into the System's financial reporting entity.

(a) Colorado State University Research Foundation

CSURF is a private, nonprofit Colorado corporation established in 1941 to aid and assist the institutions governed by the Board of the System in their research and educational efforts. CSURF officers are appointed annually by the Board of Directors. The Board of Directors consists of five voting members and two nonvoting members. No person who is an employee of CSU or CSU-Pueblo is eligible to serve as an officer of CSURF or as a voting member of the Board.

Colorado State University Ventures (CSUV) is a wholly owned subsidiary of Colorado State University Research Foundation. CSUV is used to assist in the promotion, development, improvement, and

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expansion of the facilities and programs of the Colorado State University System (System). The sole voting member of the nonprofit corporation is CSURF.

CSURF is a member in a Joint Venture, INTO-CSU, LLC. The purpose of the Joint Venture is to create an avenue for international students to attend CSU in a number of undergraduate and graduate pathways with multiple programs. INTO-CSU, LLC helps students integrate into classes as well as housing on campus. CSURF's primary role is to financially support the joint venture.

The major sources of CSURF revenues are royalties, rents, management fees, licensing fees, and administration fees. The support provided by CSURF to the universities includes patent and licensing management, equipment leasing, municipal lease administration, debt financing through mortgage debt service, and land acquisition, development, and management. During fiscal years ended June 30, 2017 and 2016, royalty revenues equaled \$3.1 million and \$2.4 million, respectively, and expenses were \$1.9 million and \$1.8 million, respectively. Also during fiscal years ended June 30, 2017 and 2016, rental revenues equaled \$6.1 million and \$6.3 million, respectively, and related expenses were \$3.7 million and \$5.4 million, respectively.

At June 30, 2017, CSURF's debt to provide buildings for use by the universities was \$54.0 million.

At June 30, 2017, the assets of CSURF consisted of:

Cash and current assets	\$ 8,097
Property and equipment	53,296
Other assets	16,386
Total assets	<u>\$ 77,779</u>

At June 30, 2016, CSURF's debt to provide buildings for use by the universities was \$52.0 million.

At June 30, 2016, the assets of CSURF consisted of:

Cash and current assets	\$ 7,941	*
Property and equipment	52,472	*
Other assets	16,421	*
Total assets	<u>\$ 76,834</u>	*

*Certain reclassifications of amounts previously reported were made to the consolidated financial statements of CSURF to maintain consistency between periods presented. The reclassifications had no impact on previously reported net assets and primarily consisted of combining immaterial amounts into "other" categories.

Audited financial statements of CSURF are available at P.O. Box 483, Fort Collins, CO 80522.

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(b) CSU-Pueblo Board-Designated Funds

CSU-Pueblo manages two board-designated funds. These funds' assets and activity are reported as part of the System. Both funds retain 20 percent of earnings each year to build the corpus of the fund and transfer 80 percent of the annual earnings to CSU-Pueblo as designated by the Board. The first board-designated fund was established in 1994 from the proceeds of land sales in the Walking Stick Development immediately west of the campus. The sale of excess land adjacent to the university campus provides resources that support the academic mission of CSU-Pueblo. To date, CSU-Pueblo has sold 16 parcels of land with the proceeds from the sales being placed in a board-designated fund. The Walking Stick Fund assets consisted of cash and land. The cash held by the Walking Stick Fund was \$5.3 million for both fiscal years ended June 30, 2017 and 2016.

On June 30, 2000, CSU-Pueblo sold the KTSC-TV television license and certain related assets. The proceeds of the sale have been placed in a board-designated fund to support the maintenance of the Buell Communication Center building, telecommunications equipment associated with the Mass Communications program of CSU-Pueblo, and scholarships. The cash held by the KTSC Fund was \$2.6 million for both fiscal years ended June 30, 2017 and 2016.

(c) INTO-CSU, LLC

INTO-CSU, LLC is a limited liability company jointly owned by CSURF and INTO USA, LLC. CSURF and INTO USA, LLC each own 50 percent of the common units. INTO-CSU, LLC has entered into a service agreement with Colorado State University and INTO University Partnerships Limited (IUP) whereby INTO-CSU, LLC will manage an international student center, located on campus and, in connection with the services of IUP, be the exclusive provider of marketing and student recruitment services for the INTO-CSU programs.

As part of the Service Agreement, CSURF agreed to loan the joint venture up to \$1.5 million. The promissory note matures February 2027 with monthly interest payments of five percent due beginning March 2017. In connection with the agreement for CSURF to loan funds to INTO-CSU, LLC, the University has agreed to reimburse CSURF for net funds loaned to the joint venture. As of the end of the year, the University has booked a receivable for \$1.2 million due from CSURF relating to amounts that have been loaned to the joint venture. The University has also established a bad debt reserve for \$1.2 million. No payments were received in the fiscal year ended June 30, 2017.

(d) CSURF de Mexico, Association Civil (CSURF AC)

Todos Santos Mexico will further aid CSU in its mission of teaching, research, and outreach. Education abroad opportunities for CSU students will be available in wildlife ecology and conservation, agriculture, hospitality, nutrition, ecology, human development and family studies, the arts and more.

During 2015, CSURF AC entered into certain promissory notes with a development partner (MIRA) whereby CSURF AC borrowed funds from MIRA for the development of the property. The land for the campus and research farm was to be transferred to the Trust in various phases upon completion and, upon transfer, MIRA was to forgive the debt. During year ended June 30, 2016 development of the campus was substantially complete and, upon transfer of the property, MIRA forgave debt totaling \$3.1 million.

During 2017, MIRA rescinded the forgiveness of debt specific to two promissory notes, totaling \$1.3 million, connected to the land acquisition. The re-signed promissory notes have maturity dates of March 2018.

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(Amounts expressed in thousands)

(24) State Support

In fiscal year 2006 state support for higher education changed with the implementation of the College Opportunity Fund. As a result of this legislation, which was adopted in S.B. 04-189 passed in the 2004 state legislative session, the State no longer provides a direct state general fund appropriation to the System. Instead, state support is provided to the System in the form of fee for service contracts with the State for the delivery of special programs, graduate programs, and high cost/high demand programs. In the fiscal years ended June 30, 2017 and 2016, the System received \$91.2 million and \$91.7 million, respectively, in state fee for service contract revenue.

State support was also provided to the System in the form of student tuition stipends provided to students by the state College Opportunity Fund. In the fiscal years ended June 30, 2017 and 2016, stipends were provided to students attending classes at Colorado State University and Colorado State University-Pueblo in the amount of \$43.3 million and \$42.9 million, respectively.

(25) Contingencies

Contingencies include those in which the System is a defendant in several lawsuits including various claims related to activities or employees of the System. The System believes that final settlement of matters not covered by insurance will not materially or adversely affect its financial condition or operations.

Financial Awards from Federal and State Agencies

The System receives significant financial awards from federal and state agencies in the form of grants. Expenditures of funds under those programs require compliance with the grant agreements and are subject to audit. Any disallowed expenditures resulting from such audits become a liability of the System. In the opinion of management, such adjustments, if any, are not expected to materially affect the financial condition or operations of the System.

The National Science Foundation (NSF) is currently auditing its funding of various programs at CSU. As the audit process has not yet been finalized, the System is not able to determine the financial impact at this time.

(26) Subsequent Events

On September 14, 2017, Colorado State University System sold \$103.8 million tax-exempt Series 2017 A and \$13.8 million tax-exempt Series 2017 B System Enterprise Refunding Bonds. The 2017 A bonds were sold as State-Intercept backed bonds and will refund a portion of Series 2012 A bonds and the Series 2017 B bonds will refund a portion of Series 2013 C bonds. Proceeds from the bonds will be used to pay the cost of issuing the bonds. The bonds closed on October 2, 2017.

REQUIRED SUPPLEMENTAL INFORMATION

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COLORADO STATE UNIVERSITY SYSTEM
 Required Supplemental Information
 Schedule of Proportionate Share of the Net Pension Liability
 June 30, 2017
 (Unaudited)
 (Amounts expressed in thousands)

	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>
Proportion of the net pension liability	5.4%	5.5%	5.6%	5.6%
Proportionate share of the net pension liability	\$ 992,336	578,718	524,663	500,698
Covered-employee payroll	156,234	154,327	152,106	146,046
Proportionate share of the net pension liability as a percentage of covered-employee payroll	635.2%	375.0%	344.9%	342.8%
Plan fiduciary net position as a percentage of the pension liability	42.6%	56.1%	59.8%	61.1%

Notes to Required Supplementary Information

Changes of assumptions

Amounts reported in the Schedule of Proportionate Share of the Net Pension Liability for the fiscal year ended June 30, 2017 reflect the following changes:

- The investment return assumption was lowered from 7.50 percent to 7.25 percent.
- The price inflation assumption was lowered from 2.80 percent to 2.40 percent.
- The wage inflation assumption was lowered from 3.90 percent to 3.50 percent.
- The post-retirement mortality assumption for healthy lives for the SDTF was changed to the RP-2014 Healthy Annuitant Mortality Table with adjustments for credibility and gender adjustments of a 73 percent factor applied to ages below 80 and a 108 percent factor applied to age 80 and above, projected to 2018, for males, and a 78 percent factor applied to ages below 80 and a 109 percent factor applied to age 80 and above, projected to 2020, for females.
- For disabled retirees, the mortality assumption was changed to reflect 90 percent of RP-2014 Disabled Retiree Mortality Table.
- The mortality assumption for active members was changed to RP-2014 White Collar Employee Mortality Table, a table specifically developed for actively working people. To allow for an appropriate margin of improved mortality prospectively, the mortality rates incorporate a 70 percent factor applied to male rates and a 55 percent factor applied to female rates.
- The rates of retirement, withdrawal, and disability were revised to reflect more closely actual experience.
- The estimated administrative expense as a percentage of covered payroll was increased from 0.35 percent to 0.40 percent.
- The single equivalent interest rate (SEIR) for the SDTF was lowered from 7.50 percent to 5.26 percent to reflect the changes to the projection's valuation basis, a projected year of depletion of the fiduciary net position (FNP), and the resulting application of the municipal bond index rate.

COLORADO STATE UNIVERSITY SYSTEM
 Required Supplemental Information
 Schedule of Contributions
 June 30, 2017
 (Unaudited)
 (Amounts expressed in thousands)

	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>
Contractually required contributions	\$ 28,826	27,295	25,498	23,760
Contributions in relation to the contractually required contribution	<u>(28,826)</u>	<u>(27,295)</u>	<u>(25,498)</u>	<u>(23,760)</u>
Contribution deficiency (excess)	<u><u>-</u></u>	<u><u>-</u></u>	<u><u>-</u></u>	<u><u>-</u></u>
Covered-employee payroll	\$ 156,756	155,689	152,974	150,398
Contributions as a percentage of covered- payroll	18.4%	17.5%	16.7%	15.8%

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COLORADO STATE UNIVERSITY SYSTEM
 Required Supplemental Information
 Other Postemployment Benefits – Schedules of Funding Progress
 June 30, 2017
 (Unaudited)
 (Amounts expressed in thousands)

Actuarial Valuation Date	Actuarial Value of Assets (a)	Actuarial Liability (AAL)-Entry Age (b)	Unfunded AAL (UAAL) (b-a)	Funded Ratio (a/b)	Covered Payroll (c)	UAAL as a Percentage of Covered Payroll ((b-a)/c)
DCP Refund						
1/1/2017	\$ 45,363	34,491	(10,872)	131.5%	\$ 350,046	-3.1%
1/1/2016	40,739	39,843	(896)	102.2%	325,055	-0.3%
1/1/2014	35,021	34,014	(1,007)	103.0%	305,603	-0.3%
PERA Subsidy						
1/1/2017	23,552	44,708	21,156	52.7%	-	0.0%
1/1/2016	22,275	45,646	23,371	48.8%	-	0.0%
1/1/2014	18,368	50,077	31,709	36.7%	-	0.0%
Rx Subsidy						
1/1/2017	737	3,470	2,733	21.2%	-	0.0%
1/1/2016	594	2,286	1,692	26.0%	-	0.0%
1/1/2014	452	2,841	2,389	15.9%	-	0.0%
LTD Income Replacement						
1/1/2017	8,716	10,190	1,474	85.5%	-	0.0%
1/1/2016	7,926	12,071	4,145	65.7%	-	0.0%
1/1/2014	5,279	11,570	6,291	45.6%	-	0.0%

COLORADO STATE UNIVERSITY SYSTEM OTHER POSTEMPLOYMENT BENEFITS

Required Supplemental Information

Schedule of Changes in the OPEB Liability and Related Ratios

June 30, 2017

(Unaudited)

(Amounts expressed in thousands)

	DCP Refund	PERA Subsidy	Rx Subsidy	LTD Income Replacement	Total
Total OPEB liability	N/A	N/A	N/A	N/A	-
Service cost	N/A	N/A	N/A	N/A	-
Interest	N/A	N/A	N/A	N/A	-
Plan amendments	N/A	N/A	N/A	N/A	-
Demographics losses (gains)	N/A	N/A	N/A	N/A	-
Assumption changes	N/A	N/A	N/A	N/A	-
Benefit payments	N/A	N/A	N/A	N/A	-
Net change in total OPEB liability	N/A	N/A	N/A	N/A	-
Total OPEB liability - beginning	N/A	N/A	N/A	N/A	-
Total OPEB liability - ending	\$ <u>35,623</u>	<u>45,038</u>	<u>3,449</u>	<u>10,783</u>	<u>94,893</u>
Plan fiduciary net position					
Contributions-employer	N/A	N/A	N/A	N/A	-
Contributions-employee/member	N/A	N/A	N/A	N/A	-
Net investment income	N/A	N/A	N/A	N/A	-
Benefit payments	N/A	N/A	N/A	N/A	-
Administrative expense	N/A	N/A	N/A	N/A	-
Net change in plan fiduciary net position	N/A	N/A	N/A	N/A	-
Plan fiduciary net position - beginning	N/A	N/A	N/A	N/A	-
Plan fiduciary net position- ending	\$ <u>45,363</u>	<u>23,552</u>	<u>737</u>	<u>8,716</u>	<u>78,368</u>
Net OPEB liability (asset) - ending	\$ (9,740)	21,486	2,712	2,067	16,525
Plan fiduciary net position as a percentage of the total OPEB liability					
	127.3%	52.3%	21.4%	80.8%	82.6%
Covered-employee payroll	\$ 350,046	13,657	13,657	385,441	N/A
Net OPEB liability as a percentage of covered-employee payroll					
	-2.8%	157.3%	19.9%	0.5%	N/A

COLORADO STATE UNIVERSITY SYSTEM OTHER POSTEMPLOYMENT BENEFITS

Required Supplemental Information
 Schedule of OPEB Contributions
 Retiree Medical Subsidy for DCP Participants
 June 30, 2017
 (Unaudited)
 (Amounts expressed in thousands)

	<u>2017</u>
Actuarially determined contribution	\$ 1,296
Actual contribution	<u>4,070</u>
Contribution deficiency (excess)	<u><u>\$ (2,774)</u></u>
Covered-employee payroll	\$ 350,046
Contributions as a percentage of covered-employee payroll	1.16%

Actuarial assumptions

Investment rate of return	5.33%
Cost of living adjustments	N/A
Salary increase rate	N/A
Inflation rate	3.00%
Healthcare cost trend rate	7.00% grading down to 5.00% over 8 years

Notes to schedule

Valuation date	January 1, 2017
Actuarial cost method	Entry age normal, level percent of pay
Amortization method	30 years open, level percent of pay
Remaining amortization period	30 years
Asset valuation method	Market value
Mortality	Separate mortality rates for non-annuitants (based on RP-2014 "Employees" sex-distinct tables without collar adjustments, adjusted backwards to 2006 using Scale MP-2014, adjusted forward to 2016 using Scale MP-2016, and projected generationally using Scale BB) and annuitants (based on RP-2014 "Healthy Annuitants" sex-distinct tables without collar adjustments, adjusted backward to 2006 using Scale MP-2014, adjusted forward to 2016 using Scale MP-2016, and projected generationally using Scale BB).

COLORADO STATE UNIVERSITY SYSTEM OTHER POSTEMPLOYMENT BENEFITS

Required Supplemental Information
 Schedule of OPEB Contributions
 Retiree Medical Subsidy for PERA Participants
 June 30, 2017
 (Unaudited)
 (Amounts expressed in thousands)

	<u>2017</u>
Actuarially determined contribution	\$ 1,981
Actual contribution	<u>1,981</u>
Contribution deficiency (excess)	<u>\$ -</u>
Covered-employee payroll	\$ 13,657
Contributions as a percentage of covered-employee payroll	14.51%

Actuarial assumptions

Investment rate of return	5.33%
Cost of living adjustments	N/A
Salary increase rate	N/A
Inflation rate	3.00%
Healthcare cost trend rate	7.00% grading down to 5.00% over 8 years

Notes to schedule

Valuation date	January 1, 2017
Actuarial cost method	Projected unit credit
Amortization method	30 years closed
Remaining amortization period	21 years
Asset valuation method	Market value
Mortality	Separate mortality rates for non-annuitants (based on RP-2014 "Employees" sex-distinct tables without collar adjustments, adjusted backwards to 2006 using Scale MP-2014, adjusted forward to 2016 using Scale MP-2016, and projected generationally using Scale BB) and annuitants (based on RP-2014 "Healthy Annuitants" sex-distinct tables without collar adjustments, adjusted backward to 2006 using Scale MP-2014, adjusted forward to 2016 using Scale MP-2016, and projected generationally using Scale BB).

COLORADO STATE UNIVERSITY SYSTEM OTHER POSTEMPLOYMENT BENEFITS

Required Supplemental Information
 Schedule of OPEB Contributions
 Retiree Umbrella Prescription Plan PERA Participants
 June 30, 2017
 (Unaudited)
 (Amounts expressed in thousands)

	<u>2017</u>
Actuarially determined contribution	\$ 240
Actual contribution	<u>240</u>
Contribution deficiency (excess)	<u><u>\$ -</u></u>
Covered-employee payroll	\$ 13,657
Contributions as a percentage of covered-employee payroll	1.76%

Actuarial assumptions

Investment rate of return	5.33%
Cost of living adjustments	N/A
Salary increase rate	N/A
Inflation rate	3.00%
Healthcare cost trend rate	7.00% grading down to 5.00% over 8 years

Notes to schedule

Valuation date	January 1, 2017
Actuarial cost method	Projected unit credit
Amortization method	30 years closed
Remaining amortization period	21 years
Asset valuation method	Market value
Mortality	Separate mortality rates for non-annuitants (based on RP-2014 "Employees" sex-distinct tables without collar adjustments, adjusted backwards to 2006 using Scale MP-2014, adjusted forward to 2016 using Scale MP-2016, and projected generationally using Scale BB) and annuitants (based on RP-2014 "Healthy Annuitants" sex-distinct tables without collar adjustments, adjusted backward to 2006 using Scale MP-2014, adjusted forward to 2016 using Scale MP-2016, and projected generationally using Scale BB).

COLORADO STATE UNIVERSITY SYSTEM OTHER POSTEMPLOYMENT BENEFITS

Required Supplemental Information

Schedule of OPEB Contributions

Self-Insured Long-Term Disability Income Replacement Plan

June 30, 2017

(Unaudited)

(Amounts expressed in thousands)

	<u>2017</u>
Actuarially determined contribution	\$ 1,373
Actual contribution	<u>1,478</u>
Contribution deficiency (excess)	<u><u>\$ (105)</u></u>
Covered-employee payroll	\$ 385,441
Contributions as a percentage of covered-employee payroll	0.38%

Actuarial assumptions

Investment rate of return	5.33%
Cost of living adjustments	3.00%
Salary increase rate	4.00%
Inflation rate	3.00%
Healthcare cost trend rate	N/A

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Notes to schedule

Valuation date	January 1, 2017
Actuarial cost method	Entry age normal, level percent of pay
Amortization method	30 years open, level percent of pay
Remaining amortization period	30 years
Asset valuation method	Market value
Mortality	<p>Healthy participant mortality is based on mortality rates for non-annuitants (based on RP-2014 "Employees" sex-distinct tables without collar adjustments, adjusted backward to 2006 using Scale MP-2014, adjusted forward to 2016 using Scale MP-2016, and projected generationally using Scale BB).</p> <p>Long-term disabled participant mortality is based on the 1987 Commissioner's Group Disability Table with a three month elimination period.</p>

COLORADO STATE UNIVERSITY SYSTEM OTHER POSTEMPLOYMENT BENEFITS

Required Supplemental Information

Schedule of Investment Returns

June 30, 2017

(Unaudited)

	<u>2017</u>
Annual money-weighted rate of return net of investment expense	3.4%

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COLORADO STATE UNIVERSITY SYSTEM
Revenue Bonds' Earning Requirement Schedules
Year Ended June 30, 2017
(Unaudited)
(Amounts expressed in thousands)

Colorado State University (CSU) System Enterprise Revenue and Refunding Bonds

The following information is presented in accordance with the bond resolutions of System Enterprise Revenue and Refunding Bonds: Series 2007 A, B; 2008 A; 2009 A; 2010 A, B, C; 2012 A; 2012 B, C; 2013 A, B; 2013 C, D; 2013 E; 2015 A, B, C, D; 2015 E1, E2, F; and 2016 A, B. Below is the calculation of the earnings requirement, which includes the earnings of 10 percent tuition, CSU facilities fees (80 percent of first \$10 credit hour fee and 100 percent of additional \$5 per credit hour fee), CSU-Pueblo facilities fees (100 percent), CSU Research Building Revolving Fund, and Auxiliary pledged revenues.

For the purposes of determining compliance with the bond resolutions, System Enterprise Revenue earnings for the fiscal year ended June 30, 2017 are computed as follows:

	Tuition and Facilities Fee	Research Building Revolving Fund	Auxiliary	Total
Pledged revenues	\$ 47,932	52,186	138,737	238,855
Pledged fee revenues	16,287	-	27,017	43,304
Pledged investment income	117	153	1,014	1,284
	<u>64,336</u>	<u>52,339</u>	<u>166,768</u>	<u>283,443</u>
Operating expenses	44	2,548	119,466	122,058
Pledged revenue, net of operating expenses	<u>\$ 64,292</u>	<u>49,791</u>	<u>47,302</u>	<u>161,385</u>

Net income required under the bond resolution:

Current year principal and interest payments	\$ 73,463
Minimum earnings ratio required by bond resolution	<u>100%</u>
Net income required under the bond resolution	<u>\$ 73,463</u>

The net income to meet the earnings requirement under the bond resolution shown above exceeds the required amount.

See accompanying independent auditors' report on Bond Compliance.

National Western Center COP Site Lease and Sub-lease

After recording return to:

Frederic H. Marienthal
Kutak Rock LLP
1801 California Street, Suite 3000
Denver, Colorado 80202

**STATE OF COLORADO
NATIONAL WESTERN CENTER
LEASE PURCHASE FINANCING PROGRAM
SITE LEASE**

(____ PROPERTY)

by and between

**THE STATE OF COLORADO, ACTING BY AND THROUGH THE
BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM,**
as lessor

and

ZB, NATIONAL ASSOCIATION DBA ZIONS BANK,
solely in its capacity as Trustee under the Indenture identified herein,
as lessee

Dated as of December 1, 2017

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EXHIBIT A LEGAL DESCRIPTION OF LAND INCLUDED IN LEASED PROPERTY

**STATE OF COLORADO
NATIONAL WESTERN CENTER
LEASE PURCHASE FINANCING PROGRAM
SITE LEASE**

This State of Colorado National Western Center Lease Purchase Financing Program Site Lease (this “Site Lease”) is dated as of December 1, 2017 and is entered into by and between the State of Colorado, acting by and through the Board of Governors of the Colorado State University System (the “Site Lessor”), as lessor, and ZB, National Association dba Zions Bank, a national banking association duly organized and validly existing under the laws of the United States, solely in its capacity as trustee under the Indenture (the “Trustee”), as lessee. *Capitalized terms used but not defined in this Site Lease have the meanings assigned to them in the Glossary attached to the State of Colorado National Western Center Lease Purchase Financing Program Master Trust Indenture dated as of December 1, 2017, as such Glossary may be amended, supplemented and restated from time to time.*

RECITALS

A. The State is authorized by the Lease Purchase Act to execute one or more Lease Purchase Agreements to finance Approved Projects for the Site Lessor at the National Western Center and affiliated facilities at the Site Lessor’s campus in Fort Collins, Colorado.

B. The State is authorized pursuant to the Lease Purchase Act to enter into ancillary agreements and instruments as deemed necessary or appropriate in connection with the Lease, including, but not limited to, ground leases, easements or other instruments relating to the facilities being purchased.

C. The Site Lessor owns the land described in attached Exhibit A hereto (the “Land”) and the buildings, structures and improvements now or hereafter located on the Land (the Land and such buildings, structures and improvements, collectively, are referred to as the “Leased Property”).

D. The Site Lessor will lease the Leased Property subject to this Site Lease to the Trustee in its capacity as trustee under the Indenture pursuant to this Site Lease. The State will lease the Site Lessor’s Leased Property and other Leased Property subject to other Site Leases from the Trustee in its capacity as trustee under the Indenture pursuant to the Lease. The Site Lessor, as Sublessee, will sublease its Leased Property from the State pursuant to a Sublease.

E. Certificates will be issued pursuant to the Indenture. Proceeds of the Certificates will be used pursuant to the terms of the Indenture to finance all or a portion of the Costs of the Project of the Site Lessor. The first Series of Certificates issued pursuant to the Indenture are the Series 2017 Certificates.

F. Proceeds of the Series 2017 Certificates will be deposited in a Project Account held by the Trustee under the Indenture to finance the Site Lessor’s Project.

AGREEMENT

For and in consideration of the mutual covenants and the representations, covenants and warranties herein contained, the parties hereto hereby agree as follows:

ARTICLE I

CERTIFICATIONS, REPRESENTATIONS AND AGREEMENTS

Section 1.01. Representations, Covenants and Warranties by Trustee. The Trustee hereby certifies, represents and agrees that all the certifications, representations and agreements of the Trustee set forth in Section 6.01 of the Master Indenture are true and accurate and makes the same certifications, representations and agreements under this Site Lease as if set forth in full herein.

Section 1.02. Certifications, Representations and Agreements by Site Lessor. The Site Lessor certifies, represents and agrees that:

(a) The Site Lessor is duly organized, validly existing and in good standing under Colorado law and is authorized under the Lease Purchase Act and its authorizing statutes to lease the Leased Property to the Trustee pursuant to this Site Lease and to execute, deliver and perform its obligations under this Site Lease.

(b) The Site Lessor is the owner of the fee interest in the Leased Property, subject only to Permitted Encumbrances.

(c) The execution, delivery and performance of this Site Lease has been duly authorized by the Governing Body of the Site Lessor.

(d) The Site Lessor has received all approvals and consents required for the Site Lessor's execution, delivery and performance of its obligations under this Site Lease.

(e) This Site Lease has been duly executed and delivered by the Site Lessor and is enforceable against the Site Lessor in accordance with its terms, limited only by bankruptcy, insolvency, reorganization, moratorium and other similar laws affecting creditors' rights generally, by equitable principles, whether considered at law or in equity, by the exercise by the State and its governmental bodies of the police power inherent in the sovereignty of the State and by the exercise by the United States of America of the powers delegated to it by the Constitution of the United States of America.

(f) The execution, delivery and performance this Site Lease does not and will not conflict with or result in a breach of the terms, conditions or provisions of any restriction or any agreement or instrument to which the Site Lessor is now a party or by which the Site Lessor is bound, or constitute a default under any of the foregoing or, except as specifically provided in the Lease, the Indenture and the Site Lessor's Sublease, result in the creation or imposition of a lien or encumbrance whatsoever upon any of the property or assets of the Site Lessor.

(g) There is no litigation or proceeding pending or threatened against the Site Lessor or any other Person affecting the right of the Site Lessor to execute, deliver or perform the obligations of the Site Lessor under this Site Lease.

(h) The Site Lessor is a public institution of higher education and benefits received by the Site Lessor accrue to the State. The Site Lessor will receive economic and other benefits by the leasing of the Leased Property by the Site Lessor pursuant to this Site Lease. The initial Leased Property leased pursuant to this Site Lease is, and any Leased Property substituted for the initial Leased Property will be, property that is necessary and essential to the purposes and operations of the Site Lessor and the State. The Site Lessor expects that the Leased Property will adequately serve the needs for which it is being leased throughout the Scheduled Site Lease Term.

(i) The Site Lessor is not aware of any current violation of any Requirement of Law relating to the Leased Property.

ARTICLE II

DEMISING CLAUSE; ENJOYMENT OF LEASED PROPERTY

Section 2.01. Demising Clause. The Site Lessor demises and leases the land described in Exhibit A hereto (the “Land” for purposes of this Site Lease) and the buildings, structures and improvements now or hereafter located on the Land (the “Leased Property” for purposes of this Site Lease) to the Trustee in accordance with the terms of this Site Lease, subject only to Permitted Encumbrances, to have and to hold for the Site Lease Term.

Section 2.02. Enjoyment of Leased Property. The Site Lessor covenants that, during the Site Lease Term and so long as no Event of Default hereunder shall have occurred, the Trustee shall peaceably and quietly have, hold and enjoy the Leased Property without suit, trouble or hindrance from the Site Lessor, except as expressly required or permitted by this Site Lease.

ARTICLE III

SITE LEASE TERM; TERMINATION OF SITE LEASE

Section 3.01. Site Lease Term.

(a) The Site Lease Term shall commence on the date this Site Lease is executed and delivered and shall expire upon the earliest of any of the following events:

(i) June 30, 2058;

(ii) the purchase of all the Leased Property subject to the Lease by the State pursuant to Section 8.01 of the Lease;

(iii) the conveyance of the Leased Property to the Site Lessor as Sublessee pursuant to Article VIII of the Site Lessor’s Sublease (which, pursuant

to Section 8.03 of the Site Lessor's Sublease and Section 8.04 of the Lease, will occur when all amounts payable to the Owners of the Certificates and all Additional Rent payable under the Site Lessor's Sublease and the Lease have been paid); or

(iv) termination of this Site Lease following an Event of Default under this Site Lease in accordance with Section 11.02(a) hereof.

Section 3.02. Effect of Termination of Site Lease Term. Upon termination of the Site Lease Term, all unaccrued obligations of the Trustee hereunder shall terminate, but all obligations of the Trustee that have accrued hereunder prior to such termination shall continue until they are discharged in full.

ARTICLE IV

SITE LESSOR IS THIRD PARTY BENEFICIARY OF CERTAIN COVENANTS OF STATE IN LEASE

The Site Lessor and its successors and assigns are intended third party beneficiaries of the covenants of the State in Articles VI and VII and Section 9.02, 9.03(b) and 12.02 and of the Trustee in Section 9.03(a) of the Lease (the "Site Lessor Protection Provisions"). If the Lease is terminated for any reason, this Site Lease is not terminated and the Trustee leases or subleases all or any portion of the Leased Property or assigns an interest in this Site Lease, as a condition to such lease, sublease or assignment, the lessee, sublessee or assignee must execute an instrument, in form and substance reasonably satisfactory to the Site Lessor, that contains substantially the same covenants as the Site Lessor Protection Provisions and names the Site Lessor and its successors and assigns as intended third party beneficiaries of such covenants. Any provision of this Site Lease that is similar to any of the Site Lessor Protection Provisions shall not be interpreted to limit or restrict the rights of the Site Lessor under this Article.

ARTICLE V

RENT

The Trustee is not obligated to pay any rent under this Site Lease. The consideration to the Site Lessor for the right to use the Leased Property during the Site Lease Term is the deposit of proceeds of the Series 2017 Certificates into the Project Accounts held by the Trustee under the Indenture to finance the Site Lessor's Projects. The provisions of Article IV of this Site Lease are intended to assure that the State or another lessee, sublessee or assignee pays Additional Rent in accordance with the Lease or an amount equal to the Additional Rent that would have been paid under the Lease under another instrument executed and delivered pursuant to Article IV of this Site Lease.

ARTICLE VI

[INTENTIONALLY OMITTED]

ARTICLE VII

TITLE TO LEASED PROPERTY; ENCUMBRANCES, EASEMENTS, MODIFICATIONS, SUBSTITUTION, DAMAGE, PERSONAL PROPERTY

Section 7.01. Title to Leased Property. Title to the Leased Property shall be held in the name of the Site Lessor, subject to this Site Lease, the Lease and the Site Lessor's Sublease.

Section 7.02. Limitations on Disposition of and Encumbrances on Leased Property. Except as otherwise permitted in this Article or Article VIII or XI hereof and except for Permitted Encumbrances, the Site Lessor shall not sell, assign, transfer or convey any portion of or any interest in the Leased Property or directly or indirectly create, incur or assume any mortgage, pledge, lien, charge, encumbrance or claim on or with respect to the Leased Property.

Section 7.03. Granting of Easements. The Site Lessor shall, at the request of the Trustee or the State consent to grants of easements, licenses, rights-of-way and other rights or privileges in the nature of easements with respect to the Leased Property on the same terms and in the same manner as the Trustee is required to do so pursuant to Section 7.03 of the Lease.

Section 7.04. Subleasing and Other Grants of Use. The Trustee is expressly authorized to lease or sublease the Leased Property to the State pursuant to the Lease and the State is expressly authorized to sublease the Leased Property to the Site Lessor as Sublessee pursuant to the Site Lessor's Sublease.

Section 7.05. [INTENTIONALLY OMITTED]

Section 7.06. Substitution of Other Property for or Release of Leased Property. If the State substitutes other real property under the Lease for any portion of the Site Lessor's Leased Property or releases any portion of the Site Lessor's Leased Property from the Lease, the property so substituted under the Lease may also be substituted for Leased Property under this Site Lease or the property so released shall also be released from this Site Lease in any manner and on any terms determined by the State in its sole discretion.

Section 7.07. Property Damage, Defect or Title Event. If a Property Damage, Defect or Title Event occurs with respect to any portion of the Leased Property, the Net Proceeds received as a consequence thereof shall be deposited and used in accordance with Section 7.07 of the Lease.

Section 7.08. Condemnation by State or Site Lessor. In the event the State brings an eminent domain or condemnation proceeding with respect to a portion of the Leased Property and the Lease has not terminated, the terms of Section 7.08 of the Lease shall apply. In the event the Site Lessor brings an eminent domain or condemnation proceeding with respect to a portion of the Leased Property and the Site Lessor's Sublease has not terminated, the terms of Section 7.08 of the Site Lessor's Sublease shall apply. If (a) the Lease or the Site Lessor's Sublease are terminated for any reason, (b) this Site Lease is not terminated and (c) the Trustee leases or subleases all or any portion of the Leased Property, or assigns an interest in this Site Lease, then the applicable terms of the Lease, the Site Lessor's Sublease and the lease, sublease

or assignment shall apply to an eminent domain or condemnation proceeding, excluding, however, the terms of any terminated lease or sublease.

Section 7.09. Personal Property of Trustee, State and Others. The Trustee, the State and any other Person who has the right to use the Leased Property under this Site Lease, the Lease or the Site Lessor's Sublease, at its own expense, may install equipment and other personal property in or on any portion of the Leased Property, which equipment or other personal property shall not become part of the Leased Property unless it is permanently affixed to the Leased Property or removal of it would materially damage the Leased Property, in which case it will become part of the Leased Property.

ARTICLE VIII

LICENSES AND SHARED UTILITIES

Section 8.01. Access Licenses. The Site Lessor grants to the Trustee and its subtenants, successors and assigns, and their respective tenants, customers, employees and invitees, during the Site Lease Term, a non-exclusive blanket license over, upon and through the roadways, drive lanes, parking areas and sidewalks now or hereafter located on real property owned by the Site Lessor that is adjacent to but not included in the Leased Property (the "Access Area") for the purpose of walking upon, moving equipment and goods and supplies through and driving vehicles upon, over and across all of the sidewalk areas, entrances, drives, lanes and parking areas, alleys and other areas for ingress and egress to and from the Leased Property; provided that such license shall not conflict with or adversely affect the use of the Access Area by the Site Lessor and its subtenants, successors and assigns, and their respective tenants, customers, employees and invitees. The Trustee grants to the Site Lessor and its subtenants, successors and assigns, and their respective tenants, customers, employees and invitees, a non-exclusive blanket license over, upon and through the roadways, drive lanes, parking areas and sidewalks now or hereafter located on the Leased Property for the purpose of walking upon, moving equipment and goods and supplies through and driving vehicles upon, over and across all of the sidewalk areas, entrances, drives, lanes and parking areas, alleys and other areas for ingress and egress to and from the Access Area; provided that such license shall not conflict with or adversely affect the Trustee's use of the Leased Property.

Section 8.02. Appurtenant Staging Areas Licenses. The Site Lessor grants to the Trustee and its subtenants, successors and assigns, and their respective tenants, customers, employees and invitees, during the Site Lease Term, non-exclusive licenses over, upon and through real property owned by the Site Lessor that is adjacent to but not included in the Leased Property (the "Appurtenant Staging Area") for the purposes of constructing, placing, operating and maintaining all necessary pipes, vents, conduits, transformers, utility boxes, air conditioning units, wires and utilities necessary to maintain and operate the Leased Property and for the maintenance of any nonmaterial encroachments of the improvements constituting the Leased Property; provided that such license shall not adversely affect the use of the Appurtenant Staging Area by the Site Lessor and its subtenants, successors and assigns, and the tenants, customers, employees and invitees. The Trustee grants to the Site Lessor and its subtenants, successors and assigns, and their respective tenants, customers, employees and invitees, during the Site Lease Term, non-exclusive licenses over, upon and through the Leased Property for the purposes of

constructing, placing, operating and maintaining all necessary pipes, vents, conduits, wires and utilities necessary to maintain and operate the Appurtenant Staging Area and for the maintenance of any nonmaterial encroachments of the improvements constituting the Appurtenant Staging Area; provided that such license shall not adversely affect the use of the Leased Property by the Trustee and its subtenants, successors and assigns, and their respective tenants, customers, employees and invitees.

Section 8.03. Offsite Parking Licenses. [The Site Lessor grants to the Trustee and its subtenants, successors and assigns, and their respective tenants, customers, employees and invitees, during the Site Lease Term, a non-exclusive license for the use of areas designated as parking areas, and access to and from such parking areas, now or hereafter located on real property owned by the Site Lessor that is adjacent to but not included in the Leased Property (the “Offsite Parking Area”) for the purpose of parking of passenger vehicles (buses and similar vehicles excluded) in connection with the use of the Leased Property by the Trustee and its subtenants, successors and assigns, and their respective tenants, customers, employees and invitees; provided that such license shall not conflict with or adversely affect the use of the Offsite Parking Area by the Site Lessor and its subtenants, successors and assigns, and their respective tenants, customers, employees and invitees; and provided, further that, the Site Lessor reserves the right to implement and enforce reasonable rules and regulations for the use of the Offsite Parking Area, including, without limitation: (a) to direct and regulate vehicular traffic and provide safe vehicular access to and from the Offsite Parking Area; (b) to specify and enforce rules and regulations with regard to the use of the Offsite Parking Area spaces; (c) to designate certain parking spaces to be used only by handicapped drivers, employees or visitors; (d) to implement and enforce parking fees and fines; and (e) to restrict time periods for permitted parking. The Trustee grants to the Site Lessor and its subtenants, successors and assigns, and their respective tenants, customers, employees and invitees, during the Site Lease Term, a non-exclusive license for the use of areas designated as parking areas, and access to and from such parking areas, now or hereafter located on the Leased Property (the “Onsite Parking Area”) for the purpose of parking of passenger vehicles (buses and similar vehicles excluded) in connection with the use of other real property owned by Site Lessor that is adjacent to but not included in the Leased Property; provided that such license shall not conflict with or adversely affect the use of the Onsite Parking Area by the Trustee and its subtenants, successors and assigns, and their respective tenants, customers, employees and invitees; and provided, further that, the Trustee reserves the right to implement and enforce reasonable rules and regulations for the use of the Onsite Parking Area similar to those implemented and enforced by the Site Lessor with respect to the Offsite Parking Area.]

Section 8.04. Shared Utilities. The Site Lessor agrees to provide the Leased Property with all gas, water, steam, electricity, heat, power and other utilities provided by Site Lessor to the Leased Property on the date hereof on a continuous basis except for periods of repair. The Site Lessor shall be entitled to reimbursement for its actual and reasonable costs incurred in providing such utilities, determined in a fair and reasonable manner based on the use of such utilities by the Leased Property or portions thereof, the operational, maintenance and repair costs of such utilities elements and any costs to acquire or relocate any easements or lines relating to or used in connection with the operation of such utilities. Pursuant to the Lease, the State has agreed to reimburse the Trustee for such costs during the Lease Term of the Lease. Pursuant to the Site Lessor’s Sublease, the Site Lessor, as Sublessee, has agreed to reimburse the State for

such costs during the Sublease Term of the Site Lessor's Sublease. If, (a) the Lease is terminated for any reason, (b) this Site Lease is not terminated and (c) the Trustee leases or subleases all or any portion of the Leased Property or assigns an interest in this Site Lease, the lessee, sublessee or assignee, as a condition to such lease, sublease or assignment, must agree to reimburse the Site Lessor for such costs.

ARTICLE IX

GENERAL COVENANTS

Section 9.01. Further Assurances and Corrective Instruments. So long as this Site Lease is in full force and effect, the Trustee and the Site Lessor shall have full power to carry out the acts and agreements provided herein and the Site Lessor and the Trustee, at the written request of the other, shall from time to time, execute, acknowledge and deliver or cause to be executed, acknowledged and delivered such supplements hereto and such further instruments as may reasonably be required for correcting any inadequate or incorrect description of the Leased Property leased or intended to be leased hereunder, or for otherwise carrying out the intention of or facilitating the performance of this Site Lease.

Section 9.02. Compliance with Requirements of Law. On and after the date hereof, the Site Lessor shall not take any action with respect to the Leased Property that violates the terms hereof or is contrary to the provisions of any Requirement of Law.

Section 9.03. Participation in Legal Actions. At the request of and at the cost of the Trustee or the State, the Site Lessor shall join and cooperate fully in any legal action in which the Trustee or a State asserts its right to the enjoyment of the Leased Property; that involves the imposition of any charges, costs or other obligations or liabilities on or with respect to the Leased Property or the enjoyment of the Leased Property by the Trustee or the State; or that involves the imposition of any charges, costs or other obligations with respect to the Trustee's execution, delivery and performance of its obligations under this Site Lease or the State's execution, delivery and performance of its obligations under a the Lease.

ARTICLE X

LIMITS ON OBLIGATIONS

Section 10.01. Disclaimer of Warranties. THE SITE LESSOR MAKES NO WARRANTY OR REPRESENTATION, EITHER EXPRESS OR IMPLIED, AS TO THE VALUE, DESIGN, CONDITION, MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE OR FITNESS FOR USE OF THE LEASED PROPERTY OR ANY OTHER REPRESENTATION OR WARRANTY WITH RESPECT TO THE LEASED PROPERTY. In no event shall the Site Lessor be liable for any incidental, special or consequential damage in connection with or arising out of this Site Lease or the existence, furnishing, functioning or use by the Trustee of any item, product or service provided for herein.

Section 10.02. Financial Obligations of Trustee Limited to Trust Estate. Notwithstanding any other provision hereof, all financial obligations of the Trustee under this

Site Lease, except those resulting from its willful misconduct or negligence, are limited to the Trust Estate.

ARTICLE XI

EVENTS OF DEFAULT AND REMEDIES

Section 11.01. Event of Default Defined. An “Event of Default” under this Site Lease shall be deemed to have occurred upon failure by the Trustee to observe and perform any covenant, condition or agreement on its part to be observed or performed for a period of 30 days after written notice, specifying such failure and requesting that it be remedied shall be given to the Trustee by the Site Lessor, unless the Site Lessor shall consent in writing to an extension of such time prior to its expiration; provided, however, that:

(a) if the failure stated in the notice cannot be corrected within the applicable period, the Site Lessor shall not withhold its consent to an extension of such time if corrective action shall be instituted within the applicable period and diligently pursued until the default is corrected; and

(b) if, by reason of Force Majeure, the Trustee shall be unable in whole or in part to carry out any agreement on its part herein contained the Trustee shall not be deemed in default during the continuance of such inability; provided, however, that the Trustee shall, as promptly as legally and reasonably possible, remedy the cause or causes preventing the Trustee from carrying out such agreement, except that the settlement of strikes, lockouts and other industrial disturbances shall be solely within the discretion of the Trustee.

Section 11.02. Remedies on Default. Whenever any Event of Default shall have happened and be continuing, the Site Lessor may take one or any combination of the following remedial steps:

(a) terminate the Site Lease Term and give notice to the Trustee to immediately vacate the Leased Property;

(b) sell or lease its interest in all or any portion of the Leased Property, subject to the Site Lessor’s purchase option in its capacity as Sublessee under its Sublease;

(c) enforce any provision of this Site Lease by equitable remedy, including, but not limited to, enforcement of the restrictions on assignment, encumbrance, conveyance, transfer or succession under Article XII hereof by specific performance, writ of mandamus or other injunctive relief; and

(d) take whatever action at law or in equity may appear necessary or desirable to enforce its rights in and to the Leased Property under this Site Lease, subject, however, to the limitations on the obligations of the Trustee set forth in Section 10.02 hereof.

Section 11.03. No Remedy Exclusive. Subject to Section 10.02 hereof, no remedy herein conferred upon or reserved to the Site Lessor is intended to be exclusive, and every such

remedy shall be cumulative and shall be in addition to every other remedy given hereunder or now or hereafter existing at law or in equity. No delay or omission to exercise any right or power accruing upon any default shall be construed to be a waiver thereof, but any such right and power may be exercised from time to time and as often as may be deemed expedient. In order to entitle the Site Lessor to exercise any remedy reserved in this Article, it shall not be necessary to give any notice, other than such notice as may be required in this Article.

Section 11.04. Waivers. The Site Lessor may waive any Event of Default under this Site Lease and its consequences. In the event that any agreement contained herein should be breached by either party and thereafter waived by the other party, such waiver shall be limited to the particular breach so waived and shall not be deemed to waive any other breach hereunder.

ARTICLE XII

TRANSFERS OF INTERESTS IN LEASE OR LEASED PROPERTY

Section 12.01. Assignment by Site Lessor. The Site Lessor shall not, except as otherwise provided elsewhere in this Site Lease, assign, convey or otherwise transfer to any Person any of the Site Lessor's interest in the Leased Property or the Site Lessor's rights, title or interest in, to or under this Site Lease.

Section 12.02. Transfer of the Trustee's Interest in Lease and Leased Property Prohibited. Except as otherwise permitted by Section 7.04 hereof with respect to subleasing or grants of use of the Leased Property and Section 7.06 hereof with respect to substitutions or as otherwise required by law, the Trustee shall not sublease, assign, encumber, convey or otherwise transfer all or any portion of its interest in this Site Lease or the Leased Property to any Person, whether now in existence or organized hereafter.

ARTICLE XIII

MISCELLANEOUS

Section 13.01. Binding Effect. This Site Lease shall inure to the benefit of and shall be binding upon the Trustee and the Site Lessor and their respective successors and assigns, including, but not limited to, the State under the Lease and the Site Lessor in its capacity as Sublessee under its Sublease, subject, however, to the limitations set forth in Article XII hereof. This Site Lease and the covenants set forth herein are expressly intended to be covenants, conditions and restrictions running with the Leased Property and the leasehold estate in the Leased Property under this Site Lease.

Section 13.02. Interpretation and Construction. This Site Lease and all terms and provisions hereof shall be liberally construed to effectuate the purposes set forth herein to sustain the validity of this Site Lease. For purposes of this Site Lease, except as otherwise expressly provided or unless the context otherwise requires:

- (a) All references in this Site Lease to designated "Articles," "Sections," "subsections," "paragraphs," "clauses" and other subdivisions are to the designated Articles, Sections, subsections, paragraphs, clauses and other subdivisions of this Site

Lease. The words “herein,” “hereof,” “hereto,” “hereby,” “hereunder” and other words of similar import refer to this Site Lease as a whole and not to any particular Article, Section or other subdivision.

(b) The terms defined in the Glossary have the meanings assigned to them in the Glossary and include the plural as well as the singular.

(c) All accounting terms not otherwise defined herein have the meanings assigned to them in accordance with generally accepted accounting principles as in effect from time to time.

(d) The term “money” includes any cash, check, deposit, investment security or other form in which any of the foregoing are held hereunder.

(e) In the computation of a period of time from a specified date to a later specified date, the word “from” means “from and including” and each of the words “to” and “until” means “to but excluding.”

Section 13.03. Acknowledgement of Lease and Site Lessor’s Sublease. The Trustee has received a copy of, and acknowledges the terms of, the Lease and the Site Lessor’s Sublease.

Section 13.04. Trustee, State and Institution Representatives. Whenever under the provisions hereof the approval of the Trustee, the State or the Site Lessor is required, or the Trustee, the State or the Site Lessor is required to take some action at the request of the other, unless otherwise provided, such approval or such request shall be given for the Trustee by the Trustee Representative, for the State by the State Representative and by the Site Lessor by the Institution Representative identified in the Site Lessor’s Sublease and the Trustee, the State and the Site Lessor shall be authorized to act on any such approval or request.

Section 13.05. Manner of Giving Notices. All notices, certificates or other communications hereunder shall be in writing and shall be deemed given when mailed by United States first class mail, postage prepaid, addressed as follows: if to the Site Lessor, to Colorado State University, 6001 Campus Delivery, Fort Collins, Colorado, 80523, Attention: Chief Financial Officer; if to the Trustee, to Zions Bank, 1001 Seventeenth Street, Suite 850, Denver, Colorado 80202, Attention: Corporate Trust & Escrow Services; if to the State, to State of Colorado, Department of the Treasury, 200 East Colfax Avenue, 140 State Capitol, Denver, CO 80203, Attention: Deputy Treasurer, with a copy to Colorado State Controller, 1525 Sherman Street, 5th Floor, Denver, Colorado 80203, Attention: Controller; if to S&P, to S&P Global Ratings, [25 Broadway, New York, New York, Attention: Municipal Surveillance]; and, if to Moody’s, to Moody’s Investors Service, [99 Church Street, New York, New York 10007, Attention: Public Finance]. Any notice party may, by written notice to the others, designate any further or different addresses to which subsequent notices, certificates or other communications shall be sent.

Section 13.06. No Individual Liability. All covenants, stipulations, promises, agreements and obligations of the Site Lessor or the Trustee, as the case may be, contained herein shall be deemed to be the covenants, stipulations, promises, agreements and obligations of the Site Lessor or the Trustee, as the case may be, and not of any member, director, officer,

employee, servant or other agent of the Site Lessor or the Trustee in his or her individual capacity, and no recourse shall be had on account of any such covenant, stipulation, promise, agreement or obligation, or for any claim based thereon or hereunder, against any member, director, officer, employee, servant or other agent of the Site Lessor or the Trustee or any natural person executing this Site Lease or any related document or instrument; provided that such person is acting within the scope of his or her employment, membership, directorship or agency, as applicable, and not in a manner that constitutes gross negligence or willful misconduct.

Section 13.07. Amendments, Changes and Modifications. Except as otherwise provided herein or in the Indenture, this Site Lease may only be amended, changed, modified or altered by a written instrument executed by the Site Lessor and the Trustee; and the Trustee shall, if and when requested by the State, execute and deliver any amendment to this Site Lease proposed by the State upon delivery to the Trustee of an opinion of Bond Counsel stating that such amendment does not violate the Indenture or the Lease.

Section 13.08. Events Occurring on Days that are not Business Days. If the date for making any payment or the last day for performance of any act or the exercising of any right under this Site Lease is a day that is not a Business Day, such payment may be made, such act may be performed or such right may be exercised on the next succeeding Business Day, with the same force and effect as if done on the nominal date provided in this Site Lease.

Section 13.09. Legal Description of Land Included in Leased Property. The legal description of the land included in the Leased Property subject to this Site Lease is set forth in Exhibit A hereto. If the land included in the Leased Property subject to this Site Lease is modified pursuant to the terms of this Site Lease or other land is substituted for land included in the Leased Property subject to this Site Lease pursuant to the terms of this Site Lease, the legal description set forth in Exhibit A hereto will be amended to describe the land included in the Leased Property subject to this Site Lease after such modification or substitution.

Section 13.10. Merger. The Site Lessor and the Trustee intend that the legal doctrine of merger shall have no application to this Site Lease, the Lease or the Sublessee's Sublease and that none of the execution and delivery of this Site Lease by the Site Lessor and the Trustee, the Lease by the Trustee and the State or the Site Lessor's Sublease by the State and the Site Lessor as Sublessor or the exercise of any remedies by any party under this Site Lease, the Lease or the Site Lessor's Sublease shall operate to terminate or extinguish this Site Lease, the Lease or the Lease or the Site Lessor's Sublease.

Section 13.11. Severability. In the event that any provision of this Site Lease, other than the obligation of the Site Lessor to provide quiet enjoyment of the Leased Property, shall be held invalid or unenforceable by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.

Section 13.12. Captions. The captions or headings herein are for convenience only and in no way define, limit or describe the scope or intent of any provisions or Sections of this Site Lease.

Section 13.13. Applicable Law. The laws of the State and rules and regulations issued pursuant thereto, as the same may be amended from time to time, shall be applied in the interpretation, execution and enforcement of this Site Lease. Any provision of this Site Lease, whether or not incorporated herein by reference, which provides for arbitration by an extra-judicial body or person or which is otherwise in conflict with said laws, rules and regulations shall be considered null and void. Nothing contained in any provision hereof or incorporated herein by reference which purports to negate this Section in whole or in part shall be valid or enforceable or available in any action at law whether by way of complaint, defense or otherwise. Any provision rendered null and void by the operation of this Section will not invalidate the remainder of this Site Lease to the extent that this Site Lease is capable of execution. At all times during the performance of this Site Lease, the Site Lessor and the Trustee shall strictly adhere to all applicable federal and State laws, rules and regulations that have been or may hereafter be established.

Section 13.14. Execution in Counterparts. This Site Lease may be simultaneously executed in several counterparts, each of which shall be an original and all of which shall constitute but one and the same instrument.

[Remainder of page intentionally left blank]

IN WITNESS WHEREOF, the Trustee and the Site Lessor have executed this Site Lease as of the date first above written.

ZB, NATIONAL ASSOCIATION DBA ZIONS BANK, solely in its capacity as trustee under the Indenture

By _____
Authorized Signatory

THE STATE OF COLORADO, acting by and through the BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM

By _____
Anthony A. Frank
President of Colorado State University

APPROVALS:

ATTORNEY GENERAL
CYNTHIA H. COFFMAN

STATE CONTROLLER
ROBERT JAROS, CPA, MBA, JD

By _____
Lori Ann Knutson
First Assistant Attorney General

By _____
Robert Jaros
State Controller

DEPARTMENT OF PERSONNEL &
ADMINISTRATION, STATE BUILDINGS &
REAL ESTATE PROGRAMS

By _____
Brandon Ates, State Real Estate Manager

[Signature Page to Site Lease (_____ Property)]

STATE OF COLORADO)
) ss.
CITY AND COUNTY OF DENVER)

The foregoing instrument was acknowledged before me this ____ day of December, 2017
by _____ as an authorized signatory of ZB, National Association dba Zions Bank.

WITNESS MY HAND AND OFFICIAL SEAL, the day and year above written.

[NOTARIAL SEAL]

Notary

My commission expires:

STATE OF COLORADO)
) ss.
COUNTY OF LARIMER)

The foregoing instrument was acknowledged before me this ____ day of December, 2017, by Anthony A. Frank, acting on behalf of the State of Colorado, acting by and through the Board of Governors of the Colorado State University System.

WITNESS MY HAND AND OFFICIAL SEAL, the day and year above written.

[NOTARIAL SEAL]

Notary

My commission expires:

EXHIBIT A

LEGAL DESCRIPTION OF LAND INCLUDED IN LEASED PROPERTY

Lots _____,
Block __,
_____ Addition to the City of Fort Collins,
County of Larimer,
State of Colorado.

After recording return to:

Frederic H. Marienthal
Kutak Rock LLP
1801 California Street, Suite 3000
Denver, Colorado 80202

**STATE OF COLORADO
NATIONAL WESTERN CENTER
LEASE PURCHASE FINANCING PROGRAM
SUBLEASE OF COLORADO STATE UNIVERSITY**

by and between

**STATE OF COLORADO,
acting by and through the Department of the Treasury,
as sublessor**

and

**STATE OF COLORADO
acting by and through the
BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM,
as sublessee**

Dated as of December 1, 2017

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**STATE OF COLORADO
NATIONAL WESTERN CENTER
LEASE PURCHASE FINANCING PROGRAM
SUBLEASE OF COLORADO STATE UNIVERSITY**

This State of Colorado National Western Center Lease Purchase Financing Program Sublease of Colorado State University (this “Sublease”) is dated as of December 1, 2017 and is entered into by and between the State of Colorado, acting by and through the Department of the Treasury (the “State”), as sublessor, and the State of Colorado, acting by and through the Board of Governors of the Colorado State University System, as sublessee (the “Sublessee”). *Capitalized terms used but not defined in this Sublease have the meanings assigned to them in the Glossary attached to the State of Colorado National Western Center Lease Purchase Financing Program Master Trust Indenture dated as of December 1, 2017, as such Glossary may be amended, supplemented and restated from time to time.*

RECITALS

A. The State is authorized by the Lease Purchase Act to execute one or more Lease Purchase Agreements to finance Approved Projects for the Sublessee at the National Western Center and affiliated facilities at the Sublessee’s campus in Fort Collins, Colorado.

B. The State is authorized pursuant to the Lease Purchase Act to enter into ancillary agreements and instruments as deemed necessary or appropriate in connection with the Lease, including, but not limited to, ground leases, easements or other instruments relating to the facilities being purchased.

C. The Sublessee has leased its Leased Property to the Trustee in its capacity as trustee under the Indenture pursuant to a Site Lease dated as of December 1, 2017. The State will lease the Sublessee’s Leased Property from the Trustee in its capacity as trustee under the Indenture pursuant to the Lease. The Sublessee will sublease its Leased Property from the State pursuant to this Sublease.

D. Certificates will be issued pursuant to the Indenture. Proceeds of the Certificates will be used pursuant to the terms of the Indenture to finance all or a portion of the Costs of the Project of the Sublessee. The first Series of Certificates issued pursuant to the Indenture are the Series 2017 Certificates.

E. Proceeds of the Series 2017 Certificates will be deposited in a Project Account, Cost of Issuance Account and Interest Account held by the Trustee under the Indenture to finance the Sublessee’s Project.

AGREEMENT

For and in consideration of the mutual covenants and the representations, covenants and warranties herein contained, the parties hereto hereby agree as follows:

ARTICLE I

CERTIFICATIONS, REPRESENTATIONS AND AGREEMENTS

Section 1.01. Certifications, Representations and Agreements by State. The State hereby certifies, represents and agrees that:

(a) The State is authorized under the Lease Purchase Act to lease the Leased Property to the Sublessee pursuant to this Sublease and to execute, deliver and perform its obligations under this Sublease.

(b) This Sublease has been duly executed and delivered by the State and is enforceable against the State in accordance with its terms, limited only by bankruptcy, insolvency, reorganization, moratorium and other similar laws affecting creditors' rights generally, by equitable principles, whether considered at law or in equity, by the exercise by the State and its governmental bodies of the police power inherent in the sovereignty of the State and by the exercise by the United States of America of the powers delegated to it by the Constitution of the United States of America.

(c) The execution, delivery and performance of the terms of this Sublease by the State does not and will not conflict with or result in a breach of the terms, conditions or provisions of any restriction or any agreement or instrument to which the State is now a party or by which the State is bound, or constitute a default under any of the foregoing or, except as specifically provided in the Lease, the Indenture, this Sublease, the Deed or the Site Lease pursuant to which the Sublessee deeded or leased the Leased Property to the Trustee, result in the creation or imposition of a lien or encumbrance whatsoever upon any of the property or assets of the State.

(d) There is no litigation or proceeding pending or threatened against the State or any other Person affecting the right of the State to execute, deliver or perform its obligations of the State under this Sublease.

Section 1.02. Certifications, Representations and Agreements by Sublessee. The Sublessee certifies, represents and agrees that:

(a) The Sublessee is duly organized, validly existing and in good standing under Colorado law and is authorized under the Lease Purchase Act and its authorizing statutes to deed or lease the Leased Property to the Trustee pursuant to a Deed or Site Lease, to lease the Leased Property from the State pursuant to this Sublease and to execute, deliver and perform its obligations under this Sublease and the Deed or Site Lease pursuant to which the Sublessee deeded or leased the Leased Property to the Trustee.

(b) The execution, delivery and performance of this Sublease and the Deed or Site Lease pursuant to which the Sublessee deeded or leased the Leased Property to the Trustee have been duly authorized by the Governing Body of the Sublessee.

(c) The Sublessee has received all approvals and consents required for the Sublessee's execution, delivery and performance of its obligations under this Sublease and the Deed or Site Lease pursuant to which the Sublessee deeded or leased the Leased Property to the Trustee.

(d) This Sublease and the Deed or Site Lease pursuant to which the Sublessee deeded or leased the Leased Property to the Trustee have been duly executed and delivered by the Sublessee and are enforceable against the Sublessee in accordance with their respective terms, limited only by bankruptcy, insolvency, reorganization, moratorium and other similar laws affecting creditors' rights generally, by equitable principles, whether considered at law or in equity, by the exercise by the State and its governmental bodies of the police power inherent in the sovereignty of the State and by the exercise by the United States of America of the powers delegated to it by the Constitution of the United States of America.

(e) The execution, delivery and performance of this Sublease and the Deed or Site Lease pursuant to which the Sublessee deeded or leased the Leased Property to the Trustee by the Sublessee do not and will not conflict with or result in a breach of the terms, conditions or provisions of any restriction or any agreement or instrument to which the Sublessee is now a party or by which the Sublessee is bound, or constitute a default under any of the foregoing or, except as specifically provided in the Lease, the Indenture, this Sublease or the Deed or Site Lease pursuant to which the Sublessee deeded or leased the Leased Property to the Trustee, result in the creation or imposition of a lien or encumbrance whatsoever upon any of the property or assets of the Sublessee.

(f) There is no litigation or proceeding pending or threatened against the Sublessee affecting the right of the Sublessee to execute, deliver or perform its obligations under this Sublease or the Deed or Site Lease pursuant to which the Sublessee deeded or leased the Leased Property to the Trustee.

(g) The Sublessee will receive economic and other benefits by the subleasing of the Leased Property by the Sublessee pursuant to this Sublease. The initial Leased Property is, and any Leased Property substituted for the initial Leased Property will be, property that is necessary and essential to the purposes and operations of the Sublessee. The Sublessee expects that the Leased Property will adequately serve the needs for which it is being subleased throughout the Scheduled Sublease Term.

(h) The amount shown as the Initial Value of Leased Property in Exhibit B of the Lease for the Sublessee's Leased Property is the Fair Market Value of the Sublessee's Leased Property on the date this Sublease is executed and delivered.

(i) The Base Rent payable by the State under the Lease in each Fiscal Year during the Lease Term of the Lease is not more than the fair value of the use of the Sublessee's Leased Property during such Fiscal Year.

(j) There is no annual Rent payable by the Sublessee under this Sublease as provided in Article V hereof. The Sublessee's Purchase Option Price pursuant to

Section 8.01 hereof is the Sublessee's best estimate of the fair purchase price of the Leased Property at the time of exercise of the Sublessee's option to purchase the Leased Property by paying the Sublessee's Purchase Option Price. The Scheduled Sublease Term of this Sublease and the final maturity of the Series 2017 Certificates do not exceed the weighted average useful life of the improvements or any other real property improvements included in the Leased Property or the Projects being financed thereby. In making the representations, covenants and warranties set forth above in this subsection and the immediately preceding subsection of this Section, the Sublessee has given due consideration to the Sublessee's Project, the purposes for which the Leased Property will be used by the Sublessee, the benefits to the Sublessee from the use of the Leased Property, the Sublessee's option to purchase the Leased Property hereunder and the terms of this Sublease governing the use of the Leased Property.

(k) The Sublessee presently intends and expects to continue this Sublease annually until title to the Leased Property is acquired by the Sublessee pursuant to this Sublease; but this representation does not obligate or otherwise bind the Sublessee.

(l) The Sublessee is not aware of any current violation of any Requirement of Law relating to the Leased Property.

(m) The certifications, representations and agreements with respect to matters relevant to the exclusion of interest on the Series 2017A Certificates from gross income for federal income tax purposes set forth in Exhibit A hereto are hereby incorporated in this Sublease as if set forth in full in this subsection.

ARTICLE II

DEMISING CLAUSE; ENJOYMENT OF LEASED PROPERTY

Section 2.01. Demising Clause. The State demises and leases the State's leasehold estate under the Lease in the land described in Exhibit C hereto (the "Land" for purposes of this Sublease) and the buildings, structures and improvements now or hereafter located on the Land (the "Leased Property" for purposes of this Sublease) to the Sublessee in accordance with the terms of this Sublease, subject only to Permitted Encumbrances, to have and to hold for the Sublease Term.

Section 2.02. Enjoyment of Leased Property. The State covenants that, during the Sublease Term and so long as no Event of Default hereunder shall have occurred, the Sublessee shall peaceably and quietly have, hold and enjoy the Leased Property without suit, trouble or hindrance from the State, except as expressly required or permitted by this Sublease.

ARTICLE III

SUBLEASE TERM; TERMINATION OF SUBLEASE

Section 3.01. Sublease Term.

(a) The Sublease Term shall be comprised of the Initial Term and successive one-year Renewal Terms, subject to subsection (b) of this Section.

(b) The Sublease Term shall expire upon the earliest of any of the following events:

(i) termination of the Lease in accordance with its terms;

(ii) June 30, 2019 in the case of an Event of Nonappropriation for the Initial Term, or June 30 of the Initial Term or June 30 of any Renewal Term during which, in either case, an Event of Nonappropriation under this Sublease has occurred; or

(iii) termination of this Sublease following an Event of Default under this Sublease in accordance with Section 11.02(a) hereof.

Section 3.02. Effect of Termination of Sublease Term. Upon termination of the Sublease Term:

(a) all unaccrued obligations of the Sublessee hereunder shall terminate, but all obligations of the Sublessee that have accrued hereunder prior to such termination shall continue until they are discharged in full; and

(b) if the termination occurs because of the occurrence of an Event of Nonappropriation or an Event of Default under this Sublease or because of the termination of the Lease as a result of an Event of Nonappropriation or an Event of Default under the Lease, the Sublessee's right to possession of the Leased Property hereunder shall terminate and (i) the Sublessee shall, within 90 days, vacate the Leased Property; and (ii) if and to the extent the Governing Body of the Sublessee has appropriated funds for payment of Rent payable during, or with respect to the Sublessee's use of the Leased Property during, the period between termination of the Sublease Term and the date the Leased Property is vacated pursuant to clause (i), the Sublessee shall pay Base Rent to the Trustee and Additional Rent to the Person entitled thereto.

ARTICLE IV

COSTS OF SUBLESSEE'S PROJECTS

Section 4.01. Costs of Projects Financed with Proceeds of Series 2017 Certificates. A portion of the proceeds of the Series 2017 Certificates were deposited in the Series 2017A Project Account and the Series 2017B Project Account of the Construction Fund established under the Indenture. Section 3.02(d) of the Master Indenture provides that amounts shall be

disbursed therefrom upon receipt by the Trustee of a requisition in substantially the form attached as Appendix A to the Master Indenture, signed by the State Representative and the Institution Representative, and containing a certification by the State Representative that no Event of Default or Nonappropriation has occurred and is continuing under the Lease. Such requisitions shall be submitted by the State only upon the written direction of the Institution Representative and upon the Institution Representative signing the same.

Section 4.02. Administration of Sublessee's Projects. The Sublessee shall be responsible for acquiring, constructing and equipping the Sublessee's Projects, and for administering and implementing the Sublessee's Projects. The Sublessee shall cooperate with the State in signing and completing requisitions, and providing the State such information as the State deems necessary to make the withdrawals from the Series 2017A Project Account and the Series 2017B Project Account of the Construction Fund for the Sublessee's Projects funded thereby pursuant to the requisitions described in Section 4.01 hereof.

If the costs of the Sublessee's Projects exceed amounts allocated therefor in the Series 2017A and Series 2017B Project Accounts, the Sublessee shall pay all Costs of the Sublessee's Project in excess thereof in order to complete the Sublessee's Projects in substantially the manner contemplated at the time the Series 2017 Certificates were issued, but with such changes as the Sublessee believes necessary or desirable and which do not detract in the judgment of the Sublessee from the value thereof.

Section 4.03. State and Sublessee to Direct Withdrawals of Amounts from Series 2017A and Series 2017B Project Accounts of the Construction Fund. The State and the Sublessee shall withdraw money from the Project Account in amounts as directed by the Sublessee and apply the same as directed by the Sublessee for payment of Costs of the Sublessee's Projects.

Section 4.04. Event of Default or Event of Nonappropriation under Lease or this Sublease. Notwithstanding any other provision of this Article or the Indenture, no money may be withdrawn by the State or distributed to the Sublessee by the State from the Series 2017A and Series 2017B Project Accounts of the Construction Fund if an Event of Default or Event of Nonappropriation has occurred and is continuing under the Lease or this Sublease.

Section 4.05. More than One Project of Sublessee Financed with Proceeds of Series 2017 Certificates. More than one Project of the Sublessee is financed with proceeds of the Series 2017 Certificates, and Sections 4.01, 4.02, 4.03 and 4.04 hereof shall be applied to each such Project separately.

ARTICLE V

RENT; EVENT OF NONAPPROPRIATION

Section 5.01. Base Rent.

(a) The Sublessee shall, subject only to the other Sections of this Article, pay Base Rent to the State during the Lease Term in immediately available funds in the amounts and on the Base Rent Payment Dates set forth in Exhibit B hereto, as it may be

modified from time-to-time. *Notwithstanding any other provision hereof, if Exhibit B states that no Base Rent is payable pursuant to this Sublease, no Base Rent shall be payable pursuant to or under this Sublease and all references in this Sublease to Base Rent payable pursuant to or under this Sublease shall be null and void.*

(b) The State shall deposit Base Rent received by it, if any, into the National Western Center Trust Fund.

Section 5.02. Additional Rent. The Sublessee shall, subject only to Sections 6.01(b) and 7.02(b) hereof and the other Sections of this Article, pay Additional Rent in immediately available funds in the amounts and on the dates on which it is due. The Sublessee shall pay all Additional Rent payable pursuant to Article VI, Section 7.02(a)(ii) and Section 9.05 hereof and all other Additional Rent that specifically relates to the Leased Property subject to this Sublease directly to the Persons to which it is owed.

Section 5.03. Unconditional Obligations. The obligation of the Sublessee to pay Base Rent during the Sublease Term shall, subject only to the other Sections of this Article, and the obligation of the Sublessee to pay Additional Rent during the Sublease Term shall, subject only to Sections 6.01(b) and 7.02(b) hereof and the other Sections of this Article, including, without limitation, Sections 5.04 and 5.05 hereof, be absolute and unconditional and shall not be abated or offset for any reason related to the Leased Property. Notwithstanding any dispute between the Sublessee and the State or between the Sublessee or the State and any other Person relating to the Leased Property, the Sublessee shall, during the Sublease Term, pay all Rent when due; the Sublessee shall not withhold any Rent payable during the Sublease Term pending final resolution of such dispute and shall not assert any right of set-off or counter-claim against its obligation to pay Rent, provided, however, that the payment of any Rent shall not constitute a waiver by the Sublessee of any rights, claims or defenses which the Sublessee may assert; and no action or inaction on the part of the State shall affect the Sublessee's obligation to pay Rent during the Sublease Term.

Section 5.04. Event of Nonappropriation.

(a) The officer of the Sublessee who is responsible for formulating budget proposals with respect to payments of Rent is hereby directed (i) to estimate the Additional Rent payable in the next ensuing Fiscal Year prior to the submission of each annual budget proposal to the Governing Body of the Sublessee during the Sublease Term and (ii) to include in each annual budget proposal submitted to the Governing Body of the Sublessee during the Sublease Term the entire amount of Base Rent scheduled to be paid and Additional Rent estimated to be payable during the next ensuing Fiscal Year; it being the intention of the Sublessee that any decision to continue or to terminate this Sublease shall be made solely by the Governing Body of the Sublessee, in its sole discretion, and not by any other department, agency or official of the Sublessee.

(b) An Event of Nonappropriation shall be deemed to have occurred, subject to the Sublessee's right to cure pursuant to subsection (c) of this Section:

(i) On June 30 of any Fiscal Year if the Governing Body of the Sublessee has, on such date, failed, for any reason, to appropriate sufficient amounts authorized and directed to be used to pay all Base Rent scheduled to be paid and all Additional Rent estimated to be payable in the next ensuing Fiscal Year; or

(ii) On June 30 of the Fiscal Year in which such event occurred or on June 30 of any subsequent Fiscal Year in which such insufficiency became apparent, as applicable, if:

(A) a Property Damage, Defect or Title Event has occurred,

(B) the Net Proceeds received as a consequence of such Property Damage, Defect or Title Event are not sufficient to repair, restore, modify, improve or replace the affected portion of the Leased Property in accordance with Section 7.07 hereof, and

(C) the Governing Body of the Sublessee has not appropriated amounts sufficient to proceed under clause (i)(A) of Section 7.07(c) hereof or the Sublessee has not substituted property pursuant to clause (i)(B) of Section 7.07(c) hereof by June 30 of the Fiscal Year in which such Property Damage, Defect or Title Event occurred or by June 30 of any subsequent Fiscal Year in which the insufficiency of Net Proceeds to repair, restore, modify, improve or replace the affected portion of the Leased Property becomes apparent.

(c) Notwithstanding subsection (b) of this Section, an Event of Nonappropriation shall not be deemed to occur if, on or before August 1 of the next ensuing Fiscal Year, (i) the Governing Body of the Sublessee has appropriated amounts sufficient, or the Sublessee has substituted property in the manner required, to avoid an Event of Nonappropriation under subsection (b) of this Section and (ii) the Sublessee has paid all Rent due during the period from June 30 through the date of such appropriation or substitution.

(d) If the Sublessee shall determine to exercise its annual right to terminate this Sublease effective on June 30 of any Fiscal Year, the Sublessee shall give written notice to such effect to the State (with a copy to the Trustee) not later than March 1 of such Fiscal Year; provided, however, that a failure to give such notice shall not (i) constitute an Event of Default, (ii) prevent the Sublessee from terminating this Sublease or (iii) result in any liability on the part of the Sublessee.

(e) The Sublessee shall furnish the State with copies of all appropriation measures relating to Rent or the Purchase Option Price promptly upon the adoption thereof by the Governing Body of the Sublessee, but not later than 20 days following the adoption thereof by the Governing Body of the Sublessee; provided however, that a

failure to furnish copies of such measures shall not (i) constitute an Event of Default, (ii) prevent the Sublessee from terminating this Sublease or (iii) result in any liability on the part of the Sublessee.

Section 5.05. Limitations on Obligations of the Sublessee.

(a) Payment of Rent and all other payments by the Sublessee shall constitute currently appropriated expenditures of the Sublessee. All obligations of the Sublessee under this Sublease shall be subject to the action of the Governing Body of the Sublessee in annually making moneys available for payments hereunder. The obligations of the Sublessee to pay Rent and all other obligations of the Sublessee hereunder are subject to appropriation by the Governing Body of the Sublessee in its sole discretion, and shall not be deemed or construed as creating an indebtedness of the Sublessee within the meaning of any provision of the State Constitution or the laws of the State concerning or limiting the creation of indebtedness of the Sublessee and shall not constitute a multiple fiscal year direct or indirect debt or other financial obligation of the Sublessee within the meaning Section 20(4) of Article X of the State Constitution. In the event the Sublessee does not renew this Sublease, the sole security available to the State, as sublessor under this Sublease, shall be the Leased Property.

(b) The Sublessee's obligations under the Lease shall be subject to the Sublessee's annual right to terminate this Sublease upon the occurrence of an Event of Nonappropriation.

(c) The Sublessee shall be under no obligation whatsoever to exercise its option to purchase the Leased Property pursuant to Article VIII hereof.

Section 5.06. No Right to Compel Payment of Rent by State. The Sublessee shall have no right to compel the State to pay any Rent under the Lease and the State shall have no liability to the Sublessee for a failure by the State to pay Rent payable under the Lease.

ARTICLE VI

OPERATION, MAINTENANCE AND INSURANCE OF LEASED PROPERTY

Section 6.01. Taxes, Utilities and Insurance.

(a) The Sublessee shall pay, as Additional Rent, all of the following expenses with respect to the Leased Property:

(i) all taxes, assessments and other charges lawfully made by any governmental body, provided that any such taxes, assessments or other charges that may lawfully be paid in installments may be paid in installments as such installments are due;

(ii) all gas, water, steam, electricity, heat, power and other utility charges incurred in connection with the Leased Property (including but not

limited to, amounts paid to a Site Lessor for utilities provided by such Site Lessor pursuant to a Site Lease);

(iii) casualty and property damage insurance with respect to the Leased Property in an amount equal to the lesser of: (A) the principal amount of all Outstanding Certificates or (B) the full replacement value of the Leased Property;

(iv) public liability insurance with respect to the activities to be undertaken by the Sublessee in connection with the Leased Property, the Sublessee's Project and this Sublease: (A) to the extent such activities result in injuries for which immunity is available under the Colorado Governmental Immunity Act, § 24-10-101, *et seq.*, C.R.S., or any successor statute, in an amount not less than the amounts for which the Sublessee may be liable to third parties thereunder and (B) for all other activities, in an amount not less than \$1,000,000 per occurrence.

(b) Except for Permitted Encumbrances, the Sublessee shall not allow any liens for taxes, assessments, other governmental charges or utility charges to exist with respect to any portion of the Leased Property. If the Sublessee shall first notify the Trustee and the State of the intention of the Sublessee to do so, the Sublessee may, however, in good faith contest any such tax, assessment, other governmental charge or utility charge and, in the event of any such contest, may permit the tax, assessment, other governmental charge or utility charge so contested to remain unpaid during the period of such contest and any appeal therefrom, unless the Trustee or the State shall notify the Sublessee that, in the opinion of Independent Counsel, whose fees and expenses shall be paid by the Sublessee, by nonpayment of any such item the interest of the Trustee or the State in the Leased Property will be materially interfered with or endangered or the Leased Property or any portion thereof will be subject to loss or forfeiture, in which event such tax, assessment, other governmental charge or utility charge shall be paid forthwith; provided, however, that such payment shall not constitute a waiver of the right to continue to contest such tax, assessment, other governmental charge or utility charge. At the request of the Sublessee, the State will cooperate fully with the Sublessee in any such contest.

(c) The insurance policies provided pursuant to subsection (a) of this Section shall meet the following conditions: (i) any insurance policy may have a deductible clause in an amount deemed reasonable by the State; (ii) each insurance policy shall be provided by an insurer that, at the time such policy is obtained or renewed, is rated "A" by Best or in the two highest rating categories of S&P and Moody's; (iii) each insurance policy shall be so written or endorsed as to make losses, if any, payable to the State, the Sublessee and the Trustee, as their respective interests may appear; (iv) each insurance policy shall contain a provision to the effect that the insurance company shall not cancel the policy or modify it materially and adversely to the interest of the State, the Sublessee or the Trustee without first giving written notice thereof to the State, the Sublessee and the Trustee at least 10 days in advance of such cancellation or modification; (v) upon request each insurance policy, or each certificate evidencing such policy, shall be provided to the Trustee; (vi) full payment of insurance proceeds under any insurance

policy up to the dollar limit required by this Section in connection with damage to the Leased Property shall, under no circumstance, be contingent on the degree of damage sustained at other property owned or leased by the State or any Sublessee; and (vii) each insurance policy shall explicitly waive any co-insurance penalty.

(d) In the Sublessee's discretion, the insurance required by this Section be provided under blanket insurance policies which insure not only the risks required to be insured hereunder but also other similar risks or through a self-insurance program described in this subsection. If the Sublessee is covered by the State's risk management program under § 24-30-1501 *et seq.*, C.R.S., the self-insurance program shall be the State's risk management program. If the Sublessee is not covered by the State's risk management program, the self-insurance program shall be the Sublessee's independent risk management program.

(e) At the request of the State or the Trustee, the Sublessee shall cause one or more insurance consultants to annually review the self-insurance program through which insurance is provided pursuant to this Section and confirm that it is maintained on an actuarially sound basis.

Section 6.02. Maintenance and Operation of Leased Property. The Sublessee shall maintain, preserve and keep the Leased Property, or cause the Leased Property to be maintained, preserved and kept, in good repair, working order and condition, subject to normal wear and tear, shall operate the Leased Property, or cause the Leased Property to be operated, in an efficient manner and at a reasonable cost, and shall make or cause to be made all necessary and proper repairs, except as otherwise provided in Sections 7.05 and 7.07 hereof.

ARTICLE VII

TITLE TO LEASED PROPERTY; ENCUMBRANCES, EASEMENTS, MODIFICATIONS, SUBSTITUTION, DAMAGE, PERSONAL PROPERTY

Section 7.01. Title to Leased Property. Title to the Leased Property shall be held in the name of the Trustee, subject to the Lease and this Sublease, until the Leased Property is conveyed or otherwise disposed of as provided herein, and the Sublessee shall have no right, title or interest in the Leased Property except as expressly set forth herein.

Section 7.02. Limitations on Disposition of and Encumbrances on Leased Property.

(a) Except as otherwise permitted in this Article or Article VIII or XI hereof and except for Permitted Encumbrances, (i) neither the State nor the Sublessee shall sell, assign, transfer or convey any portion of or any interest in the Leased Property or directly or indirectly create, incur or assume any mortgage, pledge, lien, charge, encumbrance or claim on or with respect to the Leased Property, and (ii) the Sublessee shall promptly take such action as may be necessary to duly discharge any such mortgage, pledge, lien, charge, encumbrance or claim.

(b) Notwithstanding subsection (a) of this Section, if the Sublessee shall first notify the Trustee and the State of the intention of the Sublessee to do so, the Sublessee

may in good faith contest any such mortgage, pledge, lien, charge, encumbrance or claim on or with respect to the Leased Property, and in the event of any such contest, may permit the item so contested to remain undischarged and unsatisfied during the period of such contest and any appeal therefrom, unless the Trustee or the State has notified the Sublessee that, in the opinion of Independent Counsel, whose fees shall be paid by the Sublessee, by failing to discharge or satisfy such item the interest of the Trustee or the State in the Leased Property will be materially interfered with or endangered, or the Leased Property or any part thereof will be subject to loss or forfeiture, in which event such item shall be satisfied and discharged forthwith; provided, however, that such satisfaction and discharge shall not constitute a waiver by the Sublessee of the right to continue to contest such item. At the request of the Sublessee, the State will cooperate fully with the Sublessee in any such contest.

Section 7.03. Granting of Easements. As long as no Event of Nonappropriation or Event of Default shall have happened and be continuing, the State shall, at the request of the Sublessee and with the consent of the Trustee:

(a) consent to the grant of easements, licenses, rights-of-way (including the dedication of public highways) and other rights or privileges in the nature of easements with respect to the Leased Property, free from this Sublease and the Lease and any security interest or other encumbrance created hereunder or thereunder;

(b) consent to the release of existing easements, licenses, rights-of-way and other rights and privileges with respect to the Leased Property, free from this Sublease or the Lease and any security interest or other encumbrance created hereunder or thereunder, with or without consideration; and

(c) execute and deliver any instrument necessary or appropriate to confirm and grant or release any easement, license, right-of-way or other grant or privilege under subsection (a) or (b) of this Section, upon receipt of: (i) a copy of the instrument of grant or release; and (ii) a written application signed by the Institution Representative requesting such instrument and stating that such grant or release will not materially adversely affect the value, or interfere with the effective use or operation, of the Leased Property.

Section 7.04. Subleasing and Other Grants of Use. The Sublessee may sublease or otherwise grant the right to use such Leased Property to another Person, but only if:

(a) the sublease or grant of use by the Sublessee complies with the covenant in Section 9.04 hereof; and

(b) the obligations of the Sublessee under this Sublease shall remain obligations of the Sublessee, and the Sublessee shall maintain its direct relationship with the State, notwithstanding any such sublease or grant of use.

Section 7.05. Modification of Leased Property. The Sublessee, at its own expense, may remodel, or make substitutions, additions, modifications or improvements to, its portion of the Leased Property, provided that: (a) such remodeling, substitutions, additions, modifications

and additions (i) shall not in any way damage such portion of the Leased Property as it existed prior thereto and (ii) shall become part of the Leased Property; (b) the value of the Leased Property after such remodeling, substitutions, additions, modifications and additions shall be at least as great as the value of the Leased Property prior thereto; (c) the cost of all remodeling, substitutions, additions, modifications and additions shall not exceed 10% of the Initial Value of the Leased Property without the written approval of the State; and (d) the Leased Property, after such remodeling, substitutions, additions, modifications and additions, shall continue to be used as provided in, and shall otherwise be subject to the terms of, this Sublease.

Section 7.06. Substitution of Other Property for or Release of Leased Property. The Sublessee, with the consent of the State, which may be granted or withheld at the sole discretion of the State, may at any time propose that other property be substituted for the Leased Property subject to the Sublease under both the Lease and this Sublease, or may request the release of a portion of the Leased Property under both the Lease and this Sublease in connection with the partial redemption of Certificates. In order to effect the substitution or release, the State must satisfy the provisions of Section 7.06 of the Lease, and any such proposal must be accompanied by the items listed below in form and substance satisfactory to the State. If the conditions in this Section are met, the items listed below are delivered, the State consents to the substitution or release, and the Sublessee pays the costs of effecting the substitution or release, the State shall, and shall cooperate with the Sublessee to cause the Trustee to, execute and deliver any documents or instruments requested by the Sublessee to accomplish the substitution or release. The items are:

(a) A certificate by the Sublessee certifying that, following such substitution or release, either (i) the Fair Market Value of the substituted property, determined as of the date of substitution, is equal to or greater than the Initial Value of the property for which it is to be substituted; or (ii) the Fair Market Value of the Leased Property will be at least equal to the principal amount of the Outstanding Certificates, both determined as of the date the substitution and/or release occurs.

(b) A title insurance policy, an amendment or supplement to a previously issued title insurance policy or a commitment to issue such a policy, amendment or supplement that would comply with Section 2.09(e) of the Master Indenture on the date the substitution occurs.

(c) A certificate by the Sublessee certifying that (i) the useful life of the substituted property or the Leased Property remaining after release of a portion thereof extends to or beyond the final maturity of the Certificates and (ii) the substituted property, if any, is at least as essential to the Sublessee as the property for which it was substituted.

(d) An agreement by the Sublessee to pay all costs incurred by the Sublessee, the State, the Trustee or any other Person in connection with the substitution, including but not limited to, the costs of the title insurance required by clause (b) of this Section, the Trustee's fees and expenses, the State's third party costs and reasonable charges for the time of State employees and allocable overhead.

(e) An opinion of Bond Counsel to the effect that such substitution or release is permitted by Section 7.06 of the Lease, will not cause the Sublessee to violate its covenant set forth in Section 9.04 hereof and will not cause the State to violate its covenant set forth in Section 9.04 of the Lease.

Section 7.07. Property Damage, Defect or Title Event.

(a) If a Property Damage, Defect or Title Event occurs with respect to any portion of the Leased Property, the Net Proceeds received as a consequence thereof shall be deposited into a special trust fund held by the Trustee.

(b) If the costs of the repair, restoration, modification, improvement or replacement of the portion of the Leased Property affected by the Property Damage, Defect or Title Event are equal to or less than the Net Proceeds, the Net Proceeds shall be used promptly to repair, restore, modify, improve or replace the affected portion of the Leased Property and any excess shall be delivered to the Sublessee.

(c) If the costs of the repair, restoration, modification, improvement or replacement of the portion of the Leased Property affected by the Property Damage, Defect or Title Event are more than the Net Proceeds, then:

(i) the Sublessee shall elect one of the following alternatives:

(A) to promptly to repair, restore, modify or improve or replace the affected portion of the Leased Property with property of a value equal to or in excess of the value of such portion of the Leased Property, in which case the Net Proceeds shall be used to pay a portion of the costs thereof and the Sublessee shall, subject to Article V hereof, pay the remainder of such costs as Additional Rent; or

(B) to substitute property for the affected portion of the Leased Property pursuant to Section 7.06 hereof, in which case the Net Proceeds shall be delivered to the Sublessee.

(ii) If, by June 30 of the Fiscal Year in which a Property Damage, Defect or Title Event occurred (or June 30 of any subsequent Fiscal Year in which the insufficiency of Net Proceeds to repair, restore, modify, improve or replace the affected portion of the Leased Property becomes apparent), the Sublessee has not appropriated amounts sufficient to proceed under clause (i)(A) of this subsection or has not substituted property pursuant to clause (i)(B) of this subsection, an Event of Nonappropriation shall be deemed to have occurred.

(d) The Sublessee shall not voluntarily settle, or consent to the settlement of, any proceeding arising out of any insurance claim, performance or payment bond claim, prospective or pending condemnation proceeding, or any action relating to default or breach of warranty under any contract relating to any portion of the Leased Property without the written consent of the State and the Trustee.

(e) No Property Damage, Defect or Title Event shall affect the obligation of the Sublessee to pay Rent hereunder.

Section 7.08. Condemnation by Sublessee. The Sublessee agrees that, but only to the extent permitted by law, (a) in the event it brings an eminent domain or condemnation proceeding with respect to all the Leased Property, the value of the Leased Property for purposes of such proceeding shall be not less than the Sublessee's Purchase Option Price; and (b) in the event it brings an eminent domain or condemnation proceeding with respect to a portion of the Leased Property, the value of such portion of the Leased Property for purposes of such proceeding shall be not less than a percentage of the Sublessee's Purchase Option Price determined by dividing the Fair Market Value of the condemned portion of the Leased Property by the Fair Market Value of all the Leased Property.

Section 7.09. Personal Property of State or Sublessee. The State or the Sublessee, at their own expense, may install equipment and other personal property in or on any portion of the Leased Property, which equipment or other personal property shall not become part of the Leased Property unless it is permanently affixed to the Leased Property or removal of it would materially damage the Leased Property, in which case it will become part of the Leased Property.

ARTICLE VIII

SUBLESSEE'S PURCHASE OPTION; CONVEYANCE TO SUBLESSEE UPON CONVEYANCE TO STATE

Section 8.01. Sublessee's Purchase Option.

(a) The Sublessee is hereby granted the option to purchase all, but not less than all, of the Leased Property subject to this Sublease following the occurrence of an Event of Default or an Event of Nonappropriation under the Lease by paying to the Trustee the "Sublessee's Purchase Option Price," which is an amount equal to the principal amount of the Attributable Certificates (defined below in this subsection) and interest thereon through the closing date for the purchase of the Leased Property, and (b) to pay all Additional Rent payable through the date of conveyance of such Leased Property to the Sublessee, including, but not limited to, all fees and expenses of the Trustee and all expenses of the State relating to the conveyance of the Leased Property and the payment of the Attributable Certificates.

As used in this subsection, the term "*Attributable Certificates*" means (i) a principal amount of the Outstanding Certificates determined by multiplying the principal amount of all the Outstanding Certificates by a fraction, the numerator of which is the Initial Value of the Sublessee's Leased Property subject to the Lease and the denominator of which is the Initial Value of all the Leased Property subject to the Lease; and (ii) which principal amount shall be allocated among the maturities of the Outstanding Certificates in proportion to the principal amount of each maturity of the Outstanding Certificates, rounded to the nearest \$5,000 in principal amount of each such maturity. The rounding pursuant to clause (ii) of the first sentence of this definition shall be accomplished in any reasonable manner selected by the State in its sole discretion.

(b) In order to exercise its option to purchase the Leased Property pursuant to Section 8.01 hereof, the Sublessee must: (i) give written notice to the Trustee and the State within 15 Business Days after the Sublessee is notified by the Trustee that an Event of Default or an Event of Nonappropriation under the Lease has occurred (A) stating that the Sublessee intends to purchase the Leased Property pursuant to this Section, (B) identifying the source of funds it will use to pay Sublessee's Purchase Option Price and (C) specifying a closing date for such purpose which is no more than 90 days after the delivery of such notice; and (ii) pay the Sublessee's Purchase Option Price to the Trustee in immediately available funds on the closing date.

Section 8.02. Conveyance of Leased Property. At the closing of any purchase of the Leased Property pursuant to Section 8.01 hereof, the State shall execute and deliver, and shall cooperate with the Sublessee to cause the Trustee to execute and deliver, to the Sublessee or its designee all necessary documents assigning, transferring and conveying to the Sublessee or its designee the same ownership in the Leased Property that was conveyed by the Sublessee to the Trustee, subject only to the following: (i) Permitted Encumbrances, other than this Sublease, the Lease, the Indenture and the Site Lease pursuant to which the Leased Property was leased to the Trustee; (ii) all liens, encumbrances and restrictions created or suffered to exist by the Trustee or the State as required or permitted by the Lease or this Sublease or arising as a result of any action taken or omitted to be taken by the Trustee or the State as required or permitted by this Sublease, the Lease, the Indenture and the Deed or Site Lease pursuant to which the Leased Property was deeded or leased to the Trustee the Lease; (iii) any lien or encumbrance created or suffered to exist by action of the Sublessee; and (iv) those liens and encumbrances (if any) to which the Leased Property was subject when acquired by the Trustee and the State.

Section 8.03. Conveyance to Sublessee upon Conveyance to State. If the Sublessee has complied with and performed all of its obligations under this Sublease, upon the conveyance of the Leased Property to the State pursuant to Section 8.04 of the Lease, the State shall, or shall cause the Trustee to, assign, transfer and convey the Leased Property to the Sublessee in the manner described in, and subject to the provisions of, Section 8.02 hereof without any additional payment by the Sublessee, subject to the requirements of the Lease Purchase Act.

ARTICLE IX

GENERAL COVENANTS

Section 9.01. Further Assurances and Corrective Instruments. So long as this Sublease is in full force and effect and no Event of Nonappropriation or Event of Default shall have occurred, the State and the Sublessee shall have full power to carry out the acts and agreements provided herein and the Sublessee and the State, at the written request of the other, shall from time to time, execute, acknowledge and deliver or cause to be executed, acknowledged and delivered such supplements hereto and such further instruments as may reasonably be required for correcting any inadequate or incorrect description of the Leased Property leased or intended to be leased hereunder, or for otherwise carrying out the intention of or facilitating the performance of this Sublease.

Section 9.02. Compliance with Requirements of Law. On and after the date hereof, neither the State nor the Sublessee shall take any action with respect to the Leased Property that violates the terms hereof or is contrary to the provisions of any Requirement of Law. Without limiting the generality of the preceding sentence, the Sublessee, in particular, shall use the Leased Property in a manner such that (a) the Leased Property at all times is operated in compliance with all Requirements of Law; (b) all permits required by Requirements of Law in respect of the Sublessee's use of the Leased Property are obtained, maintained in full force and effect and complied with; (c) there shall be no hazardous substance, pollutant or contaminant (as those terms are defined in the Comprehensive Environmental Response, Compensation, and Liability Act, as amended, 42 U.S.C. § 9601, et seq., any applicable state law or regulations promulgated under either), solid or hazardous waste (as defined in the Resource Conservation and Recovery Act, as amended, 42 U.S.C. § 6901, et seq., any applicable state law or regulations promulgated under either), special waste, petroleum or petroleum derived substance, radioactive material or waste, polychlorinated biphenyls, asbestos or any constituent of any of the foregoing located on, in or under the Leased Property in violation of any Requirements of Law; (d) there shall be no disposal of any of the items referred to in clause (c) on, from, into or out of the Leased Property in violation of any Requirements of Law; and (e) there shall be no spillage, leaking, pumping, pouring, emitting, emptying, discharging, injecting, escaping, leeching, dumping, disposing, depositing or dispersing of any of the items referred to in clause (c) into the indoor or outdoor environment from, into or out of the Leased Property, including but not limited to the movement of any such items through or in the air, soil, surface water, ground water from, into or out of the Leased Property or the abandonment or discard of barrels, containers or other open or closed receptacles containing any such items from, into or out of the Leased Property in violation of any Requirements of Law.

Section 9.03. Participation in Legal Actions.

(a) At the request of and at the cost of the Sublessee (payable as Additional Rent hereunder), the State shall, and shall cooperate with the Sublessee to cause the Trustee to, join and cooperate fully in any legal action in which the Sublessee asserts its right to the enjoyment of the Leased Property; that involves the imposition of any charges, costs or other obligations or liabilities on or with respect to the Leased Property or the enjoyment of the Leased Property by the Sublessee; or that involves the imposition of any charges, costs or other obligations with respect to the Sublessee's execution, delivery and performance of its obligations under this Sublease or the Deed or Site Lease pursuant to which the Leased Property was deeded or leased to the Trustee.

(b) At the request of the State or the Trustee, the Sublessee shall, at the cost of the Sublessee (payable as Additional Rent hereunder), join and cooperate fully in any legal action in which the State or the Trustee asserts its ownership of or interest in the Leased Property; that involves the imposition of any charges, costs or other obligations on or with respect to the Leased Property for which the Trustee or the State is responsible under the Lease or this Sublease; or that involves the imposition of any charges, costs or other obligations with respect to the execution and delivery or acceptance of this Sublease, the Lease, the Indenture, the Deeds, the Site Leases by the State or the Trustee or the performance of the obligations of the State or the Trustee hereunder or thereunder.

Section 9.04. Tax Covenant of Sublessee. The Sublessee will not use or permit others to use its Project in a manner that would cause interest on the Tax-Exempt Certificates to be included in gross income for federal income tax purposes or to be an item of tax preference for purposes of the federal alternative minimum tax imposed on individuals and corporations (except, with respect to corporations, as such interest is required to be taken into account in determining “adjusted net book income” for the purpose of computing the alternative minimum tax imposed on such corporations).

Section 9.05. Fees and Expenses of Trustee; State Expenses; Deposits to Rebate Fund; Rebate Calculations. The Additional Rent that may be payable by the Sublessee in accordance with Section 5.02 hereof shall include (a) the fees and expenses payable to the Trustee pursuant to Section 9.05 of the Lease; (b) the costs and expenses incurred by the State in connection with the Leased Property, the Projects, the Certificates, the Lease, the Indenture, the Site Leases, the Deeds, the Subleases or any matter related thereto, including, but not limited to, a reasonable charge for the time of State employees and allocable overhead; (c) the amounts paid by the State pursuant to Section 9.07 of the Lease and any similar provision of any other Lease to make deposits to the Rebate Fund; and (d) the costs and expenses incurred in connection with the rebate calculations required by the Master Indenture.

Section 9.06. Investment of Funds. By authorizing the execution and delivery of this Sublease, the Sublessee specifically authorizes the investment of moneys held by the Trustee in Permitted Investments (as defined in the Indenture).

ARTICLE X

LIMITS ON OBLIGATIONS OF STATE

Section 10.01. Disclaimer of Warranties. THE STATE MAKES NO WARRANTY OR REPRESENTATION, EITHER EXPRESS OR IMPLIED, AS TO THE VALUE, DESIGN, CONDITION, MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE OR FITNESS FOR USE OF THE LEASED PROPERTY OR ANY OTHER REPRESENTATION OR WARRANTY WITH RESPECT TO THE LEASED PROPERTY. In no event shall the State be liable for any incidental, special or consequential damage in connection with or arising out of this Sublease or the existence, furnishing, functioning or use by the Sublessee of any item, product or service provided for herein.

Section 10.02. Financial Obligations of State Limited to Trust Estate. Notwithstanding any other provision hereof, all financial obligations of the State under this Sublease are limited to the Trust Estate.

ARTICLE XI

EVENTS OF DEFAULT AND REMEDIES

Section 11.01. Events of Default Defined.

(a) Any of the following shall constitute an “Event of Default” under this Sublease:

(i) failure by the Sublessee to pay any specifically appropriated Base Rent to the Trustee on or before the applicable Base Rent Payment Date; provided, however, that a failure by the Sublessee to pay Base Rent on the applicable Base Rent Payment Date shall not constitute an Event of Default if such payment is received by the State within five days following such Base Rent Payment Date;

(ii) failure by the Sublessee to pay any Additional Rent for which funds have been specifically appropriated when due, or if such Additional Rent is payable to a Person other than the State, when nonpayment thereof has, or may have, a material adverse effect upon any of the Certificates, any of the Leased Property or the interest of the State in any of the Leased Property;

(iii) failure by the Sublessee to vacate the Leased Property within 90 days following an Event of Nonappropriation or Event of Default under this Sublease or a termination of the Lease as a result of an Event of Nonappropriation or Event of Default under the Lease;

(iv) any sublease, assignment, encumbrance, conveyance or other transfer of the interest of the Sublessee in all or any portion of this Sublease or the Leased Property in violation of Section 12.01(a) hereof or any succession to all or any portion of the interest of the Sublessee in the Leased Property in violation of Section 12.01(b) hereof; or

(v) failure by the Sublessee to observe and perform any covenant, condition or agreement on its part to be observed or performed, other than as referred to in clause (i), (ii), (iii) or (iv) above, for a period of 30 days after written notice, specifying such failure and requesting that it be remedied shall be given to the Sublessee by the State, unless the State shall consent in writing to an extension of such time prior to its expiration; provided, however, that if the failure stated in the notice cannot be corrected within the applicable period, the State shall not withhold its consent to an extension of such time if corrective action shall be instituted within the applicable period and diligently pursued until the default is corrected.

(b) The provisions of subsection (a) of this Section are subject to the following limitations:

(i) the Sublessee shall be obligated to pay Rent only during the Sublease Term, except as otherwise expressly provided in Section 3.02(b)(ii) hereof; and

(ii) if, by reason of Force Majeure, the Sublessee shall be unable in whole or in part to carry out any agreement on its part herein contained, other than its obligation to pay Rent hereunder, the Sublessee shall not be deemed in default during the continuance of such inability; provided, however, that the Sublessee shall, as promptly as legally and reasonably possible, remedy the cause or causes

preventing the Sublessee from carrying out such agreement, except that the settlement of strikes, lockouts and other industrial disturbances shall be solely within the discretion of the Sublessee.

Section 11.02. Remedies on Default. Whenever any Event of Default shall have happened and be continuing, the State, with the consent of the Trustee, may take one or any combination of the following remedial steps:

(a) terminate the Sublease Term and give notice to the Sublessee to immediately vacate the Leased Property in the manner provided in Section 3.02(b) hereof;

(b) sell or lease its interest in all or any portion of the Leased Property;

(c) recover any of the following from the Sublessee that is not recovered pursuant to subsection (b) of this Section:

(i) the portion of Rent payable pursuant to Section 3.02(b)(ii) hereof; and

(ii) the portion of Base Rent for the then current Fiscal Year that has been specifically appropriated by the Governing Body of the Sublessee, regardless of when the Sublessee vacates the Leased Property; and

(iii) the portion of the Additional Rent for the then current Fiscal Year that has been specifically appropriated by the Sublessee's Governing Body, but only to the extent such Additional Rent is payable prior to the date, or are attributable to the use of the Leased Property prior to the date, the Sublessee vacates the Leased Property;

(d) enforce any provision of this Sublease by equitable remedy, including, but not limited to, enforcement of the restrictions on assignment, encumbrance, conveyance, transfer or succession under Article XII hereof by specific performance, writ of mandamus or other injunctive relief; and

(e) take whatever action at law or in equity may appear necessary or desirable to enforce its rights in and to the Leased Property under this Sublease, subject, however, to the limitations on the obligations of the Sublessee set forth in Sections 5.05 and 11.03 hereof.

Section 11.03. Limitations on Remedies. A judgment requiring a payment of money may be entered against the Sublessee by reason of an Event of Default only as to the Sublessee's liabilities described in Section 11.02(c) hereof. A judgment requiring a payment of money may be entered against the Sublessee by reason of an Event of Nonappropriation, or a failure to vacate the Leased Property following an Event of Nonappropriation, only to the extent provided in Section 11.02(c)(i) hereof.

Section 11.04. No Remedy Exclusive. Subject to Section 11.03 hereof, no remedy herein conferred upon or reserved to the State is intended to be exclusive, and every such remedy shall be cumulative and shall be in addition to every other remedy given hereunder or now or hereafter existing at law or in equity. No delay or omission to exercise any right or power accruing upon any default shall be construed to be a waiver thereof, but any such right and power may be exercised from time to time and as often as may be deemed expedient. In order to entitle the Sublessee to exercise any remedy reserved in this Article, it shall not be necessary to give any notice, other than such notice as may be required in this Article.

Section 11.05. Waivers. The State, with the consent of the Trustee, may waive any Event of Default under this Sublease and its consequences. In the event that any agreement contained herein should be breached by either party and thereafter waived by the other party, such waiver shall be limited to the particular breach so waived and shall not be deemed to waive any other breach hereunder.

ARTICLE XII

TRANSFERS OF INTERESTS IN SUBLEASE OR LEASED PROPERTY

Section 12.01. Transfer of the Sublessee's Interest in Sublease Lease and Leased Property Prohibited.

(a) Except as otherwise permitted by Section 7.04 hereof with respect to subleasing or grants of use of the Leased Property, Section 7.06 with respect to substitutions of other property for Leased Property and subsection (b) of this Section with respect to transfers of the Leased Property following termination of this Sublease or as otherwise required by law, the Sublessee shall not sublease, assign, encumber, convey or otherwise transfer all or any portion of its interest in this Sublease or the Leased Property to any Person, whether now in existence or organized hereafter.

(b) Notwithstanding subsection (a) of this Section, the Sublessee may transfer its interest in the Leased Property after, and only after, this Sublease has terminated and the Leased Property has been conveyed to the Sublessee pursuant to Article VIII hereof.

ARTICLE XIII

MISCELLANEOUS

Section 13.01. Binding Effect. This Sublease shall inure to the benefit of and shall be binding upon the Sublessee and the State and their respective successors and assigns, subject, however, to the limitations set forth in Article XII hereof. This Sublease and the covenants set forth herein are expressly intended to be covenants, conditions and restrictions running with the Leased Property and the leasehold estate in the Leased Property under this Sublease.

Section 13.02. Interpretation and Construction. This Sublease and all terms and provisions hereof shall be liberally construed to effectuate the purposes set forth herein to sustain the validity of this Sublease. For purposes of this Sublease, except as otherwise expressly provided or unless the context otherwise requires:

(a) All references in this Sublease to designated “Articles,” “Sections,” “subsections,” “paragraphs,” “clauses” and other subdivisions are to the designated Articles, Sections, subsections, paragraphs, clauses and other subdivisions of this Sublease. The words “herein,” “hereof,” “hereto,” “hereby,” “hereunder” and other words of similar import refer to this Sublease as a whole and not to any particular Article, Section or other subdivision.

(b) The terms defined in the Glossary have the meanings assigned to them in the Glossary and include the plural as well as the singular.

(c) All accounting terms not otherwise defined herein have the meanings assigned to them in accordance with generally accepted accounting principles as in effect from time to time.

(d) The term “money” includes any cash, check, deposit, investment security or other form in which any of the foregoing are held hereunder.

(e) In the computation of a period of time from a specified date to a later specified date, the word “from” means “from and including” and each of the words “to” and “until” means “to but excluding.”

Section 13.03. Acknowledgement of and Subordination to Lease and Indenture.

The Sublessee has received copies of, and acknowledges the terms of, the Lease and the Indenture and agrees that its rights hereunder are subordinate and subject to the rights of the Trustee and the Owners of the Certificates under the Lease and the Indenture.

Section 13.04. Trustee, State and Sublessee’s Representatives. Whenever under the provisions hereof the approval of the Trustee, the State or the Sublessee is required, or the Trustee, State or the Sublessee is required to take some action at the request of the other, unless otherwise provided, such approval or such request shall be given for the Trustee by the Trustee Representative, for the State by the State Representative and by the Sublessee by the Institution Representative and the Trustee, the State and the Sublessee shall be authorized to act on any such approval or request.

Section 13.05. Manner of Giving Notices. All notices, certificates or other communications hereunder shall be in writing and shall be deemed given when mailed by United States first class mail, postage prepaid, addressed as follows: if to the State, to State of Colorado, Department of the Treasury, 200 East Colfax Avenue, 140 State Capitol, Denver, CO 80203, Attention: Deputy Treasurer, with a copy to Colorado State Controller, 1525 Sherman Street, 5th Floor, Denver, Colorado 80203, Attention: Controller; if to the Trustee, to Zions Bank, 1001 Seventeenth Street, Suite 850, Denver, Colorado 80202, Attention: Corporate Trust & Escrow Services; and if to the Sublessee, to Colorado State University, 6001 Campus Delivery, Fort Collins, Colorado, 80523, Attention: Chief Financial Officer. The State, the Trustee and the Sublessee may, by written notice, designate any further or different addresses to which subsequent notices, certificates or other communications shall be sent.

Section 13.06. No Individual Liability. All covenants, stipulations, promises, agreements and obligations of the State or the Sublessee, as the case may be, contained herein

shall be deemed to be the covenants, stipulations, promises, agreements and obligations of the State or the Sublessee, as the case may be, and not of any member, director, officer, employee, servant or other agent of the State or the Sublessee in his or her individual capacity, and no recourse shall be had on account of any such covenant, stipulation, promise, agreement or obligation, or for any claim based thereon or hereunder, against any member, director, officer, employee, servant or other agent of the State or the Sublessee or any natural person executing this Sublease or any related document or instrument; provided, however, that such person is acting within the scope of his or her employment, membership, directorship or agency, as applicable, and not in a manner that constitutes gross negligence or willful misconduct.

Section 13.07. Amendments, Changes and Modifications. Except as otherwise provided herein, this Sublease may only be amended, changed, modified or altered by a written instrument executed by the State and the Sublessee.

Section 13.08. State May Rely on Certifications, Representations and Agreements of Sublessee. The State may rely on the certifications, representations and agreements of the Sublessee in this Sublease (including any Exhibit hereto) and may assume that the Sublessee will perform all of its obligations under this Sublease for purposes of making certifications, representations and agreements to and with the Trustee in the Lease and making certifications and representations to Bond Counsel, Owners or potential Owners of Certificates and any other Person with respect to the Leased Property, the Projects, the Lease, the Site Leases, the Certificates, the Indenture or any matter related thereto.

Section 13.09. Events Occurring on Days that are not Business Days. If the date for making any payment or the last day for performance of any act or the exercising of any right under this Sublease is a day that is not a Business Day, such payment may be made, such act may be performed or such right may be exercised on the next succeeding Business Day, with the same force and effect as if done on the nominal date provided in this Sublease.

Section 13.10. Legal Description of Land Included in Leased Property; Initial Value of Lease Property of each Sublessee. The legal description of the land included in the Leased Property subject to this Sublease is set forth in Exhibit C hereto. The Initial Value of the Leased Property subject to this Sublease is set forth in Exhibit B to the Lease. If the land included in Leased Property subject to this Sublease is modified pursuant to the terms of this Sublease or other land is substituted for land included in the Leased Property subject to this Sublease pursuant to the terms of this Sublease, the legal description set forth in Exhibit C hereto will be amended to describe the land included in the Leased Property subject to this Sublease after such modification or substitution.

Section 13.11. Merger. The Trustee and the Sublessee intend that the legal doctrine of merger shall have no application to this Sublease, the Lease or any Site Lease pursuant to which the Leased Property was leased to the Trustee and that none of the execution and delivery of this Sublease by the State and the Sublessee, the Lease by the Trustee and the State or any such Site Lease by the Sublessee and the Trustee or the exercise of any remedies by any party under this Sublease, the Lease or any Site Lease shall operate to terminate or extinguish this Sublease, the Lease or any Site Lease.

Section 13.12. Severability. In the event that any provision of this Sublease, other than the obligation of the Sublessee to pay Rent hereunder and the obligation of the State to provide quiet enjoyment of the Leased Property, shall be held invalid or unenforceable by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.

Section 13.13. Captions. The captions or headings herein are for convenience only and in no way define, limit or describe the scope or intent of any provisions or Sections of this Sublease.

Section 13.14. Applicable Law. The laws of the State and rules and regulations issued pursuant thereto, as the same may be amended from time to time, shall be applied in the interpretation, execution and enforcement of this Sublease. Any provision of this Sublease, whether or not incorporated herein by reference, which provides for arbitration by an extra-judicial body or person or which is otherwise in conflict with said laws, rules and regulations shall be considered null and void. Nothing contained in any provision hereof or incorporated herein by reference which purports to negate this Section in whole or in part shall be valid or enforceable or available in any action at law whether by way of complaint, defense or otherwise. Any provision rendered null and void by the operation of this Section will not invalidate the remainder of this Sublease to the extent that this Sublease is capable of execution. At all times during the performance of this Sublease, the Sublessee shall strictly adhere to all applicable federal and State laws, rules and regulations that have been or may hereafter be established.

Section 13.15. Execution in Counterparts. This Sublease may be simultaneously executed in several counterparts, each of which shall be an original and all of which shall constitute but one and the same instrument.

Section 13.16. State Controller's Approval. This Sublease shall not be deemed valid until it has been approved by the State Controller or such assistant as the State Controller may designate. Financial obligations of the State payable after the current Fiscal Year are contingent upon funds for that purpose being appropriated, budgeted and otherwise made available.

Section 13.17. Non-Discrimination. The Sublessee agrees to comply with the letter and the spirit of all applicable State and federal laws respecting discrimination and unfair employment practices.

Section 13.18. Vendor Offset. [Pursuant to §§ 24-30-202(1) and 24-30-202.4, C.R.S., the State Controller may withhold payment of certain amounts owed by State agencies under the State's vendor offset intercept system for (a) unpaid child support debts or child support arrearages; (b) unpaid balances of tax, accrued interest, or other charges specified in § 39-21-101 *et seq.*, C.R.S.; (c) unpaid balances of tax, accrued interest or other charges specified in § 39-21-101 *et seq.*, C.R.S.; (d) unpaid loans due to the Student Loan Division of the Department of Higher Education; (e) amounts required to be paid to the Unemployment Compensation Fund; and (f) other unpaid debts certified by the State Controller as owing to the State as a result of final agency determination or judicial action].

Section 13.19. Employee Financial Interest. The signatories to this Sublease aver that, to their knowledge, no employee of the State has any personal or beneficial interest whatsoever in the service or property described herein.

IN WITNESS WHEREOF, the State and the Sublessee have executed this Sublease as of the date first above written.

STATE OF COLORADO, acting by and through the Department of the Treasury

By _____
Walker R. Stapleton, Colorado State Treasurer

APPROVALS:

ATTORNEY GENERAL
CYNTHIA H. COFFMAN

STATE CONTROLLER
ROBERT JAROS, CPA, MBA, JD

By _____
Lori Ann Knutson
First Assistant Attorney General

By _____
Robert Jaros
State Controller

DEPARTMENT OF PERSONNEL &
ADMINISTRATION, STATE BUILDINGS &
REAL ESTATE PROGRAMS

DEPARTMENT OF PERSONNEL &
ADMINISTRATION, RISK MANAGEMENT

By _____
Brandon Ates, State Real Estate Manager

By _____
Marquita Davis, State Risk Manager

[State's Signature Page to Sublease of Colorado State University]

STATE OF COLORADO ACTING BY AND THROUGH THE BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM

By _____
Name: Anthony A. Frank
Title: President of Colorado State University

APPROVALS:

ATTORNEY GENERAL
CYNTHIA H. COFFMAN

STATE CONTROLLER
ROBERT JAROS, CPA, MBA, JD

By _____
Name: Lori Ann Knutson
First Assistant Attorney General

By _____
Name: Robert Jaros
State Controller

DEPARTMENT OF PERSONNEL & ADMINISTRATION, STATE BUILDINGS & REAL ESTATE PROGRAMS

By _____
Brandon Ates, State Real Estate Manager

[Sublessee's Signature Page to Sublease of Colorado State University]

STATE OF COLORADO)
) ss.
CITY AND COUNTY OF DENVER)

The foregoing instrument was acknowledged before me this ____ day of December, 2017, by the State of Colorado, acting by and through the Department of the Treasury, by Walker R. Stapleton, Colorado State Treasurer.

WITNESS MY HAND AND OFFICIAL SEAL the day and year above written.

[NOTARIAL SEAL]

Notary

My commission expires:

STATE OF COLORADO)
) ss.
COUNTY OF LARIMER)

The foregoing instrument was acknowledged before me this ____ day of December, 2017, by Anthony A. Frank, acting on behalf of the State of Colorado, acting by and through the Board of Governors of the Colorado State University System.

WITNESS MY HAND AND OFFICIAL SEAL, the day and year above written.

[NOTARIAL SEAL]

Notary

My commission expires:

EXHIBIT A
TAX COMPLIANCE CERTIFICATE AND AGREEMENT

[To be supplied]

EXHIBIT B
BASE RENT PAYMENT SCHEDULE

No Base Rent

EXHIBIT C

LEGAL DESCRIPTION OF LAND INCLUDED IN LEASED PROPERTY

Lots _____,
Block __,
_____ Addition to the City of Fort Collins,
County of Larimer,
State of Colorado.

Section 4

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="1065 678 1429 1078"> <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="1437 678 1750 1078"> <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><i>Outcomes</i></p>	<p>Student Success, Fiscal Strength, Community Impact</p>				
<p>System</p>	<p>Institutional Strategic Plans</p>				



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.

Strategy

Mission Projection

Rapidly respond to the market through innovation and research

***Work
Areas***

- National Western Center
- Lifelong Learning
- Todos Santos









- December 14, 2017 – Young Guns Reception at Coors Western Art
- January 3, 2018 – Coors Western Art Exhibit Reception
- January 4, 2018 – CSU Presents National Western Stock Show VIP BBQ
- January 4, 2018 – NWSS Parade
- January 5, 2018 – Boots n Business Luncheon
- January 8, 2018 – Citizen of the West Dinner
- January 13, 2018 – CSU Day at National Western









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.

Strategy

Mission Delivery

Leverage academic and operational expertise across the System to create stronger programs, improve student success and create efficiencies

Work Areas

Academic

- Innovation in Learning Systems
- Student enrollment
- Faculty Exchanges
- Program Collaboration

Operational

- ERP Systems
- IT Integration
- Administrative Operations

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.

Strategy

Mission Alignment

Deliberately engage with a diverse array of partners to ensure our work brings critical value to the community

*Work
Areas*

- Optimize membership and participation in leading organizations
- Strengthen existing and create new powerful partnerships with local and national thought leaders

Transformation Strategic Plan

FY2017 through FY2019 for CSU-Global 2.0

FY18 Activities for Goal Achievement

Goals for Transformation from 1.0 to 2.0

Refine Stakeholder Engagement



Utilize Evolutionary Evidence-based Practices

Share for Global Good



In alignment with the CSU System Goals of:

- *Ensure Student Satisfaction & Success*
- *Create Financial Sustainability*
- *Expand Statewide Presence*
- *Transform Colorado's Future*

#1: Stakeholder Engagement FY18 Activities ²⁵²



- **Optimize relationships with stakeholders**
 - Launch a web-based Campus Tour to promote connectedness between students, staff, faculty, and alumni
 - Conduct research on potential students to optimize unconverted applications
 - Create framework for a possible terminal degree in Education Leadership & Innovation
 - Implement technology for peer-to-peer and motivation-based messaging to drive student academic goal completion
 - Unify the messaging and tone of all student communication across all departments
 - Build an alumni portal that connects alumni back to the university for mentor-based contributions, lifelong learning, and new student referral opportunities
- **Recreate the Library role as an ed partner in academic engagement**
 - Strategically integrate Information literacy concepts into academic programs/curriculum
 - Expand Library collections to respond to curricular changes for student learning

#1: Stakeholder Engagement FY18 Activities ²⁵³

- **Intensify focus on academic programs' workplace engagement**

- Market lifelong learning programs beyond a degree – Certificates, CEUs, Awards of Completion and Endorsements for courses, industry certification achievements
- Initiate ABET and PMI accreditation process for education market value
- Update all public-facing program information as it relates to skills, careers, and comp
- Promote student and alumni understanding of program value and industry credentials' value
- Provide self-directed pathways for non-academic/soft skill acquisition for workplace success
- Develop plan for expanded experiential learning opportunities
- Ensure the relevancy of career learning outcomes in courses through oversight & reporting processes
- Expand Affiliate networks and diverse CSU-Global relationships with them



#1: Stakeholder Engagement FY18 Activities ²⁵⁴

- **Strengthen commonality & understanding among staff and faculty**
 - Develop university-wide training programs for staff & faculty to better unify the approach and support of student success
 - Increase professional development opportunities and recruitment of diverse faculty
 - Create a financial data warehouse to house department and project-level financial metrics for ease of access, transparency and decision-making at all levels
 - Broaden the reach of Employee Recognition programs
 - Provide alternative healthcare options for increased affordability



= Total Goal 1 Investments \$601,500

#2: Utilize Evidence-based Practices FY18²⁵⁵

- **Further develop CSU-Global services that are providing positive stakeholder ROI**
 - Create Career Facilitator program for Career Coaches with evaluations, student surveys, metric tracking; identify and evaluate career assessment tools
 - Redesign courses with new Discussion Board rubric and WCAG 2.0 standards, and plan for 2020 Vision implementation in 2019
 - Add interactive tool to website for prospective student Q&A on educational goals and programs
 - Create an internal Accreditation site to house resources, track projects etc.
 - Fully understand and embrace personnel management tools for staff and faculty
 - Further enhance the faculty experience through improved communication & performance management practices
 - Increase the scope of Tuition Planning beyond new students to incorporate continuing students needs



#2: Utilize Evidence-based Practices FY18²⁵⁶

- **Fully embed proven CSU-Global practices**
 - Institutionalize Compliance pathways for Federal, State, and System requirements
 - Optimize CSU-Global's cloud environments and onsite infrastructure
 - Re-architect data warehouse for use by all CSU-Global departments
- **Partner with experts and entities with identifiable success**
 - Design an unmediated pay-by-click interlibrary loan request system
 - Contract with a service provider for network and critical systems monitoring
 - Launch predictive analytics software for student lead and student success optimization



#2: Utilize Evidence-based Practices FY18²⁵⁷

- **Test and/or Implement new technologies for increased efficiency**
 - Degree audit system to provide degree planning tools for student self-service and for Student Advisors
 - Digital asset management system for organization and internal sharing of videos and other collateral
 - Tools that proactively motivate/push students towards graduation at higher and faster rates
 - Student management system to automate financial aid packaging
 - Student lead distribution software
 - Candidate screening tools



= Total Goal 2 Investments \$1,310,000

#3: Sharing for Global Good FY18

- **Develop additional pathways for understanding of CSU-Global**
 - Creation of web pages that more fully explain and showcase CSU-Global data-driven/based success
 - Develop economic impact analyses of CSU-Global academic programs
 - Develop industry-thought leadership pieces including book on CSU-Global, documentary on nontraditional learners, and the hosting of a worldwide conference.
- **Expand the reach of enhanced CSU-Global messaging vehicles**
 - Reframe faculty speaker series towards areas related to CSU-Global mission
 - Expand the Advocates Program and include exclusive written, video, and presentation opportunities



= Total Goal 3 Investments \$54,000



CSUGlobal.edu

Section 5

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
November 30 – December 1, 2017
CSU-Global Student Representative's Report

The university experience as a non-traditional student.

As few as 16 percent of students fit into the category of traditional students, who typically are 18 to 22 years old, dependent financially upon their parents, enrolled full time, and living on campus (Pelletier, 2010). What about the rest of college students today? Some consider any student over the age of 24 to be a nontraditional student (Pelletier, 2010). The National Center for Education Statistics defines nontraditional students as those who meet one or more of seven possible criteria. The criteria are delayed enrollment, part-time enrollment, financial independence, full-time employment, having dependents other than a spouse, being a single parent, and holding a GED or high school equivalent certificate (Choy, 2002). With these possible criteria, it is easy to see that nontraditional learners have a wide range of backgrounds and great demands for their time. Colorado State University – Global Campus takes a nontraditional approach to serving the needs of nontraditional students.

Each nontraditional student has their own story. This is my story. I struggled as a traditional student, eventually dropping out after five years of part-time enrollment. I was trying to pay for tuition by working full-time while attending classes part-time. My attention was divided and my studies suffered. When a promising job opportunity came along, it was not a difficult decision. I took the job offer and subsequently relocated to another state. I always intended to return to complete my degree, but I never did. Later in life, I became aware of more and more programs for adult students. While some nontraditional students are taking classes to enhance their career or change careers, I returned to school so that I could complete a degree program.

I selected CSU-Global for many reasons. High on my list was CSU-Global's affiliation with the Colorado State University System, which added relevance to the credential I would be earning, especially when compared to one from a for-profit university. My enrollment counselor processed my transcripts within a matter of a few days, so I knew exactly how much coursework

was required to complete my degree program. I was able to determine which courses would be required for my degree, and I could browse the entire course catalog before I was enrolled as a student. CSU-Global applied so much of my prior course work to my degree program that, after my major and minor courses, I would only need a few electives to finish my education. The cost of my education was easy to calculate because of a competitive, fixed-rate tuition policy. It was also important to me that I be able to take classes at my convenience and pace. While eight week accelerated courses require that I stay on top of my work, I have the freedom to schedule my studies on the weekends or evenings that I have available, rather than adhering to a traditional Tuesday - Thursday or Monday – Wednesday – Friday schedule.

As I write this report, I am beginning my second to last class before earning a Bachelor of Science in Human Resource Management. I have completed 17 courses, three of which were earned through an alternative credit by exam (CBE) program. I have maintained a 4.0 grade point average and have hopes of graduating summa cum laude. Clearly, while I did not excel as a traditional student, CSU-Global has provided a pathway for my success as a nontraditional student. With the great number of nontraditional students seeking higher education opportunities, the higher education system must address their needs and enable their success. CSU-Global is serving my higher education needs and the distinct needs of many other nontraditional students.

Sincerely,



Keith Andrew Knies
Student Representative
Colorado State University-Global Campus

References

- Choy, S. (2002). *Nontraditional undergraduates*. Washington, DC: U.S. Department of Education, National Center for Education Statistics. Retrieved from <https://nces.ed.gov/pubs2002/2002012.pdf>
- Pelletier, S. (2010). Success for adult students. *Public Purpose*. Retrieved from http://www.aascu.org/uploadedFiles/AASCU/Content/Root/MediaAndPublications/PublicPurposeMagazines/Issue/10fall_adultstudents.pdf

Board of Governors of the Colorado State University System
Meeting Date: November 30 – December 1, 2017

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 and focus on innovation.

System Faculty Dinner

- 15 faculty attended first annual *System Faculty Exchange* dinner hosted by CSU-Global at the campus. It was an evening of getting to know each other and considering connections. Engaging conversations were heard on topics such as best practices for online learning (which all attending teach online), ways to collaborate and considering future goals.
- CSU-Pueblo or CSU Fort Collins are considering hosting next steps



CSU System Faculty Dinner Attendees; Nov 9, 2017

Attended CDHE Military PLA Faculty Conference

- Introduction to House Bill 17-1004 which tasks us with developing a military training/education crosswalk to be submitted to CDHE by March 2018
- Faculty working on specific course/military training matches

Board of Governors of the Colorado State University System
Meeting Date: November 30 – December 1, 2017

- Concerns about how credits are posted to transcripts as exam or institutional
- Several of our faculty are working on this as well

Faculty Innovation

- Focused on CSU-Global 2.0 and Curricular Innovation
- Program Chairs worked on program introduction videos which are on the CSU-Global website and videos to incorporate within first courses



Innovation Advances at CSU-Global

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Dr. Darlene Jaffke
Chair of Innovation Task
Force

COLORADO STATE
UNIVERSITY-
GLOBAL
CAMPUS



What does INNOVATION mean at CSU-Global

- Innovation includes any idea that enhances student knowledge and contributes to our vision.
- Accomplished through CSU-Global embracing an entrepreneurial culture.
- Faculty driven and supported by leadership.
- Embrace the philosophy of "fail fast" and learn
 1. Small-scale pilots
 2. Research projects
 3. Evaluation
 4. Implementation



Innovation Process

- Ideation
- Brainstorming
- Proposal Development
- Pilot
- Implementation

RESULTS





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10. Inheritance	▼
11. Abstract Class and Interfaces	▼
12. Recursion	▼
13. Exceptions	▼
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Programming In Java with zyLabs

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Getting started My class Reporting

Many code editors color certain words, as in the above program, to assist a human reader understand various words' roles.

A **compiler** is a tool that converts a program into low-level machine instructions (0s and 1s) understood by a particular computer. Because a programmer interacts extensively with a compiler, this material frequently refers to the compiler.

PARTICIPATION ACTIVITY 1.2.2: First program.

Below is the Zyante Development Environment (zyDE), a web-based programming practice environment. Click run to compile and execute the program, then observe the output. Change 20 to a different number like 35 and click run again to see the different output.

Load default template... Run

```
1
2 public class Salary {
3
4     public static void main (String [] args) {
5         int wage = 20;
6
7         System.out.print("Salary is ");
8         System.out.println(wage * 40 * 50);
9
10        return;
11    }
12 }
13
```

Feedback?



Student Experience Enhancements

- Curricular Enhancements



Audio lectures



- International Experiences



Enhancements Aligning to Industry Needs

- Aligned to Earning Industry Certificates



- Aligned to Industry Relevant Software





Enhance Partnerships

- Student Chapters of Professional Organizations



Enlightening Talks



Presents

Auditing as a Career



Kevin has more than 20 years of auditing experience and currently leads the Anschutz Corporation's internal audit function. He has experience at five multi-billion dollar organizations. Kevin uses a practical approach to help organizations identify, understand and prioritize their organizational as well as their business risks. As a result, he has helped organizations create, evaluate, and improve their internal controls and processes within a variety of departments and industries.

Kevin is a graduate of Colorado State University with B.S. degree in Accounting. He is a member of the Institute of Internal Auditors (IIA) and Association of Certified Fraud Examiners. He is a Certified Public Accountant (CPA), and Certified Fraud Examiner (CFE).

Kevin J. Stadler, CPA, CFE
Director – Internal Audit
The Anschutz Corp.

Thursday, September 21st, 6:00 PM MT

Zoom Meeting Link
<https://csuglobal.zoom.us/j/445303534>
Or join by phone:
646 558 8656 or +1 669 900 6833 US Toll
Meeting ID: 445 303 534

Sponsored by:



Enlightening Talks



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PRESENTS

Using Statistical Sampling & Reliability in the Workplace



Kim Avila, CPA
Manager of Internal Audit
Liberty Media Corporation

Kim Avila is an active CPA and a member of the Internal Audit (IA) group at Liberty Media Corporation in Denver, Colorado. She is responsible for the execution and oversight of the wholly owned subsidiary division managing the internal audit programs of well known clients such as Formula 1, Atlanta Braves, and Bodybuilding.com. Kim also manages five publicly traded companies across eight tickers.

Prior to joining Liberty, she spent six years with Protiviti's Denver office. As a member of the Internal Audit practice at Protiviti, Kim advised clients in the areas of Internal Audit, Compliance, and Financial Reporting as well as Business Process Improvement. Her responsibilities included compliance to regulatory bodies including the Office of the Comptroller of the Currency (OCC) and the Department of Justice (DOJ). While her focus was in internal audit and banking compliance, she worked with several other industries including mining, manufacturing, higher education, hospitality, and government services.

Kim will share her experiences using statistical sampling and reliability in her work as an Internal Auditor.

Thursday, October 19, 2017, 6 pm MT

Zoom Meeting Link:
<https://csuglobal.zoom.us/j/282161621>
Or join by phone:
+1 669 900 6833 or +1 646 558 8656
Meeting ID: 282 161 621

Sponsored by:





Innovation is key to maintaining the competitive advantage!

- Focus on maintaining the entrepreneurial culture at CSU Global.
- Continue to develop process changes resulting from innovation in order to realize organizational efficiencies.
- Utilize the most current and innovative technology and curricular enhancements to ensure greater student engagement.
- Increasing the student experience and their ultimate workplace marketability is the ultimate goal!

“none of the other colleges I have ever worked for listened to my ideas... much less scheduling time to develop my ideas”

(CSU-Global faculty member, 2017)



CSUGlobal.edu

Board of Governors of the
 Colorado State University System
 November 30-December 1, 2017
 President's Report Item



CSU System Goals: Expand Statewide Presence

CSU-Global Transformation Plan Goal: Develop Innovative Stakeholder Engagement

- The university launched Enlightening Talks, a monthly guest speaker series primarily intended for the CSU-Global family of students, alumni, faculty and staff. Each month, a different program or department will sponsor a speaker to talk about industry trends and career pathways. Enlightening Talks are technology-enabled through Zoom Video.
- CSU-Global's IT department has partnered with Microsoft in piloting a cloud strategy for compute-intensive systems that will allow the university to leverage the economies of scale provided by Microsoft infrastructure as well as realize the benefit of the variable cost associated with a compute-on-demand strategy.
- CSU-Global developed, produced and premiered a documentary featuring stories of higher education journeys as told by nontraditional students. The documentary is intended to raise awareness of non-traditional students by sharing stories from the 75% of Americans that do not follow the "traditional" path in higher education.

CSU System Goals: Transform Colorado's Future

CSU-Global Transformation Plan Goal: Sharing for Global Good

- CSU-Global delivered multiple presentations at the multi-day TalentFound Summit in Keystone, CO hosted by the State of Colorado's Workforce Development Council. The Summit convened stakeholders from higher education, K-12 school districts, community college & career technical institutions, and industry to focus on accelerating work-based learning including competency-based hiring, education and training.
- CSU-Global participated in a panel presentation at the Close It Summit in Chicago. The panel focused on revolutionizing the learning-to-employment landscape. The event had over 600 attendees. In addition, CSU-Global presented at the National Symposium on Student Retention (CSRDE) and the Council for Adult and Experiential Learning (CAEL).
- CSU-Global and the Colorado Business Roundtable co-hosted an event featuring a panel of CSU-Global leadership members discussing the new higher education paradigm and providing information about adult education leading to workforce success. The panel primarily covered: 1) How organizations can participate in Federal Programs and university incentives

- to upskill and retain employees, 2) Why continuing higher education beyond technical and trade training is useful for employers, and 3) How organizations can create and maximize university partnerships to provide employees with effective and mutually beneficial continuing education.
- As we continue to celebrate the university's 10-year anniversary, and in alignment with its strategic plan Goal #3, **Sharing for Global Good**, CSU-Global has embarked on a number of programs and activities characterized by lively intellectual exchanges, including on the current and future state of higher education. One of the largest of these events was an entirely online virtual conference with the theme, "Addressing the New Majority: Modern Approaches for Nontraditional Students." The conference featured three keynote speakers and four panel discussions, and was attended by faculty, administrators, and nontraditional students from around the world; and education nonprofits and philanthropists; education technology companies; and business leaders. The goal of the conference was to prompt the rethinking of the role of higher education in meeting the needs of modern/nontraditional students within the context of our technologically driven and global marketplace.
 - CSU-Global sponsored and participated in the Aurora Chamber of Commerce Diversity and Inclusion Resource Summit. The event is dedicated to providing businesses with information about creating inclusion in the workplace through cultural competencies, as well as providing resources to diversify business for positive growth.

CSU System Strategic Goals: Student Success and Satisfaction

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

- Faculty operations has added efficiencies to continue to provide the university's ability to provide students with 'every course, every term'. In Fall 2017 to date, over 2,200 course sections were opened and facilitated with nearly 500 active faculty.
- Average student evaluations of their academic course experiences remained strong. Fall 2017 results of 4.63 out of 5.00 represented a slight increase from the Spring term results of 4.60 out of 5.00. Similarly, the average faculty evaluations of their course and teaching experiences with CSU-Global reflected an increase from 4.60 to 4.61.
- The estimated number of CSU-Global graduates through the end of December 31, 2017 is 11,645 (8,096 Bachelor's Degrees and 3,549 Master's Degrees). For first generation students, the estimated number of CSU-Global graduates through the end of December 31, 2017 is 3,619 (2,660 Bachelor's Degrees, or 33% of the total awarded, and 959 Master's Degrees, or 27% of the total awarded). The estimated total percentage of first generation students that have earned a bachelor's and master's degree through the end of December 31, 2017 is 31%. Specific to underserved and minority students, the estimated number of CSU-Global graduates through the end of December 31, 2017 is 2,529 (1,690 Bachelor's Degrees, or 21% of the total awarded, and 839 Master's Degrees, or 24% of the total awarded). The estimated total percentage of underserved and minority students that have earned a bachelor's and master's degree through the end of December 31, 2017 is 22%. In the first six months of fiscal 2017, CSU-Global's student body has become increasingly diverse, and includes a greater percentage of first generation higher education students.



CSU-Global Campus IT 2.0

November 30, 2017



CSU-Global Information Technology: A proactive partner in Student success



- Deep data integration to drive University wide analytics in supporting student retention and success



CSU-Global Information Technology: A proactive partner in Student success



- Deep data integration to drive University wide analytics in supporting student retention and success



- IT contribution toward student learning through technology access direct to student



CSU-Global Information Technology: A proactive partner in Student success



- Deep data integration to drive University wide analytics in supporting student retention and success



- IT contribution toward student learning through technology access direct to student



- Redesigning the methods used for desktop support and service desk delivery





Talent Acquisition

COLORADO STATE
UNIVERSITY-
GLOBAL
CAMPUS



CSU-Global 2.0 Goals for Talent Acquisition and Recruiting

- Support hiring managers and committees
- Implement strategic recruiting practices
- Reduce time and cost to fill positions
- Identify qualified candidates who are a best fit at the university






Hiring Process Support




- Organization of open positions
- Automated publishing of open positions to recruiters and job sites
- Support for screening and managing candidates
- Compliant, standardized documentation



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Resume Offer Approval **Screen** Schedule Email Notes iForms More ▾



Alice M. Johnson
Account Service Rep
EMP:CURRENT EMPLOYEE
☆☆☆☆ 4.5/5 (4 ratings)

Status: **Hidden (25587)** | Last Updated Date: 2017-10-31T01:23:21.8...

Applying for
Claims Processor
Hiring - Hired

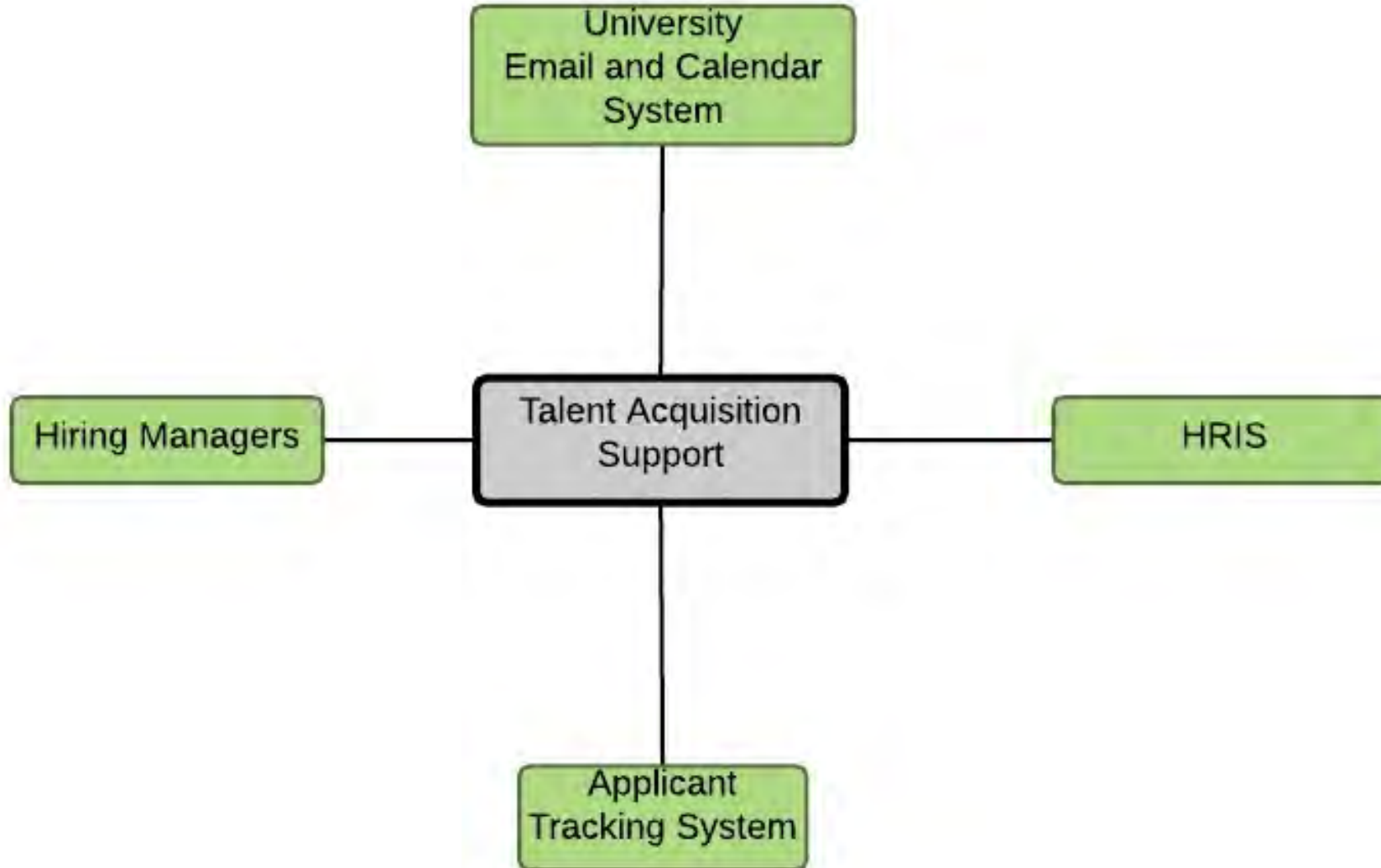
Reject ▾ **Advance ▾**

✉ person317@person.icims.com
☎ (330) 486-3420

Activity | Tags

Type to search tag

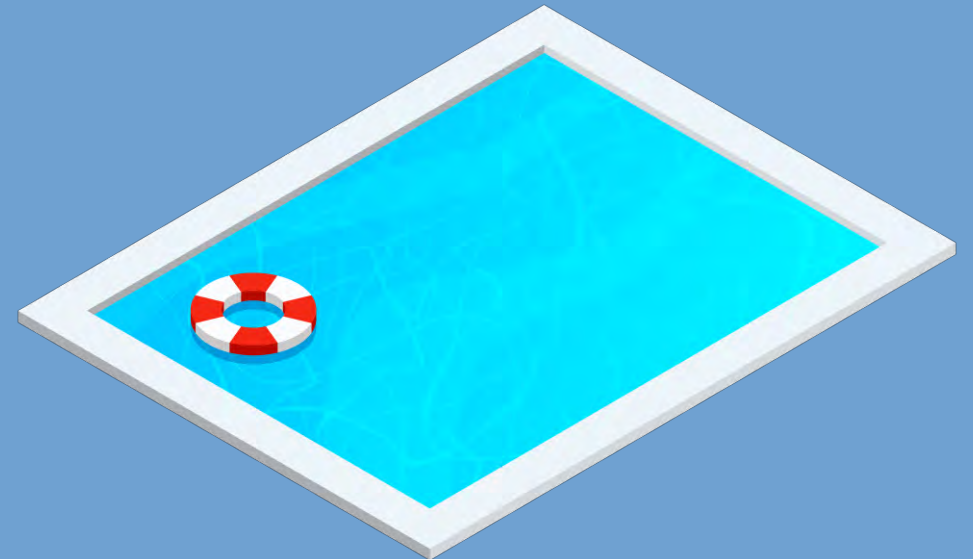
- Person Screening Questions 2 of 2 answered >
- Job Screening Questions 0 answered >
- Assessments >
- Video Screening Requested >
- Video Interview Learn More...
- Candidate Ranking Learn More...
- Background Screen Complete >
- Compensation and Tax Credits Learn More...
- I-9 & E-Verify Receipt Re-Verification >





Developing Applicant Pools

- Develop talent pools for key skills and abilities
- Classify candidate information with key words within the pools
- Add passive, qualified candidates
- Search across talent pools





Data Analytics



- Tracking of candidates throughout process
- Customized dashboards for leadership
- Metrics that drive strategy for talent acquisition



Summary

- Support for the hiring process
- Strategic identification of qualified applicants
- Technology that organizes and allows for scalability
- New hires that are the best fit for the position and culture at CSU-Global





CSUGlobal.edu



Budget Modeling Demonstration

COLORADO STATE
UNIVERSITY-
GLOBAL
CAMPUS



Goals in the Finance Department: CSU-Global 2.0

- Increased data transparency
- Informed decision making
- Advanced budget and financial model development
- Accurate, multi-year forecasting
- Rolling forecasts with actual data





Technology: Corporate Performance Management Tool

- Data driven budgeting
- Sandbox environment with real-time financial data
- Ability to integrate non-financial data into planning





Enrollment Model



- Key Assumptions
 - Number of enrollment counselors
 - Lead conversion rates
 - Marketing strategies
- Output
 - Forecasted revenue
 - Expense projections
 - Final budget numbers



Video

[Link to Video](#)



Summary

- Model driven forecasts across all departments and functions
- Transparent budget development
- Informed decision making through flexible modeling (sandbox)
- Updated throughout the fiscal year with real time data





CSUGlobal.edu

Section 6

*Academic and Student Affairs
Committee*

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA
November 30, 2017

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

Assigned Staff: Dr. Rick Miranda, Chief Academic Officer

I. New Degree Programs

Colorado State University

- Ph.D. in Ecosystem Sustainability
- M.S. in Ecosystem Sustainability
- M.A. in Counseling and Career Development
- B.S. in Data Science
- Graduate Certificate in Teaching in Education

Colorado State University-Global Campus

- None

Colorado State University-Pueblo

- B.S. in Early Childhood Education
- M.S. in Athletic Training

II. Miscellaneous Items

Colorado State University

- Sabbatical Requests for 2018-2019
- Program Review Summary
- Academic Calendar Fall 2022 through Summer 2024
- Faculty Manual Change – Section E.9
- Faculty Manual Change – Section E.12.1
- Faculty Manual Change – Section I.8

Colorado State University-Global Campus

- None

Colorado State University-Pueblo

- Sabbatical Requests for 2018-2019
- Program Review Summary
- Academic Calendar – AY 2018-2019 and AY 2019-2020

III. Campus Reports

- Enrollment/Student Success Report
- Assessment of Student Learning and Developmental Outcomes

Board of Governors of the Colorado State University System
Meeting Date: November 30, 2017
Consent Item

MATTERS FOR ACTION:

New Degree Program: Ph.D. in Ecosystem Sustainability

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the Warner College of Natural Resources, to establish a new Ph.D. in Ecosystem Sustainability, in the Department of Ecosystem Science & Sustainability.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The Ph.D. will offer integrated study in the biophysical and social sciences focused on issues of global change and sustainability. Maintaining ecosystem services in the face of global challenges such as climate change, population growth, globalization, land use intensification, and invasive species requires a true integration of traditionally separate disciplines. The program will provide students with the training to develop and implement solutions to global problems related to water resources, food supplies, energy, greenhouse gas management, land use change, and climate change.

The faculty of the Department of Ecosystem Science and Sustainability (ESS) have identified an opportunity to pursue cutting-edge research questions in sustainability and to attract a new population of graduate students who wish to specialize in ecosystem aspects of sustainability science. These students are not well served by existing programs on campus, which are disciplinary and lack the flexibility for individually designed curricula.



NEW PROGRAM PROPOSAL

PH.D. IN ECOSYSTEM SUSTAINABILITY

Program available to students: Fall 2018

College: Warner College of Natural Resources

Department/Unit: 1476 - Ecosystem Science & Sustainability

Academic Level: Graduate

Program Type: Degree

Degree Type: PHD - Doctor of Philosophy

Program Title: Ph.D. in Ecosystem Sustainability

Program Description

The Doctor of Philosophy (PhD) degree in Ecosystem Sustainability will include core study in biophysical/ecosystem science and applications to global change and sustainability issues. Maintaining ecosystem services in the face of global challenges such as climate change, population growth, globalization, land use intensification, and invasive species requires core competency in ecosystem science coupled with the ability to effectively communicate and work with experts from a variety of separate disciplines. Our program will provide students with the training to develop and implement solutions to global problems related to water resources, food supplies, energy, greenhouse gas management, land use change, and climate change.

Program Catalog Copy

The Doctor of Philosophy (PhD) degree in Ecosystem Sustainability will include core study in biophysical/ecosystem science and applications to global change and sustainability issues. Maintaining ecosystem services in the face of global challenges such as climate change, population growth, globalization, land use intensification, and invasive species requires core competency in ecosystem science coupled with the ability to effectively communicate and work with experts from a variety of separate disciplines. Our program will provide students with the training to develop and implement solutions to global problems related to water resources, food supplies, energy, greenhouse gas management, land use change, and climate change.

Offered as: Main Campus Face-to-Face

Justification for Request

A broad spectrum of ecological and social factors interact to shape the future of our ecosystems and societies. Many units at CSU focus on pieces of these complex systems, and cross-campus strengths are the hallmark of some of our programs. The new degree program we propose will enable students to develop core competencies in ecosystem science – the study of interactions between organisms and the environment - and apply that knowledge to address real-world issues. A broad graduate

education with a strong focus on ecosystem science will provide graduates with the ability to understand and deal with the complex scientific issues in sustainability.

Together with interdisciplinary education in sustainability science, this unique educational path will serve as a foundation for a wide range of careers including academic and scholarly professions, as experts in government and non-government conservation organizations.

The degree will include core study in biophysical/ecosystem science and applications to global change and sustainability issues. Maintaining ecosystem services in the face of global challenges such as climate change, population growth, globalization, land use intensification, and invasive species requires core competency in ecosystem science coupled with the ability to effectively communicate and work with experts from a variety of separate disciplines. Our program will provide students with the training to develop and implement solutions to global problems related to water resources, food supplies, energy, greenhouse gas management, land use change, and climate change.

Program Level Learning Objectives

Our graduates will demonstrate in-depth knowledge of their field of specialization and a well-developed capacity for and interest in life-long learning. Students must be proficient in scientific content and concepts or capacities which will permit them to put their knowledge into practice.

Content:

- A thorough knowledge of the quantitative and qualitative methods applicable to the study of Ecosystem Sustainability.
- An understanding of how ecosystems work and how their various parts are inter-related.
- An understanding of the linkages between socioeconomic and ecological processes in coupled human-natural systems.
- An understanding of the most important concepts and principles in fields other than their own that bear on the issue of Ecosystem Sustainability.

Practice:

- A demonstrated ability to work in a multidisciplinary setting or as part of a multidisciplinary team.
- The ability to communicate usefully with those from the other disciplines.
- An understanding of the role of these disciplines in dealing with issues of ecosystem sustainability.
- An ability to recognize when his/her field of study has a central role in the consideration of a given issue and when it has a supporting role.
- The skills to carry out integrated assessments using systems approaches and integrative methods, including the development and/or application of conceptual, mathematical, geospatial applications, and statistical models.
- The ability to determine whether a system is sustainable; and if so why, and if not, what might be done to make it sustainable.

Program Requirements

Effective Fall 2018

Code	Title	Credits
Required Core Courses:		
ESS 501	Principles of Ecosystem Sustainability	3
ESS 692	Seminar	1

Areas of Specialization – Select a minimum of 20 credits from the four Areas of Specialization as indicated below:

20

Ecosystem Science

At least one course must be selected from the following (2-3 credits):

Code	Title	Credits
ESS 524	Foundations for Carbon/Greenhouse Gas Mgmt	
ESS 543	Current Topics in Climate Change	
ESS 660	Biogeochemical Cycling in Ecosystems	
ESS 625/F 625	Ecology of Forest Production	
Additional courses may be selected from the following:		
ATS 753	Global Hydrologic Cycle	
ATS 760	Global Carbon Cycle	
BZ 572	Phytoremediation	
BZ 642	Plant Metabolism	
ECOL 505	Foundations of Ecology	
ECOL 600	Community Ecology	
ECOL 620	Applications in Landscape Ecology	
F 510	Ecophysiology of Trees	
F 624	Fire Ecology	
FW 555	Conservation Biology	
HORT 571	Soil-Plant-Water Relations/Water Stress	
RS 531	World Grassland Ecogeography	
RS 630	Ecology of Grasslands and Shrublands	
RS 651	Primary Production and Decomposition	

Code	Title	Credits
SOCR 522	Micrometeorology	
SOCR 540	Soil-Plant-Nutrient Relationships	
WR 574	Advanced Snow Hydrology	
WR 616	Hillslope Hydrology and Runoff Processes	
Ecosystem Sustainability		
The following course must be taken (2 credits):		
ESS 542	Greenhouse Gas Policies	
Additional courses may be selected from the following:		
AGRI 500	Advanced Issues in Agriculture	
AGRI 521	Emerging Issues and Challenges for Global Agr	
AGRI 601/ENGR 601	Bioenergy Technology	
AGRI 602	Bioenergy Policy, Economics, and Assessment	
AGRI 632	Managing for Ecosystem Sustainability	
AGRI 635	Integrated Forage Management	
AGRI 637	Understanding Policy and Emerging Issues	
AGRI 638	Ecosystem Services on Agricultural Lands	
ANTH 529	Anthropology and Sustainable Development	
ANTH 530	Human-Environment Interactions	
ANEQ 548	Issues in Manure Management	

Code	Title	Credits
AREC 542	Applied Advanced Water Resource Economics	
AREC 566/SOC 566	Contemporary Issues in Developing Countries	
ECOL 592	Interdisciplinary Seminar in Ecology	
NR 515	Natural Resources Policy and Biodiversity	
NR 535	Action for Sustainable Behavior	
NR 550	Sustainable Military Lands Management	
PHIL 565	Seminar in Environmental Philosophy	
POLS 670	Politics of Environment and Sustainability	
POLS 709	Environmental Politics in the U.S.	
POLS 729	Political Theory and the Environment	
POLS 739	International Environmental Politics	
POLS 749	Comparative Environmental Politics	
POLS 759	Environmental Policy and Administration	
RS 565	Riparian Ecology and Management	
SOC 564	Environmental Justice	
SOC 666	Globalization and Socioeconomic Restructuring	
SOC 668	Environmental Sociology	
SOC 669	Global Inequality and Change	
WR 510	Watershed Management in Developing Countries	

Code	Title	Credits
Quantitative Methods		
At least one course must be selected from the following (4 credits):		
ESS 545	Applications in Greenhouse Gas Inventories	
ESS 565	Niche Models	
ESS 575	Models for Ecological Data	
Additional courses may be selected from the following:		
AREC 535/ECON 535	Applied Econometrics	
AREC 540/ECON 540	Environmental and Natural Resource Economics	
ECOL 620	Applications in Landscape Ecology	
F 521	Advanced Quantitative Methods in Forestry II	
GEOL 551	Groundwater Modeling	
GEOL 562	Statistical Data Analysis in Earth Resources	
LAND 520	Geographic Information Systems	
NR 503/GR 503	Remote Sensing and Image Analysis	
NR 504	Computer Analysis of Remote Sensing Data	
NR 505	Concepts in GIS	
NR 512	Spatial Statistical Modeling-Natural Resources	
NR 523/STAT 523	Quantitative Spatial Analysis	
NR 554/ANTH 554	Ecological and Social Agent-based Modeling	

Code	Title	Credits
NR 565	Principles of Natural Resources Ecology	
RS 532	Rangeland Ecosystem Sampling	
SOCR 620	Modeling Ecosystem Biogeochemistry	
SOCR 670	Terrestrial Ecosystems Isotope Ecology	
STAA 551	Regression Models and Applications	
STAA 552	Generalized Regression Models	
STAA 553	Experimental Design	
STAA 554	Mixed Models	
STAA 561	Probability with Applications	
STAA 562	Mathematical Statistics with Applications	
STAA 565	Quantitative Reasoning	
STAA 566	Computational and Graphical Methods	
STAA 567	Computational and Simulation Methods	
STAA 571	Survey Statistics	
STAA 572	Nonparametric Methods	
STAA 573	Analysis of Time Series	
STAA 574	Methods in Multivariate Analysis	
STAA 575	Applied Bayesian Statistics	
STAA 576	Methods in Environmental Statistics	

Code	Title	Credits
STAT 511A	Design and Data Analysis for Researchers I: R Software	
STAT 511B	Design and Data Analysis for Researchers I: SAS Software	
STAT 512	Design and Data Analysis for Researchers II	
STAT 521	Stochastic Processes I	
STAT 525	Analysis of Time Series I	
STAT 540	Data Analysis and Regression	
STAT 544/ERHS 544	Biostatistical Methods for Quantitative Data	
STAT 547/CIVE 547	Statistics for Environmental Monitoring	
STAT 560	Applied Multivariate Analysis	
STAT 570	Nonparametric Statistics	
STAT 600	Statistical Computing	
STAT 605	Theory of Sampling Techniques	
STAT 640	Design and Linear Modeling I	
STAT 645	Categorical Data Analysis and GLIM	
STAT 650	Design and Linear Modeling II	
WR 524/CIVE 524	Modeling Watershed Hydrology	
WR 575	Snow Hydrology Field Methods	
WR 674	Data Issues in Hydrology	

Communication/Collaboration		
At least one course must be selected from the following (1-3 credits):		
ECOL 693	Research Seminar	
JTC 614	Public Communication Campaigns	
JTC 660	Communication and Innovation	
JTC 661	Information Design	
JTC 662	Communicating Science and Technology	
NR 501	Leadership and Public Communications	
Research and Dissertation (minimum credits required):		
ESS 698	Research	3
ESS 799	Dissertation	3
Additional credits required to complete this degree may include:		4
Master's Degree Credit (a maximum of 30 credits may be accepted from a master's degree)		
Additional courses not taken previously from the Areas of Specialization listed above		
ESS 798	Research	
ESS 799	Dissertation	
Program Total Credits:		72

A minimum of 72 credits are required to complete this program.

Board of Governors of the Colorado State University System
Meeting Date: November 30, 2017
Consent Item

MATTERS FOR ACTION:

New Degree Program: Master of Science (MS) in Ecosystem Sustainability, Plan A

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the Warner College of Natural Resources, to establish a new Master of Science (M.S.) in Ecosystem Sustainability, in the Department of Ecosystem Science & Sustainability.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The degree (M.S., Plan A) will offer integrated study in the biophysical and social sciences focused on issues of global change and sustainability. Maintaining ecosystem services in the face of global challenges such as climate change, population growth, globalization, land use intensification, and invasive species requires an integration of traditionally separate disciplines. The program will provide students with the training to develop and implement solutions to global problems related to water resources, food supplies, energy, greenhouse gas management, land use change, and climate change.

The program will prepare students from a variety of undergraduate degrees in fundamental ecosystem sustainability.



Colorado State University

NEW PROGRAM PROPOSAL

MASTER OF SCIENCE IN ECOSYSTEM SUSTAINABILITY, PLAN A

Program available to students: Fall 2018

College: Warner College of Natural Resources

Department/Unit: 1476 - Ecosystem Science & Sustainability

Academic Level: Graduate

Program Type: Degree

Degree Type: MS - Master of Science

Program Title: Master of Science in Ecosystem Sustainability, Plan A

Program Description

The Master of Science (M.S. Plan A) degree in Ecosystem Sustainability will include core study in biophysical/ecosystem science and applications to global change and sustainability issues. Maintaining ecosystem services in the face of global challenges such as climate change, population growth, globalization, land use intensification, and invasive species requires core competency in ecosystem science coupled with the ability to effectively communicate and work with experts from a variety of separate disciplines. Our program will provide students with the training to develop and implement solutions to global problems related to water resources, food supplies, energy, greenhouse gas management, land use change, and climate change.

Program Catalog Copy

The Master of Science (M.S. Plan A) degree in Ecosystem Sustainability will include core study in biophysical/ecosystem science and applications to global change and sustainability issues. Maintaining ecosystem services in the face of global challenges such as climate change, population growth, globalization, land use intensification, and invasive species requires core competency in ecosystem science coupled with the ability to effectively communicate and work with experts from a variety of separate disciplines. Our program will provide students with the training to develop and implement solutions to global problems related to water resources, food supplies, energy, greenhouse gas management, land use change, and climate change.

Offered as: Main Campus Face-to-Face

Justification for Request

A broad spectrum of ecological and social factors interact to shape the future of our ecosystems and societies. Many units at CSU focus on pieces of these complex systems, and cross-campus strengths are the hallmark of some of our programs. The new degree program we propose will enable students to develop core competencies in ecosystem science – the study of interactions between organisms and the environment - and apply that knowledge to address real-world issues. A broad graduate education with a strong focus on ecosystem science will provide graduates with the ability to understand and deal with the complex scientific issues in sustainability.

Together with interdisciplinary education in sustainability science, this unique educational path will serve as a foundation for a wide range of careers including academic and scholarly professions, as experts in government and non-government conservation organizations.

The degree will include core study in biophysical/ecosystem science and applications to global change and sustainability issues. Maintaining ecosystem services in the face of global challenges such as climate change, population growth, globalization, land use intensification, and invasive species requires core competency in ecosystem science coupled with the ability to effectively communicate and work with experts from a variety of separate disciplines. Our program will provide students with the training to develop and implement solutions to global problems related to water resources, food supplies, energy, greenhouse gas management, land use change, and climate change.

Program Level Learning Objectives

Our graduates will demonstrate in-depth knowledge of their field of specialization and a well-developed capacity for and interest in life-long learning. Students must be proficient in scientific content and concepts or capacities which will permit them to put their knowledge into practice.

Content:

- A thorough knowledge of the quantitative and qualitative methods applicable to the study of Ecosystem Sustainability.
- An understanding of how ecosystems work and how their various parts are inter-related.
- An understanding of the linkages between socioeconomic and ecological processes in coupled human-natural systems.
- An understanding of the most important concepts and principles in fields other than their own that bear on the issue of Ecosystem Sustainability.

Practice:

- A demonstrated ability to work in a multidisciplinary setting or as part of a multidisciplinary team.
- The ability to communicate usefully with those from the other disciplines.
- An understanding of the role of these disciplines in dealing with issues of ecosystem sustainability.
- An ability to recognize when his/her field of study has a central role in the consideration of a given issue and when it has a supporting role.
- The skills to carry out integrated assessments using systems approaches and integrative methods, including the development and/or application of conceptual, mathematical, geospatial applications, and statistical models.
- The ability to determine whether a system is sustainable; and if so why, and if not, what might be done to make it sustainable.

Program Requirements**Effective Fall 2018**

Code	Title	Credits
Required Core Courses:		
ESS 501	Principles of Ecosystem Sustainability	3
ESS 692	Seminar	1

Areas of Specialization – Select a minimum of 20 credits from the four Areas of Specialization as indicated below:		20
Ecosystem Science		
At least one course must be selected from the following (2-3 credits):		
ESS 524	Foundations for Carbon/Greenhouse Gas Mgmt	
ESS 543	Current Topics in Climate Change	
ESS 660	Biogeochemical Cycling in Ecosystems	
ESS 625/F 625	Ecology of Forest Production	
Additional courses may be selected from the following:		
ATS 753	Global Hydrologic Cycle	
ATS 760	Global Carbon Cycle	
BZ 572	Phytoremediation	
BZ 642	Plant Metabolism	
ECOL 505	Foundations of Ecology	
ECOL 600	Community Ecology	
ECOL 620	Applications in Landscape Ecology	
F 510	Ecophysiology of Trees	
F 624	Fire Ecology	
FW 555	Conservation Biology	
HORT 571	Soil-Plant-Water Relations/Water Stress	
RS 531	World Grassland Ecogeography	

RS 630	Ecology of Grasslands and Shrublands
RS 651	Primary Production and Decomposition
SOCR 522	Micrometeorology
SOCR 540	Soil-Plant-Nutrient Relationships
WR 574	Advanced Snow Hydrology
WR 616	Hillslope Hydrology and Runoff Processes
Ecosystem Sustainability	
The following course must be taken (2 credits):	
ESS 542	Greenhouse Gas Policies
Additional courses may be selected from the following:	
AGRI 500	Advanced Issues in Agriculture
AGRI 521	Emerging Issues and Challenges for Global Agr
AGRI 601/ENGR 601	Bioenergy Technology
AGRI 602	Bioenergy Policy, Economics, and Assessment
AGRI 632	Managing for Ecosystem Sustainability
AGRI 635	Integrated Forage Management
AGRI 637	Understanding Policy and Emerging Issues
AGRI 638	Ecosystem Services on Agricultural Lands
ANTH 529	Anthropology and Sustainable Development
ANTH 530	Human-Environment Interactions

AN EQ 548	Issues in Manure Management
AREC 542	Applied Advanced Water Resource Economics
AREC 566/SOC 566	Contemporary Issues in Developing Countries
ECOL 592	Interdisciplinary Seminar in Ecology
NR 515	Natural Resources Policy and Biodiversity
NR 535	Action for Sustainable Behavior
NR 550	Sustainable Military Lands Management
PHIL 565	Seminar in Environmental Philosophy
POLS 670	Politics of Environment and Sustainability
POLS 709	Environmental Politics in the U.S.
POLS 729	Political Theory and the Environment
POLS 739	International Environmental Politics
POLS 749	Comparative Environmental Politics
POLS 759	Environmental Policy and Administration
RS 565	Riparian Ecology and Management
SOC 564	Environmental Justice
SOC 666	Globalization and Socioeconomic Restructuring
SOC 668	Environmental Sociology
SOC 669	Global Inequality and Change
WR 510	Watershed Management in Developing Countries

Quantitative Methods	
At least one course must be selected from the following (4 credits):	
ESS 545	Applications in Greenhouse Gas Inventories
ESS 565	Niche Models
ESS 575	Models for Ecological Data
Additional courses may be selected from the following:	
AREC 535/ECON 535	Applied Econometrics
AREC 540/ECON 540	Environmental and Natural Resource Economics
ECOL 620	Applications in Landscape Ecology
F 521	Advanced Quantitative Methods in Forestry II
GEOL 551	Groundwater Modeling
GEOL 562	Statistical Data Analysis in Earth Resources
LAND 520	Geographic Information Systems
NR 503/GR 503	Remote Sensing and Image Analysis
NR 504	Computer Analysis of Remote Sensing Data
NR 505	Concepts in GIS
NR 512	Spatial Statistical Modeling-Natural Resources
NR 523/STAT 523	Quantitative Spatial Analysis
NR 554/ANTH 554	Ecological and Social Agent-based Modeling
NR 565	Principles of Natural Resources Ecology

RS 532	Rangeland Ecosystem Sampling
SOCR 620	Modeling Ecosystem Biogeochemistry
SOCR 670	Terrestrial Ecosystems Isotope Ecology
STAA 551	Regression Models and Applications
STAA 552	Generalized Regression Models
STAA 553	Experimental Design
STAA 554	Mixed Models
STAA 561	Probability with Applications
STAA 562	Mathematical Statistics with Applications
STAA 565	Quantitative Reasoning
STAA 566	Computational and Graphical Methods
STAA 567	Computational and Simulation Methods
STAA 571	Survey Statistics
STAA 572	Nonparametric Methods
STAA 573	Analysis of Time Series
STAA 574	Methods in Multivariate Analysis
STAA 575	Applied Bayesian Statistics
STAA 576	Methods in Environmental Statistics
STAT 511A	Design and Data Analysis for Researchers I: R Software
STAT 511B	Design and Data Analysis for Researchers I: SAS Software

STAT 512	Design and Data Analysis for Researchers II
STAT 521	Stochastic Processes I
STAT 525	Analysis of Time Series I
STAT 540	Data Analysis and Regression
STAT 544/ERHS 544	Biostatistical Methods for Quantitative Data
STAT 547/CIVE 547	Statistics for Environmental Monitoring
STAT 560	Applied Multivariate Analysis
STAT 570	Nonparametric Statistics
STAT 600	Statistical Computing
STAT 605	Theory of Sampling Techniques
STAT 640	Design and Linear Modeling I
STAT 645	Categorical Data Analysis and GLIM
STAT 650	Design and Linear Modeling II
WR 524/CIVE 524	Modeling Watershed Hydrology
WR 575	Snow Hydrology Field Methods
WR 674	Data Issues in Hydrology
Communication/Collaboration	
At least one course must be selected from the following (1-3 credits):	
ECOL 693	Research Seminar
JTC 614	Public Communication Campaigns

JTC 660	Communication and Innovation	
JTC 661	Information Design	
JTC 662	Communicating Science and Technology	
NR 501	Leadership and Public Communications	
Research and Thesis (minimum credits required):		
ESS 698	Research	3
ESS 699	Thesis	3
Program Total Credits:		30

A minimum of 30 credits are required to complete this program.

Board of Governors of the Colorado State University System
Meeting Date: November 30, 2017
Consent Item

MATTERS FOR ACTION:

New Degree Program: Master of Arts (MA) in Counseling and Career Development

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Health and Human Sciences to establish a new M.A. in Counseling and Career Development.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The structure of the proposed 60 credit degree program will be a Master of Arts in Counseling and Career Development with specializations in Career Counseling, Clinical Mental Health Counseling, and School Counseling. Each of the three specializations will include a 100 hour clinical practicum as well as a 600 hour field based internship. Currently Counseling and Career Development is a specialization within the M.Ed. in Education and Human Resource Studies.

The purpose of restructuring the program and degree is fourfold. First, the current degree title creates significant problems for graduates who seek licensure as Licensed Professional Counselors. Most licensing entities for professional counselors only accept master's degrees with "counseling" on the student's transcript. Second, the new degree would more accurately reflect the education and preparation of students, as they are not solely employed in education settings. Third, the new degree is more fully in line with the national accrediting body (CACREP) and will facilitate quality student recruitment through visibility of the degree. Fourth, moving from a specialization (M.Ed.) to a degree with specializations (career counseling, clinical mental health counseling, and school counseling) clarifies degree designations and more accurately reflects on transcripts the degree and chosen specialization.



NEW PROGRAM PROPOSAL

MASTER OF ARTS IN COUNSELING AND CAREER DEVELOPMENT

Program available to students: Fall 2018

College: Health and Human Sciences

Department/Unit: 1588 – School of Education

Academic Level: Graduate

Program Type: Degree

Degree Type: MA - Master of Arts

Program Title: Master of Arts in Counseling and Career Development

Program Description

The Counseling and Career Development program prepares professional counselors following the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards so that graduates are able to help people of all ages develop the self-awareness, exploration, decision making, and self-advocacy skills needed to live effective lives within a pluralistic society. Graduates of the Counseling and Career Development program receive a world-class education through relevant, interpersonal, and technology-rich learning experiences. The CCD program offers three specializations: career counseling, clinical mental health counseling, and school counseling. All graduates of the CCD program complete a 48 credit hour core curriculum, a 12 credit hour specialization curriculum, a 100 hour clinical practicum, and a 600 hour internship in the appropriate setting for their specialization. Pursuit of dual specializations includes completion of specific curriculum in both specializations as well as two complete 600 hour internships, one in each specialization. Upon graduation, all students are licensure eligible.

Graduates of the Career Counseling Specialization are uniquely educated and trained to go beyond traditional career interventions of career education and career guidance, and engage in career counseling. In partnering with individuals to live a life of meaning and mattering as defined by the individual, career counselors are able to utilize their counseling knowledge and skills to engage in reflexive dialogues to address individuals' unique cultures, contexts, needs, desires, values, concerns, and barriers that may arise during any of the three previously mentioned career interventions.

In line with the American Mental Health Counselors Association (AMHCA), graduates of the Clinical Mental Health Counseling Specialization are prepared to enter a distinct profession with national standards for education, training and clinical practice. Clinical mental health counselors are highly-skilled professionals who provide flexible, consumer-oriented therapy. They combine traditional psychotherapy with a practical, problem-solving approach that creates a dynamic and efficient path for change and problem resolution (AMHCA). Clinical Mental Health Counselors typically work from a holistic approach in providing counseling services in different health settings such as inpatient and outpatient hospital settings, residential facilities, hospice care centers, or private practice.

Graduates of the School Counseling Specialization are prepared to serve as professional school counselors in K-12 educational settings. Professional school counselors work to meet the academic, social-emotional, and career needs of all students through individual, group, and classroom delivery modalities. Through advocacy, collaboration, and leadership, school counseling graduates serve as systemic change agents striving to ensure equitable educational access by engaging in data-informed practice, reducing multi-level barriers, and promoting culturally sensitive decision-making.

Program Catalog Copy

The Counseling and Career Development program prepares professional counselors following the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards so that graduates are able to help people of all ages develop the self-awareness, exploration, decision making, and self-advocacy skills needed to live effective lives within a pluralistic society. Graduates of the Counseling and Career Development program receive a world-class education through relevant, interpersonal, and technology-rich learning experiences. The CCD program offers three specializations: career counseling, clinical mental health counseling, and school counseling. All graduates of the CCD program complete a 48 credit hour core curriculum, a 12 credit hour specialization curriculum, a 100 hour clinical practicum, and a 600 hour internship in the appropriate setting for their specialization. Pursuit of dual specializations includes completion of specific curriculum in both specializations as well as two complete 600 hour internships, one in each specialization. Upon graduation, all students are licensure eligible.

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Graduates of the School Counseling Specialization are prepared to serve as professional school counselors in K-12 educational settings. Professional school counselors work to meet the academic, social-emotional, and career needs of all students through individual, group, and classroom delivery modalities. Through advocacy, collaboration, and leadership, school counseling graduates serve as systemic change agents striving to ensure equitable educational access by engaging in data-informed practice, reducing multi-level barriers, and promoting culturally sensitive decision-making.

Offered as: Main Campus Face-to-Face

Justification for Request

This is a request to create a new degree, a Master of Arts in Counseling and Career Development to replace an existing program. The current Counseling and Career Development (CCD) Program is a specialization within the M.Ed. in Education and Human Resource Studies. The CCD program has three tracks: school counseling, career counseling, and college counseling.

The current program is a 52-54 credit master's program fully accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Each of the three of the tracks include a 100 hour clinical practicum and a 600 hour professional internship.

The 52 credit hour school counseling track prepares professional school counselors for work within the K-12 educational systems.

The 52 credit career counseling track prepares professional career counselors for work in college and university career centers, workforce centers, vocational centers, and other related settings.

The 54 credit college counseling track prepares professional counselors to provide counseling services in college and university counseling centers, student advocacy offices, and other related settings. It is important to note, that to maintain the CACREP accreditation and have a successful accreditation review in 2020, the CCD program needs to be a 60 credit program.

The structure of the proposed 60 credit degree program will consist of a Master of Arts in Counseling and Career Development with specializations in Career Counseling, Clinical Mental Health Counseling, and School Counseling. All three specializations within the new Master of Arts in Counseling and Career Development will include a 100 hour clinical practicum as well as a 600 hour field-based internship. The specializations will share a 48 credit core sequence and include 12 specialization specific credits. The program will continue as a semi-structured cohort model where all students will be required to complete the counseling foundations and individual counseling courses together in the first fall of admission. Beyond that point, students may progress through the degree based upon their individual academic needs and under the guidance of their advisor.

Completion of degree requirements includes a comprehensive written exam and an oral examination. No thesis is required for completion of this degree. Upon completion of the degree students are eligible to pursue post-degree licensure per state requirements.

Rationale for pursuit of restructuring the degree is fourfold. First and foremost, the current degree title creates significant problems for our graduates who seek licensure as Licensed Professional Counselors (LPC's). Most licensing entities for professional counselors only accept master's degrees with "counseling" clearly articulated in the name on the student's transcript and as it stands our students receive a M.Ed. in Education and Human Resource Studies. Secondly, the new degree would more accurately reflect the education and preparation of our students since they will not solely be employed in educational settings. Third, the new degree will be more fully in line with our national accrediting body (CACREP) and will facilitate quality student recruitment through clearer program visibility. Fourth, moving from a M.Ed. specialization to a degree with specializations (career counseling, clinical mental health counseling, and school counseling) will clarify degree designations and will more accurately reflect on transcripts the degree and its specialization attained by students.

Program Level Learning Objectives

Fundamental student learning goals for the MA in Counseling and Career Development are in alignment with the student outcome standards as articulated by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Graduates of the Counseling and Career Development Program at Colorado State University:

1. Actively advocate on the behalf of clients and the counseling profession in a way that embraces and advances equity, diversity and inclusion.
2. Examine, integrate and apply career and personal college knowledge and practices in a holistic manner to effectively encourage and facilitate meaningful life design.
3. Conceptualize clients, client issues, and counseling interventions through a firm theoretical foundation.
4. Establish quality therapeutic relationships with clients and utilize appropriate counseling processes to foster maximal client wellness.
5. Effectively identify, competently implement, and critically evaluate prevailing and emerging counseling interventions that generate and inform evidence-based practice.
6. Critically examine, evaluate, and utilize their core values as they relate to the practice of professional ethics; understand and apply ethical principles, virtues, and standards of practice; and competently implement ethical decision-making models.
7. Demonstrate through professional practice and involvement how their ethical self; knowledge of counseling theories and practice; and commitment to issues of diversity, equity and inclusion compromise their identity as a master's level counselor.
8. Engage in meaningful self-reflection and care that leads to enhanced professional practice and improved client outcomes.

Program Requirements

Effective Fall 2018

Counseling and Career Development, M.A. Core		
EDCO 500	Career and Employment Concepts	3
EDCO 625	Foundations of Counseling	3
EDCO 650	Individual Guidance and Counseling	3
EDCO 651	Group Guidance and Counseling	3
EDCO 652	Ethics in Counseling/Career Development	3

EDCO 653	Counseling for Cultural Diversity	3
EDCO 656	Tests and Assessment	3
EDCO 660	Career Development Counseling	3
EDCO 686	Practicum-Guidance and Counseling	3
EDCO 687	Internship-Guidance and Counseling	6
EDCO 692	Seminar-Brief Counseling	3
EDCO 693	Seminar-Guidance and Counseling	3
EDCO 696	Group Study	3
EDRM 600	Introduction to Research Methods	3
HDFS 505	Human Development for Helping Professionals	3
Specialization Credits		12
Program Total Credits:		60

New Program Planning Budget (submit with Phase 1 and Phase 2 proposals)

Revised Fall 2015

330

Name of Degree:

Master of Arts, Counseling and Career Development
 Currently known as M.Ed. In Education and Human Resource Studies, Counseling and Career Development

			FISCAL YEAR				
			2018	2019	2020	2021	2022
Expenses							
	¹ # f.t.e.		4	0	0	0	0
	Faculty Salary	Base + Fringe	364,650	-	-	-	-
	(list once per new)	One-time	-	-	-	-	-
	# f.t.e.						
	Admin. Pro. Salary	Base + Fringe	-	-	-	-	-
	(list once per new)	One-Time	-	-	-	-	-
	#f.t.e.		1				
	Field Coord. Salary	Base + Fringe	49,880	-	-	-	-
	(list once per new)	One-Time	-	-	-	-	-
	#f.t.e.		5				
	Summer Salary	Base + Fringe	39,280	-	-	-	-
	(list once per new)	One-Time	-	-	-	-	-
	#f.t.e.						
	² GRA Position	# New each year	-	-	-	-	-
	(list once per new)	Total Stipend + Fringe	-	-	-	-	-
		Total Resident Tuition	-	-	-	-	-
	#f.t.e.						
	⁷ GRA Tuition Premiums	# New each year	-	-	-	-	-
	(list once per new)	Total Tuition Premium	-	-	-	-	-
	#f.t.e.						
	GTA Positions	# New each year	-	-	-	-	-
	(list once per new)	Total Stipend + Fringe	-	-	-	-	-
	³ Operating	Base	22,096	-	-	-	-
		One-Time	-	-	-	-	-
	Equipment	Base	-	-	-	-	-
		One-Time	-	-	-	-	-
	Library Resources	Base	-	-	-	-	-
		One-Time	-	-	-	-	-
	Facilities & Technology	Base	-	-	-	-	-
		One-Time	-	-	-	-	-
	Other	Base	-	-	-	-	-
		One-Time	-	-	-	-	-
Total Expenses		Incremental Base	436,626	-	-	-	-
		Incremental One Time	-	-	-	-	-
		Cumulative Base	436,626	436,626	436,626	436,626	436,626
Incremental One Time + Cumulative Base = Total Expenses		Total Expenses	436,626	436,626	436,626	436,626	436,626

		FISCAL YEAR				
		2018	2019	2020	2021	2022
Revenue						
	⁵ New Tuition Revenue					
	⁴ Resident Tuition/Year	\$ 18,327.00				
	Non-Res Tuition/Year	\$ 39,918.00				
	⁶					
	# of Resident	35	35	35	35	35
	# of Non Resident	5	5	5	5	5
	# of International	-	-	-	-	-
	Resident Tuition	641,445	660,688	680,509	700,924	721,952
	Non-Resident Tuition	199,590	205,578	211,745	218,097	224,640
	Sub total Tuition	841,035	866,266	892,254	919,022	946,592
	Development					
	Other		-	-	-	-
Total Revenue		841,035	866,266	892,254	919,022	946,592
Total Revenue - Expenses		404,409	429,640	455,628	482,396	509,966
Notes and Comments:						
	⁹ Proposed Department Revenue Percentage each year	0%	0%	0%	0%	0%
	Final Department Revenue Grad Differential Tuition NOT included	-	-	-	-	-
	Final University Revenue	404,409	429,640	455,628	482,396	509,966
	Reference - Graduate Differential Tuition not included in Revenue	25,500	25,500	25,500	25,500	25,500
	Total Department Revenue and Differential Tuition	25,500	25,500	25,500	25,500	25,500

Notes to help you prepare the budget:

- When Base salary funds are listed, it is assumed these funds will continue in subsequent years. There is no need to list base funds (or their expansion for salary raises) in years after the request unless additional base funds are being requested. For example, in Year 1, you will list one new faculty FTE under Faculty Salary only in Year 1 (the base addition assumes this FTE will continue in out years). Under "Other", note any estimated proposed start-up costs for the new faculty member in Year 1 (and additional years, as one time funds). For example, a 3-year startup package for a new faculty member in Year 1 valued at \$300,000 would appear as \$100,000 under Years 1, 2, and 3 under "Other", one-time funds. **Please see your Financial Coordinator for current fringe figures.**
- With graduate students, please show your GRA and GTA stipends and follow university policy for GRA Tuition Premium coverage (1st year, NR GRA's) - use your peer-competitive stipends. For all new GTA positions, please note tuition needs to be added in the year the new GTA stipends are incurred.
- For Operating, equipment, library, facility, and other expenses, only add the new funds required for the year in which the base or 1x funds will be incurred. There is no need to list base funds in years after the request unless additional base or 1x funds are being requested.
- Please see Registrar's website for graduate tuition rates.
- On tuition revenue from students, please indicate students as "total in the program" and not as "new, incoming, first year". For example, in Year 1, a program may see 5 new students; in Year 2, 5 more added (total = 10); in Year 3, 5 more are added (total 15); and in Year 4, 5 more are added, but 5 graduate (total = 15).
- Please provide a detailed budget rationale.
- Each new GRA Salary, Fringe, Resident Tuition, and Tuition Premium will be included in base.
- Please contact Graduate School with questions.
- If the new program results in revenue, the department percentage of revenue is generally around 40% by years 4 and 5, though exceptions occur.

Board of Governors of the Colorado State University System
Meeting Date: November 30, 2017
Consent Item

MATTERS FOR ACTION:

New Degree Program: Bachelor of Science (B.S.) in Data Science

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Natural Sciences, to establish a new B.S. in Data Science.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The B.S. degree in Data Science has two goals to prepare students for: (a) a career in Data Sciences by providing a blend of Computer Science, Mathematics, and Statistics, as well as specialized courses, and (b) graduate study in one of the four concentrations in Data Science, (i.e. Computer Science, Economics, Mathematics, or Statistics). The program culminates in a semester-long experiential learning four-credit capstone course, which teams students from each of the concentrations to engage in real world problems and analyze data sets drawn from both inside and outside CSU.

The Data Science program will provide students with both the theoretical foundations and practical tools needed to advance, communicate, and utilize methods for knowledge discovery and to guide decision-making based on large heterogeneous data sets. Such large data sets are becoming increasingly common in many scientific and non-scientific contexts.



Colorado State University

NEW PROGRAM PROPOSAL

MAJOR IN DATA SCIENCE

Program available to students: Fall 2018

College: Natural Sciences

Department/Unit: 1801 – College of Natural Sciences

Academic Level: Undergraduate

Program Type: Major

Degree Type: BS – Bachelor of Science

Program Title: Major in Data Science

Program Description

Data Science is the discovery of knowledge and insight through the analysis of data. As such, it draws on the study of algorithms and their implementation from Computer Science, the power of abstraction and of geometric and topological formalism from Mathematics, and the modeling and analysis of data from Statistics. It has emerged as a separate field in response to the avalanche of data from web enabled sensors and instrumentation, mobile devices, web logs and transactions, and the availability of computing power for data storage and analysis. Modern data is challenging not only due to its large scale, but also because it is increasingly heterogeneous and unstructured. Information gleaned from this data none-the-less is revolutionizing diverse areas of human endeavor from health policy to high energy physics.

Program Catalog Copy

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Offered as: Main Campus Face-to-Face

Justification for Request

A new BS degree program in Data Science enables Colorado State University to respond to a burgeoning societal need for expertise in this rapidly emerging discipline.

Program Level Learning Objectives

(1) Data Analysis: Students will be able to determine which data analysis methods are appropriate in a wide variety of contexts, build and assess statistical models, perform the analyses and report the results.

Key Courses: STAT341, STAT342, DSCI 320, DSCI 346, DSCI 473, DSCI 475, DSCI 445, DSCI 478

(2) Quantitative Literacy and Communication: Students will be able to use graphical, oral, and written means to effectively and fluently communicate analysis results and ideas. Students will be able to interact and communicate with collaborators in a wide range of fields.

Key Courses: DSCI 320, DSCI 346, DSCI 473, DSCI 475, DSCI 445, DSCI 478

(3) Professional interactions: Students will attain an ability to function effectively in teams to accomplish a common goal.

Key Courses: DSCI 478

(4) Software design: Students will have the ability to apply design and development principles in the construction of software systems of varying complexity

Key Courses: CS 370, CS 430, CS 475

(5) Co-curricular learning: Students will have the opportunity to participate in Individual Study, Undergraduate Research, Honors Projects, Conferences attendance, Internships Measured administratively by counting students.

Please note: This is a 'placeholder' proposal for the B.S. in Data Science. A 'standalone' major may not be completed - a concentration must be selected in this major.

A new DSCI subject code has been created.

DSCI 100 – First year seminar in Data Science (1 credit) [No pre-requisites]

DSCI 235 – Data wrangling (2 credits) [CS 220 co-requisite]

DSCI 320 – Optimization methods in Data Science (3 credits)

[MATH 151, MATH 261, DSCI 369, CS 163/164]

DSCI 335 – Inferential reasoning in data analysis (3 credits) [JTC 300 or CO 300 or CO 301B or

CO 302, STAT 342]

DSCI 336 – Data graphics and visualization (1 credit) [STAT 342]

–

DSCI 369 – Linear algebra for Data Science (4 credits) [MATH 124, MATH 126]

DSCI 445 – Statistical machine learning (3 credits) [DSCI 235, DSCI 320, DSCI 335, DSCI 369]

DSCI 473 – Introduction to geometric data analysis (2 credits) [DSCI 369 or MATH369] **DSCI**

475 – Introduction to topological data analysis (2 credits)

DSCI 346 Dynamical systems in Data Science (3 credits) [MATH 261, DSCI 369]

[DSCI 369 or MATH 369 or DSCI 473]

DSCI 478 – Capstone group project in Data Science (4 credits) [DSCI 445] – majors only

The four-year degree plans for the Computer Science, Economics, Mathematics and Statistics concentrations are provided on the following tables. The first two years of the Mathematics and Statistics concentrations are identical.

COMPUTER SCIENCE	CR	AUCC
FRESHMAN YEAR		
DSCI 100 First Year Seminar in Data Science	1	
CS 163 or 164 Introduction to Programming with Java	4	
MATH 160 Calculus for Physical Scientists I (Section for Data Science majors)	4	1B
CO 150 College Composition	3	1A
ARTS/HUMAN	3	3B
	15	
CS 165 Java Data Structures	4	
MATH 161 Calculus for Physical Scientists II (Section for Data Science majors)	4	1B
STAT 158 Introduction to R Programming	1	
STAT 315 Statistics for Engineers and Scientists	3	
BIO/PHYS. SCI	4	3A
	16	
SOPHOMORE YEAR		
CS 220 Discrete Structures with Python	4	
CS 270 Computer Organization	4	
MATH 261 Calculus III (Future Calc III and Optimization for Data Scientists?)	4	
STAT 341 Statistical Data Analysis I	3	
	15	
DSCI 235 Data Wrangling	2	
DSCI 369 Linear Algebra for Data Science	4	
CS 253 Software Development with C++	4	
MATH 151 MATLAB	1	
STAT 342 Statistical Data Analysis II	3	
	14	

Computer Science courses are green font

Economics courses are pink font

Mathematics courses are blue font

Statistics courses are purple font

New, Data Science courses are red font

COMPUTER SCIENCE	CR	AUCC
JUNIOR YEAR		
DSCI 320 Optimization Methods in Data Science	3	
DSCI ELECTIVE (ECON 202, 204, MATH 301, 317, 331, 360, 450, STAT 400, 420)	3-4	
CS ELECTIVE (CS 320, 370)	3	
JTC 300 or CO 300 or CO 301B or CO 302	3	2
BIO/PHYS SCI	3	3A
	15-16	
DSCI 335 Inferential Reasoning in Data Analysis	3	
DSCI 336 Data Graphics and Visualization	1	
DSCI ELECTIVE (ECON 202, 204, MATH 317, 332, 451, 460, STAT 430, 440, DSCI 473/475)	3-4	
CS ELECTIVE (CS 320, 370, 425 ^x , 430 ^ƒ , 435 ^ƒ , 455 ^ƒ)	3-4	
ARTS/HUMAN	3	3B
	13-15	
SENIOR YEAR		
DSCI 445 Statistical Machine Learning	3	4B
CS ELECTIVE (CS 320, 370, 420 ^x , 440 ^x , 475 ^ƒ)	3-4	
GLOB/CULT	3	3E
SOC/BEHAV SCI	3	3C
ELECTIVE	3-4	
	15-17	
DSCI 478 Capstone Group Project	4	4A,4C
CS ELECTIVE (CS 425 ^x , 430 ^ƒ , 435 ^ƒ , 455 ^ƒ)	4	
HIST PERSP	3	3D
ELECTIVE	3-4	
	14-15	

Total Credits (Computer Science) = 120 credits

[31 + 29 + 28-31 + 29-32]

^x = CS 320 pre-requisite

^ƒ = CS 370 pre-requisite

ECONOMICS	CR	AUCC
FRESHMAN YEAR		
DSCI 100 First Year Seminar in Data Science	1	
CS 163 or 164 Introduction to Programming with Java	4	
MATH 160 Calculus for Physical Scientists I (Section for Data Science majors)	4	1B
CO 150 College Composition	3	1A
ECON 202	3	3C
	15	
CS 165 Java Data Structures	4	
MATH 161 Calculus for Physical Scientists II (Section for Data Science majors)	4	1B
STAT 158 Introduction to R Programming	1	
STAT 315 Statistics for Engineers and Scientists	3	
ECON 204	3	3C
	15	
SOPHOMORE YEAR		
CS 220 Discrete Structures with Python	4	
MATH 261 Calculus III (Future Calc III and Optimization for Data Scientists?)	4	
STAT 341 Statistical Data Analysis I	3	
ECON 306	3	
	14	
DSCI 235 Data Wrangling	2	
DSCI 369 Linear Algebra for Data Science	4	
MATH 151 MATLAB	1	
STAT 342 Statistical Data Analysis II	3	
ECON 211	3	3E
ECON 304	3	
	16	

Computer Science courses are green font

Economics courses are pink font

Mathematics courses are blue font

Statistics courses are purple font

New, Data Science courses are red font

ECONOMICS	CR	AUCC
JUNIOR YEAR		
DSCI 320 Optimization Methods in Data Science	3	
ECON/AREC 335	3	
ARTS/HUMAN	3	3B
HIST PERSP	3	3D
JTC 300 or CO 300 or CO 301B or CO 302	3	2
	15	
DSCI 335 Inferential Reasoning in Data Analysis	3	
DSCI 336 Data Graphics and Visualization	1	
DSCI ELECTIVE (CS 253, MATH 317, 332, 451, STAT 430, 440, DSCI 473/475)	3-4	
ECON 435	3	
ARTS/HUMAN	3	3B
BIO/PHYS SCI	3	3A
	16-17	
SENIOR YEAR		
DSCI 445 Statistical Machine Learning	3	4B
DSCI ELECTIVE (CS 253, 270, 320, 370, MATH 301, 317, 331, 360, 450, STAT 400, 420)	3-4	
ECON ELECTIVE	3	
BIO/PHYS SCI	4	3A
ELECTIVE	3	
	16-17	
DSCI 478 Capstone Group Project in Data Science	4	4A, 4C
DSCI ELECTIVE (CS 253, 270, 320, 370, STAT 430, 440, MATH 317, 332, 451, DSCI 473/475)	3-4	
ECON ELECTIVE	3	
ELECTIVE	3	
	13-14	

Total Credits (Economics) = 121 credits

[30 + 30 + 31-32 + 29-31]

MATHEMATICS AND STATISTICS	CR	AUCC
FRESHMAN YEAR		
DSCI 100 First Year Seminar in Data Science	1	
CS 163 or 164 Introduction to Programming with Java	4	
MATH 160 Calculus for Physical Scientists I (Section for Data Science majors)	4	1B
CO 150 College Composition	3	1A
ARTS/HUMAN	3	3B
	15	
CS 165 Java Data Structures	4	
MATH 161 Calculus for Physical Scientists II (Section for Data Science majors)	4	1B
STAT 158 Introduction to R Programming	1	
STAT 315 Statistics for Engineers and Scientists	3	
BIO/PHYS SCI	4	3A
	16	
SOPHOMORE YEAR		
CS 220 Discrete Structures with Python	4	
MATH 261 Calculus III (Future Calc III and Optimization for Data Scientists?)	4	
STAT 341 Statistical Data Analysis I	3	
SOC/BEHAV	3	3C
	14	
DSCI 235 Data Wrangling	2	
DSCI 369 Linear Algebra for Data Science	4	
MATH 151 MATLAB	1	
STAT 342 Statistical Data Analysis II	3	
BIO/PHYS SCI	3	3A
HIST PERSP	3	3D
	16	

Computer Science courses are green font

Economics courses are pink font

Mathematics courses are blue font

Statistics courses are purple font

New, Data Science courses are red font

MATHEMATICS	CR	AUCC
JUNIOR YEAR		
DSCI 320 Optimization Methods in Data Science	3	
DSCI ELECTIVE (CS 270, ECON 202, 204, STAT 400, 420)	3-4	
MATH ELECTIVE (MATH 301, 317, 331, 360, 417, 450, 455)	3	
JTC 300 or CO 300 or CO 301B or CO 302	3	2
ELECTIVE	3	
	15-16	
DSCI 335 Inferential Reasoning in Data Analysis	3	
DSCI 336 Data Graphics and Visualization	1	
DSCI ELECTIVE (CS 253, ECON 202, 204, STAT 430, 440, DSCI 473/475)	3-5	
MATH ELECTIVE (MATH 317, 332, 430, 451, 460)	3	
ARTS/HUMAN	3	3B
	13-15	
SENIOR YEAR		
DSCI 445 Statistical Machine Learning	3	4B
DSCI ELECTIVE (CS 253, 270, 320, 370, ECON 202, 204, 304, 306, STAT 400, 420)	3-4	
MATH ELECTIVE (MATH 301, 317, 331, 360, 417, 450, 455)	3	
GLOB/CULT	3	3E
ELECTIVE	3	
	15-16	
DSCI 478 Capstone Group Project in Data Science	4	4A,4C
DSCI ELECTIVE (CS 253, 270, 320, 370, ECON 202, 204, 304, 306, STAT 430, 440, DSCI 473/475)	3-5	
MATH ELECTIVE (MATH 317, 332, 430, 451, 460)	3	
ELECTIVE	3	
	13-15	

Total Credits (Mathematics) = 120 credits

[31 + 30 + 28-31 + 28-31]

STATISTICS	CR	AUCC
JUNIOR YEAR		
DSCI 320 Optimization Methods in Data Science	3	
DSCI ELECTIVE (CS 270, ECON 202, 204, MATH 301, 317, 331, 360, 450)	3-4	
STAT ELECTIVE (STAT 305, 400, 420, 460)	3	
JTC 300, CO 300, CO 301B or CO 302	3	2
ELECTIVE	3	
	15-16	
DSCI 335 Inferential Reasoning in Data Analysis	3	
DSCI 336 Data Graphics and Visualization	1	
DSCI ELECTIVE (CS 253, 270, ECON 202, 204, MATH 317, 332, 451, DSCI 473/475)	3-5	
STAT ELECTIVE (STAT 421, 430, 440, 460, 472)	3	
ARTS/HUMAN	3	3B
	13-15	
SENIOR YEAR		
DSCI 445 Statistical Machine Learning	3	4B
DSCI ELECTIVE (CS 253, 270, 320, 370, ECON 202, 204, 302, 304, MATH 301, 317, 331, 360, 450)	3-4	
STAT ELECTIVE (STAT 305, 400, 420, 460)	3	
GLOB/CULT	3	3E
ELECTIVE	3	
	15-16	
DSCI 478 Capstone Group Project in Data Science	4	4A,4C
DSCI ELECTIVE (CS 253, 270, 320, 370, ECON 202, 204, 302, 304, MATH 317, 332, 451, DSCI 473/475)	3-5	
STAT ELECTIVE (STAT 421, 430, 440, 460, 472)	3	
ELECTIVE	3	
	13-15	

Current Total Statistics = 120 credits

[31 + 30 + 28-31 + 28-31]

MATHEMATICS with Physics minor	CR	AUCC
FRESHMAN YEAR		
DSCI 100 First Year Seminar in Data Science	1	
CS 163 or 164 Introduction to Programming with Java	4	
MATH 160 Calculus for Physical Scientists I (Section for Data Science majors)	4	1B
CO 150 College Composition	3	1A
ARTS/HUMAN	3	3B
	15	
CS 165 Java Data Structures	4	
MATH 161 Calculus for Physical Scientists II (Section for Data Science majors)	4	1B
STAT 158 Introduction to R Programming	1	
STAT 315 Statistics for Engineers and Scientists	3	
SOC/BEHAV	3	3C
	15	
SOPHOMORE YEAR		
CS 220 Discrete Structures with Python	4	
MATH 261 Calculus III (Future Calc III and Optimization for Data Scientists?)	4	
STAT 341 Statistical Data Analysis I	3	
PH 141	5	3A
	16	
DSCI 235 Data Wrangling	2	
DSCI 369 Linear Algebra for Data Science	4	
MATH 151 MATLAB	1	
STAT 342 Statistical Data Analysis II	3	
PH 142	5	3A
	15	

Computer Science courses are green font

Economics courses are pink font

Mathematics courses are blue font

Statistics courses are purple font

New, Data Science courses are red font

Yellow indicates courses counting towards the minor

MATHEMATICS with Physics minor	CR	AUCC
JUNIOR YEAR		
DSCI 320 Optimization Methods in Data Science	3	
DSCI ELECTIVE (CS 270, ECON 202, 204, STAT 400, 420)	3-4	
MATH ELECTIVE (MATH 301, 317, 331, 360, 417, 455)	3	
JTC 300 or CO 300 or CO 301B or CO 302	3	2
PH 353	4	
	16-17	
DSCI 335 Inferential Reasoning in Data Analysis	3	
DSCI 336 Data Graphics and Visualization	1	
DSCI ELECTIVE (CS 253, ECON 202, 204, STAT 430, 440, DSCI 473/475)	3-5	
MATH ELECTIVE (MATH 317, 332, 430, 460)	3	
ARTS/HUMAN	3	3B
PH 314	4	
	17-19	
SENIOR YEAR		
DSCI 445 Statistical Machine Learning	3	4B
DSCI ELECTIVE (CS 253, 270, 320, 370, ECON 202, 204, 302, 304, STAT 400, 420)	3-4	
MATH ELECTIVE (MATH 301, 317, 331, 360, 417, 450, 455)	3	
GLOB/CULT	3	3E
HIST PERSP	3	3D
	15-16	
DSCI 478 Capstone Group Project in Data Science	4	4A,4C
DSCI ELECTIVE (CS 253, 270, 320, 370, ECON 202, 204, 302, 304, STAT 430, 440, DSCI 473/475)	3-5	
MATH ELECTIVE (MATH 317, 332, 430, 451, 460)	3	
PH 351	4	
	14-16	

Total Credits (Mathematics) = 123 credits [30 + 31 + 33-36 + 29-32]

Minor

22 credits total, 10 lower division, 12 upper division

EXPENSES		FY18	FY19	FY20	FY21	FY22	FY23
		n/a	freshman	sophomores	juniors	seniors	seniors
Faculty Salary	Base + Fringe	\$ -	\$ 265,000	\$ 140,000	\$ 125,000	\$ 250,000	\$ -
#FTE		0.0	2.0	1.0	1.0	2.0	0.0
Admin. Pro. Salary	Base + Fringe	\$ 40,000	\$ 40,000	\$ -	\$ -	\$ -	\$ -
#FTE		0.5	0.5	0.0	0.0	0.0	0.0
GTA Salary	Stipend + Fringe	\$ -	\$ 20,000	\$ 40,000	\$ 40,000	\$ 20,000	\$ -
#FTE			1.0	2.0	2.0	1.0	0.0
Equipment	Base	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	One-Time	\$ 50,000	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ -
	Incremental Base	\$ 40,000	\$ 325,000	\$ 180,000	\$ 165,000	\$ 270,000	\$ -
	Incremental One Time	\$ 50,000	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ -
	Cumulative Base	\$ 40,000	\$ 365,000	\$ 545,000	\$ 710,000	\$ 980,000	\$ 980,000
Program Expenses		\$ 90,000	\$ 415,000	\$ 595,000	\$ 710,000	\$ 980,000	\$ 980,000
REVENUES							
BS in DSCI	FTE	-	30	60	90	120	120
Program revenue		\$ -	\$ 79,380	\$ 161,280	\$ 322,560	\$ 458,640	\$ 458,640
To CNS		\$ -	\$ 34,020	\$ 69,120	\$ 138,240	\$ 196,560	\$ 196,560
MAS in DSCI	FTE		5	8	10	12	12
Program revenue	50%		\$ 20,000	\$ 32,000	\$ 40,000	\$ 48,000	\$ 48,000
To department	50%		\$ 20,000	\$ 32,000	\$ 40,000	\$ 48,000	\$ 48,000
Program revenue		\$ -	\$ 99,380	\$ 193,280	\$ 362,560	\$ 506,640	\$ 506,640
Program Annual Profit		\$ (90,000)	\$ (315,620)	\$ (401,720)	\$ (347,440)	\$ (473,360)	\$ (473,360)
Cumulative Profit		\$ (90,000)	\$ (405,620)	\$ (807,340)	\$ (1,154,780)	\$ (1,628,140)	\$ (2,101,500)
INVESTMENTS							
Department investment	FTE	0.0	0.5	0.5	0.5	0.0	0.0
	Base	\$ -	\$ 62,500	\$ 62,500	\$ 62,500	\$ -	\$ -
	Cumulative base	\$ -	\$ 62,500	\$ 125,000	\$ 187,500	\$ 187,500	\$ 187,500
	One-Time	\$ 50,000	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ -
College investment	FTE	0.0	1.0	0.5	0.0	0.0	0.0
	Base	\$ -	\$ 125,000	\$ 62,500	\$ -	\$ -	\$ -
	Cumulative base	\$ -	\$ 125,000	\$ 187,500	\$ 187,500	\$ 187,500	\$ 187,500
	One-Time	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Provost investment	FTE	0.0	0.5	0.0	0.5		0.0
	Base	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Cumulative base	\$ -	\$ -	\$ 50,000	\$ 50,000	\$ 100,000	\$ 100,000
	One-Time		\$ 50,000		\$ 50,000		\$ -
Annual Profit		\$ (40,000)	\$ (28,120)	\$ 10,780	\$ 127,560	\$ 1,640	\$ 1,640
Cumulative Profit		\$ (40,000)	\$ (68,120)	\$ (57,340)	\$ 70,220	\$ 71,860	\$ 73,500

Assumptions
 All amounts in FY18 dollars, i.e., no adjustments for inflation in either expenses or revenue

Faculty Salary	\$ 125,000.00
Admin Pro Salary	\$ 80,000.00
GTA stipend	\$ 20,000.00
MAS revenue per student	\$ 8,000

STEADY STATE

Costs	\$ 980,000
Revenue	
(program)	\$ 458,640
(matching)	\$ 475,000
(MAS)	\$ 48,000.0
Total revenue	\$ 981,640.0
Net	\$ 1,640.0

Board of Governors of the Colorado State University System
Meeting Date: November 30, 2017
Consent Item

MATTERS FOR ACTION:

Graduate Certificates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the following Graduate Certificate:

Teaching in Extension.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

In order to qualify for Title IV funding, graduate certificates awarded by Colorado State University must demonstrate approval by the Board of Governors, the Colorado Department of Higher Education and the Higher Learning Commission. The certificate listed here for which we are seeking approval has received approval from the University Curriculum Committee and the Faculty Council.

Board of Governors of the Colorado State University System
Meeting Date: December 1, 2017
Consent Item

Graduate Certificate:

College of Agricultural Science
Teaching in Extension – 13 credits



Colorado State University

NEW PROGRAM PROPOSAL

GRADUATE CERTIFICATE IN TEACHING IN EXTENSION

Program available to students: Spring 2018

College: Agricultural Sciences

Department/Unit: Agricultural and Resource Econ

Academic Level: Graduate

Program Type: Certificate

Program Code: TEXT-CT

Program Title: Graduate Certificate in Teaching in Extension

Program Description:

The Graduate Certificate in Teaching in Extension will provide Extension specialists with advanced training in Extension principles, programming, and delivery models. All of the required courses and many of the elective courses are online, which gives working Extension specialists the flexibility to complete the certificate.

Program Catalog Copy:

The Graduate Certificate in Teaching in Extension will provide Extension personnel to opportunity to enhance their teaching skills in Extension work. The course work includes principles of Extension, delivery of Extension program, and advanced teaching methods in Extension. These courses, as well as one elective course, will provide Extension specialists with the latest information and insight on programming and instruction in Extension work. The Graduate Certificate in Teaching in Extension can be completed online.

Part of state-wide agreement: No

Offered as: Main Campus Face-to-Face and Online

Offered by: Main Campus

Justification for Request

The Graduate Certificate in Teaching in Extension will provide Extension personnel an opportunity to learn new instructional techniques and issues related to their field. This certificate has been developed with the guidance from leaders within Colorado Extension.

Program Level Learning Objectives

The program learning objectives of the Graduate Certificate in Teaching in Extension are:

1. Train Extension personnel to delivery effective Extension programs
2. Develop the ability of Extension personnel to be reflective practitioners
3. Improve the capacity and leadership within Extension educators

Purpose and Objectives of the Certificate

The 13 credit hour graduate certificate allows students to develop skills in programming and delivery of Extension work and improve their work as Extension personnel.

Upon completion of the certificate, students will be able to:

1. Describe the foundations of Extension
2. Construct effective Extension programming
3. Have enhanced skills related to effective delivery of Extension programs

Target Audiences and Documented Demand

This certificate will be marketed to Extension personnel. We have developed this certificate in conjunction with Extension leaders in Colorado. They have expressed a need for this certificate so their personnel can be trained in the latest methods. We believe a certificate like this would appeal to Extension personnel in other states.

Courses are offered such that the certificate may be completed in how many terms? 6

Admissions Criteria

The certificate is open to people who have or will have Extension appointments or have an interest in pursuing extension as a career choice.

Exclusions

A student will not be able to obtain the Masters of Agriculture - Extension Education and the Graduate Certificate in Teaching in Extension at the same time.

Inclusions

N/A

Location and Contact Information for Certificate

Office Name: Department of Agricultural and Resource Economics

Building Name: Clark Building

Room: B-318

Phone: 419-6955

Admission/Advising Contact

Code	Course List Title	Credits
<u>AGED 525</u>	Agricultural and Extension Teaching	3
<u>AGRI 546</u>	Principles of Cooperative Extension	3
<u>AGRI 547</u>	Delivery of Cooperative Extension Programs	4
	Select one course from the following:	3
<u>AGED 600</u>	Evaluation and Applied Research in Extension	
	EDAE 5XX-7XX	
	HDFS 5XX-7XX	
	Program Total Credits:	13

CIP Code

010801 - Agricultural and Extension Education Services.

Board of Governors of the Colorado State University System
November 30, 2017
Consent Item

MATTERS FOR CONSENT:

New Degree Program: BS in Early Childhood Education (one emphasis with K-3 Licensure, one without)

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Education, Engineering and Professional Studies to establish a new BS degree in Early Childhood Education with an emphasis in K-3 licensure and an emphasis without the licensure. If approved, this degree will be effective in Fall 2018.

EXPLANATION:

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

Early Childhood Education (ECE) continues to be considered the most critical time of brain development. Currently, individuals in the Pueblo region interested in this field only have access to a 2-year degree through the community college system. With the demand for ECE growing, many individuals are interested in advanced training (B.S. with and without teacher licensure options) but have to travel to obtain this program, which is especially problematic when training has to be done outside of normal work hours. The proposed program will be delivered in the evening and/or online to help mitigate this challenge. CSU-Pueblo believes that ECE could bring a significant new cornerstone program to campus that generates new enrollments while meeting a clear need in the region and nationally.

Board of Governors of the Colorado State University System
 December 1, 2017
 Consent Item

1. Brief Overview of Proposed Program

- Name of Major/Program: **Early Childhood Education**
- Degree type: **BS**
- Recommended CIP code: **13.1210, Early Childhood Education and Teaching**
- Department/School: **Department of Teacher Education**
- College: **College of Education, Engineering and Professional Studies**
- Expected number of students enrolled in program: **25**

The Teacher Education Program (TEP) at CSU-Pueblo proposes the addition of a bachelor's degree (B.S.) in Early Childhood Education (ECE). For approximately five years, TEP has received inquiries about ECE as a possible bachelor's program, from people interested in pursuing it for a career, those who already have positions in the field and need additional credentials for advancement (e.g. Child Care Center Director credential or K-3 licensure), faculty members at Pueblo Community College (PCC) wanting a local option for students who complete an Associate's degree and want additional training, and citizens concerned that we are educating people about the crucial nature of the early childhood years. All of these individuals understand the importance of providing developmentally appropriate educational opportunities for children who are going through what is more and more often being considered the most critical time of brain development.

Additionally, in today's culture where often both parents work and in any case there is a growing need for high-quality child care, the ECE field has an obligation to provide this service. Currently, people who are interested in this advanced training in ECE have to travel to obtain this program, and it is even more difficult when one considers that the training has to be done outside of normal work hours.

The B.S. program for ECE at CSU-Pueblo is being proposed initially as a transfer program where students would complete some of the course work at the community college before coming to CSU-Pueblo. Between 18 and 60 credit hours could be completed within the community college system before coming to CSU-Pueblo to finish the bachelor's degree in ECE. The proposal allows students to take as few as 6 courses in introductory ECE up to a full 60 credits according to the statewide articulation agreement for ECE. This initially minimizes the personnel expenses needed by CSU-Pueblo to offer the program. As a transfer program, CSU-Pueblo would only need to initially add one faculty member. To offer the full program, two faculty members would be needed in the future.

ECE within the TEP at CSU-Pueblo believes that ECE could become a new cornerstone program that not only generates new enrollments but also meets a clear need in the region and nationally. Such a program can become a reality at CSU-Pueblo with very reasonable inputs that become sustainable fairly quickly, with possible expansion in other areas discussed later in this proposal (e.g. into alternative licensure and special education).

Board of Governors of the Colorado State University System
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 Consent Item

Year 1 (2017-2018) – Program approval at the following levels: institution, BoG, CCHE, CDE (licensure emphasis). Hire ½ time professional staff to help refine ECE program, build field experience partnerships, respond to inquiries about licensure option from CDE, and recruit for the anticipated starting term of Fall 2018. Hire full-time faculty member in ECE to start in Fall 2018.

Year 2 (2018-2019) – Accept first students into the program in Fall 2018 (~10-15 students).

Year 3 (2019-2020) – Accept a new batch of students into the program (~10-15 students). Graduate 5-10 students from the first “cohort” who started in Fall 2018.

Year 4 (2020-onward) – The program stabilizes to approximately 25 students in ECE at a time. If enrollment sufficiently increases, we will hire another faculty member and offer the entire program at CSU-Pueblo (and possibly expand even more, as noted below).

2. Mission Appropriateness

Colorado State University-Pueblo is a regional, comprehensive university with the following Mission and Vision Statements:

Mission Statement

Colorado State University-Pueblo is committed to excellence, setting the standard for regional comprehensive universities in teaching, research and service by providing leadership and access for its region while maintaining its commitment to diversity.

Vision Statement

Colorado State University-Pueblo will enhance its reputation as a premier comprehensive regional university that offers a wide range of undergraduate degrees as well as specialized graduate degrees. As a federally designated Hispanic Serving Institution, CSU-Pueblo is committed to maintaining university accessibility which reflects southern Colorado’s culturally and ethnically diverse student body, including first generation students. We will do so by offering excellent academics, affordable education, transformative opportunities, and supportive student life. CSU-Pueblo will be distinguished by the integration of the liberal arts and sciences with professional preparations as well as an emphasis on experiential education that reflects skills and competencies needed in a global society.

Adding a program in ECE will increase the range of degrees offered at CSU-Pueblo, but in a way that fits in seamlessly with current options. Actually, it will be the first undergraduate degree in “education” at CSU-Pueblo: prior to a few years ago, all degrees that led to teacher licensure had to have a content major and education minor; since then, the state has changed that requirement, and CSU-Pueblo has an opportunity to add an undergraduate bachelor’s degree in Early Childhood Education. This option increases access to needed training in the field for those

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interested in getting more than the associate's degree that is currently available from PCC, and thus takes CSU-Pueblo one step closer to being the institution in southern Colorado that can meet all needs related to teacher preparation.

Having this degree is transformative for those needing a bachelor's degree and/or K-3 licensure. Furthermore, this program aligns well with the CSU System values of Civic Responsibility, responding to Customer Needs, and providing Opportunity and Access. Additional details of mission appropriateness are outlined in the following sections.

- **Hispanic Serving Institution**
 Past Hispanic enrollment in Teacher Education mirrors that of the university on average, with about 29% of all students declaring a Hispanic background.
- **Quality Initiative:** The University has designated Experiential Education (EE) as its quality initiative, which informs and enhances the learning experience of students by emphasizing a learning-by-doing approach that includes reflection and application. Teacher Education offers 11 courses that have permanent EE designation because of the field experience and reflective components in these courses. The philosophy of the TEP is that students should be out in field experiences as early as possible and that those experiences not be passive.

The Colorado State University-Pueblo Strategic Plan 2015-2020, outlines CSU-Pueblo's vision, mission, values, and plan. This proposal directly supports the following goals from that plan:

1. *Goal 1: Excellent Academics-* The TEP spans multiple departments across campus, and boasts strong pass rates on Statewide licensure exams (required for all students preparing to become teachers). Performance does vary from year to year, but the 5-year average for all licensure areas is equal to or greater than state averages with notable strengths in mathematics, science, and special education.
2. *Goal 2: Affordable Education-*As a transfer program, the degree in ECE offers students the chance to start at a community college and earn between 18 and 60 credit hours before coming to CSU-Pueblo. Once here, CSU-Pueblo offers a tuition rate that is lower than many other options in Colorado, especially our closest competitors.
3. *Goal 3: Transformative Opportunities-*With jobs in ECE growing at a steady rate in the Pueblo area, especially those that require K-3 licensure, individuals who are currently in the ECE field will have the opportunity to advance in their field without having to find a way to do it online or by traveling to another city. The emphasis on child development and quality field experiences in the proposed program will insure that graduates can make an immediate impact on the community.

Goal 4: Supportive Student Life- The ECE program will build on the community/clinical links already established in the current program. Partnerships with the local schools have never been better, and we are excited to expand those partnerships to other ECE options, including the child care center right on campus. This array of options makes sure that our Board of Governors of the

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diverse student population has a variety of pathways that will work for their individual needs.

3. Rationale for the BS in Early Childhood Education

Based on statewide tests of academic achievement (e.g. CSAP, TCAP, PARCC, CMAS), Pueblo and the surrounding region continue to show a need to better prepare students. For example, on the most recent PARCC test, the two Pueblo school districts averaged only 22% of students meeting or exceeding state expectations in math, compared with 27% across the state. Similarly, only 33% of Pueblo area students met or exceeded expectations in English/Language Arts compared to 40% across the state. Other tests show similar results and the trends are pretty consistent at all grade levels. Unfortunately, this has been a concern for years.

One way this issue is being addressed is through better early childhood education. Research has shown that high-quality development in the early years makes a significant difference in student achievement later in life (e.g. NCES Early Childhood Longitudinal Study, NIEER School Readiness study, Perry Preschool studies, etc.). In response to these results, Pueblo City Schools started adding preschool programs several years ago, increasing offerings regularly to now having a preschool program in 17 schools (48 separate preschool rooms) that serves hundreds of three- and four-year olds. However, there are hundreds more on the waiting list and there is a push to add even more opportunities for students, including those younger than age 3. According to the Human Resource office at Pueblo City Schools, their vision is to add a preschool program to all elementary schools in the district and serve almost triple the number of students that are currently served. Because there are rules restricting the adult-to-child ratio in these facilities, many more preschool teachers will be needed to accommodate this demand and growth. It is estimated that with current projections, 5-10 people each year will need additional training in ECE to meet this need. Included in this estimate are ECE Directors. These are licensed ECE teachers who must be present in the facility if more than 16 students are being served. Clearly there would have to be at least one of these Directors in each building, and best practices would encourage even more.

Beyond the preschool program at Pueblo City Schools, there are other agencies that need individuals trained in ECE. For example, because of the mandate by Head Start (a program of the United States Department of Health and Human Services that provides comprehensive early childhood education, health, nutrition, and parent involvement services to low-income children and their families) that every head teacher nation-wide must have a baccalaureate degree or advanced degree in Early Childhood Education or a baccalaureate or advanced degree in any subject, and course work equivalent to a major relating to early childhood education with experience teaching preschool-age children, many school districts are searching for professionals with early childhood backgrounds. For an idea of the scope of Head Start in Colorado, there are 351 distinct Head Start locations, all of which require trained personnel in ECE. CSU-Pueblo's own child care facility on campus could benefit from having ECE as a program: workers in the facility who need additional credentials could have easy access to the program, as well as the

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expertise of the faculty running the program. That would be a mutually beneficial relationship for the two entities and will be more fully discussed in section 7 of this proposal.

The U.S. Bureau of Labor Statistics anticipates a growth rate of at least 7% annually for the foreseeable future because of the increased emphasis and acknowledgment of the importance of ECE. This does not include the need of replacing retirees from the field. As with many other careers, ECE has a significant number of workers at or very near the age of retirement. Highly-qualified individuals are needed to replace these veterans of the ECE field and maintain the crucial services that ECE offers to families in our state.

Academic benefits are not the only reasons to improve ECE. Economist Robert G. Lynch found that investment in high quality prekindergarten programs generates billions of dollars in economic and other benefits for the federal and state governments. The study, *Enriching Children, Enriching the Nation*, published by the nonpartisan Economic Policy Institute, shows great benefits whether programs are universal or targeted to three- and four-year-old children from poor families. There are many other studies showing the benefits of investing in ECE.

4. CSU System & State Positioning

Because the Teacher Education Program at CSU-Pueblo is already a Designated Agency with the Colorado Departments of Education (CDE) and Higher Education (CDHE) to offer teacher licensure, adding another option is straightforward. The basic infrastructure for licensure programs (program standards, evaluation plan, data management system, etc.) are already in place. Adding ECE would require an application to CDE and CDHE to include this as another licensure option. Recently this was done successfully on our campus, to add Culturally and Linguistically Diverse Education. Another advantage is that a significant number of the courses required for ECE are already offered for our other licensure programs, and so only some would be new offerings requiring additional resources. The specific requirements for ECE will be outlined in the Curriculum section of this proposal.

The Teacher Education Program completed its 5-year reauthorization visit with CDE and CDHE in April 2016. During that visit, the Associate Dean of Teacher Education discussed the possibility of adding ECE with key representatives to see if the state agrees that ECE at CSU-Pueblo aligns with their vision of licensure programs in our region. Representatives from both CDE and CDHE were excited about the possibility and encouraged the department to continue developing an ECE program.

Within the CSU System, this program would fill a parallel place to the current ECE program at CSU-Fort Collins. To the extent possible, the sister institutions would be trying to meet similar needs in the northern and southern regions of the State of Colorado. It would also provide an opportunity to create additional partnerships and collaborations between the two institutions on this subject. These will be more fully described in section 7 of this report.

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Enrollment in the ECE program is expected to be more than sufficient to sustain it. Considering the expected need expressed by Pueblo City Schools, the Head Start program, the ECE program at PCC, and other child care entities (as reported in the U.S. Bureau of Labor Statistics), it is conservatively estimated that CSU-Pueblo could expect at least 10 new students each year in the initial two years, and then stabilize at a minimum of 25 students enrolled at any given time. This number would grow if the Teacher Education Program applied for the ability to offer ECE through its alternative licensure program. Because the courses would already be in place, it would simply be a matter of submitting the curriculum to the Alternative Licensure official at CDE to receive formal approval to serve that need as well. Similarly, there is a growth opportunity to offer a program in Early Childhood Special Education (ECSE). Because CSU-Pueblo already has special education, adding ECSE after having ECE for a while would meet an additional growing need in the preschool age population.

It is also expected that these enrollments would be new enrollments. One might question whether students currently in the Liberal Studies major might be diverted to the ECE major. However, that is not very likely. The superintendents of the regional school districts (e.g. all of those in the South Central Board of Cooperative Educational Service) have expressed serious concern with hiring someone into an elementary teaching position who only has ECE licensure (birth to grade 3). The reason for their concern is that most elementary schools are K-5 or K-6 schools and the teachers often shift grade levels. Having someone who can only serve in K-3 limits the flexibility of the administration to shift personnel to meet building needs. Additionally, most people who are interested in ECE are interested in working with preschool programs. The Teacher Education Program receives a number of inquiries each year about ECE, and it is almost never the case that someone will “settle” for elementary instead, because that is not what they want. It is certainly possible that students in the elementary track would be interested in ECE, but it would most likely be as an added endorsement and not as a substitution for the K-6 license. Students earning their primary license in elementary education could readily add the ECE endorsement by taking approximately 15 credit hours of ECE coursework – which is exactly the number of hours built into the Liberal Studies program for an elective area of concentration. The Teacher Education Program could add ECE as an option for this concentration area in Liberal Studies and allow students to leave the program with both elementary and ECE without having to take any additional credits beyond the required 120. This would also build FTE in the ECE courses. In light of all of these points, ECE at CSU-Pueblo seems to be an excellent fit both within the system and the entire state.

5. Special Undergraduate Admissions standards

There are no special undergraduate admissions requirements that pertain to acceptance to CSU-Pueblo. However, there are important admission requirements for Teacher Education in general. All students pursuing teacher licensure must be formally admitted to the Teacher Education Program. Admission requirements are established to assure that students entering teacher education are prepared for success in education courses and field experiences. In addition,

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requirements are based on the CSU-Pueblo Standards for Pre-service Teachers, and students are required to document success in mastering those standards throughout their career. At three points in the program, a formal evaluation of progress occurs: at admission to the teacher education program, admission to student teaching, and at the completion of student teaching (program completion). At each point the student submits a portfolio of materials demonstrating proficiency on standards.

Students complete the admission to teacher education process as they complete ED 301/560: Frameworks of Teaching. The entire process for gathering information and submitting it to faculty is completed during this course. Many (but not all) of the requirements of the course are directly linked to requirements for admission. Below are the steps to completing the process. A table describing each benchmark required for admission and the specific portfolio requirements and manner of evaluation is included in the appendices to the Teacher Education Handbook.

Six types of materials will be submitted with the electronic portfolio: 1) transcripts and official documents demonstrating student performance in university classes, 2) materials developed in university classes which demonstrate proficiency on specific education standards, 3) four recommendations: three on-campus (one must be from content/major area, one must be from education area, and one from another on-campus professor); one off-campus (must be from field experience teacher and is completed at the end of the semester), 4) materials used in field experiences and videos of teaching, 5) personal reflections and summaries about progress, and 6) results of formal tests.

The following are requirements that must be met to be admitted to teacher education. No exceptions can occur to these requirements:

1. Cumulative grade point of 2.60 or greater. Maintaining 2.60 while enrolled in program.
2. Completion of ENG 101 and 102 with grades of C or better.
3. Completion of MATH 109 or math course required by major field. A grade of B or better is required in MATH 109; a grade of C or better is required in Math 121, 124, 126, or 221. Students who complete both MATH 109 and MATH 156 prior to admission may be admitted with grades of C or better in both courses or Math 360 (\geq B) or any combination of Math 156, 360 & 361 (\geq C).
4. Completion of SPCOM 103 with a grade of B or better, or, with a grade of C, satisfactory completion of an oral proficiency.
5. Completion of ED 301/560 with a grade of C or better.
6. Submission of a completed finger print card and fee for processing finger prints.
7. Completion of the Measure of Academic Proficiency and Progress (MAPP) test.

6. Curriculum and Program Outcomes

Early Childhood Education across the state occurs in two general categories: one that leads to teacher licensure and one that does not. The licensure option allows a person to teach in

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Colorado public schools in grades K-3. The non-licensure option is for individuals interested in working at preschool facilities such as Head Start, other childhood care centers, etc. that serve students younger than kindergarten age. CSU-Pueblo already has a program that leads to K-6 licensure. However, our program is not tailored to early childhood development. Adding courses in ECE will allow us to offer bachelor's degrees that would produce highly marketable candidates for all levels of early childhood care and education. There are also two common models for how to implement ECE. In one model, the 4-year institution offers all courses required for the program. This is currently done at UCCS and Colorado Christian University. However, there is another model where students are expected to start at the community college and then finish at the 4-year institution. This is done at UNC in Greeley. Initially, the TEP at CSU-Pueblo is proposing a model similar to the latter. Students would complete 18-60 credit hours at the community college and then complete a bachelor's at CSU-Pueblo. More specifics are shown below.

Associate Programs (AA and AAS)

The AA program in the Colorado Community College System includes 38 credits of General Education, 16 credits of Core Requirements, and 6 credits of electives. This option is currently the best option for transfer students as it includes some statewide articulation agreements. Careful examination of the program at PCC shows that students who are interested in pursuing ECE for a bachelor's degree are advised into this track. However, many students may pursue ECE through the AAS degree or just the ECE certificate programs that are available (with no attached degree). These students may not initially know that they will want or need a bachelor's degree in ECE for their future career plans. CSU-Pueblo would still complete a thorough transcript evaluation to see which courses in these programs might transfer to our ECE program. It may be that students in this situation would have to return to PCC (or other school in the CCCS) to complete several courses before they could complete the bachelor's program at CSU-Pueblo (at least until the entire program is offered here). The following table shows the courses that are currently part of the statewide articulation agreement for ECE with the addition of two courses (ECE 103 and 111), which would be specific to CSU-Pueblo. Courses with an asterisk are courses that would currently be taken at the community college.

Courses at CCCS

Course Prefix	Course Name	Credits
ENG 121	English Comp I	3
ENG 122	English Comp II	3
COM 115	Public Speaking	3
MAT 155	Integrated Math I	3
MAT 156	Integrated Math II	3
SCI 155	Integrated Science I	4
SCI 156	Integrated Science II	4
ART 110	Art Appreciation	3
MUS 120	Music Appreciation	3
HIS 121	U.S. History I	3

GEO 105	World Regional Geography	3
POS 111	American Government	3
ECE 101*	Intro to Early Childhood Ed	3
ECE 102*	Intro to EC Lab Techniques	3
ECE 103*	Guidance Strategies for Children	3
ECE 111*	Infant and Toddler Theory and Practice	3
ECE 205*	Nutrition, Health and Safety	3
ECE 238	Child Growth and Development	3
ECE 241*	Administration: Human Relations	3
ECE 188, 209, or 236	Practicum, Observing Young Children, Child Growth and Development Lab	1
	Total:	60

*Course taken at a community college.

The next table shows the courses that are already available at CSU-Pueblo that would help meet the degree requirements for the B.S. licensure option.

Required Courses Currently Available at CSU-Pueblo for Licensure Option

Course Prefix	Course Name	Credits
ED 202	Foundations of Education	3
ED 280	Educational Media and Technology	3
ED 301	Frameworks of Education	4
ED 351	Children's Literature	3
ENG 130	Intro to Literature	3
MATH 109	Mathematical Explorations	3
	Total:	19

The following table shows the courses that are already available at CSU-Pueblo that would help meet the degree requirements for the B.S. non-licensure option. Because the licensure option has more state requirements, most of these credits become electives.

Required Courses Currently Available at CSU-Pueblo for Non-Licensure Option

Course Prefix	Course Name	Credits
ED 202	Foundations of Education	3
ED 280	Educational Media and Technology	3
ED 301	Frameworks of Education	4
ED 351	Children's Literature	3
ENG 130	Intro to Literature	3
MATH xxx	Math Elective (109 or 156 recommended)	3
	Electives	11
	Total:	30

To complete the remaining hours, students would pursue either a licensure degree or a non-licensure option. Most of the courses needed for this are already taught at CSU-Pueblo because we are a Designated Agency with CDE and CDHE to offer licensure programs in education. The only new courses needed would be those specific to ECE. Following is a table showing each option; note that changes may occur if the ECE field defines a new statewide articulation. (If the

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articulation agreement changes, the curriculum at CSU-Pueblo would shift to adjust for any changes.)

Table 1. New Courses Needed for Licensure and Non-Licensure ECE Degree Options

Both Degree Pathways		Licensure Option Only	
New ECE Courses Needed	Credit Hours	New ECE Courses Needed	Credit Hours
ECE 350: Programs for ECE	3	ECE 461: Methods of Tchg. ECE Soc. Stud.	2
ECE 355: Play and Creative Expression in ECE	3	ECE 462: Methods of Teaching ECE Lang. Arts	2
ECE 420: Involving Diverse Families in ECE	3	ECE 463: Methods of Teaching ECE Math	2
ECE 425: Intro to Early Childhood Special Education	3	ECE 464: Methods of Teaching ECE Science	2
ECE 430: Teaching Young Culturally and Linguistically Diverse Children	3	ECE 460: Managing ECE Classrooms	2
ECE 440: Effective Instruction in Early Literacy	3	ECE 485: Capstone in ECE*	1
		ECE 486: Student Teaching ECE*	12
Total:	18	Total:	23
		Non-Licensure Option Only	
		New ECE Courses Needed	Credit Hours
		ECE 498: Internship in ECE	9
		ECE 493: Seminar in ECE	3

*Would not require any new faculty FTE as it would fit in with the other field experience and student teaching done on campus (elementary, K-12, and secondary). However, 3 hours of student teacher supervision would be part of the new faculty member's load each term.

Following is a list of the course descriptions for all new courses from the above table.

ECE 350: Programs for Early Childhood Education. Explores the different programs available for children in the ECE age range, both in and out of a school setting. Includes 30 hours of field work.

ECE 420: Involving Diverse Families in Early Childhood Education. Explores the theoretical foundations and practical applications of family diversity and parent involvement in early childhood education.

ECE 425: Intro to Early Childhood Special Education. Explores the current research and practices related to young learners with exceptionalities, birth to age 8, in the field of early childhood special education in inclusionary and naturalistic settings. Includes 30 hours of field work.

ECE 355: Play and Creative Expression in Early Childhood Education. Explores the importance of high quality and meaningful play and creative arts experience across the early childhood curriculum. Applies the creative arts to enhance the development of basic skills.

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ECE 430: Teaching Young Culturally and Linguistically Diverse Children. Explores the research and best practices of teaching young children with culturally and linguistically diverse backgrounds (Birth-3rd grade). Includes 30 hours of field work.

ECE 440: Effective Instruction in Early Literacy. Teaching/learning strategies, reading materials, selection, lesson planning and organizing for instruction in reading across the total curriculum constitute the focus of the course.

ECE 461: Methods of Teaching ECE Social Studies. This course teaches teachers of young children the subject area of social studies in the K-3 curriculum. Content knowledge and teaching strategies will be the focus of the course. During the semester, students will be in a field experience (30 hours) associated with the class that will allow them to focus on social studies within an elementary primary classroom.

ECE 462: Methods of Teaching ECE Language Arts. This course encompasses literacy and language arts in K-3 curriculum. Content knowledge and teaching strategies will be the focus of the course. Thirty hours of field experience are required.

ECE 463: Methods of Teaching ECE Mathematics. This course teaches teachers of young children the subject area of mathematics in the K-3 curriculum. Content knowledge and teaching strategies will be the focus of the course. During the semester, students will be in a field experience (30 hours) associated with the class that will allow them to focus on mathematics within an elementary primary classroom.

ECE 464: Methods of Teaching ECE Science. This course teaches teachers of young children the subject area of science in the K-3 curriculum. Content knowledge and teaching strategies will be the focus of the course. During the semester, students will be in a field experience (30 hours) associated with the class that will allow them to focus on science within an elementary primary classroom.

ECE 460: Managing ECE Classrooms. Examine components of effective classroom management procedures with children in groups. Topics include theoretical perspectives, rules and organization, pro-social behavior, and effective pedagogical decisions.

ECE 493: Seminar in ECE. Development, pursuit, and presentation of a senior-level ECE project. Corequisite: ECE Field Experience (2 credits).

ECE 485: Capstone in ECE. Explores substantive issues for ECE teachers including meeting the needs of at-risk students and families; creating inclusive, equitable and safe learning communities; and methods of effective inquiry in ECE. Corequisite: Student Teaching in ECE.

ECE 486: Student Teaching ECE. This is a field-based course, providing full-time focused teaching experience in grades K-3 for 15 weeks (590 clock hours). Corequisite: Capstone in ECE.

7A. Potential CSU System Collaborations:

As mentioned previously, there are two primary opportunities for collaboration within the CSU System for ECE. First, CSU-Fort Collins has an ECE program, which has been consulted in the development of the program at CSU-Pueblo. Although the programs are designed with some

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differences, there are two points of collaboration: field experience placements and common courses. Students who find themselves in Fort Collins or Pueblo from the other institution might be able to gain field work experiences in a placement that is significantly different than they would normally have received in the home program. The facilities and placements for field work are unique from one program to the other and so gaining additional perspective could only add value to a student's program. To the extent possible, CSU-Pueblo will help facilitate field experience sharing of this kind. Another possible collaboration is with course work. The following courses at CSU-Fort Collins would be accepted as substitutions in our program

CSU- Fort Collins	CSU-Pueblo Equivalent
EDUC 275	ED 202
EDUC 331	ED 280
EDUC 400	ECE 462
HDFS 310 or HDFS 318	PSYCH 151 (ECE 238)
HDFS 334	ECE 420
HDFS 217	ECE 355
HDFS 317	ECE 425

Another possible collaboration is with the child care facility on the CSU-Pueblo campus. The Early Childhood Education Management System (ECEMS) program provides services for children age 6 months to 6 years old. It is accredited by the National Association for the Education of Young Children and offers a wide variety of programs to meet the needs of university students with children. One of the ways these two entities could collaborate is by helping staff at the child care facility earn desired/needed credentials. The ECEMS could also provide a placement for students in our program who need to complete field experience hours in an ECE setting. The tight theory-to-practice model available would help make sure that students are conveniently able to meet state requirements and gain experience in their chosen field.

7B. Potential non-CSU System Collaborations:

In addition to the partnerships within the CSU System, there are opportunities for collaboration with other entities as well. One of the more important collaborations is with PCC. A new articulation agreement between the two IHEs is being established to clearly outline the transfer process. Once the program at CSU-Pueblo is finalized, the agreement will be formally made and adopted. It is a true 60+60 program between the two institutions (unless students prefer to transfer earlier).

A number of other collaborations will have to be established to create placements for the field experience requirement mentioned about in section 7.A. Students in licensure programs are expected to complete 800 hours of field work in their chosen area before licensure. The majority of these hours are completed in the final term of the program as part of student teaching. However, smaller experiences are completed throughout the program (approximately 30 hours

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per methods course in ECE). The Field Experience Coordinator in the TEP would have to work with preschools and other child care facilities in the area to arrange high-quality placements for all students completing the program. This will also benefit the placement facilities by having another adult who can help meet the needs of the children in their care.

8. Faculty resources

1 new, full-time faculty member with expertise in ECE is needed to cover the load associated with the new program (assuming a 12-12 load per academic year, as is typical for Teacher Education).

There is a total of 33 credit hours of new coursework being proposed for the two-year program (assuming 2 hours of load for the internship coordination), with one of the courses (ECE 493) being repeated in both fall and spring (a total of 36 credits needing to be taught over two years). The new faculty member would teach 18 credit hours of new ECE courses per year and have 6 hours of load per year devoted to supervising student teachers and internships in ECE.

9. Library resources

No additional library resources will be needed initially. However, the Teacher Education Program expects to use its annual allocation to help build up a collection of ECE resources since that is something that has not previously been a focus area.

10. Facilities, equipment, and technology

The only possible special need for the proposed program is classroom space. Based on an initial review of building schedules, there is enough space for these new offerings without going outside of the Technology Building, and in any case can certainly be housed with the existing facilities on campus. No other special equipment or technology will be needed that is not already in place.

11. Potential Collaborations

See above (7A and 7B)

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12. Budget

The tables below show a summary of the expenses and revenue over the first five years of the program.

Early Childhood Education	Year 0	Year 1	Year 2	Year 3	Year 4
	2017/18	2018/19	2019/20	2020/21	2021/22
Existing expenditures reallocated					
1 Existing full-time faculty reassigned					
2 Existing adjunct faculty reassigned					
3 Existing staff reassigned					
4 Existing operating costs (itemize)					
5 Total existing expenses					
New expenses					
6 New FT faculty (rate + 30.21% fringe)	\$30,600	\$63,035	\$64,926	\$66,873	\$68,880
7 New adjunct faculty					
8 Graduate Teaching Assistants					
9 New staff (rate + fringe)					
10 Faculty Stipends: curriculum development					
11 Faculty development					
12 Instructional Materials/Instruments					
13 Recruitment					
14 Accreditation					
15 Other operating expenses (itemize)					
16 TOTAL new expenses	\$30,600	\$63,035	\$64,926	\$66,873	\$68,880
<i>Assumes a starting salary of \$47,000 + benefits. I'd love to offer more, but I am not sure that would be appropriate with other salaries currently in the program. Also assumes a 3% raise per year. Year 0 is a half-time position to get the program started with recruitment, etc.</i>					
Projected Student Enrollment					
17 New CSU-Pueblo student enrollment	0	10	20	25	25
18 Shift of existing CSU-Pueblo enrollment					
19 Extension of existing CSU-Pueblo enrollment ¹					
20 Net new CSU-Pueblo student enrollment ²	0	10	20	25	25
<i>It is very possible that these students would be interested in our M.Ed. program, but this was not formally factored into this proposal.</i>					

¹E.g. if students will participate in a new 3+2 Master's program

²Computed from values in (17)-(18)+(19)

Projected Enrollment Revenue		Year 0	Year 1	Year 2	Year 3	Year 4
		2016/17	2017/18	2018/19	2019/20	2020/21
21	Projected new/increased SCH ³	0	300	600	750	750
22	Tuition rate per cr hr	\$334	\$344	\$354	\$365	\$376
23	Differential tuition rate per cr hr					
24	Tuition Revenue [i.e. (21)*{(22)+(23)}]	\$0	\$103,206	\$212,604	\$273,728	\$281,940
25	Program fees ⁴			\$1,000	\$1,000	\$1,500
26	TOTAL ENROLLMENT REVENUE	\$0	\$103,206	\$213,604	\$274,728	\$283,440
*Assumes 10 new students in year 1 taking 30 credit hours each year at a conservative tuition rate increase of 3% each year for Colorado undergraduates (currently \$334 per hour), an additional 10 students in year 2, leveling out at 25 students in the program from year 3 on. In keeping with our other student teaching experiences, a \$100/student fee is collected for the student teaching semester to cover supervision and travel. Many students will likely enter the program with less than 60 hours of transfer credit, so the actual FTE should be higher than this projection.						
27	NET PROGRAM NEW REVENUE⁵	-\$30,600	\$40,171	\$148,679	\$207,855	\$214,560

³Must tie in to (20); explain how in notes

⁴Include only if offsetting costs above; note that these may not be approved

⁵ Computed as (26)-(16) (i.e. do not include overhead/indirect costs)

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MATTERS FOR CONSENT:

New Degree Program: MS in Athletic Training

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Education, Engineering and Professional Studies to establish a new MS in Athletic Training. If approved, this degree will be effective in summer 2019.

EXPLANATION:

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

Athletic Trainers are highly qualified, multi-skilled health care professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. Athletic Trainers work under the direction of a physician as prescribed by state licensure statutes. The proposed Masters of Science degree in Athletic Training will produce students who have gained the knowledge and clinical skills needed to take the Board of Certification exam in order to become a Certified Athletic Trainer. An Athletic Training program must be accredited by the Commission on Accreditation of Athletic Training Programs (CAATE). The Colorado State University-Pueblo Athletic Training Program is fully accredited through 2019. By 2022, all Athletic Training Education programs must offer a Master's degree in Athletic Training in order to be accredited by CAATE.

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1. Brief Overview of Proposed Program

- Name of Major/Program: **Athletic Training**
- Degree type: **MS**
- Recommended CIP code: **51.0913 Athletic Training**
- Department/School: **Department of Exercise Science, Health Promotion and Recreation**
- College: **College of Education, Engineering and Professional Studies**
- Expected number of students enrolled in program: **40**

Athletic training encompasses the prevention, examination, diagnosis, treatment and rehabilitation of emergent, acute or chronic injuries and medical conditions. Athletic training is recognized by the American Medical Association (AMA), Health Resources Services Administration (HRSA) and the Department of Health and Human Services (HHS) as an allied health care profession. The degree in Athletic Training and certification via the Board of Certification (BOC) exam allows students to treat a range of patients in a variety of settings. Traditional settings are secondary schools, college/universities, professional and Olympic sports, and clinics and hospitals. Popular emerging settings are Performing Arts, Public Safety, Military and Occupational Health. Athletic Training is a growing field. The demand for Certified Athletic Trainers (AT) is projected to increase 20-29% between 2012 and 2022 (US Bureau of Labor Statistics). Additionally, "Business Insider" noted recently that athletic training is one of the top 20 "most satisfying majors," ranking #11.

The Athletic Training Program proposes the transition from the current bachelor's degree to a "3+2" MS in Athletic Training and a stand-alone 2 year MS in Athletic Training. Offering both program options broadens the potential enrollment pool. After the "teach out" of students in the present undergraduate athletic training program, the undergraduate AT program will no longer exist, although students can still enroll in the Exercise Science undergraduate degree to prepare them for the 2 year Master's in Athletic Training. The 3+2 MS in Athletic Training degree is designed for students similar to our current athletic training student demographic. These are students who know during their undergraduate study that they wish to become a certified athletic trainer. The 2 year MS in Athletic Training is designed for students who earn a bachelor's degree at CSU-Pueblo or from another four year institution and wish to become a certified athletic trainer. Another promising pool of potential students for the MS in Athletic Training program is collegiate athletes. A large number of athletes are interested in the Athletic Training Program but due to the clinical education requirements, which conflicts with their involvement in athletics, they are unable to do both. These students will be able to complete an undergraduate degree in Exercise Science or a related field and then enter the MS in Athletic Training to complete the two year MS in Athletic Training Program.

Students enrolled in Exercise Science, Health Promotion and Recreation (EXHPR) classes, in the

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College of Education, Engineering and Professional Studies (CEEPS), were queried regarding their interest in pursuing a MS in Athletic Training at CSU-Pueblo and 32% surveyed indicated an interest. CSU-Pueblo students from other majors, such as biology or nursing, and students from the greater Colorado and northern New Mexico region, as well as the areas where our admissions recruitment is strong (i.e., Arizona, California, Kansas, Florida & Texas) will look to CSU-Pueblo as one of a small number of select campuses that offer a MS in Athletic Training degree (to date, fewer than 50 exist nationally – none in Colorado).

CSU-Pueblo aspires to be the premier MS in Athletic Training program in the region, with a recruiting focus of students from Colorado and northern New Mexico. [As of the time of this proposal, of the five currently accredited programs in Colorado, we believe that two schools are withdrawing their accreditation and not pursuing the master's degree (Fort Lewis College and Colorado Mesa University). The other three accredited programs in Colorado are undecided regarding their direction.] The time is right for CSU-Pueblo to act on this opportunity and be the first accredited MS in Athletic Training program in the state.

Presently, the program is preparing the Commission on Accreditation of Athletic Training Programs (CAATE) self-study report and for an on-site visit for reaccreditation in 2018. After approval of this program, the MS in Athletic Training program would begin in summer 2019. A brief timeline of current plans is as follows:

Year 1 (2017-2018) – Increase program director's contract from 9 to 11 months. Hire a half-time administrative assistant; submit to CSU-Pueblo's Curriculum and Academic Programs Board for a degree change, new program, new courses, and course changes. The Program staff will complete a self-study report for CAATE reaccreditation of undergraduate program. Receive approval from Board of Governors, CCHE, and HLC.

Year 2 (2018-2019) – Have on-site visit for CAATE accreditation. Spring 2019 accept first cohort for MS in AT beginning May 2019. Hire 3rd tenure-track faculty member. Accept last cohort of undergraduate students to upper division and clinical coursework of undergraduate program. After receiving reaccreditation of undergraduate program submits substantive change documentation for MS in Athletic Training CAATE accreditation (must have HLC approval).

Year 3 (2019-2020) – Fall 2019 new faculty member begins. Spring 2020 accept second cohort for MS in AT in summer 2020. Continue to teach out undergraduate program. Graduation of last cohort of undergraduate program. May 2020 first cohort to graduate from MS in Athletic Training program.

Year 4 (2021-2022) – Continue teaching 3+2 MS in Athletic Training and 2 year MS in Athletic Training to full enrollment.

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2. Mission Appropriateness

Colorado State University-Pueblo is a regional, comprehensive university with the following Mission and Vision Statements:

Mission Statement

Colorado State University-Pueblo's mission stresses its distinctiveness and central commitments: Colorado State University-Pueblo is committed to excellence, setting the standard for regional comprehensive universities in teaching, research and service by providing leadership and access for its region while maintaining its commitment to diversity.

Vision Statement

Colorado State University-Pueblo will enhance its reputation as a premier comprehensive regional university that offers a wide range of undergraduate degrees as well as specialized graduate degrees. As a federally designated Hispanic Serving Institution, CSU-Pueblo is committed to maintaining university accessibility which reflects southern Colorado's culturally and ethnically diverse student body, including first generation students. We will do so by offering excellent academics, affordable education, transformative opportunities, and supportive student life. CSU-Pueblo will be distinguished by the integration of the liberal arts and sciences with professional preparations as well as an emphasis on experiential education that reflects skills and competencies needed in a global society.

- Hispanic Serving Institution: Past Hispanic enrollment in the undergraduate program for freshman-senior (i.e. all undergraduates) for 2010 thru 2014 was 27%, 30%, 34%, 31%, and 30% respectively. For the junior-senior level of the program it was 8%, 17%, 14%, 40% and 43%. In 2013-2014 CAATE reported the average number of Hispanic students in professional level athletic training programs was 2 students. Our program far outweighs the national average training more diverse students for the AT field and meeting the goals of our institutional mission.
- Quality Initiative: The University's Quality Initiative is Experiential Education (which informs and enhances the learning experience of students by emphasizing a learning-by-doing approach that includes reflection and application). The athletic training program consists of experiential education opportunities throughout the program in laboratory based classes and clinical experiences.
- CEEPS – The programs in the college provide hands-on opportunities for students to be actively involved in their field before completing their degree. Experience and expertise are necessary for students to be recognized by future employers and graduate programs. The mission of the College is to offer a career-oriented education that efficiently and effectively prepares students to excel as professionals. The MS in Athletic Training would align with the college mission.

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- EXHPR – The department is committed to preparing students for careers in athletic training. The mission is to provide students with a strong academic background that includes experiential opportunities, student-centered approaches to learning and the promotion of wellness and healthy lifestyles.
- Athletic Training Program - The mission of the Colorado State University-Pueblo Athletic Training Program is to provide a comprehensive educational experience and a strong clinical foundation to prepare the student to enter the allied health profession of athletic training.
 - Students will acquire experience and skills, which will enable them to demonstrate an understanding of the foundations of human kinetics, and the prevention, assessment, and immediate care, treatment, and rehabilitation of injuries/illnesses to the athletic and physically active.
 - The goals of the Colorado State University-Pueblo Athletic Training Program are to enable the student to successfully complete and pass the BOC Exam, to enter and succeed in the Athletic Training profession, and to promote the positive attitude of healthful living.

CSU-Pueblo adopted a new Strategic Plan in 2015 that is designed to build upon our strengths, seize opportunities, and address internal and external challenges over the next 5 years. The plan is driven by our mission as a regional, comprehensive university with a student-centered focus and an enduring commitment to diversity. The plan consists of 4 major goals, including 1) excellent academics, 2) affordable education, 3) transformative opportunities, and 4) supportive student life. Our proposed new degree ensures a commitment to excellence, our faculty members are research active, and the program will directly meet and address the following points in the 2015-2020 University Strategic Plan:

Goal 1: Excellent Academics

1.1. Objective One - Attract motivated students capable of academic success: The new Masters of Science in Athletic Training degree will attract students from Colorado, New Mexico, Oklahoma and Kansas due to the limited number of Master's degrees in Athletic Training that will be available to students. The students will be academically prepared due to the pre-requisite requirements for the degree. Students who enter this selective Master's program will have a strong background in the sciences.

1.3. Objective Three – Provide sustainable, high quality, relevant academic programs that prepare students for professional and academic success: The new MS in Athletic Training degree curriculum assures a high quality and relevant academic program that meets Board of Certification standards for Athletic Training. The degree will result in national Certification in Athletic Training. These certifications are important and allow students to earn credentials to

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move seamlessly into careers with clinics, academic institutions and professional sports teams.

Goal 3: Transformative Opportunities

3.2. Objective Two - Enhance ethnic, racial, and cultural diversity across the campus: A MS in Athletic Training program at a Hispanic-Serving Institution such as CSU-Pueblo would help to address the nationwide demand for diversity in employment within the Athletic Training career track.

3.3. Objective Three - Integrate experiential education throughout students' curricular and co-curricular activities: Experiential Education informs and enhances the learning experience of students by emphasizing a learning-by-doing approach that includes reflection and application. The athletic training program consists of experiential education opportunities throughout the program in laboratory based classes and clinical experiences.

Goal 4: Supportive Student Life

4.2. Objective Two - Provide opportunities for networking, leadership, and mentoring opportunities for students both on and off-campus: Students in the MS in Athletic Training program will have numerous opportunities for networking, leadership and mentoring in the required clinical and experiential courses. Students will be in a service learning environment in several clinical and athletic sites around the surrounding community which will provide a rich opportunity for networking, leadership and mentoring.

3. Rationale for the Master of Science in Athletic Training

Athletic Training is a growing field. The demand for Certified Athletic Trainers (AT) is projected to increase 20-29% between 2012 and 2022 (US Bureau of Labor Statistics). Athletic training is one of the top 20 “most satisfying majors,” ranking #11 by Business Insider magazine.

The CSU-Pueblo Athletic Training BS in Athletic Training is accredited through the 2018-19 academic year. It includes a “pre-professional” phase (freshman and sophomore years) and a “professional” phase (junior & senior years). With the MS in Athletic Training degree requirement by 2022, if the AT Program is not permitted to pursue a master’s level program, the BS in Athletic Training will be phased-out once accreditation lapses. Freshman entering CSU-Pueblo in fall 2020 and applying for the professional phase in 2022 would theoretically be the last students allowed to enroll in the program. CSU-Pueblo would lose current and potential enrollment in the AT major and the EXHPR department. Additionally, those students who wish to pursue Athletic Training as a major would have to transfer to another university that offers the program. This could result in a loss of a significant number of students (the BS in athletic training had 92 majors in the 2014-15 academic year). With the 3+2 MS in Athletic Training degree the university would retain most of the undergraduate students in a pre-athletic training emphasis in Exercise Science and Health Promotion. Recently, students enrolled in EXHPR classes were queried regarding their interest in pursuing a MS in Athletic Training at CSU-

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Pueblo. Of the 288 students surveyed, 93 (32%) indicated they were interested in pursuing a MS in Athletic Training. Of those 93 students, 84 (90%) indicated they would stay at CSU-Pueblo to complete the degree. These results only reflect current EXHPR students.

Another important factor to consider regarding the transition to a MS in Athletic Training degree is the cost savings that the current and future AT programs provide the university. Student-athletes from 22 intercollegiate sports teams receive care from a small staff of certified Athletic Trainers, yet because of the clinical experience requirement, AT students allow for a more efficient provision of services (e.g., preparing athletes for practice/games, rehabilitating injured athletes) under direct supervision of their preceptors (Certified Athletic Trainers). If the AT program is not permitted to pursue the MS in Athletic Training, the costs of employing additional full-time Certified Athletic Trainers will far outweigh the cost of developing and offering a MS in Athletic Training degree at CSU-Pueblo.

Student-athletes rarely apply into the current AT program because of conflicts between the demands of their sport and the required clinical time in the curriculum. An MS in Athletic Training degree would allow student-athletes to complete their collegiate athletic career within a traditional four year degree and then pursue a degree in AT through the 2 year master's option. If the BS in Athletic Training program does not transition to a "3+2" and/or 2 year MS in Athletic Training, the current enrollments in EXHPR at CSU-Pueblo will severely suffer. For example, the university would potentially lose 85-100 students who currently declare athletic training as their major in their freshman and sophomore years. These students could instead pursue the 3+2 MS in Athletic Training option. Additionally any students graduating from other majors including athletes wishing to become an athletic trainer would be forced to leave CSU-Pueblo and transfer to another university offering an MS in Athletic Training.

The AT program proposes to complete the self-study report for accreditation of the MS in Athletic Training in 2017-2018, concluding with an on campus site-visit fall 2018. This plan coincides with the current accreditation schedule and will allow for a smooth transition to the MS degree. The cohort of BS students making application for the professional phase in spring 2018 will be the last cohort to complete the BS in Athletic Training program at CSU-Pueblo. The BS students that are currently in the professional phase at this time will be taught out. The "teach out" of the BS students would be a two year process ending in May 2020.

Community and CSU-Pueblo Athletic Department support for the transition of the Athletic Training program from the current bachelor degree to the entry-level Master's degree is strong. Letters of support for the MS in Athletic Training program can be provided upon request (samples include letters from Chad Clark, Physical Therapist; Dr. Jennifer Fitzpatrick, Orthopedic Surgeon; Joe Folda, CSU-Pueblo Director of Athletics; Dr. Rocky Khosla, Family Practice; Dr. Nancy Moya, Family Practice; Dr. Alex Romero, Orthopedic Surgeon).

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4. CSU System & State Positioning

The enrollment in the athletic training program is shown in the table below. The category of “majors” include freshman through seniors who are declared Athletic Training majors. The AT Cohort is the number of students accepted into the professional phase of the Athletic Training Program. CAATE reported that the average number of slots available in an Athletic Training program nationally for the 2013-2014 academic year was 19 students, while the average number of students admitted to an Athletic Training Program was 15 students. The MS in Athletic Training program at CSU-Pueblo will have 40 slots available yearly, 20 students per cohort. The goal will be to graduate 20 students per year.

Academic Year	Athletic Training Program 2009-2015			
	Majors	Jr Cohort	Sr. Cohort	Graduates
2009-2010	72	13	13	5
2010-2011	110	13	11	8
2011-2012	123	16	13	12
2012-2013	89	12	16	15
2013-2014	89	11	8	10
2014-2015	92	13	10	8

5. Special Undergraduate Admissions standards

None

6. Curriculum and Program Outcomes

The MS in Athletic Training would replace the Bachelor of Science in Athletic Training. AT Program Student Learning Outcomes are as follows.

Athletic Training Students will:

- demonstrate knowledge and clinical skills as outlined in the Athletic Training Educational Competencies (5th edition).
- master professional experiences and skills in athletic training through athletic training practicums and field experiences.
- acquire knowledge and skills to pass the Board of Certification (BOC) examination through completion of required coursework.
- successfully enter into the Athletic Training profession.
- become successful in their career as an Athletic Trainer.

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Curriculum

- There are no Undergraduate admission requirements for the undergraduate portion of the 3+2 Joint BS/MS in Athletic Training Major
- Graduate admission requirements and prerequisite courses for the 2 year Master's and graduate portion of the 3+2 MS in Athletic Training Program are as follows.

Admission Requirements

- Undergraduate GPA = 3.0 (at the end of junior year 3+2) (or at graduation of bachelor's degree)
- First Aid/CPR/AED for Professional Rescuer certification (or equivalent)
- Two letters of recommendation. One from a certified Athletic Trainer and one from an academic instructor.
- 50 observation hours with a certified and state credentialed Athletic Trainer.
- Submission of Graduate Record Examination (GRE) score.
- Immunization Record
- TB test and completed TB form
- Completed technical standards form
- Physical exam

Prerequisite courses must be passed with a grade of C or better. (Italicized courses below are CSU-Pueblo courses, although similar courses from any accredited university will be accepted.)

- Anatomy & Physiology I & II with Labs* (8 credits)
 - BIOL 223 Anatomy & Physiology I*
 - BIOL 223L Anatomy & Physiology I Lab*
 - BIOL 224 Anatomy & Physiology II*
 - BIOL 224L Anatomy & Physiology II Lab*

*Separate Anatomy with lab (4 credits) and Physiology with lab (4credits) will be acceptable

- General College Biology (4 credits)
 - BIOL 181 College Biology*
 - BIOL 181L College Biology with Lab*
- Chemistry (4 credits)
 - CHEM 121 General Chemistry I*
 - CHEM 121 General Chemistry I with Lab*

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- Physics (4 credits)
PHYS 201 Principles of Physics I
PHYS 201L Principles of Physics I L
- Nutrition (3 credits)
BIOL 112 Nutrition
- Exercise Physiology with lab (4 credits)
EXHP 344 Exercise Physiology
EXHP 344L Exercise Physiology Lab
- Kinesiology (3 credits)
EXHP 364 Kinesiology
- Human Development (3 credits)
PSYCH 151 Human Development
- Sports Psychology (3 credits)
PSYCH 205 Introduction to Sport Psychology
- College Algebra (4 credits)
MATH 121 College Algebra
- Statistics (3 credits)
EXHP 343 Research and Statistics
- Personal Health (3 credits)
EXHP 162 Personal Health
- Care and Prevention of Athletic Injuries (3 credits)
AT 260 Injury/Illness Care and Prevention
- Medical Terminology (2 credits)
BIOL 220 Medical Terminology

If approved, the program plans to offer both the 3+2 and 2 year Master's options for obtaining a Master's degree in Athletic Training. CSU-Pueblo attracts many students who plan to pursue Athletic Training education and certification. The 3+2 option will allow students to complete three years in the EXHPR department as an undergraduate student and to subsequently enter the master's portion of the major during their traditional senior year. Other potential students may

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pursue an alternate undergraduate degree in EXHPR or another major. These students can obtain an undergraduate degree from CSU-Pueblo or another 4 year institution. This group may also consist of athletes who participated at CSU-Pueblo or other institutions that couldn't complete both AT and a collegiate athletic career. The 2 year master's option would allow them to complete a traditional four year degree and enter the MS in Athletic Training at CSU-Pueblo. Offering both options could potentially attract a larger pool of students.

The values of offering a 3+2 option combined with a 2 year MS in Athletic Training degree are numerous. In addition to the rationale already presented, other strengths include:

- 1) Undergraduate students will take a stronger science-based curriculum to prepare them for the master's degree;
- 2) 20 credits of science prerequisite courses and other prerequisites will increase enrollment in general biology, general chemistry, physics, and major programs in EXHPR;
- 3) The 3+2 MS in AT Major will keep those choosing to pursue Athletic Training on campus and within the EXHPR department;
- 4) Science or physical education teaching certification program enrollments will increase, as students who are interested in employment as a certified athletic trainer at the high school level will be able to complete the teaching degree requirements in undergraduate school followed by a MS in Athletic Training in the 2 year program;

The following table details the proposed 3+2 and 2 year Curriculum for the MS in Athletic Training.

Table 1. Sample MS in AT Curriculum

Senior Year (3+2 MS in AT) or First Year (MS in AT)		Fifth Year (3+2 MS in AT) or Second Year (MS in AT)	
Year 1 – Summer	Cr	Year 2 - Summer	Cr
AT 501 Foundations of Athletic Training	3	AT 530 Clinical Integration III	2
AT 502 Anatomy of Injury/Illness	4	AT 531 Assessment and Management III	3
AT 503 Fundamentals of Public Health	1	AT 532 Psychology and Social Aspects (online)	2
AT 504 Concepts of Therapeutic Interventions	1	AT 533 Fundamentals of Epidemiology (online)	1
Total	9	Total	8

Fall		Fall	
AT 510 Clinical Integration I	2	AT 540 Clinical Integration IV	4
AT 511 Assessment and Management I	5	AT 542 Administration in AT (online)	3
AT 513 Professionalism and Ethics	1	AT 545 Applied Research Statistics in AT	3
AT 514 Research Design	3		
	Total 11	Total	10
Spring		Spring	
AT 520 Clinical Integration II	3	AT 550 Clinical Integration IV	5
AT 521 Assessment, and Management II	5	AT 551 BOC Test Prep (online)	1
AT 522 General Medical and Pharmacology	5	AT 592 Research	3
		Total	9
	Total 13	Total Credits	60

**Note the last two semesters of the program will consist of on-line course work and research projects, so the athletic training students will be able to have total immersion in their clinical education.

Proposed MS in AT Coursework

SUMMER I

AT 501 Foundations of Athletic Training

Study of select clinical skills of the athletic trainer, including taping/wrapping, goniometry, manual muscle testing, environmental concerns, record keeping, vital signs and immediate care of injuries/illnesses.

Course Objectives:

1. Describe the history and evolution of the profession of athletic training.
2. Identify the members of the Strategic Alliance and understand their function in support of the profession of Athletic Training.
3. Understand and appropriately demonstrate basic taping and wrapping techniques.
4. Understand and appropriately assess vital signs.
5. Perform, instruct, and assess goniometry measurements.
6. Discuss the importance of record-keeping and the basic contents of a medical file.
7. Demonstrate the completion of a SOAP note.
8. Perform, instruct, and assess proper manual muscle testing.

AT 502 Anatomy of Injury and Illness

The study of the anatomical aspects of injuries and illnesses. The human integumentary, musculoskeletal, nervous, cardiovascular, respiratory, endocrine and digestive systems will be studied related to injury and illness.

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Course Objectives:

1. Explain characteristics, classification, structure, and organization of humans using appropriate anatomical terminology.
 - a. Explain the concept of homeostasis and give illustrations of a homeostasis of systems in the human body.
 - b. Communicate anatomical information clearly in verbal and written formats.
2. Understand tissue histology as it relates to the four basic tissues: epithelial, connective, muscular, nervous.
3. Explain basic function, organization, structures of the following systems and/or regions:
 - a. Systems: Integument, Skeletal, Muscular, Nervous, Endocrine, Cardiac, Circulatory, Lymphatic, Respiratory, Gastrointestinal, Urinary, and Reproductive.
 - b. Regions: Back, Thorax, Abdomen, Pelvis & Perineum, Head, Neck, Upper Limb, and Lower Limb
4. Understand how human anatomical structure relates to function within the body.
 - a. Be able to give descriptions and examples of how form follows function within the human body.
 - b. Discuss how organization of systems allows for both efficient and inefficient function of humans.
5. Understand limitations of human anatomy given form, function, and evolution.
6. Be able to synthesize and critically evaluate concepts of human anatomy and make informed predictions about the effects of pathologies as they relate to specific anatomical systems.

AT 503 Fundamentals of Public Health

Foundations of public health as it relates to athletic training, includes the history and current structure of public health, essential services, and national and professional organizations of public health society.

Course Objectives:

1. Discuss sentinel events in the history and development of public health and their relevance for practice in the field.
2. Understand key public health terms
3. Describe determinants of health and their effects on health disparities and population health
4. Explain the dimensions of health and levels of health prevention
5. Recognize and explain the 10 essential public health services
6. Identify national, state and local governmental public health agencies and professional organizations
7. Explain a variety of professions and their role within the public health workforce.

AT 504 Concepts of Therapeutic Interventions

Instruction on the concepts for the use of therapeutic modalities and rehabilitation in the management of injuries, including the application of select therapeutic modalities and rehabilitation skills.

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Course Objectives:

1. Demonstrate understanding of the stages of soft-tissue healing.
2. Discuss the physiological effects of thermal modalities, ultrasound, diathermy, electrical stimulation, light therapy, therapeutic massage, spinal traction and intermittent compression.
3. Demonstrate the application of select therapeutic modalities and rehabilitation techniques.
4. Demonstrate understanding of phases of rehabilitation.
5. Discuss concepts of range of motion, muscular strengthening, muscular endurance, proprioception training, functional training and cardiovascular training.

FALL I

AT 510 Clinical Integration I

The clinical integration of knowledge and skills of athletic training in various clinical settings, under the direction of an assigned clinical preceptor.

Course Objectives:

1. Demonstrate effective patient communication.
2. Obtain a patient's medical/injury/illness history.
3. Apply common taping, wrapping, and bracing techniques
4. Exhibit primacy of the patient.
5. Demonstrate clinical site preparation and management for practice, competition and travel or clinical activities.
6. Assess and recognize environmental concerns related to physical activity participation.
7. Demonstrate the provision of immediate/or acute care in an injury/illness situation.

AT 511 Assessment and Management I

Study of pathomechanics, assessment, and therapeutic intervention of the lower extremity. Use of evidence based assessment and intervention techniques for sound clinical decision making based on patient's needs.

Course Objectives:

1. Identify the common risk factors and predisposing conditions associated with musculoskeletal injuries in the lower extremity.
2. Understand the pathoetiology/pathomechanics of musculoskeletal injuries to the lower extremity.
3. Perform, recognize and understand record keeping skills (SOAP notes, progress notes and referrals) while maintaining patient confidentiality.

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4. Demonstrate the ability to locate and palpate key anatomical structures in the lower extremity, e.g., origins, insertions, bony landmarks.
5. Recognize and assess neurological and circulatory responses, e.g., nerve roots, myotomes, dermatomes, deep tendon reflexes.
6. Demonstrate proper clinical evaluation techniques with focus on stress tests/special tests used to differentiate the dysfunction of musculoskeletal injuries to the lower extremity.
7. Demonstrate standardized procedures related to medical history taking and physical examination in the evaluation of orthopedic injuries and pathologies of:
 - Foot and lower leg injury evaluation
 - Ankle injury evaluation
 - Hip injury evaluation
8. Interpret the findings of the physical examination to determine the appropriate course of treatment for the patient.
9. Determine and demonstrate therapeutic interventions and progressions for common injuries to the lower extremities.
10. Understand the role and know common diagnostic imaging in the assessment of orthopedic injuries.

AT 513 Professionalism and Ethics

Study of the professional and ethical behaviors of a certified athletic trainer.

Course Objectives:

1. Discuss the NATA code of ethics.
2. Discuss the BOC Standards of Professional Practice.
3. Discuss the CAATE Standards for Athletic Training Programs.
4. Describe ethical behaviors of certified athletic trainers.
5. Explain the process of obtaining and maintaining necessary local, state, and national credentials for the practice of athletic training.
6. Describe the Continuing Education Unit (CEU) requirements of a certified athletic trainer and the process for obtaining and documenting completion.
7. Explain the role and function of state athletic training practice acts and registration, licensure, and certification agencies including (1) basic legislative processes for the implementation of practice acts, (2) rationale for state regulations that govern the practice of athletic training, and (3) consequences of violating federal and state regulatory acts.
8. Access, analyze, and differentiate between the essential documents of the national governing, credentialing and regulatory bodies, including, but not limited to, the NATA Athletic

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Training Educational Competencies, the BOC Standards of Professional Practice, the NATA Code of Ethics, and the BOC Role Delineation Study/Practice Analysis.

AT 514 Research Design

Study of the research process and evidence based practice in athletic training. Course will consist of evaluation of available research evidence quality and interpret statistical data and relevance.

Course Objectives:

1. Define evidence-based practice as it relates to athletic training clinical practice.
2. Explain the role of evidence in the clinical decision-making process.
3. Describe and differentiate the types of quantitative and qualitative research, research components, and levels of research evidence.
4. Describe a systematic approach (e.g., five step approach) to create and answer a clinical question through review and application of existing research.
5. Develop a relevant clinical question using a pre-defined question format (e.g., PICO= Patients, Intervention, Comparison, Outcomes; PIO = Patients, Intervention, Outcomes).
6. Describe and contrast research and literature resources including databases and online critical appraisal libraries that can be used for conducting clinically-relevant searches.
7. Conduct a literature search using a clinical question relevant to athletic training practice using search techniques (e.g., Boolean search, Medical Subject Headings) and resources appropriate for a specific clinical question.
8. Describe the differences between narrative reviews, systematic reviews, and meta-analyses.
9. Use standard criteria or developed scales (e.g., Physiotherapy Evidence Database Scale [PEDro], Oxford Centre for Evidence Based Medicine Scale) to critically appraise the structure, rigor, and overall quality of research studies.
10. Evaluate the effectiveness and efficacy of an athletic training intervention utilizing evidence-based practice concepts.
11. Explain the theoretical foundation of clinical outcomes assessment (e.g., international classification of function, health-related quality of life) and describe common methods of outcomes assessment in athletic training clinical practice (generic, disease-specific, region-specific, and dimension-specific outcomes instruments).
12. Describe the types of outcomes measures for clinical practice (patient-based and clinician-based) as well as types of evidence that are gathered through outcomes assessment (patient-oriented evidence versus disease-oriented evidence).
13. Understand the methods of assessing patient status and progress (eg, global rating of change, minimal clinically important difference, and minimal detectable difference) with clinical outcomes assessments.
14. Design a project to apply and interpret clinical outcomes to assess patient status, progress, and change using psychometrically sound outcome instruments.

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SPRING I

AT 520 Clinical Integration II

The clinical integration of knowledge and skills of athletic training in the clinical environment, under the direction of a clinical preceptor.

Course Objectives:

1. Demonstrate effective patient communication.
2. Demonstrate assessments of lower extremity injuries.
3. Apply common taping, wrapping, and bracing techniques
4. Initiate and oversee clinical preceptor approved therapeutic interventions
5. Demonstrate professional and ethical conduct in several patient care situations.
6. Demonstrate clinical site preparation and management for practice, competition and travel or clinical activities.
7. Demonstrate documentation of injury/illness assessment, and therapeutic interventions.
8. Assess and recognize environmental concerns related to physical activity participation.
9. Demonstrate the provision of immediate/or acute care in an injury/illness situation.

AT 521 Assessment and Management II

Study of pathomechanics, assessment, and therapeutic intervention of the upper extremity. Use of evidence based assessment and intervention techniques for sound clinical decision making based on patient's needs.

Course Objectives:

1. Identify the common risk factors and predisposing conditions associated with musculoskeletal injuries in the upper extremity.
2. Understand the pathoetiology/pathomechanics of musculoskeletal injuries to the upper extremity.
3. Perform, recognize and understand record keeping skills (SOAP notes, progress notes and referrals) while maintaining patient confidentiality.
4. Demonstrate the ability to locate and palpate key anatomical structures in the upper extremity, e.g., origins, insertions, bony landmarks.
5. Recognize and assess neurological and circulatory responses, e.g., nerve roots, myotomes, dermatomes, deep tendon reflexes.
6. Demonstrate proper clinical evaluation techniques with focus on stress tests/special tests used to differentiate the dysfunction of musculoskeletal injuries to the upper extremity.
7. Demonstrate standardized procedures related to medical history taking and physical examination in the evaluation of orthopedic injuries and pathologies of:
 - Hand and Wrist injury evaluation
 - Elbow injury evaluation
 - Shoulder injury evaluation

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8. Interpret the findings of the physical examination to determine the appropriate course of treatment for the patient.
9. Determine and demonstrate therapeutic interventions and progressions for common injuries to the upper extremities.
10. Understand the role and know common diagnostic imaging in the assessment of orthopedic injuries.

AT 522 General Medical and Pharmacology

Study of general medical conditions and pharmacological topics related to active patients under the care of the athletic trainer, resulting in the ability to make sound decisions related to management and referral.

Course Objectives:

1. Discuss the role of the athletic trainer with respect in identifying General Medical Pathologies.
2. Demonstrate methods of physical examination of General Medical Conditions, utilizing the following techniques or tools including height, weight, blood pressure, pulse, temperature, palpation, auscultation, Snellen chart, urinalysis, reflex and cranial nerve assessment.
3. Describe the basic structures and functions of the respiratory, cardiovascular, gastrointestinal, genitourinary, neurological, lymphatic and integumentary systems.
4. Describe the basic General Medical pathologies of the respiratory, cardiovascular, gastrointestinal, genitourinary, neurological, lymphatic and integumentary systems.
5. Describe the signs and symptoms, appropriate medical referral/diagnosis, prognosis, return to participation and impact on physical activity.
6. Recognize emotional and behavioral signs of common mental health issues, including mood, anxiety, eating disorders, attention deficit hyperactivity, and substance use disorders; and describe the appropriate intervention by the athletic trainer.
7. Describe the purpose and critical components of the pre-participation examination, including exclusion criteria from physical activity.
8. Explain the federal, state, and local laws, regulations and procedures for the proper storage, disposal, transportation, dispensing (administering where appropriate), and documentation associated with commonly used prescription and nonprescription medications.
9. Explain the major concepts of pharmacokinetics and the influence that exercise might have on these processes.
10. Explain the major concepts of pharmacokinetics and the influence that exercise might have on these processes.
11. Explain the concepts related to bioavailability, half-life, and bioequivalence (including the relationship between generic and brand name drugs) and their relevance to the patient, the choice of medication, and the dosing schedule.

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12. Explain the pharmacodynamic principles of receptor theory, dose-response relationship, placebo effect, potency, and drug interactions as they relate to the mechanism of drug action and therapeutic effectiveness.
13. Describe the common routes used to administer medications and their advantages and disadvantages.
14. Properly assist and/or instruct the patient in the proper use, cleaning, and storage of drugs commonly delivered by metered dose inhalers, nebulizers, insulin pumps, or other parenteral routes as prescribed by the physician.
15. Describe how common pharmacological agents influence pain and healing and their influence on various therapeutic interventions.
16. Use an electronic drug resource to locate and identify indications, contraindications, precautions, and adverse reactions for common prescription and nonprescription medications.
17. Explain the major concepts of pharmacokinetics and the influence that exercise might have on these processes.

AT 530 Clinical Integration III

A general medical specific clinical integration. Students will be responsible for obtaining a family practice or internal medicine physician to serve as their clinical preceptor. Must be approved by the program director.

Course Objectives:

1. Demonstrate effective patient communication.
2. Demonstrate ability to assess patient's vital signs.
3. Demonstrate ability to take patient's medical history
4. Demonstrate professional and ethical conduct in several patient care situations.
5. Demonstrate assessment and recognition of signs and symptoms of select general medical conditions.

AT 531 Assessment and Management III

Study of pathomechanics, assessment, and therapeutic intervention of the head, neck and spine. Use of evidence based assessment and intervention techniques for sound clinical decision making based on patient's needs.

Course Objectives:

1. Identify the common risk factors and predisposing conditions associated with musculoskeletal injuries in the head, neck, and spine.
2. Understand the pathoetiology/pathomechanics of musculoskeletal injuries to the head, neck, and spine.
3. Perform, recognize and understand record keeping skills (SOAP notes, progress notes and referrals) while maintaining patient confidentiality.

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4. Demonstrate the ability to locate and palpate key anatomical structures in the head, neck, and spine, e.g., origins, insertions, bony landmarks.
5. Recognize and assess neurological and circulatory responses, e.g., nerve roots, myotomes, dermatomes, deep tendon reflexes.
6. Demonstrate proper clinical evaluation techniques with focus on stress tests/special tests used to differentiate the dysfunction of musculoskeletal injuries to the head, neck, and spine.
7. Demonstrate standardized procedures related to medical history taking and physical examination in the evaluation of orthopedic injuries and pathologies of:
 - Head injury evaluation
 - Neck injury evaluation
 - Spine injury evaluation
8. Interpret the findings of the physical examination to determine the appropriate course of treatment for the patient.
9. Determine and demonstrate therapeutic interventions and progressions for common injuries to the head, neck, and spine.
10. Understand the role and know common diagnostic imaging in the assessment of orthopedic injuries.

AT 532 Psychology and Social Aspects

The study, recognition and appropriate intervention of disorders affecting socio-cultural, mental, emotional and physical behaviors of those under the care of the athletic trainer.

Course Objectives:

1. Describe how psychosocial considerations affect clinical decision making related to return to activity or participation.
2. Explain the importance of educating patient, parents/guardians, and others regarding the condition in order to enhance the psychological and emotional well-being of the patient.
3. Explain the impact of sociocultural issues that influence the nature and quality of healthcare referral and formulate and implement strategies to maximize client/patient outcomes.
4. Identify and describe the basic signs and symptoms of mental health disorders, substance abuse, personal/social conflict, and mental health emergencies.
5. Demonstrate understanding of the role of various mental health care providers, and the referral of a patient to the appropriate provider.
6. Identify and describe the signs and symptoms, physiology and psychological responses of patients with disordered eating or eating disorder as well and the appropriate management and referral.
7. Explain the impact of sociocultural issues that influence the nature and quality of healthcare received and formulate and implement strategies to maximize patient outcomes.
8. Describe the psychosocial factors that affect persistent pain sensation and perception and identify multidisciplinary approaches for assisting patients with persistent pain.

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AT 533 Fundamentals of Epidemiology

Understanding of health risk and injury. Topics include history of epidemiology and population health, epidemiological study design and population data tracking in the US as it relates to Athletic Training

Course Objectives:

1. Clarify the historical foundations of epidemiology
2. Differentiate among the descriptive, analytic and experimental epidemiologic study designs
3. Review, analyze and interpret epidemiologic studies detailed in the professional literature
4. Interpret and discuss the epidemiologic factors related to selected chronic and communicable diseases.
5. Interpret and discuss the epidemiologic factors related to athletic training interventions.

AT 540 Clinical Integration IV

The clinical integration of knowledge and skills of athletic training in the clinical environment, under the direction of a clinical preceptor.

Course Objectives:

1. Demonstrate effective patient communication.
2. Demonstrate assessments of lower extremity injuries.
3. Demonstrate assessment of upper extremity injuries.
4. Demonstrate assessment of head, neck and spine injuries.
5. Demonstrate assessment of General Medical conditions.
6. Apply common taping, wrapping, and bracing techniques
7. Initiate and oversee clinical preceptor approved therapeutic interventions
8. Demonstrate professional and ethical conduct in several patient care situations.
9. Demonstrate documentation of injury/illness assessment, and therapeutic interventions.
10. Assess and recognize environmental concerns related to physical activity participation.
11. Demonstrate the provision of immediate/or acute care in an injury/illness situation.

AT 542 Administration in Athletic Training

Study of planning, coordinating and supervising administrative components of athletic training, including those pertaining to health care, financial, personnel and facilities management and public relations.

Course Objectives:

1. Explain strategies for communicating with coaches, athletes, parents, administrators, etc regarding athletic training issues.
2. Describe the principles of recruiting, selecting, hiring and evaluating employees and contracted medical and health care personnel and define state and federal statutes that regulate employment practices.

3. Explain the legal moral and ethical parameters that define the athletic trainer scope of practice.
4. Describe the conceptual components of developing and implementing a basic business plan and budget(e.g. purchasing, requisition, bidding, operational/capital etc)
5. Identify the components that comprise a comprehensive medical record and use contemporary documentation, patient file management (e.g. chart documentation, risk management, outcomes, billing) and communication strategies, while adhering to statues that regulate the privacy and security of medical records.
6. Describe common health insurance models as well as the common benefits and exclusion and the criteria for selection of secondary excess accident and catastrophic insurance.
7. Describe the procedures for revenue generation and reimbursement to include appropriate diagnostic and procedural coding.
8. Differentiate among the various other healthcare professionals with whom athletic trainers interact, as well when specific medical referral to these individuals is warranted.
9. Explain and understand the role and function of state athletic training practice acts as well as obtaining and maintaining necessary credentials and perform self-assessment for the practice of athletic training.
10. Describe the role and function of the National Athletic Trainers' Association (NATA), the Board of Certification (BOC), the Commission on Accreditation of Athletic Training Education (CAATE).
11. Identify and explain recommended or required components of a pre-participation examination base

AT 545 Applied Research Statistics in AT

Introduces the statistical analyses common in athletic training research. Focus will be on quantitative statistical methods for conducting experimental and correlational research.

Course Objectives:

1. Identify the relations between measurement concepts and basic statistics,
2. Use measurement, descriptive and inferential statistics to make decisions,
3. Demonstrate understanding of the concepts of measurement and evaluation appropriate for conducting research,
4. Demonstrate knowledge and understanding of the statistical procedures used in the measurement and evaluation process,
5. Be able to determine and apply appropriate statistical methods based on research design,
6. Understand the application of assumptions and limitations of statistical methods,
7. Be able to use abstract logical and numeric methods to interpret data analysis from statistical methods,
8. Demonstrate understanding of the principles of reliability, objectivity, and validity when making evaluative decisions,
9. Become prepared for more advanced statistics courses, which equip you to use statistics in research you conduct yourself.

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AT 550 Clinical Integration V

The clinical integration of knowledge and skills of athletic training in the clinical environment, under the direction of a clinical preceptor. This is a full immersion clinical experience.

Courses Objectives:

1. Demonstrate effective patient communication.
2. Demonstrate assessments of lower extremity injuries.
3. Demonstrate assessment of upper extremity injuries.
4. Demonstrate assessment of head, neck and spine injuries.
5. Demonstrate assessment of General Medical conditions.
6. Apply common taping, wrapping, and bracing techniques
7. Initiate and oversee clinical preceptor approved therapeutic interventions
8. Demonstrate professional and ethical conduct in several patient care situations.
9. Demonstrate documentation of injury/illness assessment, and therapeutic interventions.
10. Assess and recognize environmental concerns related to physical activity participation.
11. Demonstrate the provision of immediate/or acute care in an injury/illness situation.
12. Demonstrate effective communication with coaches, athletes, parents and other health care providers.
13. Demonstrate documentation of injury/illness assessment, and therapeutic interventions.
14. Demonstrate advocacy for the athletic training profession.
15. Demonstrate completion of administrative duties (e.g. budget, insurance, inventory/ordering supplies, etc)
16. Prepare cover letter, resume and other application materials for an athletic training position.

AT 551 BOC Test Prep

This course involves assessment of the student's current status of preparation for the BOC exam. Guidance for reviewing the knowledge and skills content of NATA educational competencies and study plan development.

Course Objectives:

1. Complete a BOC exam pre-test.
2. Identify their content areas of strength and weakness.
3. Develop a study plan for preparation to take BOC exam.
4. Prepare bi-weekly reflections reporting on exam preparation progress.

AT 592 Research

Group research project in athletic training conducted in collaboration with an athletic training faculty member. Literature review, proposal, data collection, data analysis, and poster presentation.

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Course Objectives:

1. Complete a literature review on a selected topic.
2. Prepare a research proposal to answer a research question.
3. Obtain university IRB approval
4. Collect data for the research project.
5. Analyze data collected.
6. Prepare a poster presentation
7. Present a poster presentation.

7A. Potential CSU System Collaborations:

The Athletic Training program will pursue collaborations with the following programs within the CSU System. The external reviewer for the 2016 CSU-Pueblo Athletic Training Program 5 year review agreed that the Athletic Training Program would benefit from collaboration with several programs already in place on the CSU-Pueblo campus.

- CSU-Fort Collins Athletics
 Establish as an affiliated clinical setting for athletic training students completing Clinical III and IV
- CSU-Pueblo Nursing Department
 Use of simulation lab for student instruction;
 Developing Inter-Professional Education opportunities between both programs:
 Evaluation of Injury
 Care of Ill patients
 Vital signs, auscultation of heart, lung and abdominal sounds
- CSU-Pueblo Biology Department
 Use of cadaver lab;
 AT Program acquisition of additional cadavers to share among Biology/AT students
- CSU-Pueblo Health Center
 Use of site for Clinical I and II
 Development of Inter-professional Education opportunities. Nurse Practitioners instructing in the classroom (Guest Lecturing)

7B. Potential non-CSU System Collaborations:

- Parkview Hospital
- St. Mary-Corwin Hospital
- Pueblo Community College (PTA, OPTA, EMT programs)

CSU-Pueblo New degree program: Master of Science in Athletic Training

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- Area High Schools (Pueblo, Colorado Springs, Canon City as affiliated sites)
- Area PT Clinics
- Area Orthopedic Surgeons
- Radiologist
- Cardiologist
- Neurologist
- Dentist
- Optometrist/Ophthalmologist
- AMR: observation, Ride-Along

8. Faculty resources

The addition of 1 tenure-track assistant professor would increase the AT faculty from 3.5 to 4.5 FTE (3 in the graduate program and 1.5 in the undergraduate preparation year 1 to 3 of the 3+2) and would allow the AT program to continue to partner with athletics, as athletic training students in their clinical experiences are assigned to certified athletic trainers who serve as required preceptors. The distribution of credit load includes undergraduate prerequisites and graduate courses within the MS in Athletic Training during the fall and spring semesters. The two summers of required courses adds an additional teaching load of 14 (8/6) credits for the three tenured or tenure-track faculty members. An administrative program release of three credits each semester is a CAATE standard requirement for the Program Director and the Clinical Education Coordinator. Additionally, in pursuing equity across campus, research release is factored in for the three tenure track faculty positions assigned graduate level courses.

Because the program will be running year round there will be a need for administrative oversight year round. The program director's contract will be increased to an 11 month contract, constituting a \$15,625 (salary + fringe) increase based upon present salary. The program director would no longer have release time to athletics. The Program Director's responsibilities will return to 100% academic load.

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Proposed FTE (addition of 1.0 FTE TT faculty member - shaded)

	Program Director	Clinical Ed. Coord. 1.0 FTE	Tenure-Track Faculty (PhD) 1.0 FTE	Clinical Instr. (MS or PhD) 1.0 FTE	Clinical Instr. (MS or PhD) .5 FTE	Total
Credit Distribution	1.0 FTE		1.0 FTE	1.0 FTE	.5 FTE	4.5 FTE
Academics	6/6	6/6	9/9	6/6	6/6	33/33
Admin Program Release (Required by CAATE)	6/6	3/3	0/0	0/0	0/0	9/9
Research Release	0/0	3/3	3/3	0/0	0/0	6/6
Athletics Release	0/0	0/0	0/0	6/6	0/0	6/6
	12/12	12/12	12/12	12/12	6/6	54/54

9. Library resources

No additional library resources beyond those currently available are necessary due to the resources available for the current athletic training academic program.

10. Facilities, equipment, and technology

On-campus facilities are adequate for course instruction and we have adequate lab/training facilities on campus. We will need off-campus placements, but have many such arrangements already in place.

- PE272 Athletic Training Lab serves as an excellent teaching lab
- The athletic training facilities for athletics located in Massari, Football Field House, and Gonzales Soccer/Lacrosse Complex serve as clinic sites and educational settings for athletic training students on campus
- Students in the last year of the MS in Athletic Training will be placed off campus in clinical facilities in and around the surrounding area

Required by Accreditation:

- Development of Inter-Professional Education opportunities
- Reliable Internet access and other required technology to support graduate level academic program and online course offerings
- Collaborate with nursing department for use of Simulation Lab
- Administrative release time that is similar to that of other clinical programs on campus (nursing)

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11. Potential Collaborations

See above (7A and 7B)

12. Budget

ATHLETIC TRAINING PROGRAM

	Year 0 2017/18	Year 1 2018/19	Year 2 2019/20	Year 3 2020/21	Year 4 2021/22	Year 5 2022/23
Existing expenditures reallocated						
Clark, R. 1 FTE (rate + 27.7% fringe)	\$73,289.00	\$74,755.00	\$75,854.00	\$76,250.00	\$77,775.00	\$79,330.00
Conroy, C 1 FTE (rate + 27.7% fringe)	\$52,688.00	\$53,742.00	\$54,819.00	\$55,913.00	\$57,031.00	\$58,172.00
Pickerill 1 FTE (rate +27.7% fringe)	\$70,235.00	\$71,640.00	\$73,072.00	\$74,534.00	\$76,025.00	\$77,545.00
Clark, L. .5 FTE (rate + 27.7% fringe)	\$25,095.00	\$25,597.00	\$26,109.00	\$26,631.00	\$27,164.00	\$27,707.00
1 Existing full-time faculty reassigned	\$221,307.00	\$225,734.00	\$229,854.00	\$233,328.00	\$237,995.00	\$242,754.00
2 Existing adjunct faculty reassigned						
3 Existing staff reassigned						
4 Existing operating costs (itemize)	\$12,900.00	\$12,900.00	\$12,900.00	\$12,900.00	\$12,900.00	\$12,900.00
5 Total existing expenses						
Year 0 and 1 all faculty will support BSAT, Year 2 and 3 will support teach out BSAT (L. Clark, Conroy and adjuncts) and MS in AT, Year 4 will be MS in AT with only Clark, R, Pickerill and new position. Clark, L and Conroy will continue to support undergraduate program.						
New expenses						
6 New FT faculty (rate + 27.71% fringe)	\$7,852.00	\$15,625.00	\$88,625.00	\$90,398.00	\$92,205.00	\$94,050.00
7 New adjunct faculty	\$0.00	\$0.00	\$4,410.00	\$4,410.00	\$4,410.00	\$0.00
8 New graduate summer school salary	\$0.00	\$0.00	\$3,345.00	\$6,690.00	\$6,690.00	\$6,690.00
8 Graduate Teaching Assistants	\$0.00	\$0.00	\$12,500.00	\$12,500.00	\$12,500.00	\$12,500.00
9 New staff (rate + fringe)	\$20,834.00	\$20,834.00	\$20,834.00	\$20,834.00	\$20,834.00	\$20,834.00
10 Faculty Stipends: curriculum development						
11 Faculty development						
12 Instructional Materials/Instruments		\$2,500.00	\$4,500.00	\$4,500.00	\$4,500.00	\$3,000.00
13 Recruitment		\$3,500.00	\$3,000.00	\$2,500.00	\$2,000.00	\$1,000.00
14 Accreditation		\$5,000.00		\$3,000.00		\$3,000.00
15 Other operating expenses (itemize)						
16 TOTAL new expenses	\$28,686.00	\$47,459.00	\$137,214.00	\$144,832.00	\$143,139.00	\$141,074.00

Line C-D6 year 1: director increase to 11month. Line E-G6 year2:-
5 director increase and new position

R. Clark will increase to 12 months starting July 1 2017 line C6

Line E14 Annual accreditation fee will remain the same.
 \$5000 is for reaccreditation. Line D-G13 new adjuncts for
 EXHP classes.

Projected Student Enrollment

New CSU-Pueblo student enrollment							
17	MS in AT01			13	15	17	19
	New second year MS in AT				12	14	16
18	Shift of existing CSUPueblo enrollment						
19	Extension of existing CSU-Pueblo enrollment ¹						
20	Net new CSU-Pueblo student enrollment ²	0.00	0.00	13	27	31	35

MS in AT01 will take 33 hours and MS in AT 02 will take 27 hours for a total of 60 credits.

¹E.g. if students will participate in a new 3+2 Master's program

Projected Enrollment Revenue		Year 1	Year 2	Year 3	Year 4	Year 5	
		2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
21	Projected new/increased SCH ³			429.00	819.00	939.00	1,059.00
22	Tuition rate per cr hr			460.00	460.00	460.00	460.00
24	Tuition Revenue [i.e. (21)*(22)]	0.00	0.00	197,340.00	376,740.00	431,940.00	487,140.00
25	25% financial aid reduction	0.00	0.00	49,335.00	94,185.00	107,985.00	121,785.00
26	TOTAL ENROLLMENT REVENUE	0.00	0.00	148,005.00	282,555.00	323,955.00	365,355.00
27	NET PROGRAM NEW REVENUE⁴	-28,686.00	-47,459.00	10,791.00	137,723.00	180,816.00	224,281.00

²Detail in table below

³Must tie in to (20); MS in AT 60 total hours 33 year 1 and 27 year 2

⁴Computed as (26)-(16) (i.e. do not include overhead/indirect costs)

MS in AT Projected enrollment for the 3+2

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2017/18	2018/19	2019/20	2020/21	2021/22	2022/2023
BS EXHPR 1 / 3+2 MS in AT 1	37	35	35	35	35	35
BS EXHPR 2 / 3+2 MS 2	22	24	24	24	24	24
BS EXHPR 3 / 3+2 MS 3	18	18	18	18	20	20

CSU-Pueblo New degree program: Master of Science in Athletic Training

BS EXHPR 4	16	16	16	16	5*	5*
3+2 MS in AT 4	0	0	13	15	17	19
3+2 MS in AT 5	0	0	0	12	14	16
total under grad	93	93	94	96	87	88
total grad	0	0	13	27	31	35

*3+2 students who may drop back into the BS in EXHPR

Last 2 years will have students from CSU-Pueblo 3+2 plus other students from transfer 4 year programs

REPORT ITEM:

Report: Sabbatical Requests Approved for AY 2018-2019

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

The purpose of sabbatical leave is to enhance the faculty member's professional growth, enhance the institution's reputation and the students' educational experience at the institution, and increase the overall level of knowledge in the faculty member's area of expertise.

The recommendations for sabbatical leave have been reviewed at the Department, College, and University levels and have received approval at each level. In every case, the proposal has been evaluated and judged appropriate with strict adherence to CCHE guidelines. As delegated by the Board of Governors, Dr. Tony Frank, President, has approved all of these sabbatical leaves.

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Colorado State University Sabbatical Leave Requests for AY 2018-2019

Requests were received for 52 Sabbatical Leaves to be taken during the academic year 2018-2019.

The College of Agricultural Sciences had three requests. One request is for a full year sabbatical and two requests are for fall semester only. Two of these will be conducted off campus and one will be conducted both on and off campus.

The College of Business had three requests. One request for an annual year (2019) sabbatical, one request is for fall semester, and one request is for spring semester. Two of these will be conducted off campus and one will be conducted both on and off campus.

The College of Engineering had seven requests. One of these is for the fall semester only, two are for the spring semester only and four are for the full year. Five of these will be conducted off campus and two will be conducted both on and off campus.

The College of Health and Human Sciences had three requests. Two of these are for the spring semester only, and one is for the full academic year. Two of these will be conducted off campus and one will be conducted both on and off campus.

The College of Liberal Arts had seventeen requests. Nine of these are for the fall semester only, five are for spring semester only, two are for the full academic year, and one is for the calendar year 2019. One of these will take place on campus, one will take place off campus, and fifteen will have time spent both on and off campus.

The College of Natural Sciences had twelve requests. Seven of these are for the full academic year, two are for fall semester only, and three are for spring semester only. One of these will take place on campus, nine will take place off campus, and two will take place in part on campus and in part off campus.

Warner College of Natural Resources had four requests. All of these are for the full academic year. One of these will be spent off campus and three will have time spent both on and off campus.

The College of Veterinary Medicine and Biomedical Sciences had three requests. One request is for the fall semester and two are for the full academic year. One of these will be spent on campus and two will take place both on and off campus.

The University Libraries had one request for the fall semester and will be spent both on and off campus.

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Sabbatical Leave Requests by College and Year

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
CAS	5	4	7	4	2	1	3
CHHS	4	0	0	3	0	3	3
COB	4	3	5	11	6	1	3
COE	4	3	5	10	4	4	7
CLA	23	34	36	16	10	18	17
CNS	8	16	8	15	12	9	12
CVMBS	0	3	1	1	1	2	3
WCNR	5	4	5	3	9	6	4
Libraries	2	0	0	0	0	1	1
Total	55	67	67	63	44	45	53

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The following sabbatical requests have been approved for the 2018 -2019 Academic Year:

<u>Name</u>	<u>Department</u>	<u>Proposed Leave Dates</u>
<u>College of Agricultural Sciences</u>		
Countryman, Amanda	Agricultural and Resource Economics	Fall 2018
Curl, Kelly	Horticulture and Landscape Architecture	Fall 2018
Ode, Paul	Bioagricultural Science and Pest Management	AY 2018-2019
<u>College of Business</u>		
Ganster, Daniel	Management	Annual Year 2019
Schwebach, Robert	Finance and Real Estate	Spring 2019
Wang, Tianyang	Finance and Real Estate	Fall 2018
<u>College of Engineering</u>		
Bareither, Christopher	Civil and Environmental Engineering	AY 2018-2019
Bradley, Thomas	Mechanical Engineering	AY 2018-2019
Gao, Xinfeng	Mechanical Engineering	AY 2018-2019
Krapf, Diego	Electrical and Computer Engineering	Spring 2019
Kummerow, Christian	Atmospheric Science	Spring 2019
Suryanarayanan, Siddharth	Electrical and Computer Engineering	Fall 2018
van de Lindt, John	Civil and Environmental Engineering	AY 2018-2019
<u>College of Health and Human Sciences</u>		
Jennings, Louise	School of Education	Spring 2019
Miller, Nancy	Design and Merchandising	Spring 2019
Riggs, Nathaniel	Human Development and Family Studies	AY 2018-2019

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<u>Name</u>	<u>Department</u>	<u>Proposed Leave Dates</u>
<u>College of Liberal Arts</u>		
Daum, Courtenay	Political Science	Spring 2019
del Mar Lopez-Cabrales, Maria	Languages, Literatures, and Cultures	AY 2018-2019
DiCesare, Catherine	Art and Art History	Spring 2019
Duffy, Robert	Political Science	Fall 2018
Dunn, Thomas	Communication Studies	Fall 2018
Ferreira, Wesley	Music, Theatre, and Dance	Fall 2018
Garcia, Jose Luis Suarez	Languages, Literatures, and Cultures	Spring 2019
Gibson, Katie	Communication Studies	Spring 2019
Greenough, Forest	Music, Theatre, and Dance	Fall 2018
Grim, Frederique	Languages, Literatures, and Cultures	Annual Year 2019
Jacobi, Tobi	English	Fall 2018
Johnson, Erik	Music, Theatre, and Dance	Fall 2018
McKee, Patrick	Philosophy	Fall 2018
Opsal, Tara	Sociology	Fall 2018
Saunders, Kyle	Political Science	Fall 2018
Sorensen, Leif	English	AY 2018-2019
Williams, Elizabeth	Communication Studies	Spring 2019

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<u>Name</u>	<u>Department</u>	<u>Proposed Leave Dates</u>
<u>College of Natural Sciences</u>		
Balgopal, Meena	Biology	AY 2018-2019
Crans, Debbie	Chemistry	AY 2018-2019
Duflot, Jeanne	Mathematics	AY 2018-2019
Farmer, Delphine	Chemistry	AY 2018-2019
Ghalambor, Cameron	Biology	AY 2018-2019
Henry, Charles	Chemistry	Fall 2018
Hulpke, Alexander	Mathematics	AY 2018-2019
Kokoszka, Piotr	Statistics	Spring 2019
Mueller, Rachel	Biology	Spring 2019
Tavener, Simon	Dean's Office	Spring 2019
Wilson, James	Mathematics	AY 2018-2019
Witt, Jessica	Psychology	Fall 2018
<u>Warner College of Natural Resources</u>		
Cheng, Antony	Forest and Rangeland Stewardship	AY 2018-2019
Clements, William	Fish, Wildlife, and Conservation Biology	AY 2018-2019
Fernandez-Gimenez, Maria	Forest and Rangeland Stewardship	AY 2018-2019
Myrick, Christopher	Fish, Wildlife, and Conservation Biology	AY 2018- 2019
<u>College of Veterinary Medicine and Biomedical Sciences</u>		
Akkina, Ramesh	Microbiology, Immunology, and Pathology	AY 2018-2019
Ehrhart, Nicole	Clinical Sciences	Fall 2018

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<u>Name</u>	<u>Department</u>	<u>Proposed Leave Dates</u>
Peel, Jennifer	Environmental and Radiological Health Sciences	AY 2018-2019
<u>University Libraries</u>		
Erb, Rachel		8/15/2018-2/15/2019

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MATTERS FOR ACTION:

Report on CSU-Pueblo approved sabbatical leaves for 2018-2019.

EXPLANATION:

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

This report provides the names and term for sabbatical requests for the 2018-2019 academic year.

REPORT ON APPROVED SABBATICAL LEAVES FOR AY2018-2019

Sabbatical leave requests for AY2018-2019 were submitted in fall 2017. Per section 2.11.2 (Sabbatical Leaves) of the Faculty Handbook, “The purpose of sabbatical leave is to provide tenure contract faculty an opportunity to engage in research, scholarly or creative activity, or otherwise enhance professional stature as teachers and scholars.” 2.11.2.2.i states in part that “Sabbatical leaves will be granted on the merits of the faculty member's application, the availability of funds, and institutional priorities... Faculty members must demonstrate in writing, as part of their application, a well structured plan involving research, scholarly or creative activity, study for advanced degrees outside their primary discipline, or other activities which will result in the faculty member's professional growth, increase the overall level of knowledge in the leave holder's area of expertise, and enhance the institution's reputation, and the students' educational experience.” The following individuals submitted proposals that were reviewed and approved at the department, college/school and university levels.

Ms. Judy Baca	Associate Professor of Social Work	fall 2018
Dr. Barbara Brett	Associate Professor of Psychology	spring 2019
Dr. Sam Ebersole	Professor of Mass Communications	fall 2018
Dr. Zahari Metchkov	Associate Professor of Music	spring 2019
Dr. John O'Connor	Associate Professor of Philosophy	fall 2018

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MATTERS FOR ACTION:

Report Item: Program Review Summary

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

Colorado State University, as per the *Academic Faculty and Administrative Professional Manual* (section C.2.4.2.2.d) and in accordance with expectations set forth by the Higher Learning Commission (our regional accreditor), conducts periodic quality reviews of our academic degree/certificate programs. The purpose of the academic program reviews is twofold: 1) to assess the quality of the degree/certificate program and 2) to assess the operation efficiency and effectiveness of the program in order to maintain and improve productivity.

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The College of Business (COB) was created in 1966, and attained Association to Advance Collegiate Schools of Business (AACSB) accreditation of the undergraduate program in 1970; graduate programs in 1976. Accreditation has been maintained without lapse. The following degrees are delivered.

Bachelor of Science in Business Administration
Master of Finance
Master of Business Administration
Master of Computer Information Systems
Master of Accountancy

Although the most accreditation report entailed no mandatory actions, it was recommended the COB strengthen its focus on research, hire additional faculty, and deepen its emphases on ethics and global issues. A variety of strategies were implemented to address these recommendations; a renewed focus on research was incorporated into the vision/mission of the college, new course work was developed, pedagogical changes have been made, high impact practices have been expanded and outreach projects have resulted in successful partnerships on campus in as well as in the community.

Students:

The increase in overall business enrollment is accounted for by an increase in male students, who now make up a larger majority of business students than in 2011. Increases are also due to a larger proportion of the College's students being composed of nonresidents. The number of international undergraduate students has nearly doubled, and enrollment continues to increase due to partnerships with East China Normal University of Shanghai, Hunan University, Sichuan University, and Anhui University. CSU's partnership with INTO (a global education recruiter) has contributed to the growth in international students as well. Increased collaborative recruiting efforts with the University's Office of Admissions have led to an increase in the ethnic diversity of the undergraduate student body. This increase stems largely from the significant growth in the number of Hispanic or Asian American students.

The number of undergraduate degrees conferred each year has increased from 565 in 2011 to 695 in 2015. This growth is not completely attributable to enrollment growth, as the number of degrees conferred as a percentage of the business enrollments has also increased, reflecting higher retention and degree completion rates. There is a degree attainment gap by minority status to which the College needs to devote attention; the current gap is 11.1 percentage points.

Enrollment in the online MBA program has declined significantly resulting in a loss of \$1.0 since FY12. The revenue generated by this program is used to subsidize the on-campus budget. While this decline is typical of MBA programs nationally, the resulting budget pressures for the College will need to be addressed.

Research and Scholarly Accomplishments:

As part of the College's strategic planning process, more aggressive research goals have been established, and progress has been made in aligning resources with higher expectations. Examples of new resources (since 2011) include a behavioral lab, a summer support program that extends beyond offering support to new hires, and significantly improved department operating budgets that provide support for conference travel and research expenses. The COB is making efforts to support interdisciplinary research. For example, the College is using online Master of Computer Information Systems revenue to support faculty grant development for interdisciplinary research. As part of this effort, a CIS Professor is a Co-PI on a \$2.7 million grant from the Department of Homeland Security. There are other examples of the success of this effort to support research. Additionally, a summer research program provides small grants to cover expenses associated with research infra-structure. Since 2011, College of Business faculty members have received over 50 awards and recognitions based on their research. These awards, recognized best papers at conferences, highly cited articles, and four Fulbright Distinguished Scholar Awards.

Engagement and Outreach:

The COB has robust engagement and outreach initiatives. Below are some highlights since 2011.

- Established practicum courses in marketing and management (supply chain), and over the past three years, completed 35 partnership projects with a variety of businesses.
- Established the Supply Chain Forum that connects student projects with member companies. In addition, COB hosts two annual forum days involving students, faculty and corporate member participants. The Supply Chain Forum now has eight corporate members: Coca-Cola, Woodward, Otter Products, Advanced Energy, Arrow Electronics, Micro Motion, Ball and Envirofit.
- Over 75 business leaders made guest appearances in undergraduate classes.
- The Institute for Entrepreneurship was developed and has engaged more than 100 advisors and mentors in working with student-based businesses in their Venture Accelerator Program, 3-Day Startup Program, Innovators@CSU Meetup events, and the CSU Collegiate Challenge Business Pitch Competition.
- Through support from the Daniels Ethics Fund, a "Meet the Founders Ethics" series was established to bring business owners and founders together with students to discuss leadership and ethics. Partnering with the Daniels Ethics Fund, the Better Business Bureau, and other universities in the region, we offered additional programming for our students and surrounding community that centered on ethical practices in business.
- In 2015, we offered an accounting and ethics seminar for Continuing Professional Education (CPE) credit that attracted over 175 alumni and community members.

Board of Governors of the Colorado State University System
Meeting Date: November 30, 2017
Report Item

Planning for Continuous Improvement

There are multiple opportunities for the COB to improve over the next few years.

- Increase the number of first-generation students in the College of Business and, in general, emphasize diversity and inclusion of faculty, staff and students. Included in this diversification is the recruitment/retention of international students.
- Address the financial concerns resulting from the decrease in online revenue by further diversifying the funding model (connect with large donors, leverage metro-Denver population growth, tap alumni etc.)
- Continue to evolve the program selection to include emerging trends (supply chain management, sustainability, social responsibility etc.)
- Leverage the online delivery model to compete successfully in specialized graduate degree markets
- Partner with faculty across campus for multidisciplinary research to leverage grant funding opportunities and doctoral student research assistants

Board of Governors of the Colorado State University System
 November 30, 2017
 Report Item

MATTERS FOR ACTION:

Report on CSU-Pueblo program reviews completed in AY2016-2017. Report Item. No action necessary

EXPLANATION:

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

This report consists of the outcome of our program review process in AY2016-2017.

REPORT ON PROGRAM REVIEWS COMPLETED IN AY2016-2017

As outlined in 1.2.6.2 of the Faculty Handbook, the duties of the Curriculum and Academic Programs (CAP) Board include being responsible for review of existing academic programs. From the “Guideline for Academic Program Self-study” maintained by the CAP Board:

“The primary purpose of systematic self-study is to maintain and support academic departments: teaching and learning; research, professional, and creative activity; and university service, community service, and outreach. It’s a vehicle by which departments can better understand if and how well programs are achieving their purpose and if not, what courses of action to take to make them more successful. The program review process... represents a shift away from input-based evidence to a learning centered, outcomes-based approach to on-going improvement and planning. It is a conceptual and practical change in emphasis from conducting a program review to a useful meaningful inquiry into the program’s purpose and its effectiveness in achieving that purpose. The results of the program review should be integrated into the department and campus process of planning and budgeting. It also represents a shift from an episodic snapshot of the program’s effectiveness to a more relevant and useful on-going, continuous plan of action the department can use for renewal and improvement. The conclusions drawn from the program review are to be informed by evidence; that is, all claims about a program’s strengths, weaknesses, and proposed improvements are to be supported by relevant, valid qualitative and quantitative evidence. This contrasts with program reviews that are largely descriptive and based on advocacy of the program.”

In addition, the document notes that “Programs on a professional accreditation self-study cycle will complete the self-study required by the accrediting agency. The documentation used in the accreditation self-study for new or continuing accreditation may also be used for the campus self-study...”

The timeline for self-study development begins in the fall semester with a data-informed self-study draft submitted to the dean, an external reviewer selected in consultation with dean and chair, a report prepared by the external reviewer after a site visit and examination of the self-study, the convening of a campus seminar panel, with the CAP Board final analysis sent to the Faculty Senate for approval at the last Senate meeting in the spring semester. The explicit contents of the self-study report are as follows, with the caveat noted above (namely that programs with external professional accreditation may deviate slightly from the details below, since they must complete the self-study required by their accrediting agency):

Contents of Self-Study

- I. Cover Page
 - A. Program name
 - B. Program college/school
 - C. Year of review
 - D. Date self-study submitted
 - E. Name of program chair
- II. Executive Summary (maximum of two pages)
 - A. Key findings
 - B. Planned action steps
- III. Response to Review Standards (see below for the precise standards)
 - A. Response to each review standard
 - B. Supporting documents and data
- IV. Supporting Documents
 - A. External Reviewer's Report
 1. Program strengths
 2. Program challenges, areas for improvement
 3. Summary of recommendations
 - B. Dean's Seminar Review Panel results summary
- V. Program Development Plan

Program review standards contextualize the review in the larger planning and effectiveness framework of the campus. Required documentation is included as appendices and referenced in the body of the review.

Standard 1. The purpose of the program reflects and supports the mission and strategic vision of Colorado State University-Pueblo and the mission of its school or college.

Please reflect on the following:

1. Purpose of the program
2. Alignment of the purpose with the campus mission and the program's school or college
3. Distinctive aspects of the program
4. The primary strengths and challenges of the program

Required documentation:

1. Mission/purpose of the program

2. Campus mission statement
3. Campus strategic plan

Standard 2. The program engages in on-going, systematic planning that reflects the campus strategic priorities.

Please reflect on the following:

1. Program's goals (desired big-picture results or purposes) and objectives (specific, measurable things the program will accomplish, at least one of which will be related to teaching and learning)
2. Process for developing and revising the goals and objectives
3. Relationship of the programs goals and objectives to program activities (i.e., describe the activities that accomplish the goals and objectives of the program)
4. Process of implementing the program goals and objectives

Required documentation:

1. Description of the program's ongoing planning process
2. Program's strategic plan

Standard 3. The program provides and evaluates a high quality curriculum that emphasizes student learning as its primary purpose.

Please reflect on the on the following:

Curriculum

1. Alignment of the curriculum with disciplinary standards
 - A. Establishment of and adherence to pre- and co-requisite courses
 - B. Rationale for selection and organization of courses in the curriculum
 - C. Logic, sequence, and coherence of the curriculum
2. Amount of time needed to complete the program
3. Multi-or interdisciplinary strengths of the programs
4. Alignment of curriculum to meet general education needs
5. Role of service course offerings that support other programs
6. Statement of course objectives that reflect the expected student learning outcomes of the program in all syllabi, including general education course offerings
7. Internal processes employed by the program to modify the curriculum

Learning Outcomes Assessment

1. Learning outcomes are observable, measureable statements of what students will know or be able to do upon completion of the program
2. The curriculum (i.e., course objectives) is aligned with the program's student learning outcomes
3. Assessment measures effectively evaluate the student learning outcomes and inform curricular decision-making
4. Assessment results are consistently used to make changes to the curriculum
5. The assessment process, including program improvements, is documented.

Required documentation:

1. Catalog copy of program curriculum
2. Curriculum and advising checklists
3. Frequency of course offerings and mean class size for each of the previous five years
4. Number of majors and minors for each of the last five years
5. Percentage of majors graduating within four years and six years for cohorts of first time full time freshmen from each of the previous five years
6. Program's current assessment plan with curriculum map
7. Program's assessment reports for the previous five years
8. Transfer Guide and Four-Year Plans

Standard 4. The program has sufficient faculty resources to meet its mission and goals.

Please reflect on the on the following:

1. Credentials of full-time and part-time faculty and instructional staff
2. Appropriateness of background of faculty for teaching in the program
3. Representativeness of faculty in terms of demographics, tenure, and diversity
4. Continuing growth of faculty as teachers and scholars
5. Adequacy of professional and pedagogical development opportunities for faculty
6. Presence of a positive, productive work environment in the department
7. Evidence of equitable distribution of instructional loads among faculty
8. Standards for faculty review, tenure, and promotion
9. Orientation of faculty and instructional staff, including teaching assistants, to goals and student learning outcomes of program

Required documentation:

1. Distribution of age, tenure status, gender, and ethnic origin of faculty
2. Credentials for all full- and part-time faculty for the last academic year
3. Summary of sponsored research activities for all faculty
4. Summary of scholarly and creative activities by tenure-line faculty
5. Summary of service activities by tenure-line faculty
6. Current CV for full-time faculty
7. FTE for program faculty for previous five years
8. SCH production for previous five years
9. Course load by instructor for the past five years

Standard 5. The program attracts, retains, and graduates high-quality students.

Please reflect on the on the following:

1. Diversity of student populations
2. Enrollment patterns relative to institutional and national enrollment patterns
3. Future viability of the program in terms of enrollment
4. Academic qualifications of students admitted compared to those of all CSU-Pueblo students
5. Accuracy and consistency of student advising, mechanisms to monitor progress toward degree and use of training to provide quality advising

6. Opportunities for students to engage in faculty research, independent study, study abroad, internships, honors courses, student organizations and other enriching activities that promote retention and graduation.
7. Processes and activities to recruit and retain students
8. Student performance on licensure or professional exams relative to regional and national standards
9. Adequacy of financial support/opportunities to recruit and retain high-quality students

Required documentation:

1. Five-year program profile to include 1) the number of women, first generation, ethnic minority, and international students in the program; and 2) number of students graduated each year.
2. For programs with specified admissions standards, 1) entry requirements for admission to the program, 2) the number of applicants to the program, 3) the number of students admitted to the program, and 4) the academic qualifications of admitted students;
3. Number and types of minors completed by students in the past five years.
4. Employment or graduate degrees held (or in progress) by graduates
5. Summary of student, alumni, and/or employer survey responses

Standard 6. The program has an administrative structure that facilitates achievement of program goals and objectives.

Please reflect on the following:

1. Processes in place to ensure efficient and effective decision-making, and shared governance.
2. Support for department chairs/associate deans and others in department or program leadership roles
3. Faculty involvement in ongoing program activities such as assessment; curriculum development, review, and revision; and tenure and promotion standards.
4. Involvement of students, alumni, and other program stakeholders in program decision-making
5. Evaluation of chairs/associate deans, faculty, and staff

Required documentation

1. Organizational chart
2. Minutes of relevant department meetings

Standard 7. The program has adequate resources to meet its goals and objectives.

Please reflect on the following:

1. Adequacy of the budget to support the mission and goals of the program
2. Currency and adequacy of facilities and laboratories, instructional technology, and library resources to support the mission and goals of the program
3. Documentable program faculty and staffing needs
4. Effective and appropriate use of faculty and staff

Required documentation:

1. Equipment, travel, technology, and operating budgets for the past five years.
2. List of major facilities and equipment
3. List of major hardware and software used by the program
4. List of major library resources, databases, and journals
5. List of support personnel, including non-teaching graduate students

In AY2016-2017, the following programs were originally scheduled to undertake a program review:

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

The Sociology department requested a one-year delay for the Social Science program, which was granted.

Each program review is generally hundreds of pages long. Sample materials from the program reviews are included below.

Typically programs have one external reviewer, often with an exception for programs which have disciplinary accreditation or are regulated by the state; in these situations, often special reviewers conduct site visits, and that was the case with the two education programs.

The external reviewers in education comprised a review team, with three individuals from the Colorado Department of Education or the Colorado Department of Higher Education; two from Colorado institutions of higher education; and one from a Colorado K-12 school:

Ms. Amy Fluke, Elementary Educator, Washington Primary School, Rocky Ford School District R-2

Dr. Gaye Jenkins, Chair, Associate Professor of Education, Associate Vice President for Academic Affairs and Dean of Graduate Studies, Western State Colorado University

Dr. Barbara Johnson, Director of Teacher Education, Colorado Mountain College

Dr. Karen Martinez, Senior Consultant, Educator Preparation, Colorado Department of Education

Dr. Robert Mitchell, Academic Policy Officer for Educator Preparation, Colorado Department of Higher Education

Dr. Colleen O'Neil, Executive Director of the Office of Professional Services and Educator Licensing, Colorado Department of Education

The external reviewer for history was Dr. Michael C. Brose, Associate Professor, History, University of Wyoming

The external reviewer for chemistry was Dr. David M. Sammeth, Professor of Physical Chemistry, New Mexico Highlands University

The external reviewer for mathematics was Dr. Michael A. Brilleslyper, Associate Professor, Department of Mathematical Sciences, United States Air Force Academy

Below, samples of the full program review process are provided.

LIBERAL STUDIES (BS)/TEACHER EDUCATION SAMPLE: DEAN'S REPORT
EDUCATION (MEd)/TEACHER EDUCATION SAMPLE: EXCERPTS OF FINAL REPORT
BY SITE REVIEW TEAM

HISTORY (MA) SAMPLE: RESPONSE TO REVIEW STANDARDS FROM SELF-STUDY

MATHEMATICS (BA/BS) SAMPLE: EXTERNAL REVIEWER REPORT
MATHEMATICS (BA/BS) SAMPLE: DEAN'S REPORT AND ACTION PLAN

CHEMISTRY (BS) SAMPLE: EXTERNAL REVIEWER REPORT
CHEMISTRY (BS) SAMPLE: SELF-STUDY EXECUTIVE SUMMARY
CHEMISTRY (BS) SAMPLE: DEAN'S REPORT AND ACTION PLAN

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TEACHER EDUCATION SAMPLE: DEAN'S REPORT

Page 1 of 4

Teacher Education Program: B.S. Liberal Studies and M. Ed.
A Program Review Report
Prepared by
Sylvester A. Kalevela, Dean
College of Education, Engineering, and Professional Studies

February 20, 2017

A. Introduction

This report on the Bachelor of Science (Liberal Studies) and Master of Education programs was prepared based on information from three sources:

1. The self-study reports prepared by the Teacher Education unit for submittal to the Colorado Department of Education (CDE) and Colorado Department of Higher Education (CDHE).
2. Written comments provided by a combined CDE and CDHE team that visited CSU-Pueblo on April 3-4, 2016 to complete the evaluation process of the two programs.

3. A program review seminar held on February 09, 2017, chaired by Sylvester A. Kalevela, Dean of the College of Education, Engineering, and Professional Studies. The seminar panel included the following individuals:

- Jeremiah Blaha, Field Experience Coordinator, Teacher Education
- Helen Caprioglio, Assistant Provost for Assessment, Student Learning, and Effectiveness
- Sandy Hudock, Professor of Library Services/Director of Education Research and Outreach Services - CAP Board Representative
- Sylvester A. Kalevela, Dean, College of Education, Engineering, and Professional Studies
- Jeff Piquette, Associate Dean of Teacher Education
- David Volk, Associate Professor/Department Chair of Music

B. Procedure

The seminar started with a brief presentation by Dr. Jeff Piquette who introduced the M. Ed. and Liberal Studies programs with a focus on (1) Program quality, (2) Centrality to the mission of the university, (3) Demand for the program, (4) Program cost, and (5) External mandates. The presentation was followed by a panel discussion that culminated with an analysis of program strengths, weaknesses, opportunities and threats or challenges (SWOT/C). The seminar was concluded with the development of a set of proposed action items meant to enhance the BS Liberal Studies program and the M. Ed. program.

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C. Presentation by the Department Head:

The following items provide a summary of the two programs that are the subjects of the five-year review. The summary is based on a presentation provided by the Associate Dean of the Teacher Education Program.

1. Program Quality: The quality of the program is manifested in characteristics that include (a) Citation by Top Masters in Education as the 11th best M. Ed. in the nation based on “quality for the money that students pay”, (b) The CDE/CDHE visit recommendation for full reauthorization approval following the 2016 comprehensive review of the program, (c) A CDE proclamation that the CSU-Pueblo is a model program for Special Education and Culturally and Linguistically Diverse Education, and (d) A highly complimented program by its graduates.

2. Centrality to Institutional Mission: The program service to the region and its collaborative activities with the school districts are in line with the mission of the institution as a comprehensive regional university.

3. Need for the Program: Although the Teacher Education Program has experienced an overall drop of 19% in enrollment during the last five years, only the undergraduate program has actually dropped in enrollment. During the same period, student enrollment in the *M.Ed.* and *Alternative Licensure* programs have risen by about 57% and 67%, respectively. For comparison

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CSU-Pueblo program review summary

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purposes, it should also be noted that the statewide teacher education student enrollment dropped by 25% during the same five-year period.

4. Program Cost: The Teacher Education Program is highly valued in terms of the benefit-to-cost ratio. Despite the drop in enrollment during the last five years, the program revenue contribution to the university is significant because of its collaborative activities with the Extended Studies Division which runs teacher education courses through approved providers across the country.

5. External Mandates: The department head reported that all external mandates have been satisfied through the department's regular activities. In response to the CDE/CDHE visit team recommendations for specific program improvements, the department developed an action plan to facilitate the achievement the recommended improvements. The action plan was approved by CDE/CDHE as part of the overall full reauthorization approval.

D. Panel Discussion Summary

Following the program introduction, the panel spent most of the time discussing ways to improve the program. The improvement elements include:

1. A plan to hire tenure-track faculty to fill two vacant positions. One position was vacated in 2016 and another position is a result of a retirement in 2014 of the Associate Dean of Teacher Education. The position of the Associate Dean was temporarily held by Dr. Jeff Piquette as an interim associate dean. While Dr. Piquette was serving as an interim associate dean, his regular position could not be filled. Dr. Piquette's recent appointment to the associate dean position has essentially freed up his regular position. The department expects some improvement in the coverage of classes when both positions are filled.
2. A Review of the M. Ed. program requirements and/or prerequisites to provide flexibility to students who wish to obtain a masters degree in education but have no immediate desire for a Colorado teaching license. A masters program that is not tied fast to teacher licensure would eliminate the statutory issues that make the program unsuitable for international students.
3. Based on the report of the department head, the panel was led to believe that enrollment in the Liberal Studies (BS) program and the M. Ed. program will go up because school districts in the region have great need for teachers. The panel believes that the Teacher Education program can work with other departments on campus to add emphasis areas to broaden the content area offerings.
4. In general, the panel was given information that indicates a significant breath of collaborative work of the Teacher Education unit with other departments on campus, and with school districts in the region.

E. Program SWOT Analysis Summary: Following is a summary of the perceived program strengths, weaknesses, opportunities and threats or challenges.

Strengths

- Highly qualified and committed faculty with passion to teach.
- High level of collaboration between the Teacher Education program and other CSU-Pueblo departments that facilitates both licensure and competence in diverse content areas.
- Ability of the program to provide alternative licensure option

- Broad diversity of student population.
- High interest of school districts in the region to collaborate with the CSU-Pueblo Teacher Education program
- National recognition of the M.Ed. program
- High interest of external providers to collaborate with the program through the Extended Studies division.
- Close collaboration with local school districts and schools resulting in opportunities for teaching practice for students in the Teacher Education Program.
- The program is staffed by faculty members who work well together as one team.

Weaknesses

- Enrollment fluctuations
- Inadequate funding for the program that makes it hard to have an adequate number of faculty members and support staff in the program.

Opportunities

- Online/hybrid course offerings
- Proximity of schools that provide opportunities for student teaching
- School teachers willing to supervise CSU-Pueblo student teachers
- Alternative licensure arrangements
- State grants that enable students to pursue M. Ed. at a reduced price
- Recently approved program for Early Childhood Education.
- Future opportunities for offering courses for principals and/or school administrators.

Threats or Challenges

- Low enrollments
- Perceived low rewards (low pay) in the teaching profession is influencing individual decisions on whether to go into teacher preparation programs.

F. Recommendations:

The following are recommended elements for pathways to program improvements with respect to optimizing the balance between program cost and the delivery of an excellent program.

1. Re-assess the need for national accreditation (CAEP)
2. Review the licensure requirement for the M. Ed. program to determine how to accommodate international students who primarily need the M. Ed. degree but may not have a recognized teaching license. Consider decoupling the M. Ed. degree requirements and the teacher licensure requirements.
3. Consider increasing the number of emphasis areas in the M. Ed. program with addition of emphasis areas such as English, History/Social Studies. Adding more content areas will broaden the M. Ed. offerings to students and will potentially increase student enrollment in the departments and/or programs that house the content areas.
4. Fill the two existing vacant faculty positions and work with the university administration to obtain and/or maintain adequate support personnel.

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TEACHER EDUCATION SAMPLE: EXCERPTS OF FINAL REPORT BY SITE REVIEW TEAM (CUT/PASTE FROM THE BULK OF THE PDF)

**FINAL REPORT BY SITE REVIEW TEAM OF
EDUCATOR PREPARATION AT COLORADO STATE
UNIVERSITY – PUEBLO**

REPORT SUBMITTED TO COLORADO STATE UNIVERSITY –
PUEBLO
JULY 15, 2016

Part I. Summary

This report summarizes the findings of the state reauthorization team for the Colorado State University – Pueblo (CSUP) educator preparation programs by the Colorado Department of Education (CDE) and the Department of Higher Education (DHE).

Level of Proficiency

The following table is a summary of each indicator the site review team uses to review educator preparation programs, pursuant to C.R.S. §23-1-121(2). Based on the site review findings outlined in the following report, each measure is given an overall rating of: proficient, partially proficient, or not proficient.

[Table cut/pasted not compatible with MSWord; five performance measures rated proficient, one performance measure, “Coursework & Field Based Training Integrate Theory and Practice”, rated partially proficient]

Recommendation

DHE policy permits three possible outcomes of a review: a) full approval, b) probation, or c) termination of the program.

The Reauthorization Team recommends full approval of the institution’s educator preparation program for a period of no less than five calendar years. This recommendation applies to the following endorsement areas:

Elementary Education (8.02)
Art (8.04)
English Language Arts (8.09)
Foreign Language - Spanish (8.10)
Mathematics (8.14)
Music (8.15)
Physical Education (8.16)

Science (8.17)
 Social Studies (8.18)
 Culturally and Linguistically Diverse Education (8.22)
 Special Education Generalist (9.06)
 Instructional Technology Specialist (10.06)
 School Nurse (11.05)

Please note that endorsement areas reflect titles in place with original versions of the *Rules for the Administration of the Educator Licensing Act of 1991* as of January 1, 2016. These titles will be updated automatically to reflect name revisions in later editions of the established Rules.

Part II. Report by Site Review Team

A. Introduction and Background

The educator preparation unit and programs at CSUP's College of Education, Engineering, and Professional Studies (CEEPS) were reviewed for reauthorization on April 3-5, 2016. The previous reauthorization review at CSUP took place April 24-25, 2011. Pursuant to Colorado Revised Statute §23-1-121, institutions of higher education with approved educator preparation programs must be evaluated not more frequently than once every five years. As CSUP is not pursuing national accreditation at this time, this visit included only the members of the state review team.

Review Team Members

The Review Team consisted of representatives from DHE and CDE, as well as two external institutions of higher education (IHE) and a partner school district. The members included:

Ms. Amy Fluke, Elementary Educator, Washington Primary School, Rocky Ford School District
 R-2

Dr. Gaye Jenkins, Chair, Associate Professor of Education, Associate Vice President for
 Academic

Affairs and Dean of Graduate Studies, Western State Colorado University

Dr. Barbara Johnson, Director of Teacher Education, Colorado Mountain College

Dr. Karen Martinez, Senior Consultant, Educator Preparation, Colorado Department of
 Education

Dr. Robert Mitchell, Academic Policy Officer for Educator Preparation, Colorado Department of
 Higher

Education

Dr. Colleen O'Neil, Executive Director of the Office of Professional Services and Educator
 Licensing, Colorado Department of Education

Educator Preparation Program Reauthorization Process

The following delineates the path of an educator preparation program submitted for reauthorization to the CDE Office of Professional Services and Educator Licensing (OPSEL) and the Colorado Department of Higher Education:

- Institutional reports are submitted to the OPSEL and the DHE 60 days prior to the scheduled site visit. If the institution is pursuing national accreditation through a recognized accrediting agency, report submission for national accreditation may be substituted for state institutional reports.
- DHE reviews the submitted evidence prior to the site visit to identify the unit and programs' strengths and areas for improvement.
- DHE compiles a list of missing information needed to document the performance criteria listed above and specific questions to clarify information submitted in the proposal.
- Reauthorization site visits are jointly conducted by CDE and DHE. The site visit consists of an entrance interview, unit and program review, and an exit interview.
- OPSEL and DHE jointly compile information from the institutional report and site-visit reviews, including content review information from the eight teacher performance-based standards. OPSEL and DHE submit the draft report to the IHE within 60 days of the site visit. In this instance, distribution to the institution was delayed by 30 days due to organizational changes within DHE.
- The IHE shall respond to the draft report in a rejoinder and provide additional information or address any concerns within 30 days of receiving the draft report.
- DHE and CDE finalize the reauthorization report.
- SBE forwards their recommendation on program content to the DHE, which then forwards the recommendation to the Colorado Commission on Higher Education (CCHE) for their final determination of reauthorization. (*Note: Pursuant to C.R.S. §23-1-121, if the state board of education recommends that a program not be approved, the commission shall follow said recommendation by refusing initial approval of said program or placing said program on probation.)
- The CCHE determines reauthorization of educator preparation programs.

Site Visit Meetings and Protocol

The reauthorization review team received the institutional report in advance, prepared and submitted by CSUP. The site review occurred April 3-5, 2016 during which time the team members met with:

- Dr. Jeff Piquette - Interim Associate Dean of the College of Education, Engineering and Professional Studies, Dr. Sylvester Kalevela – Dean of the College of Education, Engineering and Professional Studies, Mr. Jeremiah Blaha - Field Experience and Student Teaching Coordinator, Dr. Margie Massey - Associate Professor of Education, Dr. Jenny Piazza - Associate Professor of Education, Dr. Alegría Ribadeneira – Associate Professor of Spanish, Dr. Ted Taylor – Assistant Professor of English, Dr. Leslie Di Mare – President and Dr. Rick Kreminski – Provost.
- College of Education, Engineering and Professional Studies faculty, adjunct/affiliate faculty, and field supervisors
- Current education students and pre-service teachers
- Cooperating teachers, mentors and principals

The team reviewed course syllabi, student records, previous reauthorization reports, student work and portfolios, field placement locations and operations, and a wide range of other data over the course of, and subsequent to, the site visit.

During the on-site visit, numerous current students and alumni/ae were contacted and interviewed regarding their experience within the educator preparation program at CSUP. Their individual comments and feedback have been incorporated into this report.

Historical Context: Colorado State University-Pueblo Educator Preparation Programs

The following description is taken from CSUP's Institutional Report to DHE and CDE:

CSU-Pueblo is a regional comprehensive university located on a 275-acre campus overlooking the Front Range in Colorado, approximately 100 miles south of Denver. There are off-campus sites in Colorado Springs (called the Tower) and at the Fountain Fort Carson Army Base, that offer some limited courses for Teacher Education, but not any entire licensure program.

In 2014-2015, the University enrolled approximately 4500 students in 30 undergraduate and 7 graduate programs, served by 240 full-time faculty. CSU-Pueblo is committed to diversity and has made educational equity for students one of its highest priorities (Colorado State University-Pueblo Strategic Plan, 2013-2017; Colorado State University-Pueblo Catalog, 2015-2016, Colorado State University-Pueblo Fact Book, 2014-2015).

We have an alternative licensure program that was reviewed a few years ago, which offers endorsements for Mathematics, Science, Special Education, Elementary Education, Art, Drama, Instructional Technology (Computers), Music, Physical Education, World Language- French, German, Italian, Japanese, Latin, Russian, Spanish, Business, Business/Marketing, English, Marketing, Social Studies, and Speech.

CSU-Pueblo does not currently offer entire programs via distance. However, we have many professional development courses offered through our Division of Extended Studies. In the last 5 years the only significant historical context that is of note is the number of people who retired from the program or were lost due to grant monies ending (and the university not sustaining them permanently). This is described in more detail in response II.7 of this report.

CSU-Pueblo has a growing number of international students, out-of-state students, and in-state students; but primarily serves Pueblo, an ethnically and culturally diverse community of over 100,000 people, and the culturally dynamic region of southeastern Colorado (from Colorado Springs to Trinidad, and east to the border). In accordance with its role and mission, CSU-Pueblo provides a unique contribution to higher education in the state: Colorado State University-Pueblo is committed to excellence, setting the standard for regional comprehensive universities in teaching, research and service by providing leadership and access for its region while maintaining its commitment to diversity (Board of Governors, CSU System 2005, Colorado State University – Pueblo Catalog, 2015-2016). The university's success in fulfilling its mission to be an educational resource for the state's diverse population is documented by the characteristics of its student body, which has strong representations of traditional and non-

traditional students, campus-based and community-based students, students immediately out of high school, students who work to support families, Caucasian students and students of color. Indeed, because ~30% of its students are Hispanic (2014-2015 Fact Book), the federal government has designated CSU-Pueblo a Hispanic Serving Institution (HSI). Over 45% of Fall 2014 students declared themselves as members of minority groups, and approximately 80% receive some type of financial aid.

The most significant change in the unit since our last review is in the turnover of key personnel due to retirement or the end of grant funds. In those five years, the unit lost four people to retirement and two to the expiration of grants. This is significant because of the total number of years each of these people had been at CSU-Pueblo and the key roles they held. The retirements were the Associate Dean, the administrative assistant, the Field Experience Coordinator, and one faculty member. These people represented approximately 125 years of service to the institution and more than that to the field of education. The other two losses were an evaluation coordinator and an alternative licensure coordinator. In some cases, these departures were fairly sudden and left little time to train people who would succeed them. It has been very challenging to 1) replace all of the people because of budgetary constraints and 6 approvals at the cabinet level and 2) smoothly transition the unit to function at the same high-level of quality, etc. At this point in time, we still have an Interim Associate Dean (in his second year in that position), no longer have funds for an alternative licensure coordinator or evaluation coordinator, and are down one tenure-track faculty member (because he is serving as Interim Associate Dean).

As with many other educator preparation institutions, we are seeing a drop in enrollment over the last five years. However, we are not seeing the same dramatic loss as many other places. For example, even though our FTE in Fall 2014 was down almost 12% from the previous year, we actually saw a 4% increase in enrollment across Teacher Education in Fall 2015. One major help in this regard was securing a federal MERIT grant for Linguistically Diverse Education. Being able to pay the tuition for this added endorsement

B. Statutory Performance Measures Introduction

The review team was impressed, overall, with:

- The personal interest shown among faculty and staff members regarding the progression and achievements of the students within the educator preparation program.
- There is a strong connection between the field experiences and the Colorado Academic Standards as students were able to incorporate the standards within the daily teaching activities.
- Well established District partnerships with individuals identified to provide placement of field experiences and to provide feedback to the program. District partners are able to articulate both strengths and development areas of their CSUP program due to their extensive contact with program faculty and staff.

Graduates and current students told the Reauthorization Team they appreciated:

- The ability of CSUP to focus on key fieldwork experiences to bring together their classroom instruction into the practical aspects of education.

□ Students felt confident in their ability to work with students with diverse learning abilities – including those who are not native-English speakers as well as exceptional student populations.

□ In general, students believed they were adequately supported by the school’s faculty and staff, as well as by their university supervisors and cooperating teachers.

Faculty appreciated CSUP’s:

□ Focus on student achievement and progression through the program to ensure high quality educators emerge from the program.

□ Ability and opportunity to develop interpersonal relationships with the students progressing through the CSUP program. This investment on relationship development with students leads to more engaged teachers and administrators with the CSUP program in subsequent years.

Statutory Performance Measure A: Admissions Systems: The unit maintains a comprehensive admissions system that includes screening of a candidate’s dispositions for the field in which he or she is seeking licensure, consideration of a candidate’s academic preparation for entry into his or her desired endorsement area or areas, and preadmission advising for students who are considering becoming candidates.

Summary finding: The review team found CSUP’s educator preparation programs to be proficient on Performance Measure A.

Performance indicators: A1, A2, A3; C.R.S. 12-1-121(a)

CSUP’s educator preparation program has a formalized undergraduate admissions system that requires students to hold a 2.6 GPA, obtain three recommendations from faculty members in their specific content areas (if applicable) and successfully completion of 45 credits of coursework, including passage of courses in both college-level math and public speaking. In addition, candidates must complete a philosophy of education statement prior to admission to the program. Completion of ED 202 (Foundations of Education) is recommended prior to admission, but not required.

There are multiple entry points for candidates to enter the educator preparation program at CSUP. This includes a strong connection to Pueblo Community College, as well as other regional two-year institutions (e.g. Otero Junior College, Trinidad State Junior College). CSUP also participates in all applicable Guaranteed Transfer Pathways (GT Pathways) articulation agreements, which further benefits students who look to transfer into the program.

CSUP does recruit diverse students into the program – particularly Hispanic students. According to the most recent student data, 35.11% of CSUP’s educator preparation students are non-white. Hispanic students comprise nearly 22% of the entire student population within the program. This closely mirrors the student population for the university as a whole and surpasses statewide averages for diversity within educator preparation programs.

Faculty and staff are directly involved in the admissions process, as they screen applications and made final admissions decisions. Students are able to appeal denial of admission by direct communication to the program leadership, and each appeal decision is reviewed on an individual basis.

Recommendations and Areas for Improvement for A: Admissions Systems:

Areas for improvement: The Reauthorization Team found the institution to be proficient in Domain A (Admissions Systems), but did note the following recommendations:

- The minimum GPA requirement for admission to the program should be reviewed on a regular basis to ensure this level is consistent with peer institutions and national trends within educator preparation program administration.
- The development of a mechanism to evaluate professional disposition for candidates prior to admission should be developed. The review team does recommend a combination of a high-level survey instrument along with direct interpersonal communications with candidates. The receptiveness and incorporation of critical feedback should also be measured as a part of this dispositional assessment.
- Additional focus should be placed on recruiting diverse candidates, in alignment with CSUP's status as a Hispanic Serving Institution (HSI).
- Recruiting potential students from more rural regions of the state, particularly those areas east of the Pueblo along with US 50 corridor, should be expanded. Outreach to rural districts to both recruit students and provide professional development opportunities for existing educators should continue to be refined and focused.

Statutory Performance Measure B: Ongoing Advising & Screening of Candidates: The unit provides ongoing advising and screening of candidates by practicing educators or college and university faculty members.

Summary finding: The review team found the CSUP educator preparation program to be proficient on Performance Measure B.

Performance indicators: B1; C.R.S. 12-1-121(b)

Advising within the CSUP educator preparation program is primary a function of departmental faculty and key staff members. Students are provided information about their individual course of study and details about field experiences within each individual program. The benefit of having faculty engaged in this process is their deep knowledge and understanding about requirements and course sequence that support student development and progression through the program.

Students commented that faculty support and responsiveness to students concerns was a highlight of the program at CSUP. As previously mentioned, the value placed upon individual

student-faculty relationships within the program help facilitate these critical conversations and demonstrate the institution's commitment to student learning and development.

Faculty meets regularly to discuss students demonstrating academic deficiencies or other dispositional areas of concern. For those identified individuals, the faculty intervenes to promote and provide access to resources to support student development. In some circumstances, these students are referred to the interim dean for additional discussion and the development of an improvement plan.

One area of continued development is providing adequate support to students that may have difficulty passing required licensure examinations (e.g. PRAXIS series). Advisors do frequently refer students to resources to assist them in passing these exams, but there does not seem to be a comprehensive plan or approach to address non-passage within the educator preparation program.

Recommendations and Areas for Improvement for B: Advising, Ongoing Screening & Counseling:

Areas for improvement: The Reauthorization Team found the institution to be proficient in Domain B (Advising), but did note the following recommendation:

- A review of PRAXIS passage rates and areas of needed development for students should be developed in the very near future. Once completed, steps to provide support to students by members of the educator preparation program faculty and/or staff should be enacted to assist those students struggling with passage of the assessment.

Statutory Performance Measure C: Coursework & Field Based Training Integrate Theory and Practice: Course work and field based training integrate theory and practice and educates candidates in methodologies, practices and procedures of teaching standards-based education, specifically in teaching the content and skills defined in the Colorado Academic Standards.

Summary finding: The review team found CSUP to be partially proficient on Performance Measure C.

Performance indicators: C1, C2, C.R.S. 12-1-121(c),

CSUP's educator preparation program is a crucial partner within the southern Colorado education landscape. The institution does an admirable job in developing educators and placing them in districts that have historically been hard to serve, particularly Pueblo City 60 and Pueblo County 70. District representatives confirmed with the review team that the graduates of the program are being hired and are sought-after by local education agencies.

In most instances, there are definitive connections to the required field experiences and their relation to the Colorado Academic Standards. Teacher candidates are able to articulate the application of academic standards within their planning and teaching. Students were generally unaware of state-initiatives related to educator preparation, including post-secondary workforce readiness, ICAPS and career and technical education.

One significant area of concern by the review team centers on candidate exposure and knowledge regarding culturally and linguistically diverse students. The curriculum as specified in ED 412 (Teaching Diverse Learners) has limited focus on ethnic or social diversity – but rather centers on exceptional student populations. Students did not demonstrate an understanding of several topics related to diversity (such as culturally and linguistically diverse student populations, educational equity or culturally relevant teaching strategies). This is a significant omission that does require remediation.

Recommendations and Areas for Improvement for C: Coursework & Field Based Training Integrate Theory and Practice:

Areas for improvement: As the Reauthorization Team found the institution to be partially proficient in Domain C (Integration of Theory and Practice), the following recommendations were noted:

- An informal, internal review of CSUP’s program should be undertaken to ensure that students are exposed to, and knowledgeable of, teaching and learning strategies associated with culturally and linguistically diverse student populations.
- Teacher education midterm evaluations and summative evaluation forms should mirror those of primary district partners (i.e. Pueblo 60 and Pueblo 70). In this manner, graduates of the CSUP program will be knowledgeable of district evaluation processes within their placement districts.
- Programs should be examined for potential inclusion of dual endorsements such as special education and CLD education within existing programs. The inclusion of these endorsements not only ensures teacher candidate exposure to these critical areas of instruction, but also makes them highly desirable as potential employees in local districts.

Action Item: The following action item is required to be addressed by CSUP no later than December 31, 2016. The institution is required to provide a written update to DHE regarding efforts made in this area.

- A plan to enhance student exposure and understanding of CLD education and culturally relevant teaching must be developed with a timeline for implementation. This plan should include both coursework and fieldwork components with appropriate assessments to gauge teacher candidate learning and understanding.

Statutory Performance Measure D: Supervised Field Based Experience: Each teacher candidate in an initial licensure program complete a minimum of 800 hours, each principal and administrator candidate complete a minimum of 300 hours, and each other advanced degree or add-on endorsement candidate complete appropriate supervised field-based experience that relates to predetermined learning standards and includes best practices and national norms related to the candidate’s endorsement.

Summary finding: CSUP was found to be proficient on Performance Measure D. *Performance Indicators: D1, C.R.S. 12-1-121(d).*

There is a strong sense of collaboration between the educator preparation division at CSUP and the College of Humanities and Social Sciences. This linkage is demonstrated through informal collaboration through the CSUP (internal) education advisory committee. Data on exam results from teacher candidates (i.e. PLACE and PRAXIS) are shared with faculty within the College of Humanities and Social Sciences to support continual improvement and curricular modifications.

Faculty and staff involved in supervising teacher candidates and delivering feedback to potential educators is seen as a strength of the program by the students completing their fieldwork components. The review team appreciated the involvement of CSUP personnel in securing appropriate field placement locations and mentor teachers. Yet, there is evidence that some modifications to the field placement operations would benefit students within the educator preparation program. These suggested modifications include:

- Reviewing the process currently in place to select mentor teachers to ensure consistency within student teaching experiences. Inclusion of dispositional assessments with placement options should be utilized to support initial placement locations.

- Providing mentor teachers a list of definitive responsibilities regarding working with preservice teachers would be very helpful. In several instances, the review team noticed that the mentor teacher was not present while the teacher candidate course facilitated classes. While developing independence is a critical skill to learn for preservice teachers, this process does not seem to be standardized throughout the program.

- There was much confusion among teacher candidates and their mentor teachers alike regarding the expectations and operations of the co-teaching model and the gradual release model. Additional clarification from program leadership about the objectives and processes involved in both models would be very helpful.

INSTITUTIONAL RESPONSE: Mentor teachers do receive a handbook that outlines expectations for hosting student teachers. It is unknown, however, how frequently this document is reviewed and referred.

Recommendations and Areas for Improvement for D:

In addition to the suggested modifications listed above, the review team also recommends the following:

- Every effort should be made to provide candidate feedback in the form of a formal observation early within their summative (i.e. student teaching) field experience. This formal feedback should focus on areas of concern where the candidate is not meeting levels of novice proficiency (as determined by the department). This will allow modifications and the development of improvement plans for applicable students.

Statutory Performance Measure E: Content and Skills Required for Licensure: Each candidate, prior to graduation, must demonstrate the skills required for licensure, as determined by the State Board of Education.

Summary finding: Evidence presented by all stakeholders during the reauthorization site-visit indicated that programs within CSUP meet current Colorado Academic Standards as well as Teacher Quality Standards.

Statutory Performance Measure F: Comprehensive, Ongoing Assessment: Comprehensive and ongoing evaluation of each candidates' subject matter and professional knowledge and ability to demonstrate skill in applying the professional knowledge base.

Summary finding: The review team found the educator preparation program at CSUP as proficient on Performance Measure F.

Performance Indicators: F1, F2, F3, C.R.S. 12-1-121(f),

This performance measure requires the educator preparation program to continually evaluate and modify their program to best serve their students, their district partners and the pre-k – 12 populations throughout Colorado. The educator preparation program at CSUP does use available data to evaluate the various offered programs on a regular basis. This includes an analysis of state-developed data as well as passage rates on both the PLACE and PRAXIS exams. Further, this data is shared with faculty in the College of Humanities and Social Sciences and university administration as needed.

Teaching candidates were able to articulate their choices on when and how to employ technology within their own teaching. Candidates did express their frustration at not being as adept at using interactive white boards as they would like. Additional time in utilizing this technology would benefit the students completing the program at CSUP.

The review team did note that while teacher candidates have novice proficiency in monitoring student learning and making modifications to instruction, this is an area that could be strengthened – particularly at the secondary level. When asked, candidates were aware of the need to make changes in their teaching, but were unable to determine how to proceed.

It is undetermined how state-provided data regarding completer placement and areas of strength/development have been utilized to improve the CSUP educator preparation program. As the data custodian, the Office of the Provost should be working collaboratively with the program to ensure the data is analyzed and utilized to ensure program improvement. There is no direct evidence that the Provost's office has shared this data with the educator preparation program. Lastly, the team was concerned with personnel issues within the educator preparation program. To ensure student progression and achievement, administrative support for the graduate, alternative licensing and undergraduate populations must be provided. It is undetermined as to if current staffing levels are able to provide services to these three disparate groups. Further, the data analysis and alternative licensure coordinator positions have recently been eliminated – but the function performed in these roles persists. The team is unsure as to how this work will be divided and how these functions will be completed without the necessary personnel in place. The team continues to also stress the need for the university to name a permanent Associate Dean for the teacher education program. The delay in establishing a leader in this role has been

detrimental to the program's ability to grow and adapt to changes in the educator preparation landscape.

Recommendations and Areas for Improvement for F: In regards to Domain F, the following recommendations were noted:

□ The educator preparation program should establish and convene an external advisory board to assist with processes of continual improvement. Key stakeholders from the education, academic and private sector communities should help provide insight into the needs and concerns of the field.

□ Decisions regarding the leadership of the educator preparation program need to be made in the very near future. Ideally, this individual would also have budgetary control within the department so as to provide direction regarding personnel hiring and reorganization.

Rejoinder and Next Steps

Based on the findings of the review team, the educator preparation programs at CSU Pueblo are requested to submit a plan that addresses the need to support student exposure and understanding of CLD education and culturally relevant teaching. Included in this plan must be a timeline for implementation. This plan should include both coursework and fieldwork components with appropriate assessments to gauge teacher candidate learning and understanding.

While this plan does not need to be extensively detailed nor exhaustive, it should provide information related to potential avenues to support student understanding and exposure to diverse educational environments and student populations. This plan should be remitted to the Department of Higher Education no later than December 31, 2016.

CSU Pueblo shall note any errors of fact in this report and respond in a rejoinder with any supplemental information requested within 30 days pursuant to Colorado Department of Higher Education Policy I-P: Educator Preparation, subsection 6.01.05.01.

Please send all correspondence regarding areas A, B, C, D & F to:

Dr. Robert Mitchell, Academic Policy Officer for Educator Preparation, DHE,
robert.mitchell@dhe.state.co.us, 303-862-3006

Materials and questions related to the CDE content review (area E) should be sent to:

Dr. Karen Martinez, Senior Consultant, CDE, Martinez_K@cde.state.co.us, 303-866-6898.

Conclusion:

The review team thanks CSUP, the administration, faculty, staff and students for participating in the on- site visit. We look forward to working with the university to address the needs of the educator preparation programs now and in the future.

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HISTORY SAMPLE: PROGRAM'S RESPONSE TO REVIEW STANDARDS FROM SELF-STUDY

II. Response to Review Standards

Standard 1: The purpose of the program reflects and supports the mission and strategic vision of CSU-Pueblo and the mission of the College of Humanities and Social Sciences (CHASS).

1. Purpose of the Program.

The MA in history at CSU-Pueblo is designed in response to a demand from teachers, public historians, and members of the community to offer more opportunities for professional and individual development and growth in the field of history in southern Colorado. In addition to introducing new trends in interpreting history and new discoveries in the field, the program stresses new techniques and strategies for transmitting historical ideas in the classroom, in museums, and in the community. Our curriculum is dynamic, innovative, and adaptable to the changing needs of our student constituents, while maintaining a rigorous and thorough academic program that teaches our students the craft of history. Students research and study specific events, primary documents, personalities, turning points, contemporary interpretations, and historiographies pertaining to important trends in History.

2. Alignment of the purpose with the campus mission and the program's school or college.

The history MA program embraces the university's mission of providing a quality education that supports diversity, promotes active engagement in the community, and fosters a climate of learning and engagement through a critical appraisal of primary and secondary sources. This emphasis promotes critical thinking skills that allow our graduates to compete for jobs in the public schools, museums, business, or to PhD work in history and related disciplines. The purpose of the program is firmly aligned with the campus and college mission of offering "a broad array" of graduate programs that serve community needs while promoting and fostering economic and cultural development in the Pueblo community and environs.

3. Distinctive Aspects of the History MA Program.

The history MA faculty is firmly committed to enriching the intellectual life of CSU-Pueblo and the broader Pueblo community. The faculty spend an inordinate amount of time working in one-on-one relationships with students advising them, placing them in jobs and internships, and helping them locate appropriate conference and publication venues suitable for their work. Naturally this requires an abundance of time and energy beyond the allotted requirements specified by the university. Many faculty therefore have been recognized for their distinctive achievements in research, publication, and service, particularly to the broader history discipline.

4. Primary Strengths and Challenges of the Program.

A. Strengths

- Faculty have earned numerous university-wide awards, including the CHASS Faculty Member of the Year Award (2013), the Provost's Service Award (2011), the Excellence in Scholarly and Creative Activity Award (2010), and the Excellence in Teaching and Student's Choice in Teaching Award (2009).
- Faculty have earned national acclaim for their work. Three faculty were interviewed by C-SPAN for recently-published books. One writes a blog that has been cited in the national news media. Some have been finalists for book awards.
- Students have earned distinction at PhD institutions following their graduation from the History MA program at CSU-Pueblo. The program has placed students at such prestigious schools as Trinity College in Dublin, Ireland and the University of Arizona.
- Faculty members have been recognized nationally for their research. This includes one faculty member who received the prestigious David J. Weber Fellowship at the Clements Center for Southwest Studies at Southern Methodist University, one of the premier research centers in the U.S. borderlands and culture. Another faculty received a Mellon Fellowship at the Huntington Library in San Marino, California, one of the leading research repositories in the United States. Another faculty received two research fellowships from the Charles Redd Center in Western History at Brigham Young University. Still another received a Research Fellowship from the University of Sydney in Australia.
- Faculty have published books, or have contracts, at a number of leading presses. This includes Johns Hopkins University Press, University of Pennsylvania Press, Oxford University Press, University of Illinois Press, University of Colorado Press, University of Texas Press, and the University of Georgia Press.
- Faculty have won a number of Faculty Development Grants, Diversity Initiative Grants, SEED Grants, CHASS Research Grants, and other internally-funded grants in competitive grant applications.
- Faculty have written federal grants, including a Teaching American History Grant awarded by the U.S. Department of Education. This nationally competitive grant, in conjunction with a local school district, the fiscal agent of the grant, allowed CSU-Pueblo history faculty to form collegial relationships with public educators in Pueblo and Colorado Springs through countless professional development opportunities. This grant funded the start-up of the MA program.
- Faculty are active in the Pueblo community. Faculty members serve on governing boards at local history organizations, including the Bessemer Historical Society, Ludlow Centennial Commission, and the History Interpretive Center.
- Faculty work with diversity initiative programs to bring scholars to campus, providing students, faculty, and the broader Pueblo community the opportunity to hear experts discuss their research. Past scholars include Ronald Takaki of the University of California at Berkeley; Walter Johnson of Harvard University; Thomas Sugrue of the University of Pennsylvania; Adrian Burgos of the University of Illinois; Woody Holton of the University of Richmond; Ira Berlin of the University of Maryland; H.W. Brands of the University of Texas at Austin; Eliot West of the

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- University of Arkansas; Ari Kelman of the University of California at Davis; Maria Montoya of New York University; Sara Deutsch of Duke University.
- Faculty have organized—and coordinated—the annual History Day competition held at CSU-Pueblo. Faculty and program staff have been instrumental in planning, organizing, and hosting all aspects of the competition, from finding judges to setting up rooms to running the competition. Graduate students have helped with this endeavor, which at its peak totaled some 500 students and teachers. Graduate students and faculty have also assisted in judging run-off competitions in the local schools, in preparation for the main competition at CSU-Pueblo.
 - Faculty offer a range of courses exploring the richness of world cultures, specifically to reflect CSU-Pueblo’s mission as a Hispanic Serving Institution. This includes course development in Colorado History, Southwest Borderlands, History of Mexico, American West, American Labor History, Early America (with a special emphasis on the Atlantic World).
 - Faculty established the Bea Spade Memorial Lecture Series, providing students and faculty an opportunity to honor the memory of a cherished colleague and friend. This annual event focuses on world cultures, the confluence of transatlantic ideas, and key episodes and turning points in World History. Past speakers include Dr. Lyman Van Slyke from Stanford University; Dr. Ann Little from Colorado State University-Fort Collins; Dr. Roger Martinez from the University of Colorado at Colorado Springs; Dr. Beth Severy-Hoven from Macalester College.
 - Commitment to students, reflected in assisting them in internship programs, securing funding for conference presentations, and/or finding PhD programs in history appropriate to the students’ needs and expertise.
 - Forming community partnership with the public schools: Faculty have developed and/or sponsored specialized Documents Based Questions (DBQ) workshops with Stanford University educators, in preparation of assisting public educators for state-tested exams. Many of the teachers are students in the History MA program, with most from the two Pueblo School Districts (D-60 and D-70). In addition, our community partnerships have extended to nearly every high school in Pueblo and many in southern Colorado and environs.
 - Faculty have worked closely with the RAGE program at CSU-Pueblo to foster writing and editing opportunities for MA students. This includes peer critique, student workshops, and student colloquia.
 - Faculty have been innovative in the classroom, including introducing students to blogging, digital narratives, hybrid courses, etc.

B. Weaknesses

- Loss of faculty: From 2013-2015 the history faculty lost over 50% of its faculty. Three members of the graduate program took jobs at other institutions; one took early retirement; and another was released during a university-wide budget crisis in 2013. The latter two did not teach graduate classes, but their departure, with that of the three faculty noted above, have made staffing two programs (BA/MA) impossible. (Note: As of 2015, the MA program has not been accepting new students. The last two students

completed their degree requirements in spring 2016. The program has been on hold until some of the issues raised in this review can be addressed.)

- Staffing classes to satisfy two constituencies: working professionals who require courses in the evenings to students who prefer them during the day.
- MA committees: Our small department makes it very difficult to distribute the committee load with the existing faculty. This includes reading MA exams to chairing and sitting on MA theses committees.
- Offering a balance of courses in U.S. and World to satisfy our students' needs and interests.
- Overseeing and administering History Day, which is an enormous time commitment, requiring training judges, attending workshops in Denver, and organizing and planning the competition itself.
- Inability to offer specialized courses beyond the current curriculum. There are no graduate-level courses in African History, British History, Middle Eastern History, etc.
- Graduate compensation and/or release time: History faculty, as well as other graduate faculty at CSU-Pueblo, have been burdened with additional pressures of teaching graduate colloquia, reading MA exams, chairing MA theses, etc., without remuneration. Teaching a graduate course with a 3-3 or a 4-4 assignment load has made it difficult to maintain a strong and vibrant graduate program.
- Lack of institutional support: The university has not funded teaching or graduate assistantships for the History MA program, making it difficult to recruit and retain quality students. This problem was exacerbated in 2013 when the grant that funded the start-up of the MA program ended. (Of the dozen or so graduate programs at CSU-Pueblo approximately three-fourths receive some graduate assistance.)

5. Campus Strategic Plan

The CSU-Pueblo strategic plan can be found at the following link:

<http://www.csupueblo.edu/strategicplan/Pages/default.aspx>

Standard 2: The Program engages in on-going planning that reflects the campus strategic priorities.

1. Mission/Purpose of the Program: The History MA program is designed to provide students with a general knowledge of history and historical pedagogy and methodology; to introduce students to the theoretical works that serve as the foundation of historical scholarship; to prepare students, through training in communication and in research methods, to gain knowledge in certain areas of history; and to prepare students for careers, internships, and additional graduate work by teaching them real-world skills, such as reading difficult texts, writing clearly and succinctly, and expressing themselves orally and in writing.

2. Process for Developing and Revising Goals and Objectives: Under the direction of the graduate director, History MA faculty meet annually to evaluate program strengths and weaknesses. Further, they confab both before and after MA defenses and examinations, and at other times, as appropriate, throughout the year. Much of these meetings are necessitated by the annual assessment review commissioned by the Provost's office; but faculty also meet outside of the assessment process to discuss program goals and objectives. The graduate director also meets, as appropriate, with the history department chair and the college dean to review program goals and objectives and to discuss resource initiatives and possibilities.
3. Relationship of the Program's Goals and Objectives to Program Activities

All History MA objectives (e.g., writing, research, critical reflection, etc.) are tied into program initiatives and goals. For document analysis, for example, each graduate course requires a DBQ pre-assessment paper and a post-DBQ assessment paper, measuring critical reflection and writing, as well as organization and analysis. Likewise, faculty teaching, service and scholarship highlight the program's commitment to CSU-Pueblo strategic missions and objectives.

Some examples include:

Teaching:

- Two faculty won the Provost's Award for Teaching.
- Faculty have offered an array of classes in the evening hours to accommodate working professionals in the program.
- Faculty have offered several professional development workshops for high school history teachers, both on weekends and during the summer months, to accommodate their schedules.
- Some faculty received additional training in Documents-Based Questions from the Stanford History Education Group, the leading history educators in the United States.
- Historically, CSU-Pueblo MA graduates have formed the nucleus of history teaching in the public schools in Pueblo, trained by faculty for that end. A component of that training includes the university "senior-to-sophomore" (STS) program, run through Extended Studies at CSU-Pueblo. The Higher Learning Commission (HLC) in Colorado recently passed a measure requiring that all STS teachers have content MA degrees. History faculty have recruited teachers with that purpose in mind: to give them the necessary credentials to teach in that program. Roughly half of the STS history courses in Pueblo High Schools have been taught by teachers trained in the MA program at CSU-Pueblo.
- Some MA students have participated in Museum and archival internships.
- Some faculty have published books and articles on historical pedagogy, best practices, and history and technology.
- Faculty have earned advanced professional training at the annual American Historical Association conference on hybrid courses, digital technology, and other instructional modalities.

- Faculty have assisted students with community research projects affecting the local community.
- Faculty have worked with the RAGE program to ensure students recruitment and retention. This includes utilizing the RAGE-sponsored writing program, to securing adequate funding for conference research and presentation.
- Faculty have created a broad array of graduate courses to cover important themes and trends in U.S. history, namely, technology and history, race and religion, business and enterprise, war and society, slavery and servitude, Hispanic and Chicana/o peoples, etc.
- Graduates have secured positions in distinguished PhD programs.

Scholarship:

- All faculty in the graduate program have published in peer-reviewed journals over a five-year period. Several published books with leading university presses and/or have contracts in hand. Some have published several books with university presses.
- Two faculty won the Provost's Award for Research and Scholarly Excellence.
- Several faculty sponsored graduate student research by assisting them with funding to present their work at conferences in the U.K. and United States. Faculty have also worked with students to present their work at the annual [Society for the Interdisciplinary Study of Social Imagery](#) in Colorado Springs.
- Faculty have written funded grant programs, sponsored by the federal government and by state and local agencies.

Service:

- Two faculty have won university and college-wide service awards.
- Faculty have served as peer reviews for university presses and journals in their respective fields.
- Faculty assist with, and oversee, the annual History Day competition at CSU-Pueblo. This regional competition allows hundreds of students, teachers, and parents to visit campus each year presenting their work judged by History faculty.
- Faculty have served in leadership positions with the campus union, focusing on strategic issues like teaching loads, salary equity, etc.
- Faculty have spoken at several community events, giving public lectures on such diverse topics as abolitionism in the 19th c. to religion and the founding to slavery in the southwest borderlands.
- Faculty have sponsored the annual Ludlow Memorial Labor Fest Academic Symposium, in conjunction with the El Pueblo Museum, Rawlings Library, and Bessemer Historical Steelworks Museum. This event, now in its tenth year, brings prominent scholars to campus to explore a labor strike and its bloody aftermath necessitated by President Woodrow Wilson calling out federal troops to subdue the violence. This important event brings together a confluence of university faculty, students, and interested persons in the broader Pueblo community.

4. Process of Implementing the Program Goals and Objectives

Faculty meet at various times throughout the year to discuss assessment reviews, budgetary issues, job placement, examination results, etc. Faculty also hold back-to-school conferences with students to discuss program issues, job placement, and expectations. These meetings generally occur at the beginning of the fall semester.

Standard 3: The Program Provides and Evaluates a High Quality Curriculum that Emphasizes Student Learning as its Primary Purpose.

A. Curriculum

1. Alignment of the Curriculum with Disciplinary Standards

a. Establishment of and adherence to pre-and co-requisite courses

The Graduate Director oversees admission into courses with pre-requisite courses. The university has no mechanism to do so in its AIS system, the software that governs enrollment. MA faculty also maintain a vigilance in this regard. At present, there are only four courses that have pre-requisites: History 592--Historical Research (prereq: History 505--Historiography and Theory), History 510—Directed Study for Preliminary Examination (prereq: all coursework complete), History 599—Thesis Research (prereq: all coursework complete).

b. Rationale for selection and organization of courses in the curriculum

The graduate program currently has one tract (U.S. history), which accounts for faculty expertise. Students have the option of either taking a written comprehensive examination or writing a master's thesis.

Written Examination Option

Students taking the examination option must complete these three elements: 1) coursework, 2) the exam preparation class (HIST510), and 3) a written exam. The comprehensive written exam consists of questions written by three professors from whom the student took courses (see Appendix D for a copy of the exam). Each professor evaluates these responses following a rubric (see Appendix E), and they decide as a group whether the student passed or failed the exam. Two of the three evaluators must agree to a passing grade before that student passes his or her exam. The response to each question is 12-20 pages long and is open note, open book, and take home (exams are distributed over a weekend in April). Students must be enrolled in HIST510 during the same semester they take the exam. If a student fails the exam, he or she can retake the exam one time in the following fall semester (for a total of two attempts).

Master's Thesis Option

Students who take the master's thesis option work closely with a thesis advisor to develop an original research project based on the interpretation of primary sources. The thesis is 80-125 pages, and may be undertaken only if the student has the written consent of a member of the graduate faculty to serve as a thesis advisor. The thesis topic must be determined prior to the student's enrollment in the research seminar (HIST592). Because thesis candidates complete a

chapter of their thesis as their research paper in HIST592, the thesis topic and name of the thesis advisor must be provided to the HIST592 instructor in writing.

Students on this track must complete these four elements: 1) coursework, 2) thesis proposal with timeline for completion, 3) thesis hours for credit (HIST599), and 4) oral thesis defense. Students must schedule their defense and notify their committee by March 15th of the spring in which they intend to graduate; students must submit their completed manuscript to all committee members by April 1. The defense date will be determined by the student, Graduate Director, thesis advisor, and other committee members. The defense is typically scheduled no later than April 15 (if the student intends to graduate in the spring semester).

Coursework

History courses for graduate student enrollment only are numbered at the 500 level. Graduate students may also take selected undergraduate courses for graduate credit (with the Graduate Director's approval). Those undergraduate courses must be offered by graduate faculty in history at the 400 level (a maximum of two, 400-level courses is allowed; these will count as electives). No 300-level undergraduate courses are accepted for graduate credit.

All History graduate students are required to the following courses as part of the 30 credit hour requirement.

HIST505: Historiography and Theory (3 hours)
 HIST592: Historical Research (3 hours)
 HIST510: Directed Study for Preliminary Examination (3 hours) *or*
 HIST599: Thesis Research (6 hours)

Additionally, they can fill in the remaining credit hours with the following electives:

HIST501: Early America to 1763 (3 hours)
 HIST502: The New American Nation, 1763-1830 (3 hours)
 HIST503: Civil War America, 1830-1877 (3 hours)
 HIST504: U.S. History, 1877-1945 (3 hours)
 HIST506: U.S. History, 1945-present (3 hours)
 HIST511: Colorado History (3 hours)
 HIST513: The American West (3 hours)
 HIST514: The U.S. Southwest, pre-1848 (3 hours)
 HIST515: The U.S. Southwest, post-1848 (3 hours)
 HIST520: Slavery and Abolitionism (3 hours)
 HIST521: U.S. History through Literature (3 hours)
 HIST591: Special Topics (1-3 hours)

(Examples of course syllabi can be found in Appendix B.)

c. Logic, sequence, and coherence of the curriculum

The History graduate course offerings at CSU-Pueblo mirror those in similar programs in

Colorado and across the United States. The coverage areas in U.S. history are broad and expansive, allowing students to take advantage of faculty expertise in a broad array of topics spanning U.S. history. Course sequences are geared to allow students to take the full scope of the American “narrative,” beginning with early America and ending with recent history. Faculty encourage students to take this sequence in order, though it is not required. The Southwest pre- and post-1848 sequence fulfills a similar purpose for students. Only one sequence is required in the program: Students must take Historiography and Theory (Hist505) before enrolling in either Historical Research (Hist592) or Thesis Research (Hist599).

2. Amount of time needed to complete the program

Students are required to take 30 credits to graduate. Since the majority of students in the MA program are teachers in the public schools, most do not enroll in school full-time. They take one class per semester (fall, spring, summer), allowing them to graduate in three to four years. Typical students—that is, non-teachers—finish the program in two years. Most take a full load of 9-12 credit hours per semester.

3. Interdisciplinary strengths of the program

While there are no formal arrangements with other graduate programs on campus, History graduate faculty work closely with the Education program to ensure that teachers are prepared for the particulars of their teaching assignment. Indeed, one of the reasons why History faculty developed the Documents-Based Questions as a method of assessment is to assist teachers in their assignment of preparing their students for state-wide exams in critical thinking and writing.

4. Alignment of curriculum to meet general education needs

This is not applicable at the graduate level.

5. Role of service course offerings that support other programs

The History MA is a stand-alone program. However, faculty work closely with the Education department to sponsor professional development opportunities and graduate courses that allow for teacher re-licensure.

6. Statement of course syllabi, including General Education course offerings

Student learning outcomes and course objectives are included in all History MA syllabi.

7. Internal processes employed by the program to modify the curriculum

Faculty who teach in the graduate program meet at least once a year in the spring to discuss curricula, student achievement, and assessment. Most program changes are made at these meetings, including new course offerings, revised assessment initiatives, and thesis and

examination reviews. In the spring of 2012, for example, faculty created a number of new electives designed to enrich program curricula. Previously taught as History 591s (or special topics), the new courses received specialized numbers to ensure regular offerings and to facilitate graduation planning.

Faculty also meet in an ad hoc capacity throughout the academic year (AY) to discuss program initiatives and needs. One example is the budget, where faculty have met periodically over the years to discuss strategies in an effort to secure university funding for History MA students. Another is the SOCAD program, funded by the US State Department, allowing active military personnel to take courses throughout the United States. History faculty held extensive conversations about creating online and hybrid programs to reach military personnel. While most of the discussions centered on the BA program, university administration asked faculty to explore the possibility of an MA component. While neither the funding nor the SOCAD graduate offerings materialized, this is an example of the kinds of ad hoc meetings History faculty held to modify the curriculum.

Finally, through faculty evaluations, students have the opportunity to suggest changes to program curricula. Students also meet every semester with the Graduate Director prior to enrolling in courses. This allows another medium to suggest curricula changes, provide feedback, and recommend program offerings. Finally, students can evaluate the program when they graduate by filling out a Student Questionnaire (see Appendix H).

B. Learning Outcome Assessment

1. Learning outcomes are observable, measurable statements of what students will know or be able to do upon completion of the program.

The MA program Student Learning Outcomes (SLOs) are aligned with the program's curriculum and are reviewed on a regular basis. The SLOs are as follows:

- Be able to draw conclusions about the historiography of the subjects they have studied.
- Be able to read and interpret secondary sources from any discipline of history concerning any area of the world.
- Be able to read and interpret primary source documents from a wide range of periods.
- Demonstrate skills in historical research and analysis and to defend their conclusions in well-written papers.
- Be able to compete successfully in appropriate job markets or gain admission to history PhD programs.

2. The curriculum is aligned with the program's Student Learning Outcomes.

Please consult the program's curriculum map for more details (Appendix A).

3. Assessment measures of effectively evaluate the Student Learning Outcomes and inform curricular decision-making.

Each academic year MA faculty assess one or two SLOs through an extensive portfolio review. This is based on a rubric assembled by program faculty. The SLOs rotate; one year it might be historical research and the next historiography. After the review, the Graduate Director writes and submits a report to the Assistant Provost of Student Learning. The report includes a discussion of the program's strengths and weaknesses regarding that particular SLO and also a recommendation for improvement before the SLO is reviewed again.

4. Assessment results are consistently used to make changes to the curriculum.

Early in the MA program, we revised our assessment method to get better feedback on one of our student learning outcomes (primary source interpretation). Because most of our students are teachers employed in the public schools, we wanted to give them an assessment tool that would be directly applicable to their teaching assignments. This would serve a twofold purpose. (1) It would facilitate teacher instruction on higher-order learning skills which would prepare their students for state-mandated tests. And (2) we would get more meaningful data to better assess primary source analysis in the MA program. After we completed our first assessment cycle in 2010, we realized that we were deficient in this area so we revised this particular SLO. We began to require students to write a pre- and post-Documents Based Questions paper. We asked students to take a series of primary sources (deeds, wills, journals, govt. docs, graphs, charts, letters, etc.), read them, analyze them, then answer a prompt making an historical argument (c. 10-12 pp.). As expected, students struggled with the pre-assessment paper. But after spending a semester working through difficult (and oftentimes contradictory) primary sources, students performed admirably on the post-assessment. We found that the DBQ assessment was a good way to sharpen the students' critical thinking abilities, sharpen their prose, and enlarge their understanding of primary source analysis.

Please consult Appendix A for an example of a DBQ assessment.

5. The assessment proves, including program improvement, is documented.

The assessment process is well documented in yearly reports that are posted on the assessment website: <http://www.colostate-pueblo/Assessments/ResultsAndReports/Pages/default.aspx>. The program assessment plan is also included in this review (Appendix A).

FACULTY RESOURCES, TEACHING, SCHOLARSHIP, AND SERVICE

Standard 4: The program has sufficient resources to meet its mission and goals.

1. Credentials of full-time faculty and instructional staff

Tenured or tenure-track members of the faculty all hold PhDs from accredited universities in

their teaching and research fields.

Table 1: History Faculty Credentials (teaching in MA program)

Name of full-time faculty	Job Title	Terminal Degree	Tenured	Years of experience in higher education
Conrad, Paul*	Assistant Professor	PhD	No	3
Epps, Kristen*	Assistant Professor	PhD	No	5
Harris, Matt	Professor	PhD	Yes	16
Montoya, Fawn Amber	Associate Professor	PhD	Yes	8
Rees, Jonathan	Professor	PhD	Yes	19
Vance, Brigid*	Assistant Professor	PhD	No	3

*Represents faculty no longer employed at CSU-Pueblo.

The following faculty do not teach in the MA program because the World component is still under development.

Table 2: History Faculty Credentials (not teaching in MA program)

Name of full-time faculty	Job Title	Terminal Degree	Tenured	Years of experience in higher education
Gaughan, Judy	Associate Professor	PhD	Yes	20
Loats, Carol*	Associate Professor	PhD	Yes	25
Stroud, Jacqueline	Instructor	ABD	No	25

*Represents faculty no longer employed at CSU-Pueblo.

2. Appropriateness of background of faculty teaching in the MA program

Each faculty has a PhD from a regionally-accredited institution. Each is a specialist in some facet of U.S. history, the main focus of the MA program. In addition, each faculty has worked extensively with teachers, the primary constituent group in the program.

3. Representatives of faculty in terms of demographics, tenure, and diversity

Of the six History MA faculty who teach in the program, five are Caucasian and one is Hispanic; three are tenured and three untenured; and ages range from the early 30s to the late 40s. In addition, three are women and three are men. History faculty value diversity. We place a high premium on diversity within the department, whether through the faculty hiring process or in the selection of scholars we invite to campus.

4. Continuing growth of faculty as teachers and scholars

The History department and the Provost's office both provide limited funding opportunities for faculty research projects and for conference travel. Faculty also apply for reassignment time with the Dean's office, which allows for a one-quarter course reduction for research and writing.

5. Adequacy of professional and pedagogical development for faculty

As stated in the prior section, faculty receive funding support from the History department and the Provost's office. This covers roughly one conference a year, and possibly two, when the funds are available. These small acts of support help to off-set the lack of faculty raises and cost-of-living adjustments at the university.

6. Presence of a positive, productive work environment in the department

A loss of key faculty and budgetary constraints have generated challenges to the MA program. In particular, the end of the History Grant that funded the start-up of the MA program in 2009 has posed an insurmountable problem, especially since the university has not provided any resources for the MA program. The Graduate Director has addressed these challenges on numerous occasions with university administrators, but these challenges have yet to be solved. In addition, the loss of key faculty in the graduate program, and the inability to replace them, has made continuance of the graduate program virtually impossible. Faculty continue to address these issues with university administrators. The History Department Chair and the Dean of the College have been very supportive of these efforts.

7. Evidence of equitable distribution of instructional loads among faculty

The CSU-Pueblo faculty handbook states that faculty teaching loads are calculated on a 12 credit hour basis during the academic year. However, the faculty handbook also states that the Provost can grant reassignment time based on scholarly research and publication or with heavy service obligations. In early spring when faculty write their Annual Performance Review, the chair distributes a reassignment form that faculty are required to fill out if they want reassignment time. The form asks faculty to list past publications in the previous academic year, as well as future projects in the upcoming year, including books and articles accepted for publication. If faculty have been active researchers and scholars, they are typically downloaded to a 9-hour load. Of the six History faculty in the MA program, most have been awarded reassigned time based on either an active research agenda or because of heavy service requirements like directing a program or chairing a major committee. It must be stated unequivocally that continuance of reassigned time is vital to faculty morale and for productive, quality scholarship.

8. Standards for faculty review, tenure, and promotion

Standards for review, tenure and promotion are established in the faculty bylaws and are available to every faculty member. As noted in the prior section, each year faculty write an Annual Performance Review (APR) covering teaching (50%), research (30%), and service (20%). Faculty meet with the chair to discuss the APR and if it is acceptable the chair then forwards the APR for Dean approval. After he reviews it, the Provost then reviews it for final

approval. For tenure and promotion, the chair convenes a committee to review the candidate's dossier. The committee makes a recommendation to the chair who then adds his or her assessment to the dossier. A tenure and promotion committee in the College of Humanities and Social Sciences, comprised of tenured faculty throughout the College, then review the file and make a recommendation to the Dean. The Dean then makes a recommendation to the Provost, who makes a recommendation to the President. The Board of Governors offers the final approval of the tenure and promotion process. Department standards for tenure and promotion can be found in Appendix F.

9. Orientation of faculty and instructional staff, including Teaching Assistants, to goals and student learning outcomes of the program.

The Graduate Director meets with MA faculty to discuss student learning outcomes, curricula requirements, and program initiatives. The program does not have any teaching or research assistantships.

- a. **Credentials. Please refer to Faculty Vitae in Appendix G.**
- b. **Summary of Scholarly and Creative Activities by tenure-track faculty**

The Annual Performance Review states that 30% of the faculty review is based on research and publication. Moreover, the university reassignment form asks for peer-reviewed publications for both books and articles, and it is generally understood by faculty that non-peer reviewed publications would not warrant a course reassignment.

Faculty in the History MA program have been very active in research and publication. This has led to a number of book publications in leading university presses to a spate of scholarly articles in important history journals. Accordingly, faculty have published books with Johns Hopkins University Press, Oxford University Press, University of Illinois Press, University of Oklahoma Press, and the University Press of Colorado. Faculty have also secured contracts with the University of Georgia Press, the University of Utah Press, and the University of Pennsylvania Press, and the University of Illinois Press. Similarly, faculty have published articles in a range of national and regional journals, both in history content and in the scholarship of teaching. In addition, faculty have earned a number of awards for their research, including prestigious fellowships at the Clements Center at Southern Methodist University, the Huntington Library in San Marino, California, and the Charles Redd Center at Brigham Young University.

Faculty are also active participants in the history profession. Many have chaired national conferences, published book reviews in regional and national journals, reviewed grant applications, reviewed article and book manuscripts for presses and journals, and served on university-wide committees focused on research and publication. Faculty CVs, included in Appendix G of this report, will provide a greater illustration of the types of scholarly and creative activities that faculty have engaged in.

10. FTE for History MA faculty for previous five years (total History FTE)

Table 3: Faculty FTE

2010-11 20.4	2011-12 19.2	2012-13 18.7	2013-14 23.8	2014-15 18.6
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11. Student credits hours for previous five years

Table 4: Student Credit Hours Between 2008-20014

2010-11 4,862	2011-12 4,974	2012-13 4,799	2013-14 4,646	2014-15 3,853
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The History Administrative Assistant tabulated the data in Table 4; it does not include summer sessions. The decrease in SCH production is partially explained by declining enrollments across the university, but also the end of the History grant.

12. Course load by full-time faculty for the previous five years (not including summers).

Table 5: Course Load by Instructor (credit hours fall/spring)

Name	2010-11	2011-12	2012-13	2013-14	2014-15
Conrad, Paul*	N/A	9/9	Post- Doc/SMU	9/9	9/9
Epps, Kristen	9/9	9/9	9/9	9/9	N/A
Harris, Matt**	6/6	6/6	6/6	Fall Sab./9	9/9
Montoya, Fawn	9/9	9/9	9/9	9/9	9/9
Rees, Jonathan	9/9	9/9	Fall Sab./9	9/9	9/9
Vance, Brigid	N/A	N/A	9/9	9/9	9/9

*During the spring term 2013, Paul Conrad had a post-doc at the Clements Center at Southern Methodist University.

**From 2010-2013 Matt Harris had a reduced load because he was Chair of the Department.

Table 5 includes both undergraduate and graduate instruction. Faculty teach an average of about one graduate course per academic year. As stated elsewhere, faculty get a 1/3 reassignment for research or service obligations subject to approval from the Department Chair, College Dean, and Provost.

13. Table 6 provides information from the CSU-Pueblo Fact Book regarding the History MA program.

Table 6: History MA Program Facts

Description	2010-11	2011-12	2012-13	2013-14	2014-15
Student FTE	11.1	12.6	9.6	6.5	3.6
Degrees Granted	16	18	14	8	8

Majors	35	32	28	20	10
Faculty FTE	Not reported separately for the MA program				
Credit hours scheduled	Not reported separately for the MA program				
FTE students per FTE faculty	Not reported separately for the MA program				
Instructional cost per FTE student	Not reported separately for the MA program				
Credit hours per FTE faculty	Not reported separately for the MA program				
Average class size	Not reported separately for the MA program				
Student credit hours	Not reported separately for the MA program				

Note: Data was requested from the CSU-Pueblo Office of Institutional Research, but it was not available.

Standard 5: The programs attracts, retains, and graduates high-quality students.

1. Diversity of Student Populations

Student Demographic profile (%)	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Hispanic	10	9	7	3	1
Native American					
African American				1	
Asian American					
Islander					
White	25	20	18	15	8
Multiple races		1	1		
International					1
Unknown		2	2	1	
Male	16	14	12	10	5
Female	19	18	16	10	5
Resident	35	32	28	20	9
Non-resident					1

Note: Data for 2015 not available.

The MA program has slightly more women in the program than men. The number of Hispanic students in the program has gradually declined over time, ranging from 35% in 2010 to 9% in 2014—a result of a diminishing applicant pool. The bulk of the program is comprised of resident-students, though the program enjoyed one international student. (Due to a lack of funds, the MA program has not been able to recruit overseas.)

2. Enrollment Patterns Relative to Institutional and National Enrollment Patterns

Table 8: Enrollment Patterns

Description	2010-11	2011-12	2012-13	2013-14	2014-15
Majors	35	32	28	20	10

Enrollments are measured by fall headcount majors. Table 8 shows a consistent pattern of enrollments during the life of the History grant (2009-2013). However, after the grant ended enrollments began to drop. During the life of the grant the History MA program was one of the largest graduate programs on campus, comparable to the English MA program but behind the MBA.

3. Future Viability of the Program in Terms of Enrollment

As noted previously, the History MA program is not accepting applications at this time and will not do so in the foreseeable future until the program replenishes its faculty ranks. Further, for the program to remain viable, it will need graduate and/or research assistantships on par with other graduate programs at CSU-Pueblo.

4. Academic Qualifications of Students Admitted compared to Those of All CSU-Pueblo Students

There is no way to accurately answer this question since the History Department does not require the Graduate Record Examination (GRE) as a prerequisite for admittance into the MA program. The average GPA of incoming MA students, however, hovers around 3.4. This is likely higher than most graduate programs on campus.

5. Accuracy and Consistency of Student Advising, Mechanisms to Monitor Progress Toward Degree and Use of Training to Provide Quality Advising

Students in the History MA program are required to meet with the Graduate Director every semester. Typical advising sessions include mapping out courses for upcoming semesters, reviewing progress toward degree completion, finding appropriate internships, finding suitable venues for conference presentations, finding funding sources for conference and research support, discussing thesis and examination requirements, reviewing (when appropriate) the student's Academic Performance Plan (for students whose GPA dips below 3.0), and discussing resources for curricula enhancement.

6. Opportunities for Students to Engage in Faculty Research, Independent Study, Study Abroad, Internships, Honors Courses, Student Organizations and other Enriching Activities that Promote Retention and Graduation.

Students in the History MA program have had a number of resources to utilize to enhance retention and graduation. The most important of these is the Regional Access to Graduate Education (RAGE) program at CSU-Pueblo. This program, funded by a government grant, provides writing support for graduate students and funding assistance

for conference presentations, but it also provides community partnership for projects of mutual interest to the student and community partner. History MA students have utilized these services in a number of ways. First and foremost is the writing center, where students enjoy peer review on seminar papers and thesis chapters. Students also benefit from the financial resources from the RAGE office, especially the small pots of money (\$500) for research and conference travel. In one or two instances, students have produced analysis papers for local communities, enhanced and facilitated by the RAGE office.

MA students have also presented their work at national and local conferences. One, in particular, is the [Society for the Interdisciplinary Study of Social Imagery](#) (SISSI) in Colorado Springs. This annual conference, organized and planned by faculty at CSU-Pueblo and the University of Hartford, brings together scholars from all over the United States. Typically, about four or five students present their work at this conference each year.

Finally, the program has had a great success placing students in history internships, including Pioneers Museum in Colorado Springs; the National Archives in Washington, DC; and the El Pueblo Museum, CF&I, and Pueblo County Historical Museum, all in Pueblo.

7. Processes and Activities to Recruit and Retain Students

Faculty in the MA program have been very diligent about identifying students who could benefit from the program. The obvious market has been teachers in the public schools. Faculty have held informational meetings about the program, visited schools, and conducted professional development workshops with an aim to recruit teachers. Faculty have also reached out to non-teachers. This includes attending graduate fairs and sending out fliers and informational packets to history departments in Colorado, Kansas, New Mexico, and Wyoming. Retention has been more difficult for students who were not grant-funded (see #9 below), primarily because the department does not offer assistantships. For teachers covered by the grant, retention has been extremely high. Over the course of the grant, only three teachers dropped out, citing increased responsibilities at school. When student GPAs dipped below a 3.0, the Graduate Director filled out an Academic Improvement Plan with them to improve their grades (see Appendix E). This has been very effective with at least four students who struggled in the program.

8. Student Performance on Licensure or Professional Exams Relative to Regional and National Standards.

Not applicable. The MA program is not linked to any licensure or professional exams.

9. Adequacy of Financial Support/Opportunities to Recruit and Retain High-Quality Students.

The MA program has had great success recruiting students with a History Grant funded by the U.S. Department of Education. As stated earlier, this grant provided the start-up for the MA program and has attracted dozens of teachers into the program—the primary constituency of the grant. The grant covered all tuition plus books and fees. For students not covered by the grant (that is, non-teachers), there is no university support. When the grant ended in 2013, enrollments dipped substantially because there was no financial support to recruit and retain qualified applicants/students. Unlike other graduate programs at CSU-Pueblo which have assistantships, the History and English MA programs have not been as fortunate. The reasons for this inequity are complex and varied, but it generally stems from a lack of institutional resources and timing. As a result, the History MA program has lost some very good students who could not afford to pay out of pocket tuition, books and fees. One example highlights this problem. In 2012 we had a promising student who had been in the program for a year. He earned ‘A’ grades in every course, presented his research at two conferences, and had one publication under his belt. We tried desperately to get him an assistantship to keep him, but we were unsuccessful. Consequently, he dropped out and the program lost a first-rate student. Budget issues have and probably will always be a challenge at this university.

a. Five-year Program Profile to Include 1) The Number of Women, *First Generation, Ethnic Minority, and International Students in the Program; and 2) Number of Students Graduated each Year.

Table 9: Number of Degrees Granted

Description	2010-11	2011-12	2012-13	2013-14	2014-15
Number of Degrees Granted	16	18	14	8	8

First Generation data is not available. The MA program has had one international student. The number of women in the program has been quite high: over 50% of the students are comprised of women. Roughly a third of the program is comprised of Hispanic students. More demographic information about the program can be found in Table 7.

Table 9 indicates that MA graduates remained steady during the years of the history grant, which funded all teacher books and tuition from 2009-2013. The last year of the grant, however, saw a dip in numbers. This trend continued into 2014-15, a result, largely, of the MA program’s inability to offer assistantships as compared to other universities.

b. For Programs with Specified Admission Standards, 1) Entry Requirements for Admission to the Program, 2) the Number of Applicants to the Program, 3) the Number of Students Admitted to the Program, and 4) the Academic Qualifications of Admitted Students.

To be eligible for the CSU-Pueblo graduate program in history, students need to have a B.A. or B.S. in history or a related discipline with a minimum 3.0 undergraduate grade point average from an accredited institution of higher learning. All applications to the graduate program must be sent to the history department directly. The required application materials include the following:

- [Graduate application form](#)
- Statement of qualifications and academic research interests that demonstrates your potential for success in the program (2-3 pages)
- Current CV (curriculum vita) or resume
- Three academic letters of reference
- Official transcripts for all prior post-secondary work
- A scholarly writing sample of no more than 15 pages in length
- \$35 application fee

Most of the MA applicants are history teachers in the public schools. However, about a third of the applicants are non-teachers. The average GPA for the program is roughly a 3.4. As noted above, most applicants have a BA in history or a history-related discipline. The GRE is not required.

c. Number and Types of Minors Completed by Students in the Past Five Years

Not applicable at the graduate level.

d. Employment or Graduate Degrees held (or in progress) by Graduates

Most of the students in the MA program are teachers already employed in the public schools. However, the benefits of the History MA extend beyond enhanced content knowledge. With the MA teachers now meet the qualifications established by the Higher Learning Commission (HLC) in Colorado to teach concurrent college courses to advanced high school students with a GPA of 3.0 or higher. Accordingly, the history faculty have trained dozens of teachers to teach these courses, preparing them to offer a broad array of courses for advanced high school students.

Furthermore, the MA has opened up teaching opportunities because of the qualifications these graduates offer to school districts who want applicants to teach concurrent college courses. On at least three occasions districts have hired MA over BA applicants because of their ability to teach concurrent courses.

For students who desire a career outside public education, the History Department has placed two students in PhD programs: Trinity College in Dublin and the University of Arizona. A third will most likely be admitted this year. While these numbers appear to be low, the MA program has only had three students seek admittance in PhD programs. As stated earlier, most of the MA graduates pursue a teaching career.

ADMINISTRATIVE STRUCTURE AND OPERATIONAL RESOURCES

Standard 6: The program has an administrative structure that facilitates achievements of program goals and objectives.

1. Processes in Place to Ensure Efficient and Effective Decision-Making and Shared Governance.

As stated earlier, the MA faculty meet regularly throughout the year to discuss program goals and initiatives. An example of this occurred when one of the faculty recommended making the Special Topics regular courses of study. Faculty then assigned numbers to the courses at which point the Graduate Director filed the appropriate paperwork with the University Curriculum Committee to codify the new courses. Another example occurred when a faculty member recommended reducing the MA oral history defense to a more manageable length. After consultation, faculty agreed that this was a good idea and the change was immediately enacted for the next thesis defense.

2. Support for Department Chairs/Associate Deans and Others in the Department or Program Leadership Roles.

The Graduate Director does not receive a stipend for this position. The Department Chair receives a course reduction of two courses per year as well as a \$6,000 annual stipend.

3. Faculty Involvement in Ongoing Program Activities such as Assessment; Curriculum Development, Review and Revision; and Tenure and Promotion Standards.

All MA faculty are involved in program assessment. The Graduate Director convenes a meeting with two faculty colleagues. The three then discuss the student learning outcome during that assessment cycle. The Graduate Director, with significant feedback from the committee colleagues, then drafts a report to the Assistant Provost at the university. Curriculum development proceeds along a similar line. Some of these ideas have evolved from the assessment process; others emerged during faculty meetings. Likewise, the Tenure and Promotion standards have been the result of significant faculty input. In 2014 the Chair convened a committee to revise T and P standards in the department. The Committee solicited input from faculty members, and faculty had the opportunity to read a draft of the revisions before any final changes were made.

4. Involvement of Students, Alumni, and Other Program Stakeholders in Program Decision-Making

The MA program faculty receive input about the program through course evaluations, graduating exit interviews, and through informal discussions with faculty. This valuable input has informed course scheduling, curricula changes (i.e., DBQ assessments), and potential career paths for MA graduates.

5. Evaluation of Chairs/Associate Deans, Faculty, and Staff

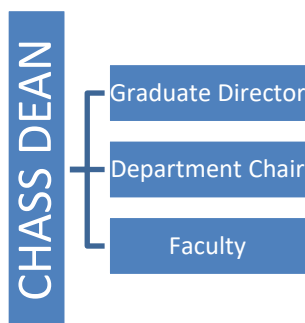
Table 10: Evaluation

Position	Evaluated by
Faculty Chair	Dean
Graduate Director	Faculty Chair
Faculty	Faculty Chair

Each faculty member in the History Department is evaluated annually in accordance with university protocols and procedures. Each faculty member, moreover, is evaluated by his/her immediate supervisor. As Table 10 shows, the Faculty Chair evaluates both the Graduate Director and Faculty in the “Annual Performance Review” process. The College Dean then evaluates the Department Chair.

CHASS Organization Chart

Figure 1. Organizational Chart



Standard 7: The program has adequate resources to meet its goals and objectives.

1. Adequacy of the Budget to Support the Mission and Goals of the Program.

The MA program does not have a budget. All funding issues relevant to the program are covered by the general History Department budget. Also, as stated earlier, the university has not provided teaching or research assistantships for the MA program. This needs to be addressed if the program is to continue.

2. Currency and Adequacy of Facilities and Laboratories, Instructional Technology, and Library Resources to Support the Mission and Goals of the Program.

Graduate program classes are held in the Psychology Building. Gradually, over a period of five years, the technology in the building has improved, but it continues to need update. Not all of the rooms have dimmer options with the lights, making it difficult to show online images; and the acoustics in the rooms are something to be desired. On the other hand, the Library has subscriptions to J-STOR making access to electronic journals easy and convenient. The library also has subscription to a large number of online primary resources, including the early American Readex collection, funded by the History grant.

3. Documentable Program Faculty and Staffing Needs.

The History faculty lost over half of its faculty during the 2013-14 school year because of budget constraints, early retirement, and higher-salaried offers at other universities. University administration has not approved these replacement positions, leading to significant challenges staffing our courses, particularly in the MA program, where three faculty were regular contributors. The loss of these faculty means that we no longer have the ability to staff courses at the graduate level. At present, the MA program is not accepting applications until we can replenish our faculty ranks.

4. Effective and Appropriate Use of Faculty and Staff.

All faculty who teach in the MA program regularly teaches undergraduate courses as well. This includes at least two survey courses per year (Hist101, Hist102, Hist103, Hist136, Hist201, Hist202) and also seminars and lecture courses for upper-division students. For graduate courses, faculty teach 1-2 per year depending on scheduling and program responsibilities. Faculty have also taught a number of graduate courses during the summer terms. In addition, faculty sit on MA examination committees, chair thesis committees, and participate in oral defenses.

Table 11 includes a list of courses that program faculty have taught in the graduate program (see Appendix B for select syllabi).

Table 11: Graduate Program Courses

Instructor	Courses
Dr. Paul Conrad*	HIST511: Colorado History HIST513: The American West HIST514: The U.S. Southwest, pre-1848
Dr. Kristen Epps*	HIST505: Historiography and Theory HIST503: Civil War America, 1830-1877 HIST520: Slavery and Abolitionism HIST599: Thesis Research
Dr. Matt Harris	HIST505: Historiography and Theory HIST501: Early America to 1763 HIST502: New American Nation, 1763-1830

Dr. Fawn Amber Montoya	HIST510: Directed Study for the Prelim HIST599: Thesis Research HIST514: The U.S. Southwest, pre-1848 HIST515: The U.S. Southwest, post-1848 HIST521: U.S. History through Literature HIST599: Thesis Research
Dr. Jonathan Rees	HIST504: U.S. History, 1877-1945 HIST506: U.S. History, 1945-present HIST592: Historical Research
Dr. Brigid Vance*	HIST591: American-Chinese Relations

*Indicates faculty no longer employed at the university.

5. List of Support Personnel, including Non-Teaching Graduate Students.

The History Department share an administrative assistant with the other programs in the department as well as the Psychology Department. The graduate program, as noted earlier, does not have any research or teaching assistants.

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MATHEMATICS SAMPLE: EXTERNAL REVIEWER REPORT

External Consultant Report to Accompany the Five Year Mathematics Program Review Self Study for the Department of Mathematics and Physics, Colorado State University Pueblo

Prepared by:
Michael A. Brilleslyper, PhD
Department of Mathematical Sciences
United States Air Force Academy
December 2016

Introduction

This report reflects my observations from reading the Mathematics Program (hereafter referred to as the Program) 2011-2016 self-study and also spending a day on campus meeting with faculty, students, and administrators. It is limited in its scope and necessarily skewed towards a single perspective. The Mathematical Association of America (MAA) guidelines for consultants suggests a team of two or three consultants work together to review the self-study, perform the site visit, and write the external reviewers' report. Due to budget constraints, this process was limited to a single reviewer and one day on campus.

The Program 5-year self-study report is thorough, thoughtful, and well-written. The report responds to mandatory reflections set forth by the University. There are 7 standards the Program must address, and these standards are further stratified into 42 subcategories. The report more than adequately responds to each of the 7 standards, while addressing the key points outlined within the subcategories (though not necessarily in a one-to-one correspondence). Most

importantly, the report clearly articulates concerns for the future well-being of the Program, its faculty members, and students. It is evident that the Program is well-aligned with the University's mission, strategic plan, and goals. The report also contains extensive data on faculty scholarly work, teaching loads, student performance, attrition, graduation rates, and other matters related to the work of the Program.

It is noteworthy that in responding to Standard 2 (*The program engages in on-going, systematic planning that reflects the campus strategic priorities.*), the Program tenured faculty undertook an exercise to align their Program goals with those described in the [2015 CUPM Curriculum Guide to Majors in the Mathematical Sciences](#). This exercise resulted in a set of prioritized goals to improve the major/minor in mathematics.

In addition, the self-study concludes with a set of five Program goals that call attention to immediate needs and also that look to the future for sustained growth and improvement. These goals accurately reflect steps that must be taken to allow the Program to continue its strong contributions to the University.

The Program has three focus areas: (1) The major/minor in mathematics (BS/BA, teacher prep), (2) service courses for client departments and other programs, and (3) developmental courses for students not ready for college-level mathematics.

The structure of this report will reflect this natural division and will provide my comments and recommendations within each area. Certain aspects of the Program (e.g. equipment budget or faculty morale) cut across all aspects of the Program and will be addressed where most appropriate. Suggestions for improvement are embedded throughout the report.

I would like to thank the Program Chair, Dr. Bruce Lundberg, for preparing the self-study and arranging my visit. Everybody I met on the CSU-Pueblo campus was engaged in the process, took time to speak with me, and is clearly vested in the mission of their University.

The Mathematics Major/Minor

The mathematics major and the secondary certification track do an excellent job preparing students to be teachers, to enter the workforce, and to succeed in graduate school. The majors outperform national averages on the Mathematics Field Assessment Test (MFAT), the secondary education majors are in high demand, and those that pursue graduate studies do well. These accomplishments speak well of the faculty and of the small group of students that choose to major in mathematics.

The students I spoke with expressed sincere appreciation for the work of the mathematics faculty. They commented on the excellent instruction, diverse teaching styles, and the willingness of faculty to go above and beyond to help them succeed. Students find the major's courses engaging and challenging. Moreover, they indicated advising was excellent and they rarely had difficulties fulfilling the major's course requirements despite infrequent offerings of required courses. Perhaps most telling is that the students all agreed that they formed a tight community of learners who work together and support each other. Many of the students were either double majors or obtaining a minor in mathematics and they noted this culture did not

exist in the other departments. A strong, supportive atmosphere in which students feel connected to each other is a direct reflection on the faculty and how they interact with the students. As the Department moves forward with new hires or programs, it will be important to maintain this culture among the students. Currently the Department holds regular social events with their students and is very intentional about building relationships. It was evident that the students (though very demographically diverse) liked each other and had a common bond through their mathematical studies.

Many of the Program's graduates obtain their secondary teaching certification and work as high school teachers immediately upon graduation. This program is very strong and graduates are in high demand. The program is a partnership with the Department of Education on campus and it is important that it be maintained. Moreover, it was evident that the students in this track had a strong cultural bond, feeling connected to each other and to a common purpose. Many of them work in the Mathematics Learning Center, under the supervision of Dr. Tracey Blanco. This is excellent preparation for their chosen careers and provides a vital service to the University. The education track in the Program has generally been under the supervision of faculty members either about to retire or near retirement. It is important to maintain strong ties to the regional K-12 community. Teaching is one of the few professions where graduates have the opportunity to return to their hometown communities (or at least stay in the region) and help improve the mathematics education in the public schools. Any new tenure track hires should expect to work with this group of students and to help grow the secondary track.

Students in the major who do not intend to become teachers will either enter the workforce or go to graduate school. Currently the major does not require courses in computation and advanced statistics for all majors. These skills are in high demand in the workforce and MAA recommends that all mathematics majors have these experiences. Affinity with data is an essential attribute needed in the STEM workforce. The Program might consider requiring these courses as part of the major. Currently, the major's required courses form a very traditional preparation for graduate school in pure mathematics. To compete with the Engineering programs on campus, the Department could review the current curriculum requirements to prepare their majors for jobs in the high tech industry. Such curriculum changes could also better prepare students to apply to popular graduate programs in data science or applied mathematics.

At least two faculty members in the Mathematics Program have recently done work with industry. Perhaps it is possible to leverage these relationships to create internship opportunities for mathematics majors. Creating a clear path from the mathematics major into industry could do much to increase the appeal of the major. Many students believe (incorrectly) that the only path to good-paying industry jobs is through a degree in engineering. However, given the increasing demand for skills involving data, computation, and simulation and modeling, mathematics departments are well-poised to contribute to the future STEM workforce.

Another possibility is to partner with client disciplines to consider interdisciplinary majors that have a combination of applied mathematics, engineering, and science courses. Creating an applied mathematics track that has an interdisciplinary component is another option. This can be a win-win situation for multiple departments as it makes completing a double major more viable. The cost may be decreased enrollment in some advanced mathematics courses as the students

seek more advanced applied courses over the more traditional proof/theory courses.

Finally, the key to sustaining and growing a vibrant major rests with an enthusiastic and energetic faculty. Pending retirements, lack of untenured faculty, and declining staffing have put extreme pressure on the Department to maintain a rich mathematical culture in the Department. This, combined with the near-collapse of the Physics Program makes innovation and systemic change very difficult, if not impossible. Personnel needs, with a clear vision for the direction of the Program, must be attended to first and foremost. This last point is clearly articulated in the Program's priorities found in the self-study and will be further elaborated on below.

Service Courses

As on most campuses, the Department plays a significant role in preparing students for other technical and science majors. Courses such as calculus, differential equations, and statistics are critical in a variety of STEM disciplines.

The Department's relationships with its technical client departments are very strong. In general, the chemistry, biology, and engineering departments believe the mathematics department prepares students well for courses in their respective majors. However, there are some concerns. Several years ago, engineering began teaching an engineering probability course for their students. It is not uncommon at colleges and universities for engineering programs to feel that mathematics departments are not attentive enough to the needs of the engineering students, and thus they desire to teach their own versions of standard mathematics courses. The expertise for teaching mathematics resides in the mathematics department and they should make sure that client departments' needs are met and that there is a strong partnership in preparing students to succeed mathematically in all disciplines.

While in general client departments are satisfied with their students' mathematical preparation, there are some opportunities to strengthen the correlation between the mathematics curriculum and the client disciplines they serve. As an example, one possibility is to leverage the many application problems that already exist in standard calculus textbooks. The department could solicit input on selecting homework problems from the text that compliment important ideas in other disciplines. Far too often, mathematics faculty assign problems with no thought to the applications, but only to the mathematical content illustrated by the problem. By asking client departments for input (and maybe to provide some context for why a particular application is important), it will create a stronger partnership with client disciplines. The Department Heads of biology, chemistry, and engineering were all encouraged by this suggestion. The Program Chair, Dr. Lundberg, has regular meetings with the other STEM department heads. Perhaps bringing some interdisciplinary content into the mathematics courses could be a topic of discussion.

The other significant component of the Program's service courses is to majors requiring college algebra (Math 121) or introductory statistics (Math 156). There are also a number of majors that do not require a specific mathematics course. Most students in these majors take Mathematical Excursions (Math 109) to satisfy the general education requirement. In light of current national reform efforts in introductory statistics, there may be an opportunity to shift some enrollment from Math 121 and Math 109 into Math 156. Recently, the Mathematical Association of

America and the American Statistical Association came out with a joint statement on introductory statistics. This statement strongly supports the updated (2016) [GAISE](#) report. The bottom line is that we live a data-centric world. More jobs will require perspective employees to understand and use the results of data analysis in the performance of their duties. Even traditionally non-technical fields are now relying more and more on data. The reform movement in introductory statistics strives to make students more informed consumers of statistics. While not completely eliminating computation and formulas, there is a much stronger emphasis on using real data, on simulation, on modern statistical software, and on making informed decisions about data. Nationally, many programs that used to require college algebra have switched over to introductory statistics. Quite often, the statistics course is far more relevant to students in many disciplines. Furthermore, if the course is modified to be a more modern approach (with less reliance on algebra and formula-plugging), then students tend to do better in it and have a more positive view of mathematics. The Program might consider marketing their introductory statistics course to other majors on campus.

Developmental Mathematics

As noted in the self-study, the enrollment in developmental mathematics courses is on the rise (both at CSU-Pueblo and nationally). Introductory Algebra (Math 098) and Intermediate Algebra (Math 099) are the largest enrollment courses in the Department. These courses are important for the FTE that they generate. They are predominantly taught by lecturers and adjunct faculty. However, it was noted by the administration that it is difficult to hire adjuncts and lecturers to teach these courses.

Despite the large numbers of students enrolled in Math 098 and 099, these courses have dismal success rates and they form a significant obstacle for students who are underprepared in mathematics. The general open-enrollment policy of CSU-Pueblo clashes directly with an algebra-focused set of prerequisites needed to take the most common general education requirement mathematics course, Math 109. The least mathematically prepared students are facing three semesters of mathematics simply to complete the general education requirement. It is time to admit that mathematical literacy suitable for some fields no longer depends on the mechanical skills that are the hallmark of high school level algebra courses. Perhaps, the Department should consider a different path for students who are underprepared in mathematics, but who have no interest in majoring in a field that requires algebra-based mathematics skills (art, sociology, history, etc.) One possible model would be to mirror the supplemental instruction approach being used in College Algebra. Students could directly enroll in Math 109, but students below certain placement thresholds would be required to enroll in supplemental instruction. Skill-focused algebra courses have long given mathematics a terrible reputation with students that struggle to see the value of these courses. It would potentially much better serve the institution and the Department to offer a more direct path to completing the general education requirement. A first positive experience in mathematics may even increase enrollment in more traditional algebra-based mathematics courses. The problem of developmental mathematics courses being taught at the university is not unique to CSU-Pueblo. However, CSU-Pueblo, due its diverse student population, could become a leader in changing the culture of what it means to have a college-level mathematics experience. It is my recommendation that the tenured faculty in the Department develop a common vision for moving away from the algebra-based

developmental mathematics model for all students.

One consequence of having many underprepared students is that the Department runs a thriving tutor center. Indeed, the Mathematics Learning Center is a real bright spot for the Department. Run by Dr. Tracey Blanco (PhD in Math Education), the MLC runs near capacity and offers tutoring across the gambit of course offerings and also provides supplemental instruction sessions for college algebra. The MLC employs undergraduate tutors and has a robust training and development program for tutors to progress through a tutoring certification program. The MLC conducts thousands of hours of tutoring each semester and there is data to support improved course performance for students that utilize the center. The MLC also houses a computer lab that is used for supplemental instruction and other activities requiring computer access. Dr. Blanco has several good ideas to take the MLC services to other student service locations on campus. She believes that there are students who would benefit from mathematics tutoring, but who are uncomfortable or intimidated to come to the MLC in the Mathematics building. She suggests forming partnerships with the Academic Enrichment Center and the student center for veteran students. These are zero-cost initiatives that should be explored to see if there is in fact a need. An additional possibility is to hire a ½ time person to work with the MLC to take over some of the administrative burden of running the developmental math courses (introductory and intermediate algebra). This has the potential to take some pressure off the Department administration and tenure track faculty so they can focus more on their core mission.

Personnel and Budget Issues

Increased administrative load and service work on the small number of tenured faculty is eroding the mathematical culture of the Department. It is clear that the faculty feels under-valued by the institution. Stagnant pay, increased workloads, declining enrollments in major's courses, and increased enrollments in developmental and service courses have made it difficult to encourage and maintain the "mathematical life" of the Department. There are no regular seminars and repeated attempts to maintain a regular seminar series have failed. It was noted that there is a "closed door" culture in the Department, where faculty are either teaching, working in a closed office, or are not on campus at all. While there are clearly some very strong collegial bounds among the faculty, it was noted that there are fewer "hallway conversations about mathematics," and "that it has become increasingly difficult to main the intellectual rigor of the Department." With several of the faculty about to retire or nearing retirement age, a definite plan should be put in place with regard to future hires.

One possibility would be to hire a faculty member with a specialty in mathematics education. Currently, PhD's in mathematics education have a strong job market and it may be difficult to hire in this area, but it could pay significant dividends for the Department. Given the large service role of the Department and the current emphasis on Developmental math, hiring someone with expertise in student learning and pedagogy could help move the Department towards greater success in these areas. Additionally, the program leading to secondary certification as high school mathematics teachers is a significant strength of the Department. This program must be maintained and attended to in order to keep its strong and vibrant culture intact. Finally, the service courses taught by the Department for pre-service elementary school teachers should be under the leadership of a faculty member with expertise in these areas. Currently these courses

are mostly taught by lecturers and adjuncts.

Another option is to hire a tenure track faculty member in the area of data science or mathematical computing. As noted in numerous National reports, the demand for these skills is constantly increasing. There is a demonstrated shortage of people prepared for careers in STEM fields related to dealing with data and computation. The Department has stated as one of their goals to “Develop, support and promote emphases in Statistics and Data Science, Applied Analysis, and Computational Mathematics.” I strongly agree with this idea and it is also a recommendation of the MAA for all students majoring in mathematics to have an affinity with data analysis. *MAA Content Recommendation 3: Mathematical Sciences major programs should include concepts and methods from data analysis, computing, and mathematical modeling.* Currently, the requirements to complete the major in mathematics form a very traditional preparation for graduate school in mathematics. Yet, only a small percentage of the students go directly to graduate school, with most going into the workforce.

Conclusion and Summary of Recommendations

The Mathematics Program has a strong core group of tenured faculty. The Program has enthusiastic students who value their experiences as mathematics majors. These two facts create the possibility of growing the major, re-energizing the Department, and strengthening the many services the Department provides to the institution. The path forward is not clear and there are some difficult decisions to be made. The mathematics faculty will have to agree on priorities and be willing to compromise to make meaningful improvements.

The Program’s-goals listed at the end of the self-study form an excellent starting point. For clarity, they are (in abbreviated form)

Goal 1 (Top Priority-- essential for all the others). Recruit and develop excellent new Tenure-Track faculty to replace anticipated retirements and past losses.

Goal 2. Develop, support and promote emphases in Statistics and Data Science, Applied Analysis, and Computational Mathematics.

Goal 3. Enhance the intellectual life, collegiality, and active scholarship of faculty, as well as the active involvement of students in a more vibrant and social intellectual culture.

Goal 4. Increase attention and common practices throughout the curriculum, directed to fostering the growth of students as responsible, critical and independent learners and users of mathematics.

Goal 5. Research, test and adapt a new and improved placement system directed toward increasing learning and persistence of students in mathematics courses, and toward more effective and coherent formation of entry level and remedial classes.

These goals overlap and mesh with other recommendations in this report. Hiring new faculty is indeed at the top of the list. Developing an emphasis in computation and data is not far behind. I strongly suggest aligning the introductory statistics course with the recommendations outlined in GAISE. Continue to seek ways to strengthen ties with other STEM disciplines. Consider revising the requirements for the major to better prepare students for the workforce. And perhaps, most significantly, consider an alternate path for the least mathematically prepared students. The developmental math courses are a drain on the Department and its resources.

Unfortunately, many of the issues negatively affecting the Mathematics Program are beyond its control. Declining enrollments, highly constrained budgets, and loss of faculty lines are institutional issues. However, by increasing the popularity of the major, and consistently working to better serve the many client departments and diverse student population, the Department of Mathematics and Physics can grow and prosper.

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MATHEMATICS SAMPLE: DEAN'S REPORT AND ACTION PLAN

Mathematics Program Review Report AY 2016-17

Prepared by
David Lehmpuhl
Dean, College of Science and Mathematics

This report of the Department of Mathematics, BS degree program review, is the result of three major independent procedures:

- 1) a self-study report prepared by Dr. Bruce Lundberg, Chair of Mathematics and Physics (with input from math program faculty),
- 2) an external reviewer's report prepared by Dr. Mike Brilleslyper (Professor and Chair of Mathematics, United States Air Force Academy), and
- 3) a seminar panel meeting co-chaired by Dr. Bruce Lundberg (Department Chair), and Dr. David Lehmpuhl, (CSM Dean).

The following comprises a summary of the seminar panel meeting of February 6, 2017 to discuss the mathematics program review. Seminar panel members were provided copies of the program review self-study and external reviewers report, and were invited to forward comments to the Chair and Dean prior to the meeting. Additional feedback to the dean was requested after a draft of this report was forwarded to the department chair prior to presenting to the CAP Board.

Seminar Panel Summary:

Seminar Panel Attendees:

Dr. Bruce Lundberg, co-chair (Chair of Mathematics)
Dr. David Lehmpuhl, co-chair (Dean of CSM)

Dr. Frank Zizza, Professor of Mathematics
 Dr. Collette Carter, CAPB representative
 Dr. Helen Caprioglio, Provost Representative
 Dr. Tracey Blanco, Math Learning Center Director

Procedures:

The meeting began with Dr. Bruce Lundberg providing an overview of the mathematics department and a SWOT type analysis based on the self-report and the external reviewer's report. Discussion ensued of the program strengths and challenges, including a broad discussion related to developmental math and the state of developmental education, particularly as it relates to current thinking among state legislators. Recommendations for program improvements and changes are explained in the action plan. The following summary of strengths, weaknesses, opportunities and threats are compiled from the reports (self-study and external) and the panel meeting:

Strengths/Opportunities:

- The department is doing an excellent job preparing students to be teachers and to enter the workforce/succeed in graduate school. The MFAT scores indicate almost 69% of the math majors taking the exam scored above the 50th percentile during the review period.
- Students feel very connected to the department and to the faculty and there is a good rapport among them.
- The Mathematics Learning Center is central to the success of the students, particularly math students in departmental service courses, and is also the foundation for a welcoming culture in the department.

Weaknesses/Challenges:

- Some departmental division is present as a result of differences among folks teaching for the math major, developmental math, as well as the physics program which all reside in the same department. Some of this stems from teaching loads and the types of students taught (faculty burn-out), while other difference arise because of the tenure-track vs. lecturer dichotomy that exists between the developmental program and the rest of the department.
- The developmental program in particular has heavily taxed faculty into teaching the largest classes of the least motivated students with material that Ph.D. faculty sometimes have difficulty relating to students. This has led to exhausted and diminished faculty with enthusiasm lacking in some cases.
- With no new TT hires during the review period and in fact, loss of faculty FTE in both mathematics and physics, an exciting scholarly culture within the program is no longer as evident.

Discussion of the Math Program:

After a discussion of the above points, the panel held a more in-depth conversation regarding developmental math and developmental education, in general. There is currently a nationwide movement supported by many tasked with policy-making to reduce or eliminate any developmental coursework. Deficiencies in preparation are expected to be addressed through alternative modalities such as supplemental instruction or recitation coursework while a student

is enrolled in a credit-bearing college course. There are significant challenges associated with this approach including

- Lack of adequately trained faculty/support staff to implement such a pedagogy and lack of resources to provide professional development for faculty who wish to enhance their expertise in this area.
- Some students (those currently placed at a D1 level) are unable to work even basic arithmetic creating insurmountable difficulties in a college-level course.
- Students placed in a non-rigorous “track” preventing them from learning some important, non-mathematical skills (study skills, work ethics, etc.) that are taught and learned as a part of completing a developmental curricula.
- Students taking “college-level”, developmental math at a community college and transferring the credits without learning the essential components required for them to succeed in subsequent university-level coursework.

Even if developmental courses were to remain, the drain on university personnel in teaching these courses is significant and raises other issues such as recruitment of Ph.D. faculty into the math department (if they know they will have to teach developmental math), the shortage of instructors in the Pueblo area, and our low salaries which can be a barrier to recruiting and retaining the best personnel for teaching these courses. The panel took into account the external reviewer’s report which indicated that perhaps some curricular redesign could be done to help accommodate a different set of goals for students who would not necessarily need an algebra-based math course in favor of statistics, programming or other course that might enhance some students’ success rates while satisfying the university goal of mathematical literacy. Even so, a course in statistics or programming will likely require the level of literacy and mentality that is developed from students taking an 099 type of course.

A second lengthy discussion revolved around the hiring needs of the department. Currently about half of the math majors are in mathematics education and these students not only comprise a large portion of the majors, but they also play an important role in southeast Colorado in serving as many of the K-12 math teachers in the community. Of concern is the imminent retirement of Dr. Barnett and the likely near-term retirement of Ms. Nichols, both of whom are responsible for the robust math education portion of the program. The panel concurred with the external reviewer who implied that at least maintaining excellence in this area is quite important and should strongly influence any replacement hires. Additionally, the external reviewer suggested that emphasis on some of the more applied aspects of mathematics (statistics, data analytics, computation, etc.) could be useful for students entering the workforce as mathematicians. Although some special topics courses in these areas have not been overly popular to date, a number of current math faculty fall into a somewhat applied mathematics realm and additional efforts might result in reaching additional students.

Finally, two other topics were broached during our almost 2 hour discussion, that of IT infrastructure and the need for the university to take a high-level look at the mathematics program. For IT, the department has had an extremely negative set of experiences in trying to obtain/install necessary software in the computer labs in the building. The university IT personnel are too busy and understaffed to get to the requested projects completed, and the mathematics/physics faculty are not given the access needed to be able to complete the work themselves. This is a definite negative on program excellence and will be addressed in the Action Plan.

The last topic discussed was with respect to the need for the university to discuss the

vision for the future of the mathematics program, especially as it relates to developmental math. A number of models were put forward including an Academy or School separate from the University that could be used to prepare students for entering the University, to something similar to English where the developmental program is separate from the English major and directed by someone like an assistant chair. The amount of oversight and time needed to run a mathematics major program, a developmental math program, and a physics program is not really reasonable for a single department chair and is unsustainable, necessitating the need for some higher-level discussions.

Mathematics Program Action Plan AY 2016-17

Prepared by
David Lehmpuhl
Dean, College of Science and Mathematics

The specific recommendations for program action were developed from discussions during the February 6, 2017 seminar panel meeting and responses provided by seminar panel members. In following the CAPB guidelines for program reviews, action items requiring little to no resources (except time and effort which are precious) are presented first followed by action items that may require resources.

Action Items not requiring monetary resources:

1) **Action:** Create a department strategic plan

Responsible Parties: Math Program Chair, CSM Dean

The department will develop a strategic plan that meshes with the CSU-Pueblo and CSM strategic plans. The Department Chair, in consultation with the CSM Dean, will develop a strategic plan including specific objectives that will help guide the program for the next five years, particularly with respect to guidance for new hires. This process is imperative for determining which of the following action items can or should be pursued, and which items will receive additional resources.

Timeline: completed by August 2018

2) **Action:** Analyze the curriculum

Responsible Parties: Math faculty, Math Chair

Per the suggestions of the external reviewer, the math department will take a look at its developmental offerings and determine if there are improvements to be made and/or how best to proceed given the university's strategic plan, and hopefully the department's and college's strategic plans as well. Specifically the department under the responsibility of the Department Chair and working with the Dean will:

- a. Evaluate the developmental curricula and determine if there are alternatives to the current courses or changes to current courses that will somehow satisfy the external demands while still upholding the integrity of the math department. Educating and merging any possibilities within the current dichotomous positions in the department must be done with patience and thoughtfulness.

- b. Evaluate the possibility of moving toward a slightly more applied nature of mathematics to the curriculum in an effort to recruit more non-math education majors and provide more possibilities for students to work in an applied mathematics field upon graduation. This may include computation, statistics, data analytics or the sort and would not be expected supplant the current traditional curriculum.

Timeline: review of (a) should commence in 2017, while (b) is a longer-term objective to be completed as the department strategic plan is completed.

Other Action Items that may require resources:

- 1) **Action:** Resolve IT and other infrastructure needs

Responsible Parties: Department faculty, CSM Dean

The math department faculty under the leadership of the department chair will compile a list of infrastructure projects needing to be completed. Once needed items are vetted, the CSM Dean will work with appropriate university officials to determine courses of action that will resolve the issues or develop justification for why the issues cannot be resolved.

Timeline: As soon as feasible, depending on department needs

- 2) **Action:** Evaluate and possibly restructure the program

Responsible Parties: CSM Dean, CSU-Pueblo administrators, Department Chair

The CSM Dean will initiate conversations with the Provost and others to determine the administration's vision for the implementation of CCHE directives, especially regarding developmental math education. Should the research and discussions warrant, a reorganization possibly involving hiring a Ph.D.-level assistant chair or director to oversee and manage the developmental math program will be pursued. The current department chair could then focus more time on the math major and the physics major and hopefully improve/grow those programs. The amount of work involved in managing all three areas now only allows time for putting out fires, and if student success is to be improved, additional time and resources will be required to investigate and implement changes.

Timeline: Ongoing, with initial meetings scheduled after the formation of the department strategic plan.

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CHEMISTRY SAMPLE: EXTERNAL REVIEWER REPORT

December 14, 2016

Colorado State University Pueblo
External Chemistry Program Review

Prepared by

David M. Sammeth, Ph.D.

Year of Review: 2016 - 17 AY

Period covered: 2010 - 11 to 2014 - 15 AY

Overview

The Chemistry Program offers twelve courses that fulfill university core curriculum requirements in the area of Natural and Physical Sciences, as well as a minor and a Bachelor of Science (B.S.) degree. One program of study offers the B.S. Chemistry that is certified by the American Chemical Society. A variety of other degree programs are offered focusing on various career paths: Basic Chemistry, Biochemistry, Pre-Pharmacy, Teacher Education, and the option of chemistry fulfilling one-half of a double major. The Master of Science in Chemistry is also offered, but will not be considered in this program review.

It is significant and praiseworthy that the program offers an American Chemical Society (ACS) certified degree. This distinction assures that the program of study meets the guidelines established by ACS's Committee on Professional Training. This certification is not easily won, and must be maintained by annual reports as well as in-depth periodic reports. The periodic reports cover not only the syllabi of courses taught, but also samples of student work. The collective academic background of the faculty is measured against the broad array of subjects that must be taught, as well as the graduation rate of students in the program. Academic preparation must include student laboratory experiences which involve training on a broad array of relevant chemical instrumentation.

A review of the Chemistry Department's faculty credentials shows a broad and appropriate overlapping of the coverage in the fundamental areas of chemical specialization: analytical, inorganic, organic, physical, and biochemistry. With six full Professors, one Associate Professor, and two Assistant Professors, it would be beneficial for the stability and continued growth of the program if Visiting Professorships could be realized as Assistance Professorships. The knowledge and experience of the senior leadership is a valuable asset that can be passed along through the mentoring of junior faculty.

The teaching philosophy of the department focuses on the integration of theory and practice and facilitating one-on-one student-faculty mentoring. The Chemistry Department's stated goal "to encourage in the broadest and most liberal manner the advancement of chemistry in all its branches; the promotion of research in chemical science and industry, the improvement of the qualifications and usefulness of chemists through high standards of education to promote scientific interests and inquiry" is shown to be realized in a number of areas.

However, the Department as a whole does not agree on the path or method for pursuing its stated goal. This lack of coherence serves to undermine the collective strengths of the program. Setting aside time to meet and understand the different perspectives in the department would be an appropriate first step before beginning the hard work of developing a strategic plan built upon a common set of objectives.

The challenge is to recognize and build upon the various strengths of faculty members. The goal is, to the extent possible, for the plan to have wide support and buy-in from all faculty. This will necessitate compromise and active listening by all members of the program.

The chemistry curriculum has appropriate depth and rigor as demonstrated by student performance on ACS subject exams (Table 12, Program Review), Post-graduation placement of students, and ACS Certification of the chemistry program. The average student performance in physical, organic, inorganic, and analytical chemistry have been above the 50th percentile for academic years 2010-11 through 2014-15 (one exception is organic in AY 10-11). The results for Biochemistry though, are below the 50th percentile until AY 2014-15, when the average score rose to 67th percentile. Hopefully, this improvement is not an outlier. To be fully appreciated, one must remember that these results are a comparison between chemistry students, rather than between students in general.

Further evidence of the success of the program is the post-graduation success of the CSU-Pueblo chemistry graduates. For the years considered (Table 13, Program review) students have obtained employment or have been accepted into graduate programs. For every academic year shown there is at least one student whose post-graduation path is unknown. Given that AY 2010-11 had seven students whose post-graduation path was listed as “unknown” and the most recent list had only one listed as “unknown,” it appears that the Department has become better at maintaining contact with its former students. While this exercise is not always easy, it provides valuable feedback as to the strengths and weaknesses of the program.

The Chemistry Department requires a significant amount of very expensive, specialized equipment to support both undergraduate and graduate programs, as well as research. There is a great deal of overlap between these. Certification of the chemistry program by the American Chemical Society (ACS) requires that student work with modern instrumentation. Access to up-to-date chemical instrumentation is important not only for chemistry students, but to all STEM students. Every STEM program requires some chemistry as part of their curriculum. This equipment is heavily utilized and either becomes worn out or obsolete (no longer supported by the original manufacturer so when something breaks it can't be repaired). In order to maintain the program with state-of-the-art, functioning equipment, the chemistry faculty dedicate a significant amount of time to obtaining and maintaining this equipment. The most pressing need currently is the acquisition of a new NMR. The current NMR is no longer supported by the manufacturer and a functional NMR is a non-negotiable requirement for the program.

STANDARD 1. The purpose of the program reflects and supports the mission and strategic vision of Colorado State University-Pueblo and the mission of its school or college.

The Chemistry Program supports the mission of the College of Science and Mathematics. In particular, it provides quality courses for the general education core, offers opportunities for student research and engages with and supports the state and local community. Graduates of the program are prepared for professional and graduate programs, or immediate employment.

Clearly the quality of the chemistry program also supports CSU Pueblo's vision to be a premier comprehensive regional university by providing excellent academics and transformative opportunities for students. Laboratory experiences engage students in experiential learning and competencies required for citizens of a global society.

STANDARD 2. The program engages in on-going, systematic planning that reflects the campus strategic priorities.

The chemistry program has been recently challenged by turnover in administrative leadership (Provost, Dean & Department Chair). The back-and-forth exchange between Department Chair and Dean of the College has exacted a toll on the program. Program development and planning requires stability before the Department can engage in meaningful strategic planning and subsequent implementation. While aspects of this turmoil could not be avoided, it must not be used as an excuse for failing to have a strategic plan. The Chemistry Program's Self-Study acknowledges that it does not have a current strategic plan and plans to develop one upon the completion of the College's strategic plan. And, while the plan of the Chemistry Program must incorporate and utilize the College's plan, work could begin now and benefit by taking advantage of the extra time.

STANDARD 3. The program provides and evaluates a high quality curriculum that emphasizes student learning as its primary purpose.

The Chemistry Department is guided by a commitment to offering a high quality chemistry program that services not only students within the program, but also students from other programs that require instruction in chemistry.

The Department's detailed assessment plan indicates that appropriate student learning objectives are being met. The use of standardized exams from the ACS Exam Institute allows for meaningful assessment of all fields of chemistry. The data generated by the use of these exams indicates that the chemical education provided is of the highest quality when compared at a national level.

STANDARD 4. The program has sufficient faculty resources to meet its mission and goals.

The CV's of the faculty comprising the Chemistry Program show that the Department is staffed by professors with appropriate credentials and experience. Collectively, they have the breadth and experience to offer a chemistry program of the highest quality. With six full Professors, one Associate Professor, and two Assistant Professors, it would be beneficial for the stability and continued growth of the program if Visiting Professorships could be realized as Assistance Professorships. The knowledge and experience of the senior leadership is a valuable asset that can be passed along through the mentoring of junior faculty.

STANDARD 5. The program attracts, retains and graduates high-quality students.

Performance on ACS standardized exams, as well as undergraduate enrollment data, indicates that the program not only attracts quality students, but also retains them. The strength of this data is further evidenced by comparing CSU-Pueblo overall undergraduate student enrollment during the review period to the Chemistry program's enrollment for the same period.

STANDARD 6. The program has an administrative structure that facilitates achievement of program goals and objectives.

The Department administrative structure appears to be currently fragmented. This can be partially explained by the administrative turnover, but not completely. Divisions exist within the program in regard to the support between research and teaching. Views expressed by individual faculty members suggest a breakdown in communication, exasperated by a lack of a shared vision for the overall program. The attainment of a shared vision will require compromise and active listening by all. Both junior and senior faculty have an important role in determining the shared goals of the program.

STANDARD 7. The program has adequate operating and staff resources to meet its goals and objectives.

The Department has done an incredible job in utilizing its resources, but it appears to be approaching the point of sustaining lasting damage if not soon provided with additional resources. A flat budget for over a decade is not adequate given inflation and program growth. The cost of a chemistry education is exacerbated by the costly, but required, instrumentation, lab equipment, and supplies. The money is well spent, however, when compared to the demand for a chemical education and the job opportunities awaiting.

One of the most serious challenges is the lack of office support/administrative assistance. The importance of having a person to greet and assist students upon entrance to the Chemistry Building cannot be overstated. It indicates to the student that the Department is concerned with their well-being and that they are here to help them.

Another major concern is keeping up with the repair and replacement of chemical instrumentation. In order to have an ACS Certified program there must be appropriate chemical instrumentation. It is required for the education of a chemist in today's world. If this condition is not fully met, the program cannot provide the chemical education necessary to be successful in the workforce or to gain entrance to graduate school. Case in point, the current NMR is no longer supported by the manufacturer. A functioning NMR is a non-negotiable requirement for the program. The Department has submitted multiple proposals to the NSF's Major Research Instrumentation (MRI) program, and will do so again next month. While waiting to learn the result of this latest effort, they are looking at alternative funding mechanisms (such as attempting to use Title III funds along with other sources of university funding). If the NSF MRI is once again unsuccessful, financial backing from the institution may be required to obtain an NMR.

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CHEMISTRY SAMPLE: SELF-STUDY EXECUTIVE SUMMARY

COLORADO STATE UNIVERSITY PUEBLO

PROGRAM REVIEW SELF-STUDY

- I. PROGRAM NAME: B.S. Chemistry
PROGRAM COLLEGE: College of Science and Mathematics
YEAR OF REVIEW: 2016-17 AY
SELF-STUDY SUBMISSION DATE: 10/28/16
DEPARTMENT CHAIR: Chad A. Kinney, Ph.D.

II. EXECUTIVE SUMMARY

This Program Review covers academic years from 2010-11 to 2014-15. During this time period CSU-Pueblo has experience a sharp decline in enrollment and significant budget shortfalls. Fortunately during this period of decline for the University the Chemistry Department remained strong with outstanding, dedicated faculty and a stable number of chemistry majors. Two faculty in the Department, Dr. David Dillon and Dr. Richard Farrer, were recognized with the faculty award for Outstanding Teaching at CSU-Pueblo. The chemistry students have maintained an active Chemistry Club, which has received honorable mention from American Chemical Society. The Chemistry Department continues to maintain outstanding facilities with a diversity of equipment and instrumentation to support education and research. Faculty continue to engage most of our majors in a research environment mentoring students participating in original research. Many undergraduate research students have presented the results of their research at regional and national meetings.

While there are a lot of bright points to highlights, there certainly are a significant number of challenges facing the department. Some of these challenges are the same ones that faced the department during the previous program review and are outside of the control of the Department. With the significant budget shortfalls that occurred with declining enrollment experienced by the University the Chemistry Department's administrative assistant position was not vacated, but cut. Although almost all other programs on campus have an administrative assistant the Chemistry Department has endured and extended period without (years) consistent administrative support. Besides no open office with administrative support for faculty or students in a 50,000 square foot building (a significant safety concern), this also results in difficulties when information and new administrative procedures are disseminated through administrative assistants on campus. There has been more than one instance of a breakdown in communication because new campus protocols were solely disseminated through campus administrative assistants. The Department's operating budget has not increased in over a decade and the laboratory budget (laboratory course operation) has remained stagnant since going to the current budgetary model on campus. However, the routine expenses of operating a department and offering laboratory courses have not stayed stagnant. Despite repeated requests for modest increases in these budgets they have been denied, while other units on campus receive budget

increases to cover inflationary increases and individuals have received bonuses. It is simply a matter of time before the current budgets are not adequate to offer the Chemistry curriculum. In recent years the department has had an increase in the number of service courses that need to be offered to support other majors and minors on campus. This has decreased the number of other chemistry courses that can be offered, especially the frequency of advanced and elective courses that enhance the educational opportunities for chemistry majors. Many of these issues were raised in the last program review. A comprehensive set of recommendations was submitted through official channels to the University's administration (submitted on two occasions) and were summarily ignored and not even acknowledged.

Only those recommendations from the previous program review that could be addressed solely by the department have received attention. Most notably this includes the development of a program fee to provide the resources necessary to maintain department instrumentation and submission of multiple proposals for external funding to address instrumentation needs within the department (not all successful). Additionally, other entrepreneurial activities have been continued (fee for service chemical analysis) or developed since the last program review (revenue from department-developed general chemistry laboratory manuals). While the Department is doing what it can to supplement its woeful budgets, eventually we will need some assistance from the University to maintain the quality of programs and opportunities offered through the Chemistry Department.

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CHEMISTRY SAMPLE: DEAN'S REPORT AND ACTION PLAN

Chemistry Program Review Report AY 2016-17

Prepared by
David Lehmpuhl
Dean, College of Science and Mathematics

This report of the Department of Chemistry, BS degree program review, is the result of three major independent procedures:

- 4) a self-study report prepared by Dr. Chad Kinney, Chair of Chemistry (with input from chemistry program faculty),
- 5) an external reviewer's report prepared by Dr. David Sammeth (Professor of Chemistry, New Mexico Highlands University), and
- 6) a seminar panel meeting co-chaired by Dr. Chad Kinney (Department Chair), and Dr. David Lehmpuhl, (CSM Dean). The following comprises a summary of the seminar panel meeting of February 8, 2017 to discuss the chemistry program review. Seminar panel members were provided copies of the program review self-study and external reviewers

report, and were invited to forward comments to the Chair and Dean prior to the meeting. Additional feedback to the dean was requested after a draft of this report was forwarded to the department chair prior to presenting to the CAP Board.

Seminar Panel Summary:

Seminar Panel Attendees:

Dr. Chad Kinney, co-chair (Chair of Chemistry)
 Dr. David Lehmpuhl, co-chair (Dean of CSM)
 Ms. Janet Nichols, CAPB representative
 Dr. Helen Caprioglio, Provost Representative
 Dr. Sandra Bonetti, Professor of Chemistry
 Dr. Rick Farrer, Associate Professor of Chemistry

Procedures:

The meeting began with Dr. Chad Kinney providing an overview of the chemistry department and presented strengths and weaknesses of the program based on the self-report and the external reviewer's report. Discussion ensued of the program strengths and weaknesses, including a discussion about the external reviewer report. Recommendations for program improvements and changes are explained in the action plan. The following summary of strengths and weaknesses, are compiled from the reports (self-study and external) and the panel meeting:

Strengths/Opportunities:

A key strength of the department is its faculty. The fact that there have been no faculty who have left other than for retirement or promotion speaks volumes about the department in terms of a quality place to work. Another strength is the majors whose numbers have remained constant even though the university enrollment declined through the same period. Graduates are successful after graduation and the department is doing a good job at tracking graduates as they enter the graduate or professional school or the workforce.

Weaknesses/Challenges:

Challenges are mostly financially based. It was pointed out that some units on campus receive inflationary cost increases while the operating budget of the department has not changed over the review period. Because of the high cost of supplies for labs and running/maintaining equipment, the lack of increases in operating budget are having a serious negative effect on other department operations. Over time this will be unsustainable and will impact students through reduced or eliminated curricula or lab experiences.

A second major challenge is the lack of a full-time administrative assistant for the department which is housed in its own 50,000 square foot building. This becomes a safety issue while labs are running if emergencies were to occur, and it leads to poor service for student inquiries and faculty productivity.

Discussion of the Chemistry Program:

A concern about faculty workload was expressed and discussed at some length. The concern is that the work that faculty do, particularly with respect to working with students on student research, is not captured appropriately or recognized by the University. Although students now sign up for credit (usually one hour) this rarely impacts a faculty member's actual

workload since those credit hours are normally signed up for after the teaching schedule has been finalized. In addition, the amount of work that faculty do with students is significantly higher than the amount of credit assigned, even if it was taken into account. There is a lot of pressure from students to do research but the faculty size has not grown. It was stated that the scholarly activity plan is misguided in that presentations with students don't count toward scholarly work release. Also, time spent recruiting and doing outreach, and even service activities do not seem to be valued and some committees are unable to fill membership as a result. The chemistry department fully believes that teaching and scholarship are inexorably linked.

There was some concern that the external reviewer did not ask many questions and was more interested in telling folks how he had done it or seen it done rather than figuring out how our program is run and what could be done to improve it. His report was not very detailed and the conclusions and suggestions were not as helpful as was hoped. The external report focused a lot on the strategic plan (which is in process) and made reference to disparity in department direction among the faculty. This was discussed in the panel and our conclusion is that the reviewer simply asked each faculty member where they thought the department should be going and then did not follow up or discuss. Of course differences in opinion will become evident with that manner of questioning, but the cohesion among department members is still good and is not of concern for this review.

In looking to the future, the panel discussed both broad and specific items. Broadly, there was some concern that as a university we are trying to do too much and that we have perhaps lost focus on what our primary mission is. Do we as a university, college and then department need to have pointed discussions about what is most important to be focusing on and eliminate some of the extraneous committees and work associated with secondary-level items?

In specific terms, a couple of topics arose. There was a general feeling that opportunities for a chemical education specialist would be good for the department. Much of what is done as a teacher/scholar could be published and help advance pedagogical knowledge but is not getting happening often due to time and expertise constraints. Many of our recent grants have been education related, and there is room for growth in majors in the chemical education sub-discipline. A second topic arose around a question about the NMR and other major instrumentation. Happily, after a lot of cobbling together of funding from various sources and a significant effort by the department chair to appeal to the CSU-Pueblo Foundation, a major donation was made toward the instrument and there are now enough funds to replace the current NMR instrument. Another NSF proposal was also submitted by the department in January 2017, which, if funded, would allow a significant upgrade to the instrument rather than just a replacement. Finally, it was pointed out that the department has been doing a very good job of keeping track of graduates from the program and although this is an improvement over the previous review period, an even better job could be done if a full-time administrative assistant were available.

The seminar panel ended its meeting with a more philosophical discussion about the value of the program review process itself. There was significant discouragement taken from the previous review in which repeated requests for program improvement as a result of the review were not even acknowledged (not to mention implemented in full or part). It was pointed out that the process involved in self-reflection by the department can lead to changes or understanding which can benefit the department or students through curricular changes and the like. Although the inclusion of the Provost representative in the discussion was very much appreciated, it was suggested that all program reviews should be directly attended by the Provost in order to better

understand what is happening within the academic side of CSU-Pueblo, and that it would lend a little more credibility and importance to the review process itself.

Chemistry Program Action Plan AY 2016-17

Prepared by
David Lehmpuhl
Dean, College of Science and Mathematics

The specific recommendations for program action were developed from discussions during the February 8, 2017 seminar panel meeting and responses provided by seminar panel members. In following the CAPB guidelines for program reviews, action items requiring little to no resources (except time and effort which are precious) are presented first followed by action items that may require resources.

Action Items not requiring monetary resources:

3) **Action:** Create a department strategic plan

Responsible Parties: Chemistry Program Chair, CSM Dean

The department will develop a strategic plan that meshes with the CSU-Pueblo and CSM strategic plans. The Department Chair, in consultation with the CSM Dean, will develop a strategic plan including specific objectives that will help guide the program for the next five years, particularly with respect to guidance for new hires. This process is imperative for determining which of the following action items can or should be pursued, and which items will receive additional resources.

Timeline: completed by August 2018

Other Action Items that may require resources:

3) **Action:** Analyze and brainstorm ways to recognize/account for faculty workload

Responsible Parties: Department faculty and chair, CSM Dean

The chemistry department faculty under the leadership of the department chair and in consultation with the dean will compile a set of actions that may help address the faculty workload concern with the goal of developing ideas that could be incorporated into the CSM documents. Any additional release for faculty will require extra resources so depending on what is proposed this action may have little to extreme resource needs.

Timeline: As soon as feasible after developing the strategic plan

4) **Action:** Work to increase operating budgets

Responsible Parties: CSM Dean, CSU-Pueblo administrators, Department Chair

The CSM Dean will work with the department chair to effectively propose increases in operating budgets with the goal of incorporating an automatic increase in a manner similar to other areas on campus (library, utilities, etc.).

Timeline: Ongoing likely corresponding to the annual budget request cycle.

5) **Action:** Hire a full-time administrative assistant

Responsible Parties: CSM Dean, CSU-Pueblo administrators, Department Chair

The CSM Dean will work with the department chair to lobby for a full-time administrative assistant to alleviate safety concerns, provide much more consistent customer service to students, and improve the program through better faculty support and record-keeping.

Timeline: Ongoing likely corresponding to the annual budget request cycle.

Board of Governors of the Colorado State University System
Meeting Date: November 30, 2017
Report Item

REPORT ITEM:

Colorado State University – Academic Calendar – Fall Semester 2022 through Summer Semester 2024

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

The Colorado State University Academic Calendar, approved by the Colorado State University Faculty Council at its November 7, 2017 meeting, for Fall Semester 2022 through Summer Semester 2024 is as follows:

Board of Governors of the Colorado State University System
 Meeting Date: December 1, 2017
 Report Item

ACADEMIC CALENDAR FALL SEMESTER 2022 THROUGH SUMMER 2024

Fall Semester 2022

Aug. 18-19	Thursday-Friday	Orientation
Aug. 22	Monday	Classes Begin
Aug. 26	Friday	End Restricted Drop
Aug. 28	Sunday	End Regular Add
Sept. 5	Monday	Holiday - University Offices Closed - No Classes
Sept. 7	Wednesday	Census and Registration Closes – last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Oct. 17	Monday	End Course Withdrawal (“W”) Period
Nov. 19	Saturday	Fall Recess Begins, No Classes Next Week
Nov. 24-25	Thursday-Friday	Holiday – University Offices Closed - No Classes
Nov. 28	Monday	Classes Resume
Dec. 9	Friday	Last Day of Classes; University Withdrawal Deadline
Dec. 12-16	Monday-Friday	Final Examinations
Dec. 16-18	Friday-Sunday	Commencement
Dec. 20	Tuesday	Grades Due
Dec. 22-23	Thursday-Friday	Holiday – University Offices Closed or Fri 23 + Mon 26

(79 Days, Including Final Examinations)

Spring Semester 2023

Jan. 2	Monday	Holiday – University Offices Closed
Jan. 12-13	Thursday-Friday	Orientation, Advising and Registration for New Students
Jan. 16	Monday	Holiday – University Offices Closed
Jan. 17	Tuesday	Classes Begin
Jan. 20	Friday	End Restricted Drop
Jan. 22	Sunday	End Regular Add
Feb. 1	Wednesday	Census and Registration Closes –last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Feb. 11	Saturday	Founder’s Day – CSU’s 151 st birthday
Mar. 11	Saturday	Spring Break Begins – No Classes Next Week
Mar. 20	Monday	End Course Withdrawal (“W”) Period
Mar. 20	Monday	Classes Resume
May 5	Friday	Last Day of Classes; University Withdrawal

Board of Governors of the Colorado State University System

Meeting Date: December 1, 2017

Report Item

May 8-12	Monday-Friday	Final Examinations
May 12-14	Friday-Sunday	Commencement
May 16	Tuesday	Grades Due
(79 Days, Including Final Examinations)		

Summer Session 2023

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

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

Fall Semester 2023

Aug. 17-18	Thursday-Friday	Orientation
Aug. 21	Monday	Classes Begin
Aug. 25	Friday	End Restricted Drop
Aug. 27	Sunday	End Regular Add
Sept. 4	Monday	Holiday - University Offices Closed - No Classes
Sept. 6	Wednesday	Census and Registration Closes –last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Oct. 16	Monday	End Course Withdrawal (“W”) Period
Nov. 18	Saturday	Fall Recess Begins, No Classes Next Week
Nov. 23-24	Thursday-Friday	Holiday – University Offices Closed
Nov. 27	Monday	Classes Resume
Dec. 8	Friday	Last Day of Classes; University Withdrawal Deadline
Dec. 11-15	Monday-Friday	Final Examinations
Dec. 15-17	Friday-Sunday	Commencement

Board of Governors of the Colorado State University System

Meeting Date: December 1, 2017

Report Item

Dec. 19	Tuesday	Grades Due
Dec. 25-27	Monday-Wednesday	Holiday – University Offices Closed
(79 Days, Including Final Examinations)		
Spring Semester 2024		
Jan. 1	Monday	Holiday – University Offices Closed
Jan. 11-12	Thursday-Friday	Orientation, Advising & Registration for New Students
Jan. 15	Monday	Holiday – University Offices Closed
Jan. 16	Tuesday	Classes Begin
Jan. 19	Friday	End Restricted Drop
Jan. 21	Sunday	End Regular Add
Jan 31	Wednesday	Census and Registration Closes – last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Feb. 11	Friday	Founder’s Day – CSU’s 152 nd birthday
Mar. 9	Saturday	Spring Break Begins – No Classes Next Week
Mar. 18	Monday	End Course Withdrawal (“W”) Period
Mar. 18	Monday	Classes Resume
May 3	Friday	Last Day of Classes; University Withdrawal Deadline
May 6-10	Monday-Friday	Final Examinations
May 10-12	Friday-Sunday	Commencement
May 14	Tuesday	Grades Due
(79 Days, Including Final Examinations)		

Summer Session 2024

May 13	Monday	1st 4 Week and 12 Week Term Begins
May 27	Monday	Holiday - University Offices Closed - No Classes
Jun. 7	Friday	1 st 4 Week Term Ends
Jun. 10	Monday	2 nd 4Week Term and 8 Week Terms Begin
Jun. 19	Wednesday	Census
Jul. 4	Thursday	Holiday – University Offices Closed - No Classes
Jul. 5	Friday	2 nd 4 Week Term Ends
Jul. 8	Monday	3 rd 4 Week Term Begins
Aug. 2	Friday	8, 12 and 3 rd 4 Week Terms End
Aug. 6	Tuesday	Grades Due

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

Board of Governors of the Colorado State University System
November 30, 2017
Consent Item

MATTERS FOR ACTION:

Colorado State University-Pueblo – Academic Calendar AY2018-2019 & AY2019-2020

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the Colorado State University-Pueblo Academic Calendar for AY2018-2019 & AY2019-2020.

EXPLANATION:

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

The CSU-Pueblo Academic Calendar historically is prepared by the Registrar and presented to the Board for approval. (No campus body is required to approve it in advance of the Board meeting). Once approved by the Board, the calendar is posted with wording that states that these calendars are planned in advance and are subject to change, and unless otherwise stated, the University is open and classes will be held as scheduled. (The AY2018-2019 calendar was approved by the Board in December 2016, and there are no changes in what follows below.)

Board of Governors of the Colorado State University System
 December 1, 2017
 Consent Item

UNIVERSITY CALENDAR* 2018-2019 and 2019-2020

<u>FALL</u>	<u>2018</u>	<u>2019</u>
Registration Begins	Mar. 12	Mar. 11
Classes Begin	Aug. 20	Aug. 19
End Add Period (full-term courses)	Aug. 24	Aug. 23
End Drop Period (full-term courses)	Sept. 3	Sept. 2
Fall Graduation Contract Deadline	Sept. 14	Sept. 13
End of Full-term Course Withdrawal Period	Oct. 19	Oct. 18
Thanksgiving Break	Nov. 19-23	Nov. 18-22
Classes End	Nov. 30	Nov. 29
Final Exams	Dec. 3-7	Dec. 2-6
<u>SPRING</u>	<u>2019</u>	<u>2020</u>
Registration Begins	Oct. 15 (18)	Oct. 14 (19)
Classes Begin	Jan. 14	Jan. 13
End Add Period (full-term courses)	Jan. 18	Jan. 17
End Drop Period (full-term courses)	Jan. 28	Jan. 27
Spring Graduation Contract Deadline	Feb. 8	Feb. 7
End of Full-term Course Withdrawal Period	Mar. 15	Mar. 13
Spring Break	Mar. 18-22 (Tentative)	Mar. 16-20 (Tentative)
Classes End	Apr. 26	Apr. 24
Final Exams	Apr. 29-May 3	Apr. 27-May 1
Commencement	May 4	May 2
<u>SUMMER</u>	<u>2019</u>	<u>2020</u>
Registration Begins	Oct. 15 (18)	Oct. 14 (19)
<u>First 4, 6 and 12-week Sessions</u>		
Classes Begin	May 13	May 11
Memorial Day (University Closed)	May 27	May 25
Summer Graduation Contract Deadline	May 31	May 29
Classes End		
First 4-week	June 6	June 4
First 6-week	June 20	June 18
12-week	Aug. 1	July 30

Board of Governors of the Colorado State University System
 December 1, 2017
 Consent Item

Second 4-week Session

Classes Begin	June 10	June 8
Independence Day Observed (University Closed)	July 4	July 4
Classes End	July 3	July 2

Second 6-week Session

Classes Begin	June 24	June 22
Independence Day Observed (University Closed)	July 4	July 4
Classes End	Aug. 1	July 30

Third 4-week Session

Classes Begin	July 8	July 6
Classes End	Aug. 1	July 30

*** Note - These Calendars are planned in advance and are subject to change. Unless otherwise stated, the University is open and classes will be held as scheduled.**

Board of Governors of the Colorado State University System
Meeting Date: November 30, 2017
Consent Item

MATTERS FOR ACTION:

2017-18 Academic Faculty and Administrative Professional Manual Revisions:
Section E.9 – Faculty Productivity

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section E.9 – Faculty Productivity

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2017-2018 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

Annual performance reviews are limited to the evaluation of faculty performance in the three categories of teaching and advising, research and other creative activity, and service and/or outreach. These reviews may document negative behavior, but only such behavior may impact the merit salary increase only if it is formally documented and handled as described in section E.15.

Board of Governors of the Colorado State University System
 Meeting Date: December 1, 2017
 Consent Item

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
 REVISIONS AND ADDITIONS – 2017-18

E. 9 Faculty Productivity (~~last revised February 14, 2014~~)

Decisions concerning tenure, promotion, and merit salary increases are linked to the faculty member's productivity in the three categories of teaching and advising, research and other creative activity, and University and professional service. Merit salary increases may also take into consideration negative behaviors that fall outside of these three categories. However, for tenured faculty, this may occur only if these behaviors resulted in disciplinary action through the process in Section E.15. Each academic unit must establish expected levels of productivity for the unit in each of these areas. Productivity is assessed by relating the effort expended to the outcome, in terms of effectiveness, impact, and documentation of the activity. Effort distribution is the allocation of effort into particular areas of responsibilities. Workload describes the professional responsibilities of the faculty. The responsibilities of faculty members for each of these activities will vary, depending upon the mission and needs of the academic unit and the expertise and interests of the faculty. The University recognizes that a faculty member's activities may change over a career and is committed to the use of differentiated responsibilities for individual faculty. Hence, in the evaluation process, reasonable flexibility should be exercised, balancing, as the case requires, heavier responsibilities in one (1) area against lighter responsibilities in another.

Decisions regarding tenure, promotion, and merit salary increases must be consistent with, and based upon, the effort distribution established for each faculty member. The department code shall define the general expectations of effort distribution regarding teaching and advising, research and other creative activity, and service responsibilities in terms of the academic mission of the department. Where appropriate and consistent with the academic mission of the department, the department code should define outreach/engagement expectations and how those expectations are addressed in the faculty member's teaching, research, and/or service effort distribution. During the probationary period and following tenure in the years leading to full professor, there may be a need for changes in the workload and effort distribution originally established at the time of hiring or at the time of tenure and promotion to associate professor. These changes shall be negotiated between the faculty member and the department head (E.9.1, E.9.2). In this event, since promotion and tenure decisions are linked to the faculty member's productivity in line with effort distribution and workload, the promotion and tenure committee or a subcommittee thereof shall provide input in writing to the department head regarding the extent to which these changes may affect progress toward tenure. Following any negotiated changes, these changes and the committee's response, shall be clearly articulated in writing by the department head to the faculty member.

CSU-Fort Collins – Academic Faculty and Administrative Professional Manual Revision
 Section E.9 – Faculty Productivity

Board of Governors of the Colorado State University System
Meeting Date: November 30, 2017
Consent Item

MATTERS FOR ACTION:

2017-18 Academic Faculty and Administrative Professional Manual Revisions:
Section E.12.1 – Teaching and Advising

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section E.12.1 – Teaching and Advising

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2017-2018 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

The proposed changes to the language incorporate recommendations from the 2015 TILT/UDTS Task Force Report on Teaching and Learning and are consonant with proposed change to the language in the Faculty Manual in section I.8 that addresses student course evaluations. Providing coherent guidance in both I.8 and E.12.1 of the Faculty Manual on the appropriate use of student course surveys will help to ensure that information gathered through them will not constitute the sole or primary basis for judging teaching effectiveness. Making this change in policy will help lead departments to adopt evaluation strategies that can support fairer and more accurate evaluations than is possible through use of student course survey results alone.

Board of Governors of the Colorado State University System
 Meeting Date: December 1, 2017
 Consent Item

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
 REVISIONS AND ADDITIONS – 2017-18

E.12.1 Teaching and Advising (~~last revised August 2, 2013~~)

As part of its mission, the University is dedicated to undergraduate, graduate, professional, and continuing education locally, nationally, and internationally. Toward that end teachers engage learners, transfer knowledge, develop skills, create opportunities for learning, advise, and facilitate students' transfer of knowledge across contexts and their academic and professional development.

Teaching includes, but is not limited to, classroom and/or laboratory instruction; individual tutoring; supervision and instruction of student researchers; clinical teaching; field work supervision and training; preparation and supervision of teaching assistants; service learning; outreach/engagement; and other activities that organize and disseminate knowledge. Faculty members' supervision or guidance of students in recognized academic pursuits that do not confer any University credit also is considered teaching. Associated teaching activities include class preparation; grading; laboratory or equipment maintenance; preparation and funding of proposals to improve instruction; attendance at workshops on teaching improvement; and planning of curricula and courses of study; and mentoring colleagues in any of these activities. Outreach/engagement activities such as service learning, conducting workshops, seminars, and consultations, and the preparation of educational materials for those purposes, may be integrated into teaching efforts. These outreach activities include teaching efforts of faculty members with Extension appointments.

Excellent teachers are characterized by their command of subject matter; logical organization and presentation of course material; ability to help students recognize formation of interrelationships among fields of knowledge; energy and enthusiasm; availability to help students outside of class; encouragement of curiosity, creativity, and critical thought; engagement of students in the learning process; understanding of how students learn and encouragement of effective learning strategies; use of clear grading criteria; and respectful responses to student questions and ideas.

Departments shall foster a culture that values and recognizes excellent teaching, and encourages reflective self-assessment. To that end, departmental codes ~~should~~ will, within the context of their disciplines, (1) define effective teaching and (2) describe the process and criteria for evaluating teaching effectiveness. Evaluation of teaching should be designed to highlight strengths, identify deficiencies, and improve teaching and learning.

CSU-Fort Collins – Academic Faculty and Administrative Professional Manual Revision
 Section E.12.1 – Teaching and Advising

Board of Governors of the Colorado State University System

Meeting Date: December 1, 2017

Consent Item

Evaluation criteria of teaching can include, but are not limited to, quality of curriculum design; quality of instructional materials; achievement of student learning outcomes; and effectiveness at presenting information, managing class sessions, encouraging student engagement and critical thinking, and responding to student work. Evaluation of teaching ~~shall~~ must involve substantive review of multiple sources of information such as course syllabi; signed peer evaluations; examples of course improvements; development of new courses and teaching techniques; integration of service learning; appropriate course surveys of teaching and/or summaries of how the instructor used information from student feedback to improve course design or instructional delivery, as well as any evidence of the outcomes of such improvements; letters, electronic mail messages, and/or other forms of written comments from current and/or former students; and evidence of the use of active and/or experiential learning, student learning achievement, professional development related to teaching and learning, and assessments from conference/workshop attendees. Anonymous letters or comments shall not be used to evaluate teaching, except with the consent of the instructor or as authorized in a department's code. Evaluation of teaching ~~effectiveness~~ effectiveness should take into account the physical and curricular context in which teaching occurs (e.g., face-to-face and online settings; lower-division, upper-division, and graduate courses), established content standards and expectations, and the faculty member's teaching assignments, ~~in particular~~ in the context of the type and level of courses taught. The ~~University~~ University provides resources to support the evaluation of ~~teacing~~ teaching effectiveness, such as systems to create and assess teaching portfolios, access to exemplary teaching portfolios, and professional development programs focusing on teaching and learning.

Effective advising of students, at both the undergraduate and graduate levels, is a vital part of the teaching/learning process. Advising activities include, but are not limited to, meeting with students to explain graduation requirements; giving academic advice; giving career advice or referring the student to the appropriate person for that advice; and supervision of or assistance with graduate student theses/dissertations/projects. Advising is characterized by being available to students, keeping appointments, providing accurate and appropriate advice, and providing knowledgeable guidance. Evaluation of advising effectiveness can be based upon signed evaluations from current and/or former students, faculty members, and professional peers. The faculty in each academic unit shall develop specific criteria and standards for evaluation and methods for evaluating teaching and advising effectiveness and shall evaluate advising as part of annual and periodic comprehensive reviews. These criteria, standards, and methods shall be incorporated into departmental codes.

Board of Governors of the Colorado State University System
Meeting Date: November 30, 2017
Consent Item

MATTERS FOR ACTION:

2017-18 Academic Faculty and Administrative Professional Manual Revisions:
Section I.8 – Student Course Survey

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section I.8 – Student Course Survey

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2017-2018 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

The ASCSU Student Course Survey has been used for more than three decades, in various forms, as a source of information in annual evaluations of faculty as well as in tenure and promotion processes. A steady accumulation of research on the use of student course surveys indicates, however, that student responses to such surveys, in isolation, cannot substitute for the judgment of peers and the careful examination of course materials, classroom activities, and student learning outcomes. A recent review article by Stark & Freishtat (2014), for example, concluded that although students can offer valuable information about student experiences in a class, particularly in the areas of “*clarity, pace, legibility, audibility, and their own excitement (or boredom)*,” they are poor judges of teaching effectiveness (p. 13). In their review, Stark and Freishtat also reported, “*Controlled, randomized experiments find that SET [student evaluations of teaching] ratings are negatively associated with direct measures of effectiveness. Importantly, SET seem to be influenced by the gender, ethnicity, and attractiveness of the instructor*” (p. 19).

Board of Governors of the Colorado State University System

Meeting Date: November 30, 2017

Consent Item

In August 2013, the Faculty Council approved changes to section E.12.1 of the manual that direct departments to ensure that their codes, “within the context of their disciplines, (1) define effective teaching and (2) describe the process and criteria for evaluating teaching effectiveness.” Providing coherent guidance in both I.8 and E.12.1 of the Faculty Manual on the appropriate use of student course surveys will help to ensure that information gathered through them will not constitute the sole or primary basis for judging teaching effectiveness. Making this change in policy will help lead departments to adopt evaluation strategies that can support fairer and more accurate evaluations than is possible through use of student course survey results alone.

Board of Governors of the Colorado State University System
 Meeting Date: November 30, 2017
 Consent Item

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
 REVISIONS AND ADDITIONS – 2017-18

I.8 Student Course Survey *(last revised June 21, 2011)*

The Student Course Survey is designed to provide feedback to course instructors and is to be used for course improvement. In addition, it is designed to provide information for students to make informed choices about courses. If used for teaching mentoring or as part of the evaluation of teaching, the student course surveys must be used ONLY in conjunction with other sources of evidence (see section E.12.1). Thus, these surveys may not be used, in whole or in part, as the primary source of evidence for an instructor's teaching effectiveness and must be treated as one element of limited weight alongside a range of evaluative tools (as mentioned in E.12.1). The use of course feedback as a stand-alone tool is not a credible means of evaluating the quality of teaching.

Each term, course instructors shall conduct at least one student survey of all the courses they teach through a system administered by the University utilizing the standardized University-wide instrument. ~~At the end of each term, survey forms shall be digitized and responses shall be tabulated.~~ Summaries of responses for each course surveyed shall be posted at <http://coursesurvey.colostate.edu>. Access to the summaries shall be granted to anyone with a CSU eID. Access to digital copies of the survey forms shall be granted only to the course instructor(s), to individuals explicitly granted access by the instructor(s), and to any other persons granted access by the department code. Costs for conducting and providing access to survey results shall be shared by the University and the Associated Students of Colorado State University (ASCSU). ASCSU's financial contribution shall not exceed half of the required financial resources to operate this program.

The Committee on Teaching and Learning is responsible for making recommendations regarding the survey instrument and its use. Changes to the Student Course Survey shall be approved by Faculty Council.

Board of Governors of the Colorado State University System
Meeting Date: November 30, 2017
Report Item

MATTERS FOR ACTION:

Report Item.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

Report to the Board of Governors that provides an overview of the enrollment trends and student success data from FY13 through FY17.

Colorado State University: Fort Collins Campus

	FY13	FY14	FY15	FY16	FY17	One Year Change	
Primary Degrees Awarded	6,838	6,937	7,181	7,148	7,196	48	0.7%
Bachelors	4,879	4,962	5,049	4,995	5,136	141	2.8%
Masters	1,587	1,606	1,755	1,774	1,701	-73	-4.1%
Doctorate	232	230	251	249	223	-26	-10.4%
D.V.M.	140	139	126	130	136	6	4.6%
Graduate Certificate				28	136	108	385.7%
STEM Degrees	2,327	2,475	2,615	2,689	2,914	225	8.4%
Non-STEM Degrees	4,511	4,462	4,566	4,459	4,282	-177	-4.0%
	FA13	FA14	FA15	FA16	FA17	One Year Change	
Student Credit Hours	358,230	357,648	364,995	376,759	378,586	1,827	0.5%
Headcount	27,034	27,086	27,566	28,297	28,446	149	0.5%
Undergraduate	22,565	22,506	23,009	23,768	23,943	175	0.7%
Freshman	5,798	5,604	6,096	6,268	6,242	-26	-0.4%
Sophomore	5,006	5,145	4,965	5,340	5,399	59	1.1%
Junior	5,177	5,127	5,314	5,311	5,500	189	3.6%
Senior	6,584	6,630	6,634	6,849	6,802	-47	-0.7%
Graduate	3,927	4,047	4,008	3,962	3,924	-38	-1.0%
Graduate I	2,438	2,608	2,593	2,536	2,471	-65	-2.6%
Graduate II	1,489	1,439	1,415	1,426	1,453	27	1.9%
Professional	542	533	549	567	579	12	2.1%
New Undergraduate	4,443	4,353	4,737	4,956	5,031	75	1.5%
Transfer Undergraduate	1,447	1,426	1,657	1,674	1,548	-126	-7.5%
Female	13,909	13,891	14,102	14,507	14,597	90	0.6%
Male	13,125	13,195	13,464	13,790	13,849	59	0.4%
Nonresident, Non-WUE	5,721	6,259	6,781	7,273	7,585	312	4.3%
Nonresident, WUE	613	665	700	748	856	108	14.4%
Resident	20,700	20,162	20,085	20,276	20,005	-271	-1.3%
Not First-Generation (only asked of undergraduates)	16,832	16,840	17,104	17,786	17,981	195	1.1%
First-Generation (only asked of undergraduates)	5,733	5,666	5,905	5,982	5,962	-20	-0.3%
Not Pell (undergraduate only)	17,155	17,304	17,875	18,568	18,675	107	0.6%
Pell (undergraduate only)	5,410	5,202	5,134	5,200	5,268	68	1.3%
Nonminority	22,603	22,456	22,604	22,885	22,452	-433	-1.9%
International	1,506	1,859	1,981	1,985	1,995	10	0.5%
Unknown	1,533	1,191	1,280	1,011	577	-434	-42.9%
White	19,564	19,406	19,343	19,889	19,880	-9	0.0%
Minority	4,431	4,630	4,922	5,412	5,994	582	10.8%
Asian	528	609	644	723	753	30	4.1%
Black	511	569	555	591	609	18	3.0%
Hawaiian/Pac. Islander	22	27	30	33	47	14	42.4%
Hispanic/Latino	2,401	2,560	2,797	3,084	3,453	369	12.0%
Multi-Racial	873	726	749	850	1007	157	18.5%
Native American	96	139	147	131	125	-6	-4.6%
Agricultural Sciences	1,518	1,610	1,646	1,689	1,652	-37	-2.2%
Business	2,456	2,477	2,495	2,564	2,639	75	2.9%
Walter Scott, Jr. College of Engineering	2,920	3,012	3,308	3,443	3,370	-73	-2.1%
Health and Human Sciences	4,670	4,832	4,765	4,987	4,845	-142	-2.8%
Intra-University	2,888	2,908	2,990	2,760	2,800	40	1.4%
Liberal Arts	5,065	4,786	4,640	4,644	4,594	-50	-1.1%
Natural Sciences	4,346	4,282	4,337	4,657	4,863	206	4.4%
Veterinary Medicine & Biomedical Sci	1,481	1,474	1,618	1,715	1,804	89	5.2%
Warner College of Natural Resources	1,690	1,705	1,767	1,838	1,879	41	2.2%

Note: Unless otherwise specified, all data reflect student headcount; fall 2017 Pell Grant data preliminary.

STUDENT SUCCESS SUMMARY

Retention, persistence and graduation rates are calculated annually for the entering full-time, first-time (FTFT) student cohorts and many subpopulations. In addition to this summary, success rates are also available online (<http://www.ir.colostate.edu/data-reports/students/student-success/>).

Highlights

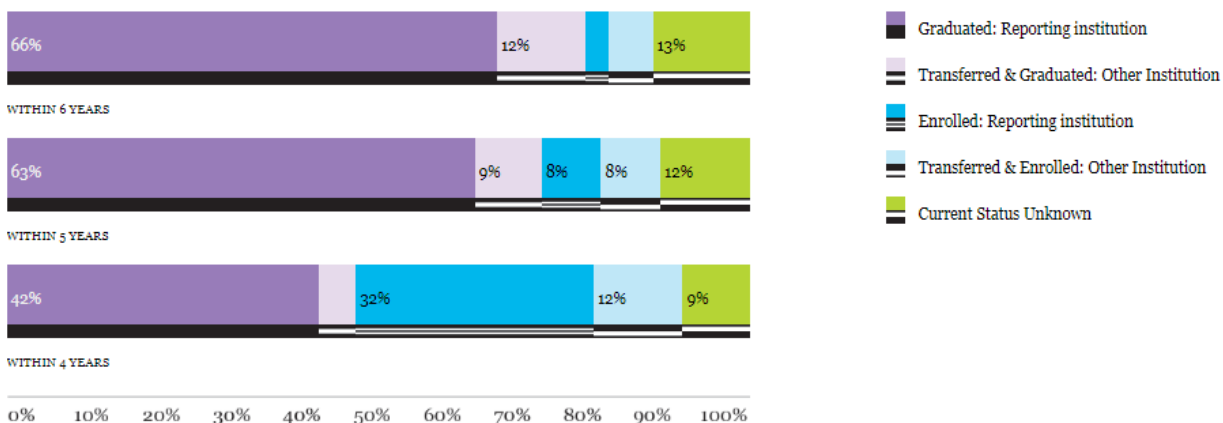
- 83.6% of the fall 2016 cohort was retained (still enrolled) in fall 2017.
- The 4-year graduation rate increased to a record high of 45%. Graduation rates also increased to record levels at 4.5 years and 5 years. **Students are graduating faster than in the past which not only saves them tuition dollars but also allows them to enter the workforce sooner.** The 6-year graduation rate is at 68%.
- 80% of our graduates earn their degree in four and a half years or less** and 66% do so in just four years.

Cohort Term	Cohort Size	Freshman Retention	4-Year Grad Rate	5-Year Grad Rate	6-Year Grad Rate
FA06	3,971	82.5%	37.9%	59.6%	63.8%
FA07	4,288	82.8%	37.7%	60.5%	65.2%
FA08	4,308	83.6%	39.4%	63.0%	66.6%
FA09	4,203	84.6%	41.2%	63.5%	67.6%
FA10	4,369	83.5%	41.9%	63.3%	66.8%
FA11	4,419	84.7%	43.9%	64.2%	68.0%
FA12	4,449	86.6%	44.8%	67.2%	
FA13	4,373	86.0%	45.0%		
FA14	4,284	86.6%			
FA15	4,663	86.2%			
FA16	4,839	83.6%			

First-Time Full-Time Students Starting Fall 2010

Number of students: 4,369

roll over each bar for detail data



Fall 2017 Student Success Summary University

New Freshmen

	Return to Second Fall (FA16 cohort)			4-Year Graduation (FA13 cohort)			6-Year Graduation (FA11 cohort)		
	Cohort Size	Rate	Change	Cohort Size	Rate	Change	Cohort Size	Rate	Change
Overall	4,839	83.6	-2.6	4,373	45.0	-0.1	4,419	68.0	1.2
Resident	3,301	84.6	-3.0	3,238	45.3	0.3	3,407	68.6	0.6
Non-Resident	1,538	81.5	-1.3	1,135	44.1	-1.5	1,012	66.2	3.8
Non-Resident - WUE	261	86.6	-1.4	197	62.1	6.7	204	77.5	-2.4
Non-Resident - Non-WUE	1,277	80.4	-1.5	938	40.4	-3.0	808	63.4	4.7
Minority	1,193	80.1	-3.8	891	38.0	-0.6	839	59.7	0.6
Hispanic/Latino	693	79.4	-3.4	519	36.9	-4.0	469	58.2	3.3
Multi-Racial	198	77.8	-4.8	171	36.8	-2.3	158	64.6	2.6
Native American	21	66.7	-3.7	16	31.3	7.8	18	33.3	-16.7
Asian	144	84.0	-4.2	102	48.0	6.0	80	60.0	-6.7
Black	131	84.7	-3.8	82	36.6	9.1	109	63.3	-3.1
Hawaiian/Pac. Islander	6	~	~	1	~	~	5	~	~
Non-Minority	3,646	84.7	-2.1	3,482	46.8	0.1	3,580	70.0	1.6
International	83	90.4	8.8	60	38.3	-1.3	37	64.9	0.2
White	3,496	84.5	-2.5	3,241	47.1	-0.1	3,307	70.3	1.8
No Response	67	88.1	3.3	181	44.4	3.2	236	66.0	-1.0
Resident Minority	888	82.0	-3.9	714	38.1	0.7	674	61.6	0.4
Resident Non-Minority	2,413	85.5	-2.6	2,524	47.4	0.5	2,733	70.3	0.9
Non-Resident Minority	305	74.8	-3.6	177	37.9	-5.2	165	52.1	3.3
Non-Resident Non-Minority	1,233	83.1	-0.8	958	45.3	-0.8	847	68.9	4.2
Female	2,717	83.8	-2.2	2,395	52.0	-0.8	2,456	70.0	1.2
Male	2,122	83.3	-3.1	1,978	36.5	1.0	1,963	65.5	1.1
Pell Recipient	983	79.2	-4.8	926	38.1	0.1	1,070	60.8	-1.0
Not Pell Recipient	3,856	84.7	-2.0	3,447	46.9	-0.3	3,349	70.3	2.0
First Generation	1,077	78.3	-4.4	1,048	38.4	-0.4	1,138	58.4	2.6
Not First Generation	3,762	85.1	-2.3	3,325	47.1	-0.3	3,281	71.4	1.2
STEM	1,912	84.4	-2.8	1,614	40.1	0.0	1,492	69.9	1.5
Non-STEM	2,927	83.1	-2.4	2,759	47.9	0.0	2,927	67.1	1.0
CCHE Index 0 - 100	481	80.0	1.5	476	32.0	1.8	439	56.3	2.4
CCHE Index 101 - 114	1,758	78.2	-5.9	1,608	38.4	-0.3	1,704	62.7	1.8
CCHE Index 115 - 124	1,274	84.5	-4.0	1,175	48.0	0.0	1,190	70.1	-0.6
CCHE Index >= 125	1,271	91.4	0.4	1,057	58.4	-1.0	1,043	79.4	-1.1
CCHE Unknown	55	85.5	3.7	57	31.6	-12.8	43	67.4	6.9

~ Indicates that the cohort is too small (less than 10)

* Change represents the percentage point difference between the current year and the immediate previous year.

Fall 2017 Student Success Summary University

Transfers

	Return to Second Fall (FA16 cohort)			4-Year Graduation (FA13 cohort)			6-Year Graduation (FA11 cohort)		
	Cohort Size	Rate	Change	Cohort Size	Rate	Change	Cohort Size	Rate	Change
Overall	1,476	85.8	-0.8	1,273	70.2	2.4	1,355	74.5	0.8
Resident	980	86.2	-0.6	948	70.1	3.2	1,021	73.3	-0.7
Non-Resident	496	85.1	-0.9	325	70.5	-0.1	334	78.1	5.5
Non-Resident - WUE	18	72.2	-23.0	15	80.0	80.0	0	~	~
Non-Resident - Non-WUE	478	85.6	0.0	310	70.0	-0.6	334	78.1	5.5
Minority	300	82.3	-0.1	199	69.8	13.3	191	68.6	2.3
Hispanic/Latino	178	83.7	1.1	108	68.5	13.5	109	68.8	0.0
Multi-Racial	57	78.9	-6.0	36	61.1	-7.3	39	64.1	2.8
Native American	9	~	~	5	~	~	5	~	~
Asian	31	80.6	-6.1	27	85.2	23.7	22	72.7	-9.7
Black	24	83.3	6.8	23	65.2	22.3	12	66.7	27.8
Hawaiian/Pac. Islander	1	~	~	0	~	~	4	~	~
Non-Minority	1,176	86.7	-0.6	1,074	70.3	0.5	1,164	75.5	0.6
International	154	92.9	0.6	123	83.7	-8.8	92	92.4	-2.5
White	992	85.6	-0.8	900	68.7	1.3	979	74.2	0.7
No Response	30	93.3	6.2	51	64.7	-5.1	93	72.0	-8.7
Resident Minority	225	83.6	1.7	161	70.8	14.7	154	70.8	2.5
Resident Non-Minority	755	87.0	-0.9	787	70.0	1.0	867	73.7	-1.2
Non-Resident Minority	75	78.7	-5.2	38	65.8	7.5	37	59.5	7.1
Non-Resident Non-Minority	421	86.2	-0.1	287	71.1	-1.3	297	80.5	5.6
Female	690	87.2	1.2	602	76.1	4.5	637	75.5	2.3
Male	786	84.6	-2.5	671	64.9	0.8	718	73.6	-0.5
Pell Recipient	436	84.9	3.4	387	65.3	3.0	428	69.8	1.0
Not Pell Recipient	1,040	86.3	-2.2	886	72.3	1.8	927	76.6	0.7
First Generation	452	82.3	-1.4	410	68.7	9.9	440	69.6	1.8
Not First Generation	1,024	87.4	-0.6	863	70.9	-1.4	915	76.8	0.2
STEM	544	84.2	-1.4	435	65.9	-2.4	337	73.8	1.8
Non-STEM	932	86.8	-0.3	838	72.4	4.9	1,018	74.7	0.4
CCHE Index 0 - 100	344	86.9	0.3	169	63.9	5.6	167	68.3	-1.7
CCHE Index 101 - 114	126	81.0	-4.3	139	63.3	-5.3	191	71.7	-5.8
CCHE Index 115 - 124	75	85.3	-7.9	90	68.9	7.0	114	73.7	-12.2
CCHE Index >= 125	83	86.7	-4.4	78	84.6	4.2	71	77.5	-7.0
CCHE Unknown	848	86.1	0.4	797	71.5	2.8	812	76.3	5.3

~ Indicates that the cohort is too small (less than 10)

* Change represents the percentage point difference between the current year and the immediate previous year.

CSU - Global Campus
Enrollment and Demographic Trends: Fall 2013 - Fall 2017

	Fall 2013 ⁽²⁾ [6 months]		Fall 2014 ⁽²⁾ [6 months]		Fall 2015 ⁽²⁾ [Trimester]		Fall 2016 ⁽²⁾ [Trimester]		Fall 2017 ⁽²⁾ [Trimester]	
Student Credit Hours⁽¹⁾	67,184		83,191		66,690		77,737		82,009	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Headcount⁽¹⁾										
Undergraduate	5,282	71.4%	6,506	70.3%	6,831	69.4%	7,741	66.7%	8,039	64.9%
Graduate	1,824	24.6%	2,352	25.4%	2,643	26.9%	3,441	29.6%	3,922	31.7%
Non-Degree Seeking	296	4.0%	401	4.3%	364	3.7%	426	3.7%	422	3.4%
Total	7,402	100.0%	9,259	100.0%	9,838	100.0%	11,608	100.0%	12,383	100.0%
New Undergraduate^(1,3) (% UG)	1,930	36.5%	2,155	33.1%	1,782	26.1%	1,949	25.2%	1,919	23.9%
Attendance Status⁽¹⁾										
Full-Time Students	3,092	41.8%	3,734	40.3%	2,084	21.2%	2,356	20.3%	2,392	19.3%
Part Time Students	4,310	58.2%	5,525	59.7%	7,754	78.8%	9,252	79.7%	9,991	80.7%
Total	7,402	100.0%	9,259	100.0%	9,838	100.0%	11,608	100.0%	12,383	100.0%
Gender⁽¹⁾										
Male	3,552	48.0%	4,247	45.9%	4,400	44.7%	4,945	42.6%	5,135	41.5%
Female	3,850	52.0%	5,012	54.1%	5,438	55.3%	6,663	57.4%	7,248	58.5%
Total	7,402	100.0%	9,259	100.0%	9,838	100.0%	11,608	100.0%	12,383	100.0%
State of Residence⁽¹⁾										
In Colorado	3,929	53.1%	4,413	47.7%	4,400	44.7%	4,832	41.6%	4,882	39.4%
Out of Colorado in US ⁽⁴⁾	3,363	45.4%	4,743	51.2%	5,316	54.0%	6,625	57.1%	7,407	59.8%
Foreign Country ⁽⁴⁾	110	1.5%	103	1.1%	122	1.2%	151	1.3%	94	0.8%
Total	7,402	100.0%	9,259	100.0%	9,838	100.0%	11,608	100.0%	12,383	100.0%
First Generation⁽⁵⁾ (% UG)	1,786	33.8%	2,666	41.0%	2,871	42.0%	3,213	41.5%	3,165	39.4%
Financial Aid⁽⁶⁾	Count	% UG	Count	% UG	Count	% UG	Count	% UG	Count	% UG
Not PELL Recipient	3,674	69.6%	4,297	66.0%	4,406	64.5%	4,835	62.5%	5,178	64.4%
PELL Recipient	1,608	30.4%	2,209	34.0%	2,425	35.5%	2,906	37.5%	2,861	35.6%
Federal Loans Recipient ⁽⁷⁾	2,715	51.4%	3,871	59.5%	3,904	57.2%	4,592	59.3%	4,635	57.7%
Total Undergraduate	5,282	100.0%	6,506	100.0%	6,831	100.0%	7,741	100.0%	8,039	100.0%
Race/Ethnicity⁽¹⁾										
Asian	175	2.4%	284	3.1%	323	3.3%	421	3.6%	487	3.9%
Black or African American	458	6.2%	600	6.5%	596	6.1%	829	7.1%	940	7.6%
Hawaiian/Other Pacific Islander	30	0.4%	41	0.4%	38	0.4%	47	0.4%	42	0.3%
Hispanic	801	10.8%	1,049	11.3%	1,130	11.5%	1,402	12.1%	1,549	12.5%
Native American/Alaskan Native	57	0.8%	80	0.9%	80	0.8%	80	0.7%	70	0.6%
White	5,030	68.0%	6,327	68.3%	6,102	62.0%	7,784	67.0%	8,336	67.3%
Two or More Races	124	1.7%	76	0.8%	117	1.2%	297	2.6%	350	2.8%
Non resident Alien	181	2.4%	30	0.3%	42	0.4%	54	0.5%	46	0.4%
Race/Ethnicity Unknown	546	7.4%	772	8.3%	1,410	14.3%	694	6.0%	563	4.5%
Total	7,402	100.0%	9,259	100.0%	9,838	100.0%	11,608	100.0%	12,383	100.0%

(1) Data Source: SURDS Reporting

(2) Data are reported for each Fall term, as per SURDS reporting. Fall 2015 and forward reflect the Fall Trimester, while Fall 2013 - Fall 2014 reflect the period of July 1 - Dec 31 of each given year.

(3) Data regarding "New Undergraduates" reflect students new to the institution; at CSU -Global students must have 13 or greater transfer credits, thus these data do not reflect first time undergraduates

(4) 'Out of Colorado in US' - includes Washington DC, but excludes US Commonwealths and Territories. The category of 'Foreign Country' includes US Commonwealths and Territories (e.g. American Samoa, Guam, Puerto Rico), and may include American Service Members or dependents stationed abroad.

(5) First Generation Status is self-reported by the student and used internally at CSU-Global; these data are not reported via SURDS (Source: CampusVue)

(6) Student Financial Aid Data are not reported via SURDS (Source: CampusVue)

(7) Students receiving loans may also have received PELL, that is, these categories are not mutually exclusive, and as such the percentages do not equal 100%

CSU - Global Campus
Enrollment and Demographic Trends: Fall 2013 - Fall 2017

	Fall 2013⁽²⁾ [6 months]		Fall 2014⁽²⁾ [6 months]		Fall 2015⁽²⁾ [Trimester]		Fall 2016⁽²⁾ [Trimester]		Fall 2017⁽²⁾ [Trimester]	
Age Category⁽¹⁾										
24 or younger	790	10.7%	1,051	11.4%	1,060	10.8%	1,306	11.2%	1,366	11.0%
25-34	3,291	44.5%	4,184	45.2%	4,443	45.2%	5,375	46.3%	5,670	45.8%
35-44	2,154	29.1%	2,650	28.6%	2,837	28.8%	3,193	27.5%	3,496	28.2%
45-54	964	13.0%	1,139	12.3%	1,251	12.7%	1,451	12.5%	1,520	12.3%
55-64	191	2.6%	219	2.4%	234	2.4%	273	2.4%	311	2.5%
65 and older	5	0.1%	8	0.1%	12	0.1%	10	0.1%	20	0.2%
Unknown	7	0.1%	8	0.1%	1	0.0%	0	0.0%	0	0.0%
Total	7,402	100.0%	9,259	100.0%	9,838	100.0%	11,608	100.0%	12,383	100.0%
	AY2012-13		AY2013-14		AY2014-15		AY2015-16		AY2016-17	
Degrees Awarded⁽¹⁾	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Bachelors	701	68.5%	896	70.2%	1,334	72.8%	1,729	71.7%	1,778	67.8%
Masters	323	31.5%	380	29.8%	498	27.2%	681	28.3%	844	32.2%
Total	1,024	100.0%	1,276	100.0%	1,832	100.0%	2,410	100.0%	2,622	100.0%

(1) Data Source: SURDS Reporting

(2) Data are reported for each Fall term, as per SURDS reporting. Fall 2015 and forward reflect the Fall Trimester, while Fall 2012 - Fall 2014 reflect the period of July 1 - Dec 31 of each given year.

(3) Data regarding "New Undergraduates" reflect students new to the institution; at CSU -Global students must have 13 or greater transfer credits, thus these data do not reflect first time undergraduates

(4) 'Out of Colorado in US' - includes Washington DC, but excludes US Commonwealths and Territories. The category of 'Foreign Country' includes US Commonwealths and Territories (e.g. American Samoa, Guam, Puerto Rico), and may include American Service Members or dependents stationed abroad.

(5) First Generation Status is self-reported by the student and used internally at CSU-Global; these data are not reported via SURDS (Source: CampusVue)

(6) Student Financial Aid Data are not reported via SURDS (Source: CampusVue)

(7) Students receiving loans may also have received PELL, that is, these categories are not mutually exclusive, and as such the percentages do not equal 100%

Colorado State University - Pueblo

Enrollment Report (Fall 2012 - Fall 2017 Census)

All data reflect student headcount unless otherwise specified. Fall 2017 enrollment data are based on census data, which are preliminary.

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	One-Year Change	
Degrees Awarded	875	991	991	952	905	881	-24	-2.7%
Bachelor's	785	889	870	852	809	796	-13	-1.6%
Master's	90	102	121	100	96	85	-11	-11.5%
STEM Degrees *	113	121	125	155	152	141	-11	-7.2%
Non-STEM Degrees	762	870	866	797	753	740	-13	-1.7%
	Fall	Fall	Fall	Fall	Fall	Fall		
	2012	2013	2014	2015	2016	2017	One-Year Change	
Student Credit Hours	61,932	59,219	57,353	53,445	53,584	51,215	-2,369	-4.4%
Headcount	4,868	4,679	4,535	4,244	4,242	4,053	-189	-4.5%
Undergraduate	4,609	4,394	4,274	3,988	3,986	3,819	-167	-4.2%
Freshman	1,290	1,198	1,194	1,170	1,219	1,064	-155	-12.7%
Sophomore	882	839	750	721	755	726	-29	-3.8%
Junior	1,009	945	929	819	808	796	-12	-1.5%
Senior	1,174	1,156	1,126	1,026	920	949	29	-3.2%
Other	254	256	275	252	284	284	0	0.0%
Graduate	259	285	261	256	256	234	-22	-8.6%
New Undergraduate	1,296	1,124	1,247	1,162	1,135	997	-138	-12.2%
Female	2,609	2,523	2,418	2,232	2,246	2,098	-148	-6.6%
Male	2,259	2,156	2,117	2,012	1,996	1,955	-41	-2.1%
Nonresident, Non-WUE	296	279	325	308	280	333	53	18.9%
Nonresident, WUE	310	290	301	299	306	306	0	0.0%
Resident	4,262	4,110	3,909	3,637	3,656	3,414	-242	-6.6%
Not First Generation	2,972	2,921	2,952	2,549	3,008	2,788	-220	-7.3%
First Generation **	1,896	1,758	1,576	1,694	1,234	1,265	31	2.5%
Not Pell	2,702	2,692	2,689	2,369	2,358	2,253	-105	-4.5%
Pell **	2,166	1,550	1,839	1,875	1,884	1,800	-84	-4.5%
Non-minority	2,829	2,680	2,539	2,343	2,285	2,165	-120	-5.3%
International	122	119	135	137	106	103	-3	-2.8%
Unknown	194	165	136	125	119	101	-18	-15.1%
White	2,513	2,396	2,268	2,081	2,060	1,961	-99	-4.8%
Minority	2,039	1,999	1,996	1,901	1,957	1,888	-69	-3.5%
Asian American	82	78	60	53	62	50	-12	-19.4%
Black	370	343	333	291	291	251	-40	-13.7%
Hawaiian/Pac. Islander	6	8	5	8	13	13	0	0.0%
Hispanic/Latino	1,417	1,394	1,403	1,322	1,345	1,344	-1	-0.1%
Multi-racial	125	144	167	202	229	209	-20	-8.7%
Native American	39	32	28	25	17	21	4	23.5%
Coll of Educ, Engr, & Prof Stud	1,531	1,473	1,498	1,466	1,471	1,408	-63	-4.3%
Coll of Humanities & Soc Sciences	1,696	1,552	1,441	1,327	1,313	1,169	-144	-11.0%
Coll of Science & Math	499	503	462	430	451	473	22	4.9%
Hasan School of Business	835	817	826	741	715	694	-21	-2.9%

* STEM programs as designated per Immigration and Customs Enforcement (ICE)

** As determined from student FAFSA forms

Colorado State University – Pueblo

Enrollment Summary for Fall 2017

Fall Census Resident Instruction (RI) Headcount and Percent Change

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Undergraduate	4,731	4,815	4,981	4,549	4,387	4,269	3,990	3,987	3,819
Graduate	320	330	265	251	282	259	253	255	234
Total	5,051	5,145	5,246	4,800	4,669	4,528	4,243	4,242	4,053
1 yr change rate	10%	2%	2%	-9%	-3%	-3%	-6%	0%	-4%
5 yr change rate					1%	-10%	-18%	-19%	-16%

Note. Does not include off-campus enrollment. Note that CSU-Pueblo had over 3,500 non-RI enrollments through extended studies offerings (approximately 1,000 FTE) in Fall 2016.

Highlights

- The student RI population decreased 4% in Fall 2017, including a 12% decrease in new undergraduate enrollments. CSU-Pueblo has partnered with a new third party vendor with a different approach to target new freshmen, by providing predictive analytics, digital marketing and specialized web content, and personalized direct mail and email showcasing our brand and strengths. We have strengthened partnerships with feeder community colleges, including scholarships for those feeder schools as well as for Phi Theta Kappa scholars.
- 48% of undergraduates have minority backgrounds, including 34% who self-identify as Hispanic. RI student population is 52% female and 48% male.
- CSU Pueblo's preliminary retention rate for the Fall 2016 cohort decreased to 63%. Retention rates were highest among Colorado residents (64% vs. 60% non-residents), Pell recipients (65% vs 61% non-recipient), STEM majors (71% vs. 61% non-STEM), and students with higher CCHE Index scores (77% for those with index scores at least 115 vs. 56% for those at or below 100).
- Our preliminary 6-year graduation rate, 35%, based on the Fall 2011 cohort, is the highest rate attained over the past 9 years.
- Our preliminary 4-year graduation rate, based on the Fall 2013 cohort, increased approximately 4% from the prior year. At 21%, this 4-year graduation rate is the highest in over two decades.

Retention and Persistence Rates

Cohort		Percent Returning for				
Year	Size	2 nd Fall	3 rd Fall	4 th Fall	5 th Fall	6 th Fall
Fall 2007	608	65.6%	49.7%	42.8%	40.1%	37.2%
Fall 2008	1,007	65.6%	46.7%	39.4%	36.5%	35.2%
Fall 2009	1,016	63.6%	44.7%	38.1%	36.1%	35.3%
Fall 2010	979	65.6%	44.0%	38.8%	36.8%	34.6%
Fall 2011	1,025	57.8%	45.8%	41.3%	38.4%	37.9%
Fall 2012	867	62.6%	43.6%	38.1%	35.6%	33.8%
Fall 2013	764	63.2%	45.4%	42.8%	40.2%	
Fall 2014	877	64.3%	49.6%	44.6%		
Fall 2015	765	66.0%	52.8%			
Fall 2016	815	63.1%				

Note. The most recent values in each column are preliminary (i.e., based on Fall 2017 census).

Colorado State University – Pueblo

Enrollment Summary for Fall 2017

Graduation Rates

Cohort		Percent graduating in			
Year	Size	3 rd Year	4 th Year	5 th Year	6 th Year
Fall 2005	665	1.8%	18.6%	28.1%	30.8%
Fall 2006	642	2.8%	17.5%	26.9%	33.8%
Fall 2007	608	1.8%	18.4%	28.3%	32.9%
Fall 2008	1,007	1.5%	16.2%	27.7%	31.8%
Fall 2009	1,016	1.2%	17.3%	29.5%	33.3%
Fall 2010	979	2.9%	18.7%	29.6%	32.4%
Fall 2011	1,019	2.0%	18.6%	31.5%	35.0%
Fall 2012	867	2.9%	17.9%	28.6%	
Fall 2013	762	3.0%	21.1%		
Fall 2014	877	2.9%			

Note. The most recent values in each column are preliminary (i.e., based on Fall 2017 census).

Colorado State University – Pueblo

First Time Full Time (FTFT) Cohorts

	Fall 2016 Cohort Return to 2 nd Fall			Fall 2013 Cohort 4-Year Graduation Rates			Fall 2011 Cohort 6-Year Graduation Rates		
	Cohort		%	Cohort		%	Cohort		%
	Size	Rate	Change	Size	Rate	Change	Size	Rate	Change
Overall	815	63.1%	-2.9%	762	21.1%	3.8%	1020	35.0%	2.4%
Resident	673	63.7%	-3.5%	671	21.0%	1.8%	868	35.7%	2.2%
Non-Resident	142	59.9%	1.3%	91	22.0%	15.7%	152	30.9%	4.7%
Non-Resident - WUE	84	60.7%	-8.7%	54	22.2%	13.5%	81	35.8%	7.6%
Non-Resident - Non-WUE	58	58.6%	12.3%	37	21.6%	18.2%	71	25.4%	1.8%
Minority	449	63.3%	-1.3%	374	19.3%	2.2%	517	33.1%	6.5%
Hispanic/Latino	294	66.3%	1.8%	263	19.8%	-0.5%	349	35.2%	5.9%
Multi-Racial	59	59.3%	-5.9%	33	15.2%	5.8%	50	26.0%	-6.0%
Native American	1	~	~	1	~	~	3	~	~
Asian American	10	70.0%	-30.0%	13	15.4%	4.3%	19	26.3%	-23.7%
Black	81	53.1%	-9.6%	61	21.3%	12.9%	94	29.8%	12.7%
Hawaiian/Pac Islander	4	~	~	3	~	~	2	~	~
Non-Minority	366	62.8%	-4.5%	388	22.9%	5.4%	503	37.0%	-0.8%
International	6	83.3%	11.9%	7	14.3%	14.3%	12	8.3%	-48.8%
White	335	63.3%	-3.3%	369	23.0%	4.7%	472	37.7%	-0.1%
No Response	25	52.0%	-31.3%	12	25.0%	15.5%	19	36.8%	3.5%
Resident Minority	372	63.7%	-3.5%	330	19.1%	0.4%	446	35.0%	9.0%
Resident Non-Minority	301	63.8%	-3.4%	341	22.9%	3.2%	422	36.5%	-3.8%
Non-Resident Minority	77	61.0%	11.9%	44	20.5%	12.9%	71	21.1%	-10.4%
Non-Resident Non-Minority	65	58.5%	-9.3%	47	23.4%	18.5%	81	39.5%	17.3%
Female	411	64.2%	-2.6%	401	26.7%	5.7%	495	39.6%	5.1%
Male	404	61.9%	-2.9%	361	15.0%	1.4%	525	30.7%	-0.2%
Pell Recipient	402	65.2%	-0.1%	368	17.7%	4.8%	521	30.9%	3.6%
Not Pell Recipient	413	61.0%	-5.5%	394	24.4%	2.7%	499	39.3%	1.3%
First Generation *	286	58.4%	-4.5%	248	21.0%	5.3%	286	38.1%	10.5%
Not First Generation *	529	65.6%	-2.7%	514	21.2%	2.8%	734	33.8%	-2.9%
STEM **	202	70.8%	3.8%	201	15.4%	3.1%	268	36.9%	5.3%
Non-STEM **	613	60.5%	-5.0%	561	23.2%	4.1%	752	34.3%	1.4%
CCHE Index 0-100	422	55.7%	-3.6%	359	12.0%	4.3%	536	23.3%	0.1%
CCHE Index 101-114	224	68.3%	-1.0%	227	23.3%	1.2%	285	43.9%	6.6%
CCHE Index 115-124	104	76.0%	1.8%	85	44.7%	4.5%	107	51.4%	-6.7%
CCHE Indexes >= 125	47	78.7%	-6.1%	36	50.0%	-6.7%	32	78.1%	-0.7%
CCHE Unknown	18	55.6%	-12.4%	55	16.4%	6.4%	60	45.0%	11.7%

Note. Subgroups with fewer than 5 students are excluded from comparison.

* As reported on student FAFSA forms

** STEM programs as designated per Immigration and Customs Enforcement (ICE)

Regional Accreditation

All three CSU System institutions are regionally accrediting by the Higher Learning Commission (HLC) and in good standing.

State Accreditation

All three CSU System institutions are in good standing with the Colorado Commission on Higher Education of the Colorado Department of Higher Education (the state higher education regulatory body).

Programmatic Accreditation

The following Specialized (programmatic) accreditations are maintained through national accrediting agencies as listed below. Each of the degree-granting programs currently meets or exceeds the expectations of its accrediting agency.

Programmatic Accrediting Agency	CSU Fort Collins	CSU Pueblo	CSU Global
Accreditation Board for Engineering and Technology (ABET)	Chemical and Biological Engineering- BS Civil Engineering – BS Computer Engineering – BS Electrical Engineering – BS Engineering Science - BS Environmental Engin. – BS Mechanical Engin. - BS	Civil Engin. Tech. - BSCET Engineering - BSE Industrial Engineering - BSIE	
Accreditation Board for Engineering and Technology: Applied Science Accreditation Commission (ABET)	Environmental Health, Industrial Hygiene Specialization – MS Radiological Health Sciences, Health Physics Specializ. – MS		
Accreditation Commission for Education in Nursing (ACEN)		Nursing - BSN Nursing - MS	

Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)	Journalism and Technical Communication - BA		
Accreditation Council for Business Schools and Programs (ACBSP)			Accounting - BS Business Mgt - BS Management - MS International MGT - Masters
Accreditation Council for Education in Nutrition and Dietetics (ACEND)	Food Science and Human Nutrition, Dietetics option - BS Food Science and Human Nutrition - MS / CP		
Accreditation Council for Occupational Therapy Education (ACOTE)	Occupational Therapy - MOT		
American Association of Marriage and Family Therapy (AAFMT)	Human Development and Family Studies, Marriage and Family Therapy Specialization - MS		
American Chemical Society (ACS) [Grants <i>Approval</i> only]		Chemistry - BS	
American Council for Construction Education (ACCE)	Construction MGT - BS		
American Psychological Association (APA)	Psychology (Counseling) - PhD		
American Veterinary Medical Association (AVMA)	Veterinary Medicine - DVM		

Association to Advance Collegiate Schools of Business (AACSB)	Accountancy – MACC Business Admin – MBA Business Admin – MS Business Administration: Accounting, Information Systems, Finance, Real Estate, Organizational and Innovative Management, and Marketing concentrations - BS Management Practice - MMP	Business Administration: Accounting, Economics, Finance, Information Tech., Organizational Risk and Security Mgmt., Marketing and Sports Industry Mgmt. concentrations - BSBA Computer Info Systems: Cyber Security, Data Analytics, and Software Devel. concentrations - BS Business Admin - MBA	
Commission on Accreditation of Athletic Training Education (CAATE)		Athletic Training BS	
Council for the Accreditation of Counseling and Related Education Programs (CACREP)	Education and Human Resource Studies, Counseling and Career Development Specialization - MEd		
Council for the Accreditation of Educator Preparation (CAEP) [TEAC merged w/CAEP; only CAEP standards are used as of 2016]	Teacher Education and Principal Preparation: All Licensed Educational Programs (approved by the Colorado Department of Education) [previously TEAC accredited]	All majors with teaching certification option approved by the CO Dept Ed AND CAEP – BA, BS, MEd	
Council for Interior Design Accreditation (CIDA)	Interior Design - BS		
Council on Social Work Education (CSWE)	Social Work – BSW, MSW	Social Work - BSW	

Landscape Architectural Accreditation Board (LAAB)	Landscape Architecture - BS		
National Environmental Health Science and Protection Accreditation Council (EHAC)	Environmental Health - BS		
National Association of Schools of Music (NASM)	Music – BA; BM; MM	Music – BA	
Society of American Foresters (SAF)	Forestry: Forest Biology, Forest Fire Science, and Forest Management concentrations - BS		
Society for Range Management (SRM)	Rangeland Ecology - BS		



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Colorado
State
University




Colorado State University
GLOBAL CAMPUS

Colorado
State
University
PUEBLO

Assessment of Student Learning and Developmental Outcomes

NOVEMBER 30, 2017

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

To Whom are we Accountable?

Higher Learning Commission (HLC)

Specialized Accrediting Agencies

Board of Governors

Taxpayers

Donors

Students & Parents

Ourselves (as stated in the Faculty Manual)

Assessment of Student Learning and Development

Institutional Approaches and Outcomes



The Current Approach to Learning Outcomes

Co-Curricular SLOs

All University Core
Curriculum (AUCC) SLOs

Discipline PLOs



Methods of Assessment

- National Survey of Student Engagement
- Collegiate Learning Assessment
- Licensure Examination Pass Rates
- Capstone Projects
- Employer or Intern/Practicum Supervisor Feedback
- Acceptance Rates to Graduate School
- Peer Reviewed Publications/Presentations
- Portfolio Review
- Reflective Journals
- Job Placement Rates
- First Destination Survey

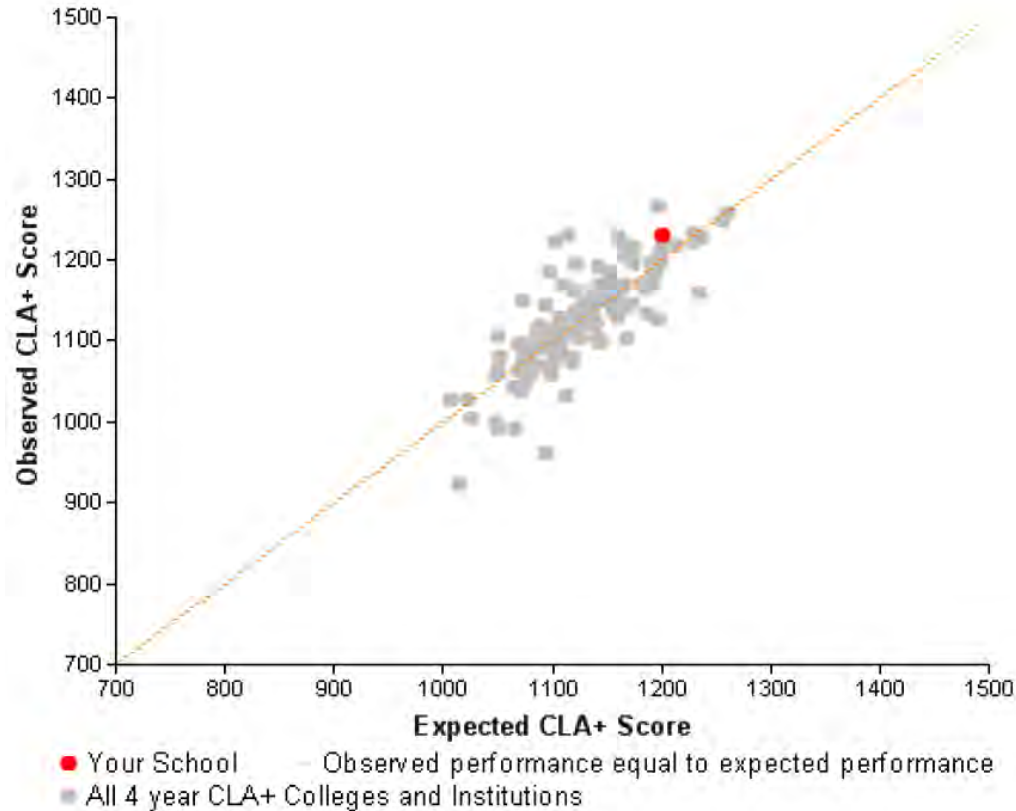


Using Our Results

- Addressing attainment gaps
- Creating new majors and minors
- Creating new courses, specializations and concentrations
- Deactivating programs
- Demonstrating on-line and on-campus equivalency
- Setting program level strategic goals in program review
- Incorporating High Impact Practices more intentionally
- Continuing to link curricular and co-curricular



Collegiate Learning Assessment (2016)



Given the mean CLA+ performance of Colorado State University's freshmen and the entering academic ability of its seniors Colorado State University's value added is slightly above what would be expected relative to schools testing similar populations of students.

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Large Land Grant	Your seniors compared with Large Land Grant
	Higher-Order Learning	--	--
<i>Academic Challenge</i>	Reflective & Integrative Learning	▲	▲
	Learning Strategies	--	▼
	Quantitative Reasoning	▲	▲
<i>Learning with Peers</i>	Collaborative Learning	▲	▲
	Discussions with Diverse Others	--	▼
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▲	--
	Effective Teaching Practices	--	--
<i>Campus Environment</i>	Quality of Interactions	▲	--
	Supportive Environment	--	▼

National Survey of Student Engagement (2016)

National survey to better understand the extent to which students engage in educational practices associated with high levels of learning and personal development.

Based in theory and empirical research

- High Impact Practices deepen student learning
- Engagement increases persistence to graduation
- Engagement increases student satisfaction

First Destination Survey



4,500

4,500 EMPLOYERS

MEMBERS OF CSU'S LAST THREE GRADUATING CLASSES WERE HIRED BY 4,500 UNIQUE EMPLOYERS IN 49 STATES IN 53 COUNTRIES AND ATTENDED MORE THAN 200 GRADUATE SCHOOLS.



3-OUT-OF-4

GRADUATES ARE EMPLOYED IN A FIELD RELATED TO THEIR MAJOR.



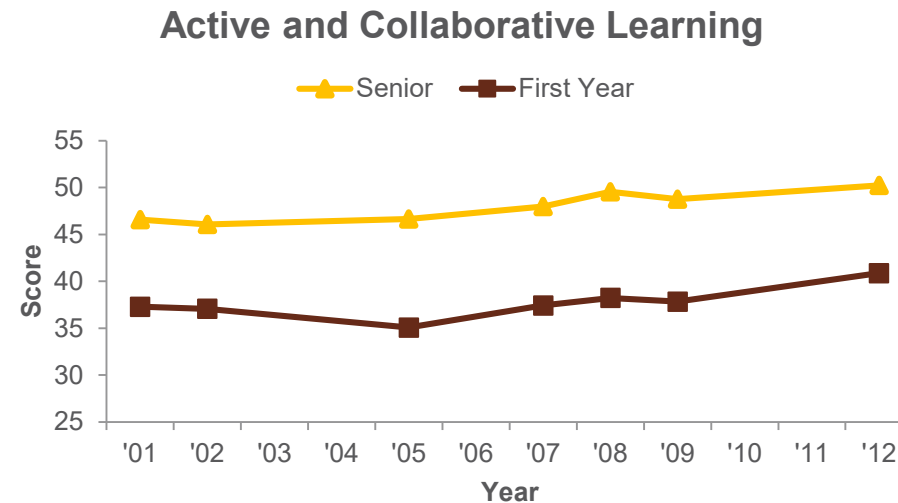
84 PERCENT

OF GRADUATES SECURED EMPLOYMENT OR CONTINUING EDUCATION WITHIN 6 MONTHS OF GRADUATION.

What about Improvement?

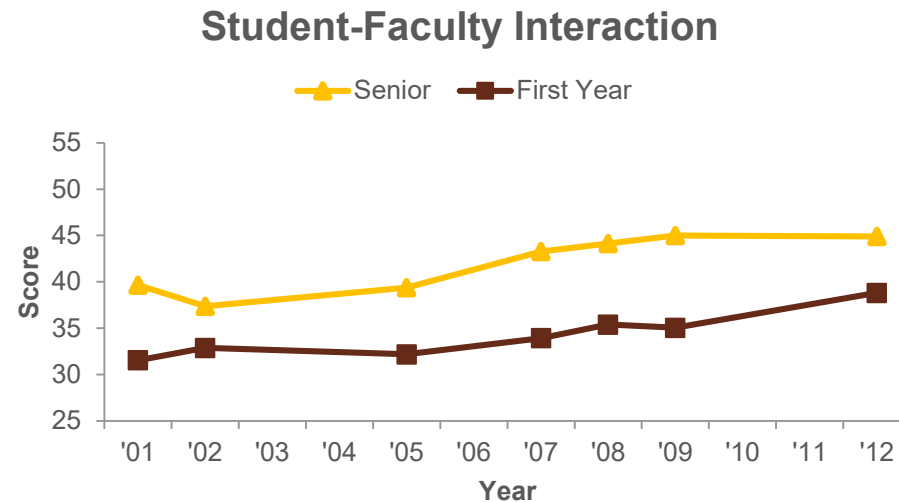
National Survey of Student Engagement: Active/Collaborative Learning

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college



National Survey of Student Engagement: Student/Faculty Interactions

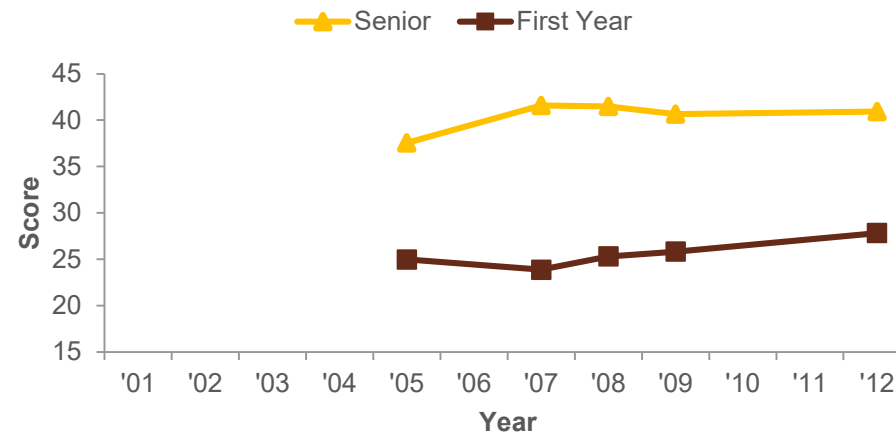
Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.



National Survey of Student Engagement: Enriching Ed. Experiences

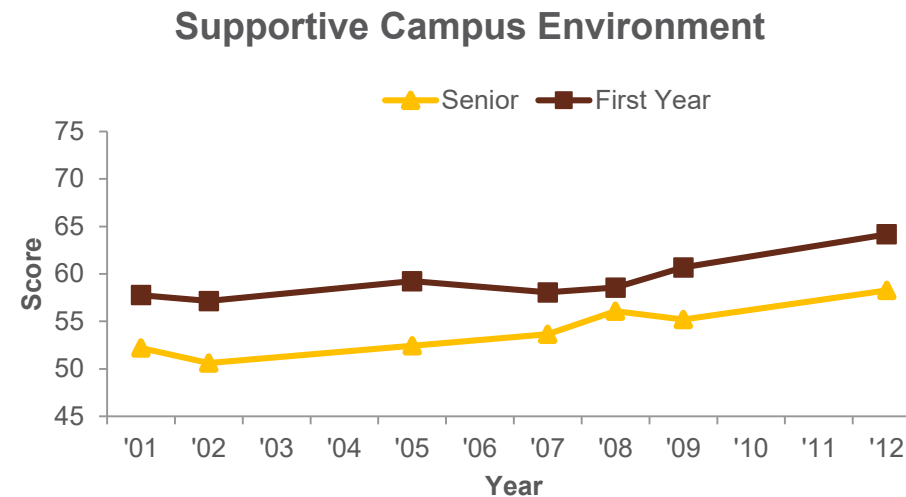
Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

Enriching Educational Experiences



National Survey of Student Engagement: Supportive Campus Environment

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.



The Future Scaffolding of Learning Outcomes

Institutional Learning Outcomes (ILOs)

Co-Curricular PLOs

General Education PLOs

Discipline PLOs



Institutional Learning Outcomes

- Provost's Retreat in summer 2017 to discuss ILOs and review some best practices from American Association of Colleges and Universities, CDHE Gt Pathways, Voluntary System of Accountability, National Institute for Learning Outcomes Assessment, and a variety of institutions/systems of higher education.
- Using this resource and others, institutions recognized as exemplar by AAC&U, the Voluntary System of Accountability and the National Institute for Learning Outcomes Assessment have adopted ILOs that
 - Tie directly to the mission and values of the institution
 - Encourage thoughtful integration across disciplines
 - Acknowledge both cognitive and attitudinal outcomes.
- ILOs should reflect learning that is initiated and reinforced in both curricular and co-curricular settings on campus; they should include but also go beyond what is taught in the classroom
- ILOs are a way further reinforce and demonstrate our belief that learning occurs everywhere on campus

Example Institutional Learning Outcomes

- Every graduate will be able to express ideas clearly through effective written, oral, interpersonal and group communication.
- Every graduate will be able to think critically to locate and analyze information, understand issues, and problem-solve
- Every graduate will be able to conduct themselves ethically and effectively in a complex world through an appreciation of diverse communities, cultures, and perspectives
- Every graduate will be able to effectively collaborate with others to engage in dialogues that serve the common good
- Every graduate will be able to recognize connections between the social, environmental, and economic dimensions of sustainability

Note: these outcomes are provided for illustrative purposes only and are not vetted and agreed upon outcomes for CSU.



Constantly improving...

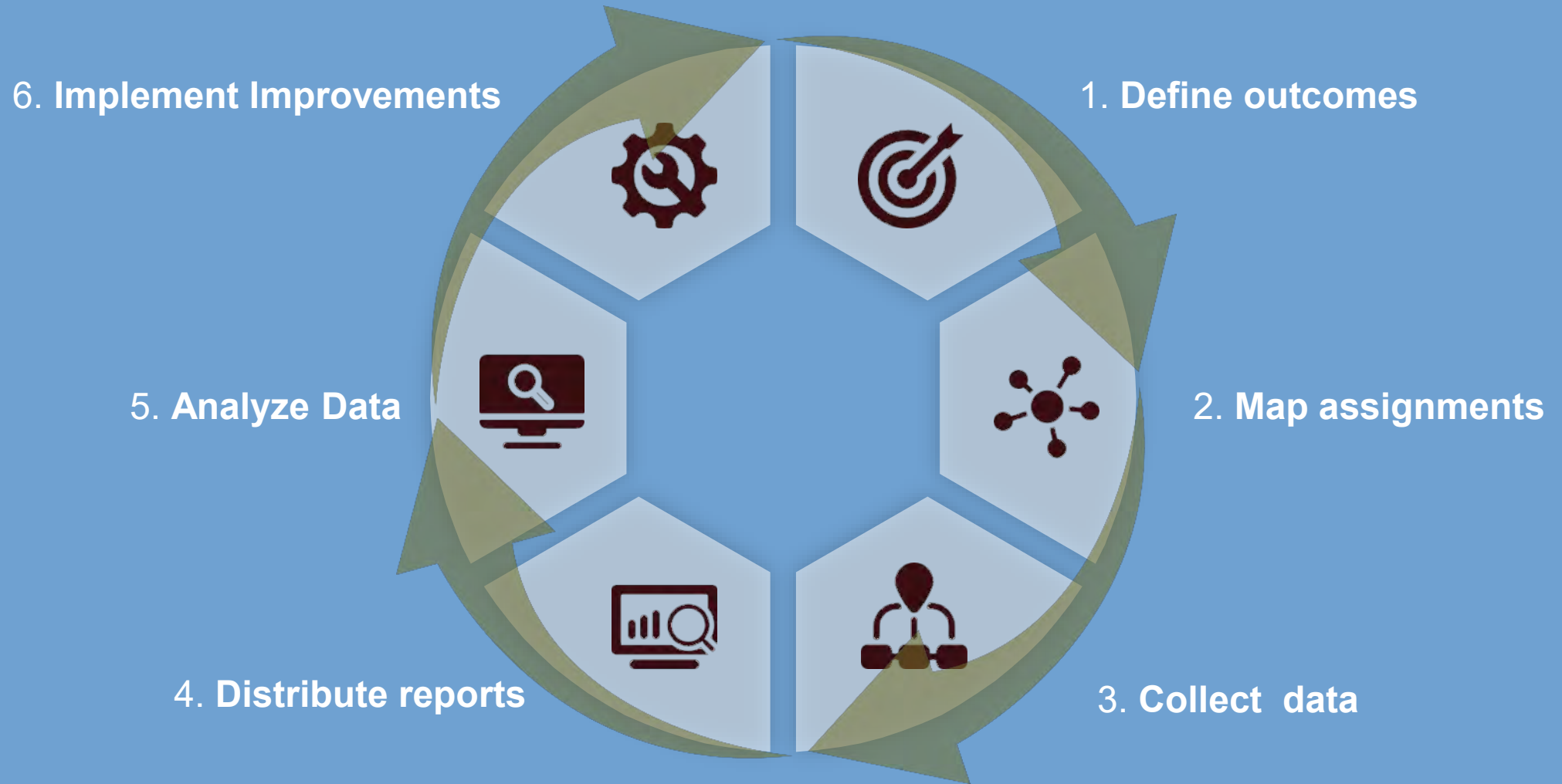


ASSESSMENT OF STUDENT LEARNING

COLORADO STATE
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The Learning Outcomes Assessment Lifecycle



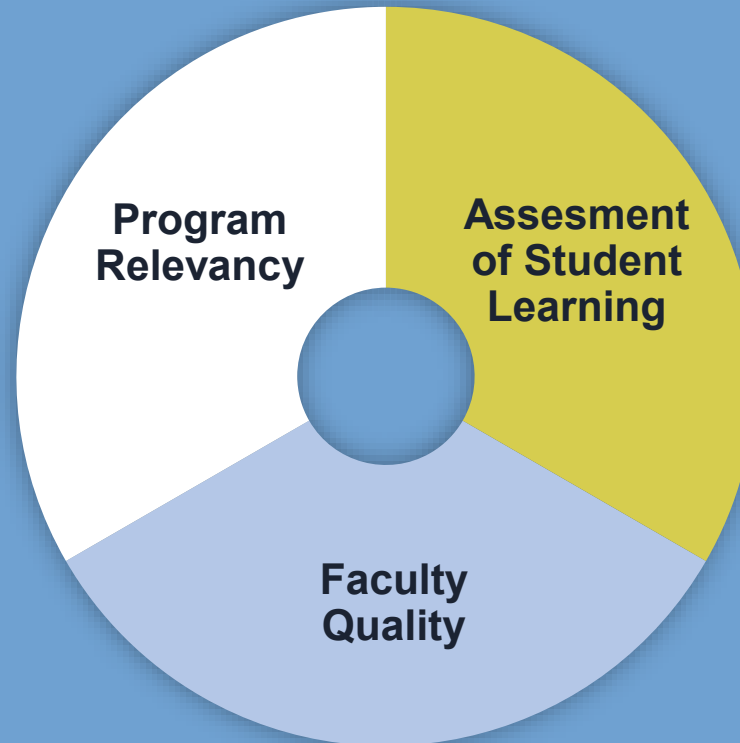


Assessment of Learning is part of Annual Program Review

ANNUAL PROGRAM REVIEW

Program Relevancy Data:

- Retention, persistence, and graduation data
- Enrollment data
- Survey data (alumni, employer, etc.)
- Student course evaluations
- Faculty course evaluations
- Program advisory boards/ industry input



Student Learning Data:

- **Program outcome data**
- ETS exam data
- Peregrine CPC exam data

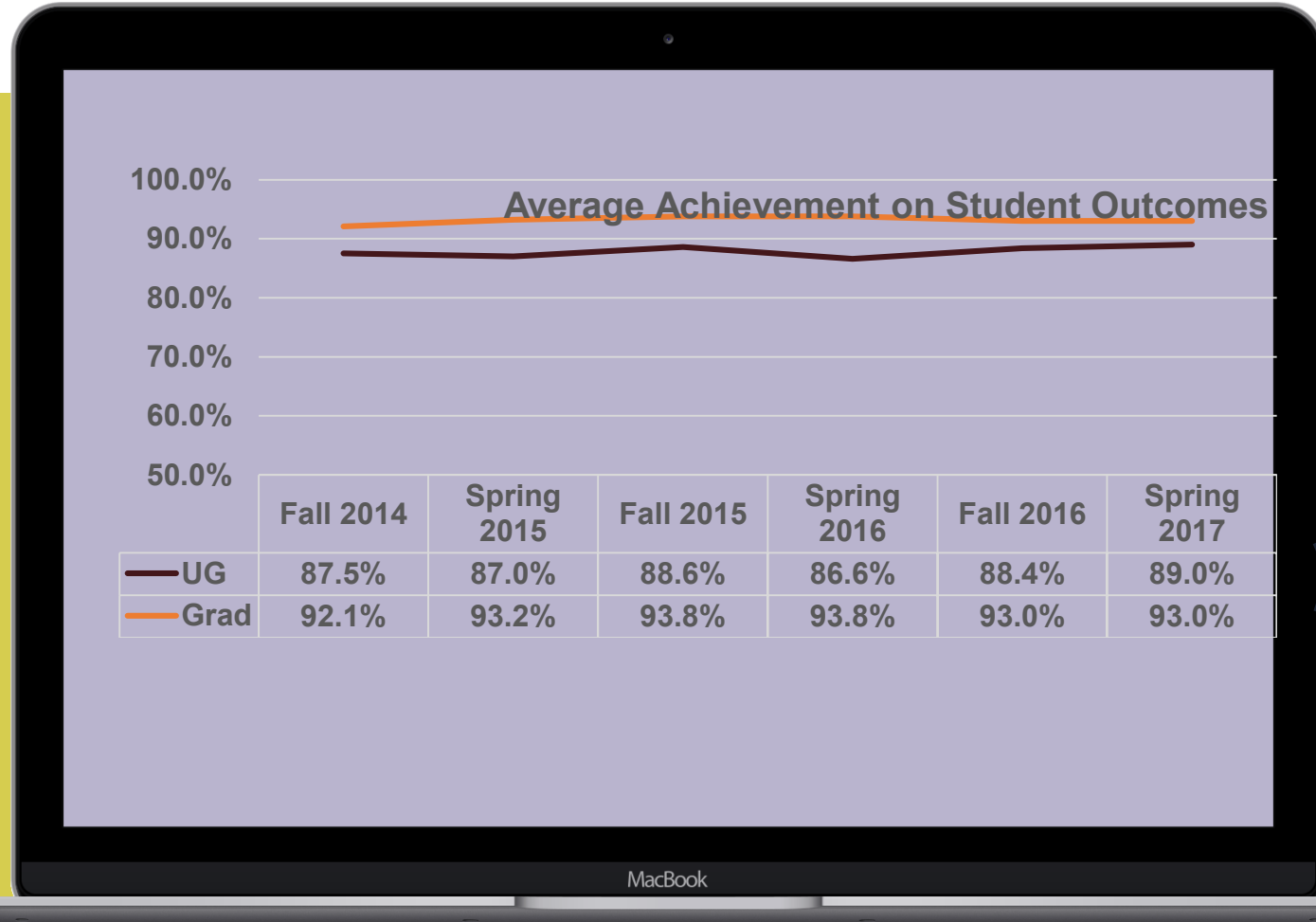
Faculty Quality Data:

- Faculty credentialing
- Faculty evaluations



Making a difference: Student Learning

**Achievement of
CSU-Global Faculty-
designated &
Program Advisory
Board-reviewed
Learning Outcomes
– Spring 2017**
89%
Undergraduate
93.0%
Graduate



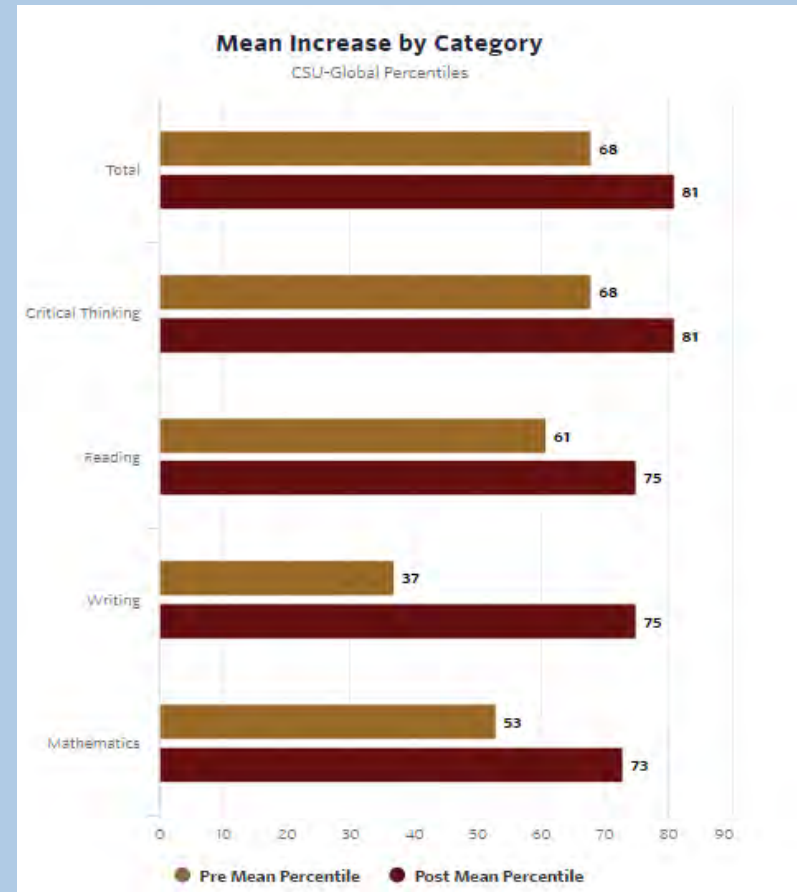
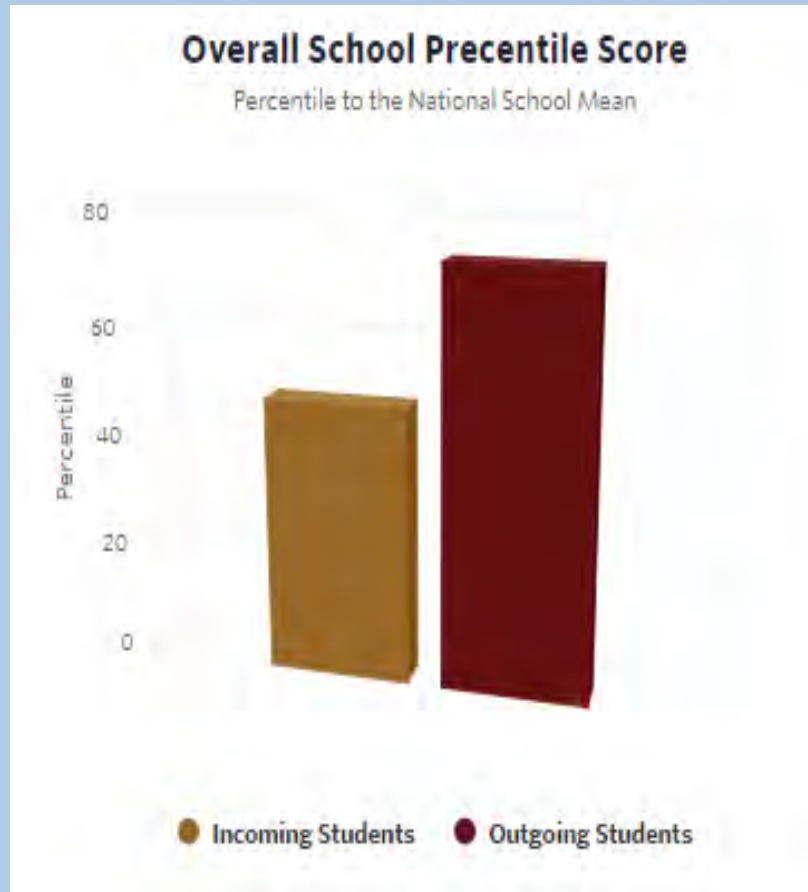
**Exceeds
Goal of 80%**

**Exceeds goal
of 85%**



Making a Difference: Student Learning

Fall 2016 Incoming vs. Fall 2016 Outgoing



Using Educational Testing Service (ETS®) Proficiency Profile, CSU-Global assesses incoming cohorts of undergraduate students as well as program completers (graduating students) on their reading, writing, math, and critical thinking skills.

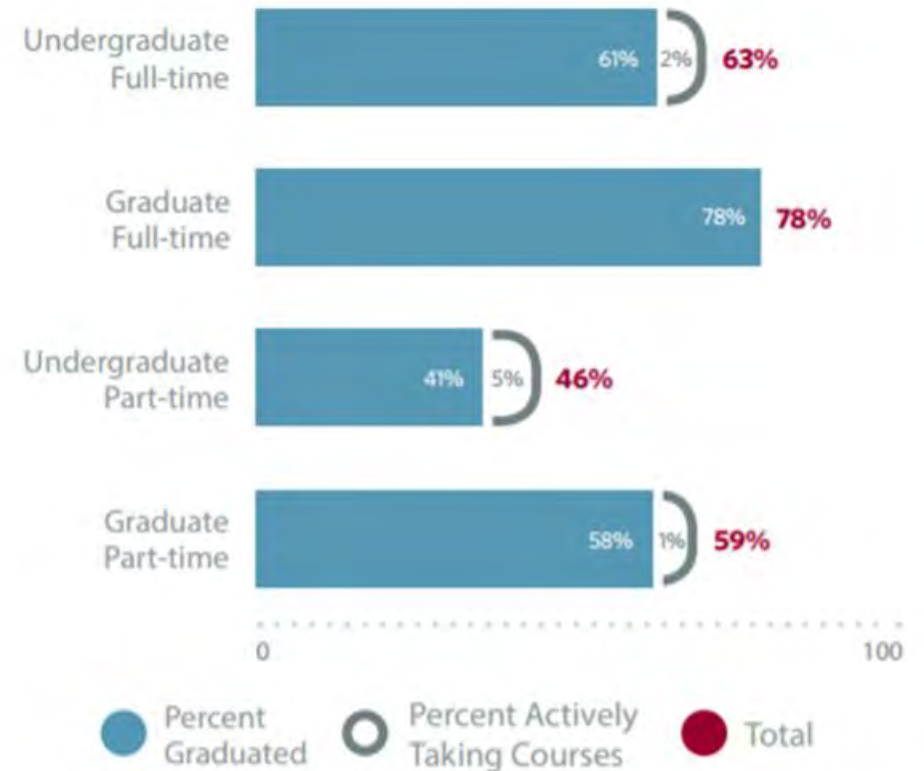


Making a difference: Retention and Graduation

1st to 3rd Term Retention Rates by Fiscal Year



6-Year Cohort Retention and Graduate Rates for Students Starting in Fall 2011



For further information on graduate and retention rates, see our University Data webpage at <https://csuglobal.edu/about/who-we-are/university-data>



Making a difference post-graduation

Employer Survey

In Fall 2016, CSU-Global conducted a survey of the employers of recent CSU-Global graduates. Survey results revealed the following:

98% Percent of employers are Very Satisfied or Satisfied with the CSU-Global graduate employed

90% Percent of graduates who demonstrate Verbal Communication, Organization and Planning, and Written Communication Extremely Well or Very Well

85% Percent of graduates who demonstrate Use of Technology, Global Diversity, Ethical Behavior, Presentation Skills, Collaboration, and Problem Solving Skills Extremely Well or Very Well



Alumni Survey Data 2015/2016	
94%	Percent of alumni who say their program contributed to their professional goals.
97%	Percent of alumni who say their program contributed to their personal development.
27%	Percent of alumni who secured a better job.
20%	Percent of alumni who received a promotion.
23%	Percent of alumni who secured a job in a new field.
92%	Percent of alumni who report working for pay after graduation.
20%	Percent of alumni who received a pay increase within 12 months after graduation.

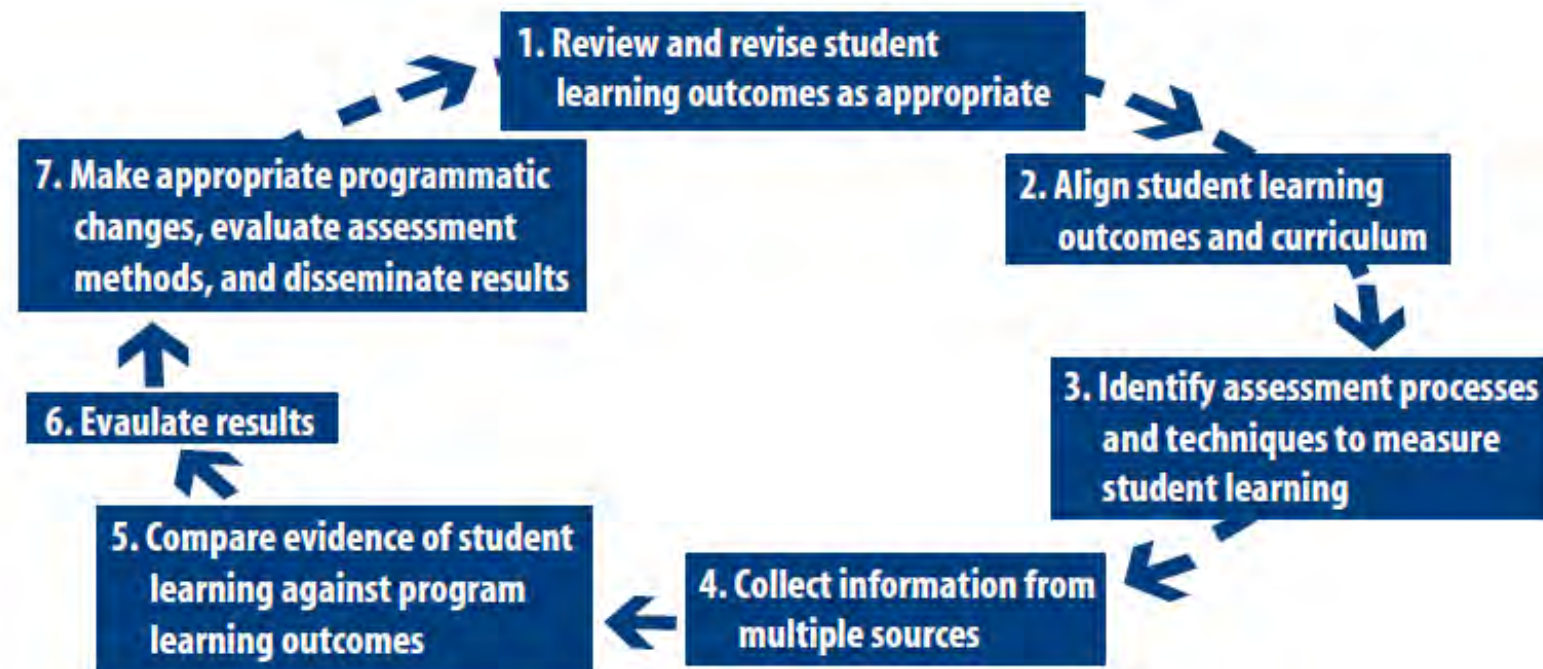


Questions and Comments

Assessment of Student Learning



Assessment cycle



Annual Assessment reports available at:

<https://www.csupueblo.edu/assessment-and-student-learning/results-and-reports.html>

Using Our Results



- Restructuring curriculum
- Creating new programs
- Creating new courses
- Addressing attainment gaps
- Demonstrating on-line, hybrid, concurrent enrollment, and on-campus equivalency
- Setting action plan goals from program review
- Incorporating High Impact Practices more intentionally
- Continuing to link curricular and co-curricular

National Survey of Student Engagement (2014)

Theme	Engagement Indicator	Your first-year students compared with	Your seniors compared with
		Peers	Peers
Academic Challenge	Higher-Order Learning	▲	--
	Reflective & Integrative Learning	▲	--
	Learning Strategies	--	--
	Quantitative Reasoning	▲	▲
Learning with Peers	Collaborative Learning	▲	--
	Discussions with Diverse Others	--	--
Experiences with Faculty	Student-Faculty Interaction	▲	▲
	Effective Teaching Practices	--	--
Campus Environment	Quality of Interactions	--	--
	Supportive Environment	--	--

- ▲ Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- ▲ Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.

National survey to better understand the extent to which students engage in educational practices associated with high levels of learning and personal development.

- Based in theory and empirical research
- High Impact Practices deepen student learning
- Engagement increases persistence to graduation
 - Engagement increases student satisfaction

NSSE was administered in 2008, 2010, 2014. Will next be administered in spring 2018.

ETS Proficiency Profile (2015)

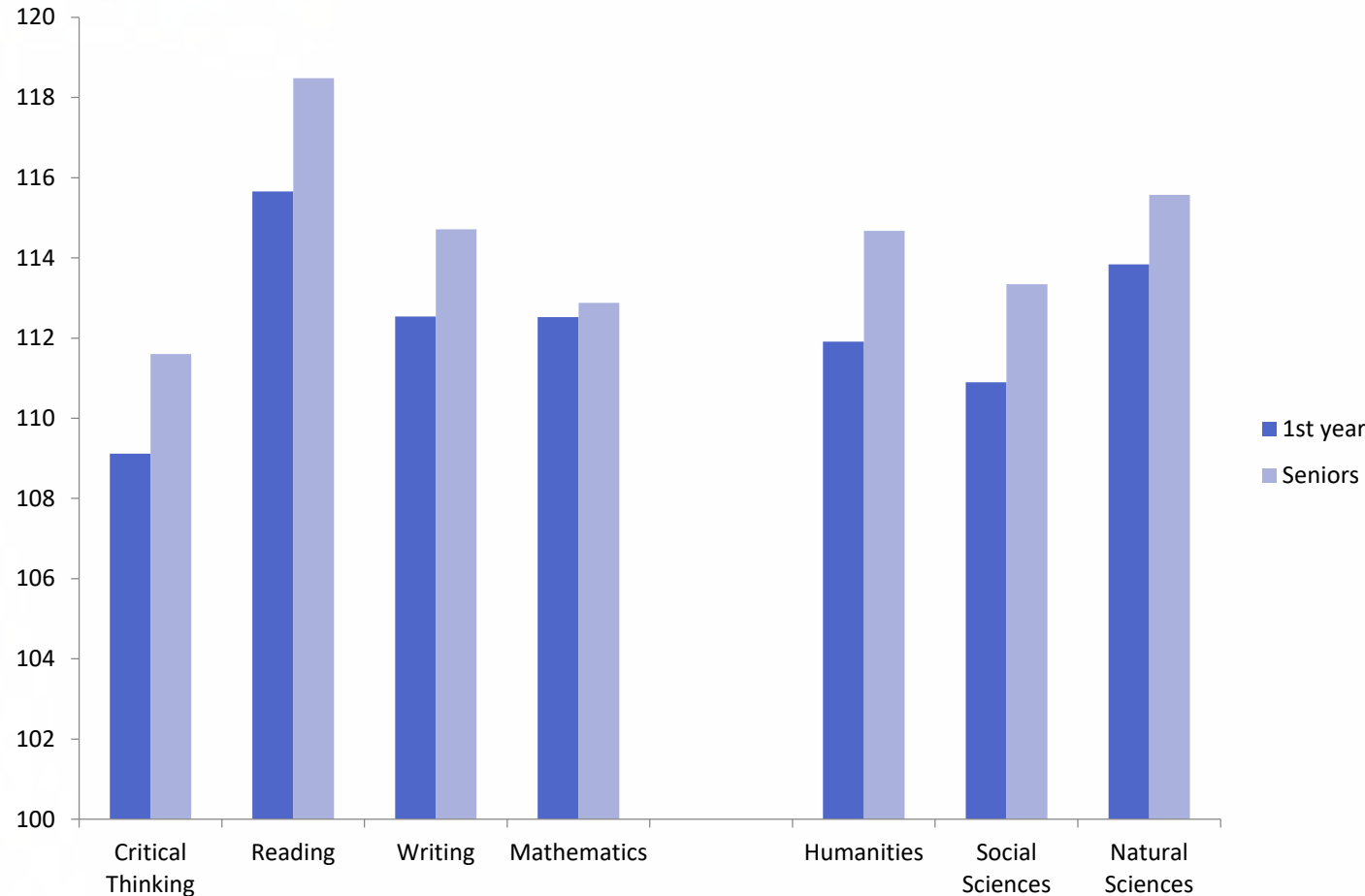
536

Assesses four core skill areas —
The assessment measures and demonstrates student learning.

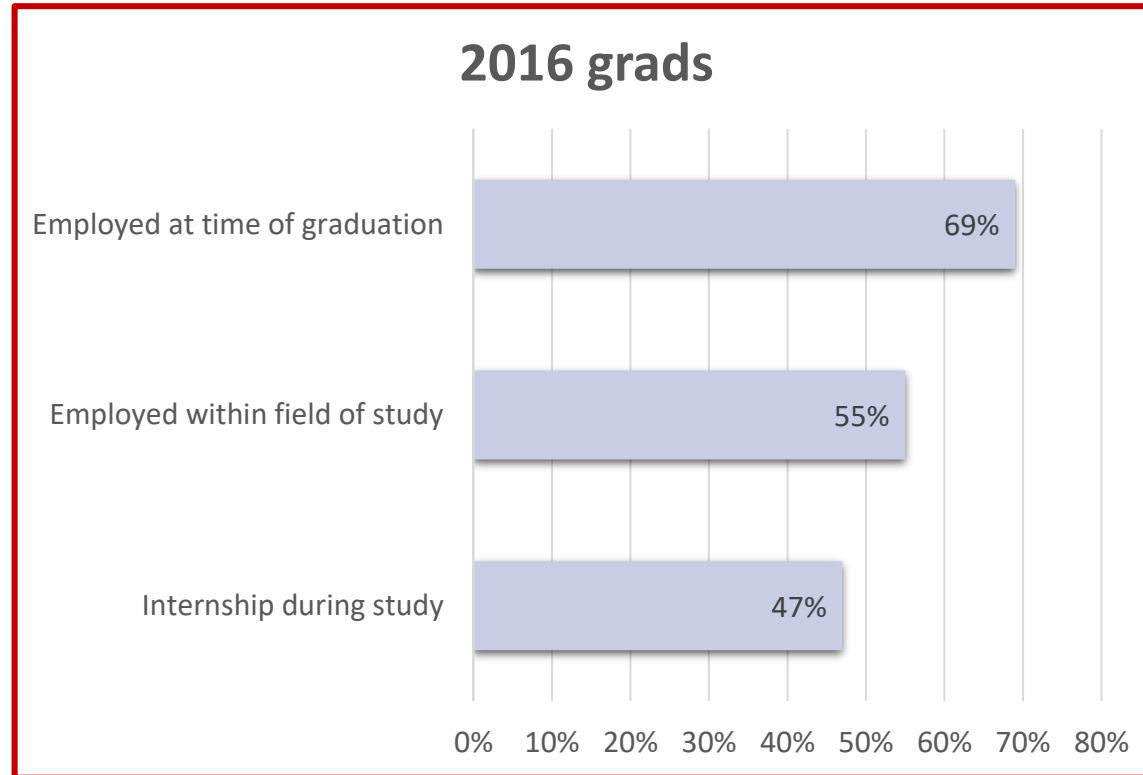
Growth from freshman to seniors.

CSU-Pueblo students mean scores similar to masters comprehensive institutional mean.

(e.g., In writing mean values, CSU-Pueblo 1st year 112.54 versus national 112.90 and CSU-Pueblo seniors 114.71 versus national 114.8)



First Destination Survey



Academic Program Review

(every 5-7 years)

Evaluate:

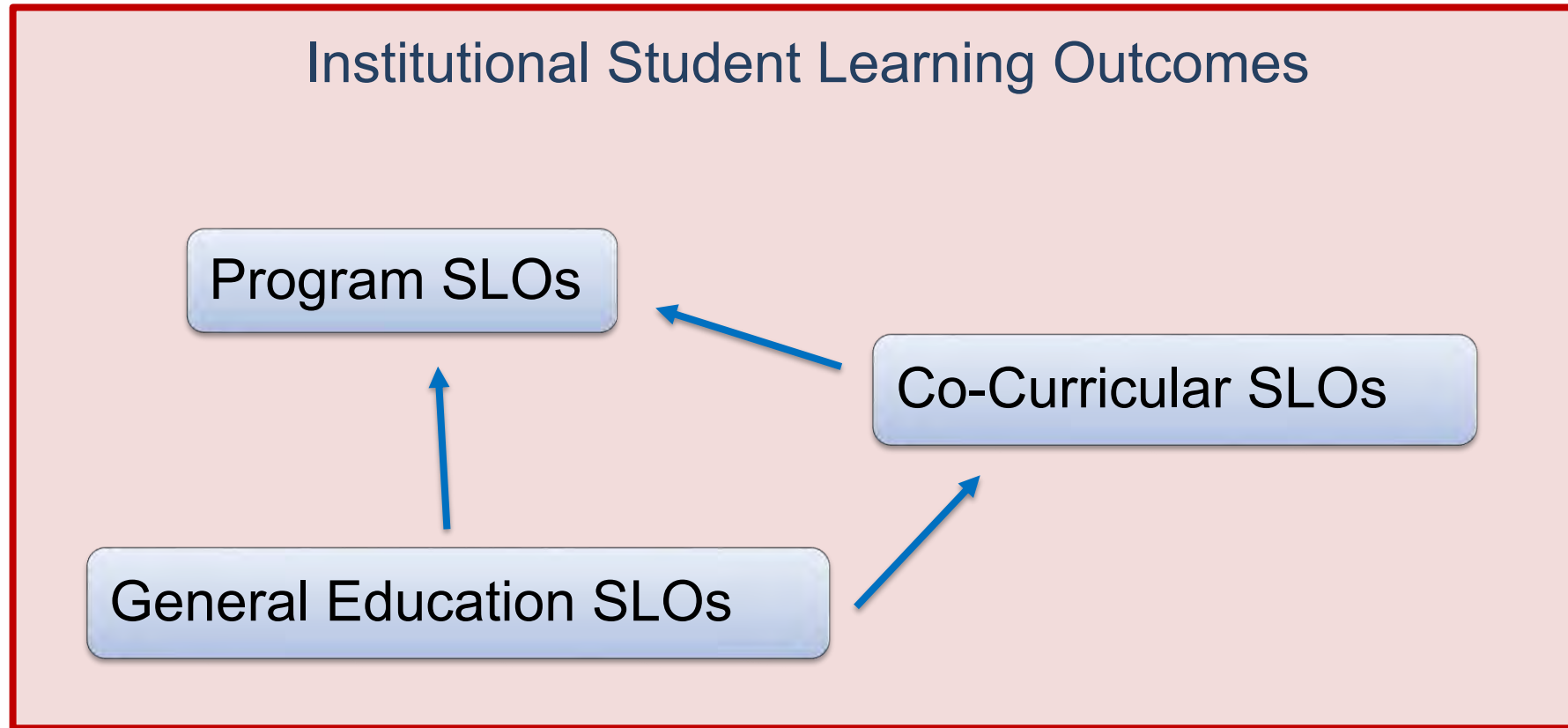
- Significance, scope and quality of the program
 - Including assessment of student learning
- Faculty Resources and Teaching
- Administrative Structure and Operational Resources



Identify strengths and challenges

Generate Action plan

Potential Future Scaffolding of Learning Outcomes



Sample Curriculum Map

Department of Mass Communications and Center for New Media
Core Courses Curriculum Map*

Outcomes		MCCNM 101	MCCNM 201	MCCNM 210	MCCNM 220	MCCNM 411	MCCNM 493
1	1a. Critical thinking skills	B	B	B	B	I	A
	1b. Convey complex ideas related to current issues of mass media	B	B	B	B	I	A
	1c. Convey complex ideas related to ethical expectation of mass media	B	B	B	B	I	A
2	2a. Write with clarity	B	I	I	I	I	A
	2b. Write with organization	B	I	I	I	I	A
	2c. Utilize proper format	B	I	I	I	I	A
	2d. Utilize proper mechanics	B	I	I	I	I	A
	2e. Utilize proper audience focus	B	B	B	B		A
	2f. Professionally competitive for entry-level position	B	B	B			A
3	3. Technological expertise and beginning presentation skills **						
4	4a. command of subject					I	A
	4b. organization of thought					I	A
	4c. interpersonal skills in front of audience					I	A

* Notes: Level of proficiency indicated by B (beginning), I (intermediate), A (advanced)

**Outcome 3 skills are developed in courses outside of the core but within individual emphasis areas.

Student Learning Outcomes Ongoing Initiatives

- Assess for Success workshop (summer 2017): Peer review of annual program assessment reports and discussion of university plans for assessment practice, including alignment with CDHE GT Pathways requirements.
- General Education Board is revisiting general education SLOs and the interconnection with each program's SLOs to inform elaboration of institutional learning outcomes.
- Fall 2017 Convocation discussions included updates for syllabi-articulated learning outcomes and well-defined learning assessment measures that clearly align with program learning outcomes. Increased incorporation of co-curricular student experience learning expectations in student assessment is also being addressed.
- The Institutional Effectiveness Committee's role is being restructured to address institutional assessment, improvement of processes, updating institutional assessment plans, and improved communication of assessment information to the campus.



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Thank you!

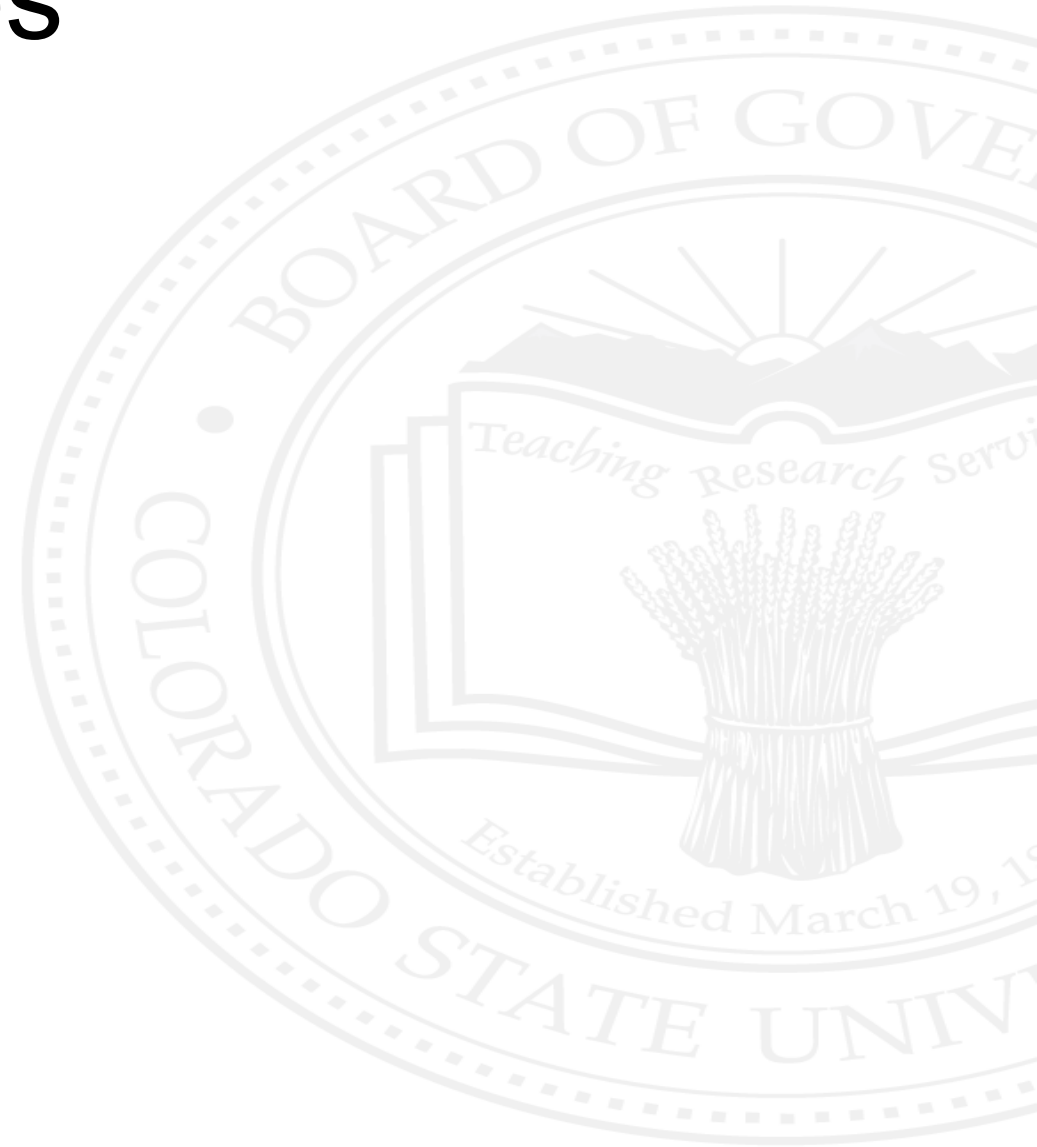
NOVEMBER 30, 2017

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

Appendices

Additional Information

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM





HIGHER LEARNING COMMISSION

Criterion 3. Teaching and Learning: Quality,
Resources, and Support

Criterion 4. Teaching and Learning: Evaluation and
Improvement

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

3.A. The institution's degree programs are appropriate to higher education

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations

3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs ⁵⁴⁶

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements.

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

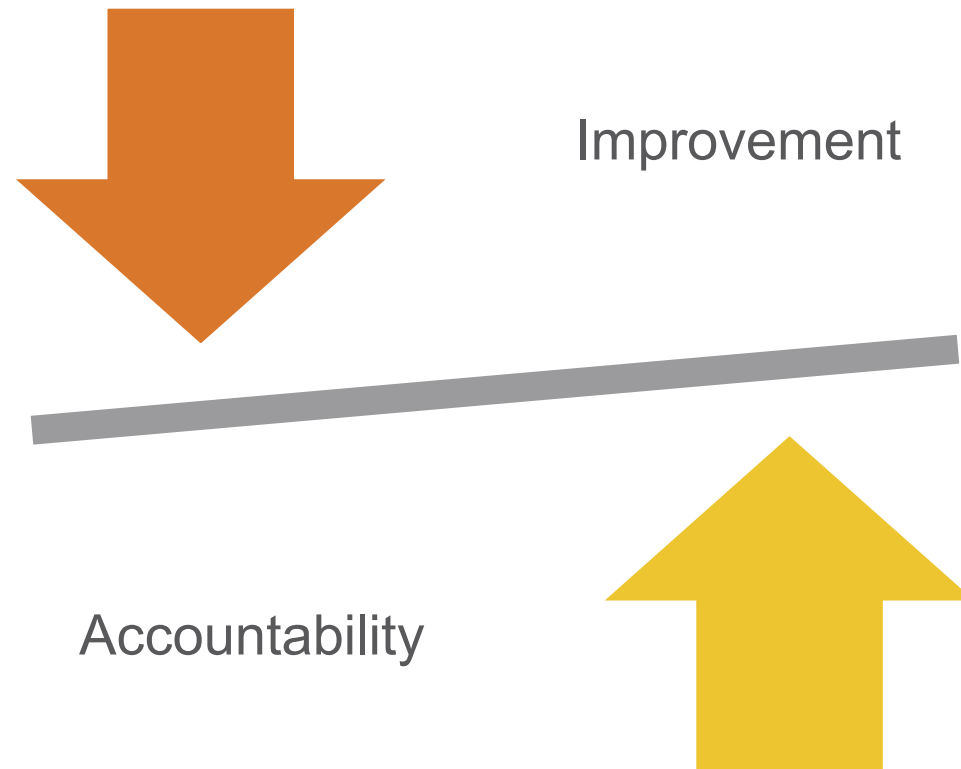
When Do We Assess?



- Diagnostic: identify current knowledge or status
- Formative: use results as feedback during a program, experience or class
- Summative: use results as feedback at the end of a program, experience or class

Techniques may be overlapping but purpose is different.

Why Do We Assess?



Ewell (2009) – NILOA-Assessment, Accountability, and Improvement: Revisiting the Tension

Cohort Term	4 Yr Grad Rate	4.5 Yr Grad Rate	5 Yr Grade Rate	5.5 Yr Grad Rate	6 Yr Grad Rate
FA06	37.90%	48.60%	59.70%	62.00%	63.80%
FA07	37.70%	49.30%	60.50%	63.00%	65.20%
FA08	39.40%	51.00%	63.00%	65.00%	66.60%
FA09	41.20%	52.50%	63.50%	65.80%	67.60%
FA10	41.90%	53.00%	63.40%	65.20%	66.80%
FA11	44.10%	54.30%	64.30%	66.40%	68.00%
FA12	45.10%	56.10%	67.20%		
FA13	45.00%				

Increased Graduation Rates and Decreased Time to Graduation

- Graduation rates are at all time record highs
- Of those that graduate, 65% do so in 4 years or less (up from 59%)
- Of those that graduate, 80% do so in 4.5 years or less (up from 76%)



Feedback from HLC

“The process for gathering assessment data is under revision; however, the achievement of learning goals at course and program levels are expected to be evaluated in an assessment process that is informed by a culture of assessment that drives most of degree programs. Though there is a less robust culture of assessment for general education and for co-curricular programs in the Student Affairs area, appropriate processes have been designed and are awaiting implementation.”

2014 Site Visit

“Of interest to the visiting team for CSU's next Comprehensive Evaluation Visit should be the degree to which all instructional programs have explicitly stated program learning outcomes (PLOs), and the extent to which PLOs are mapped to institutional learning outcomes (ILOs)”

Multi-Site Visit 2016





Systematic Approach to Assessment



Quantitative and qualitative data collection
faculty/committee review



Sources of data include student performance, evaluations, internal and external surveys, and grade distribution





Definition of Assessment of Student Learning

Banta and Polomba 2015 define assessment in higher education as a:

Process of providing credible evidence of resources, implementation actions, and outcomes undertaken for the purpose of improving the effectiveness of instruction, programs, and services

For this presentation we will focus on the effectiveness of instruction: the assessment of student learning



Why Assess Student Learning



To determine if students are meeting course and program learning outcomes



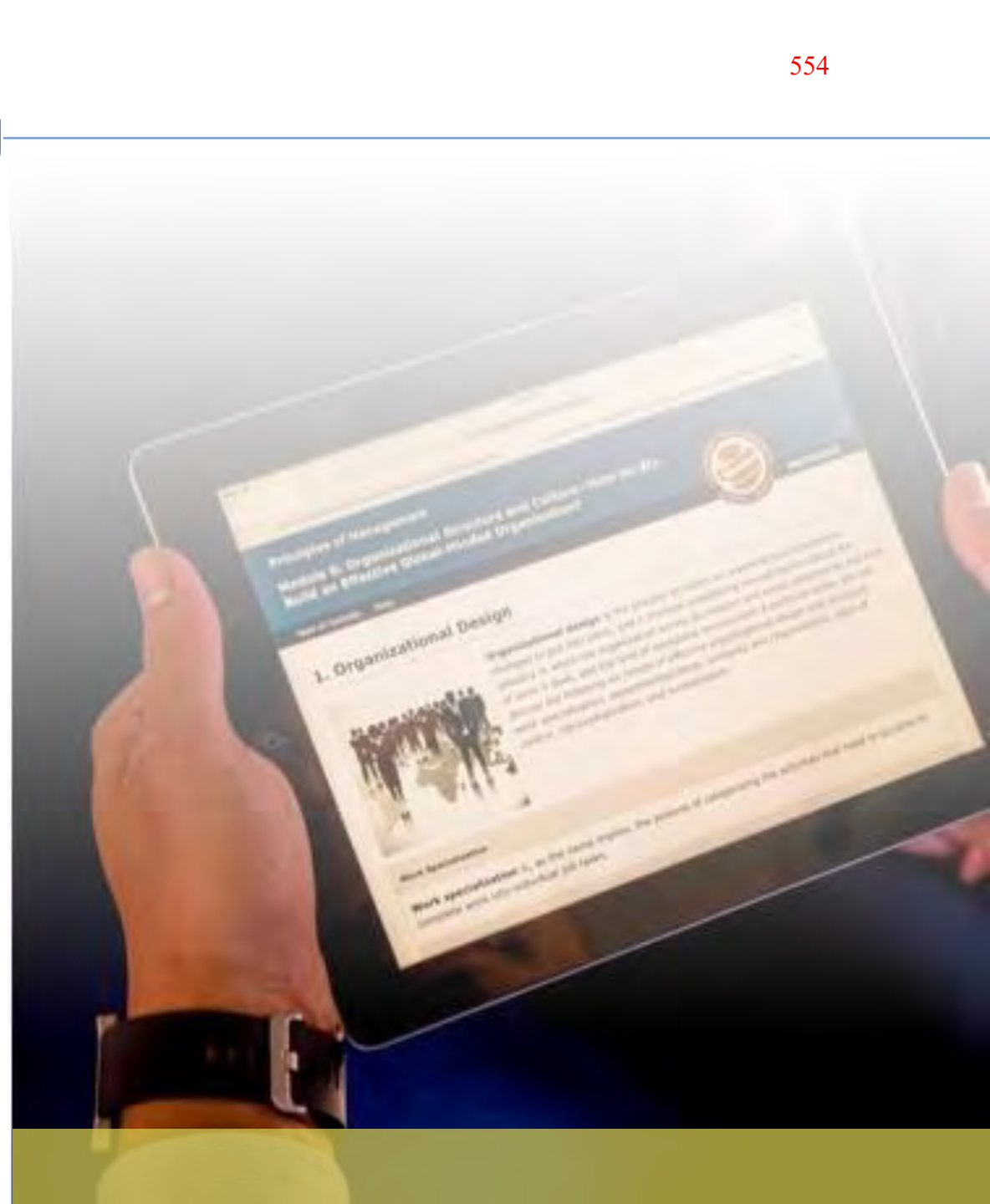
To improve the quality of instruction at the institution



To determine program quality



Most important - to demonstrate that we are doing what we say we're doing



The Current Approach to Learning Outcomes

General Education SLOs

Program SLOs

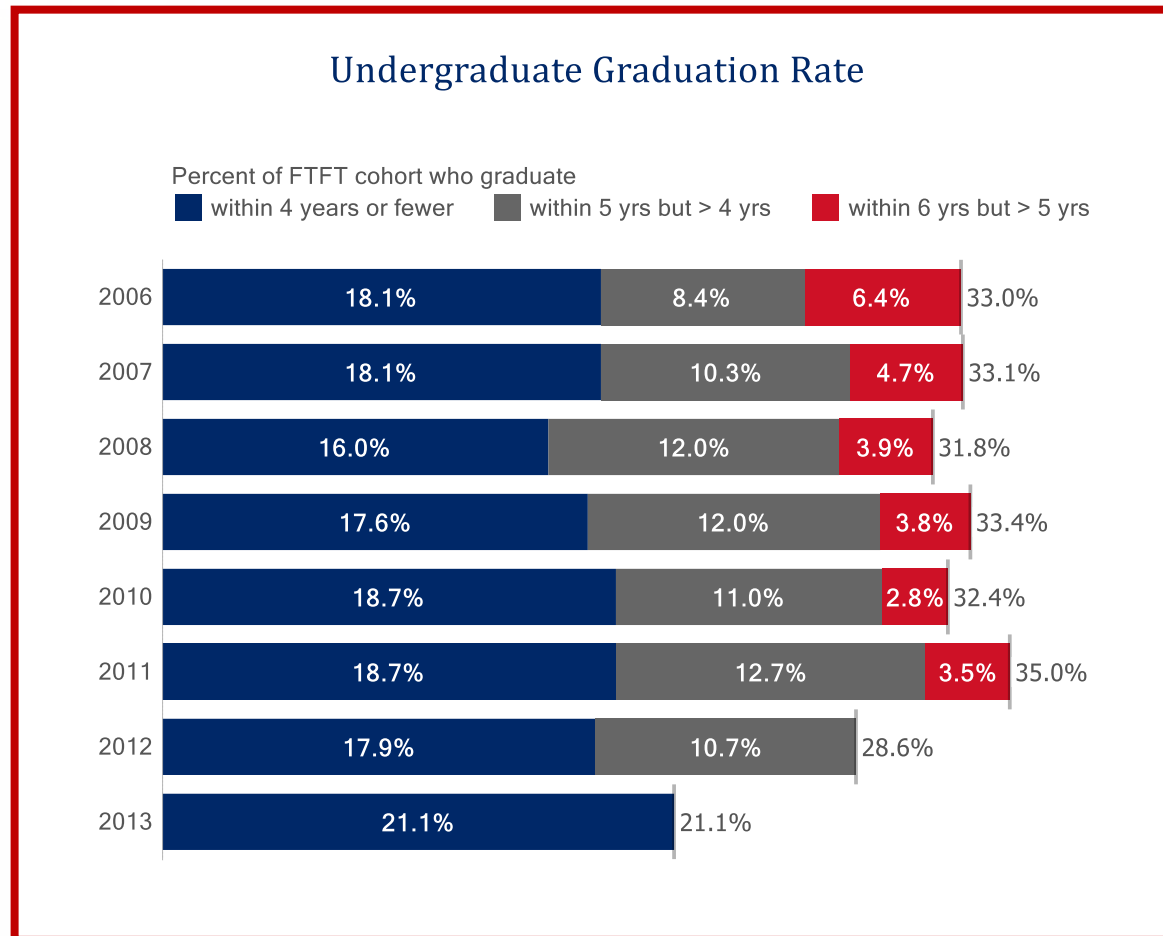
Co-Curricular SLOs
(need further development)

Methods of Assessment

- National Survey of Student Engagement
 - Proficiency Profile
 - Specialized Accreditation
 - Program-specific assessments
- Licensure Examination Pass Rates
 - Capstone Projects
- Employer or Intern Supervisor Feedback
- Acceptance Rates to Graduate School
- Peer Reviewed Publications/Presentations
 - Portfolio Review
 - Job Placement Rates
 - First Destination Survey

Improvements in Graduation rate and reduced time to degree

- Graduation within 4 years stable
- Graduation within 5 years increasing.



Student outcomes reported to public:
<https://www.csupueblo.edu/institutional-research/student-outcomes/index.html>

“[Interim report should address] integration of the curricular (discipline and general studies) and co-curricular student experiences to meet the expected student outcomes at the appropriate levels... At the undergraduate level this would include consideration of the knowledge, skills, and abilities designed to be developed through the general education curriculum and how these articulate with and support program learning outcomes;”

2017 Site Visit

“In terms of best practices, the key area of concern is in "closing the loop"; ensuring that assessment information is used to assist in continuously improving student learning. While some programs are clearly engaged in this critical element of the assessment process, it appears that a number of programs have not yet developed their assessment system to the point where it materially contributes to improving instruction and student learning.”

2017 Site Visit

Sample feedback from HLC

Section 7

*Real Estate and Facilities
Committee*

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
REAL ESTATE/FACILITIES COMMITTEE MEETING AGENDA
November 30-December 1, 2017 - Denver**

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

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

EXECUTIVE SESSION

OPEN SESSION

- | | | |
|---|----------------|----------------------|
| 1. Sale of Land to City of Fort Collins | (Tony Frank) | Action Item (5 min) |
| 2. Sale of Land to Soldier Canyon Water Treatment | (Tony Frank) | Action Item (5 min) |
| 3. Easement – City of Fort Collins Bus Stop | (Lynn Johnson) | Action Item (5 min) |
| 4. Program Plan Approvals | (Lynn Johnson) | Action Item (10 min) |

Centers for Research, Extension and Engagement

Foothills Campus Research Laboratory

Board of Governors of the Colorado State University System
Meeting Date: November 30, 2017
Action Item

MATTERS FOR ACTION:

Land: Sale of approximately 60 acres of land on the west edge of Foothills Campus to the City of Fort Collins.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the sale of approximately 60 acres of land along the western edge of the Foothills Campus, as generally shown on Exhibit A, to the City of Fort Collins upon the terms and conditions discussed in Executive Session.

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

EXPLANATION:

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

This action item requests authorization for the University to sell approximately 60 acres of land along the western edge of the Foothills Campus to the City of Fort Collins as shown on Exhibit A. The City intends to use the land to supplement their natural areas program.

The land is located directly southwest of College Lake and northwest of the City of Fort Collins Maxwell Natural Area. The land sits just behind the hogback rising above the Judson Harper Research Complex and bisects North County Road 23. Due to the location adjacent to City and Country recreation areas and its isolation from the primary part of the Foothills Campus, hikers and bikers frequently use the area and several casual trails were established. This sale to the City will formalize the trails and trail maintenance. The location does not lend itself to campus development.

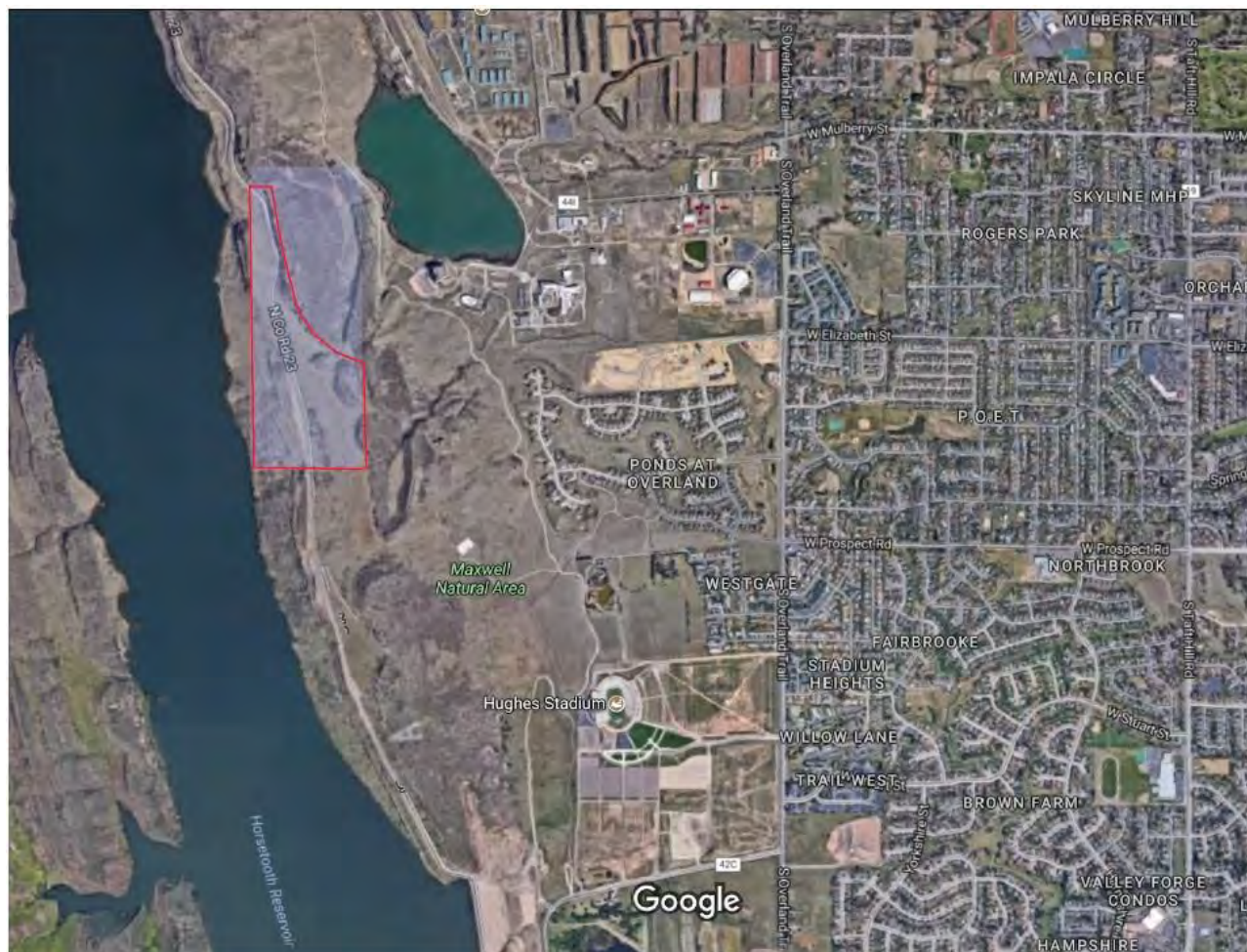
 Approved

 Denied

 Board Secretary

 Date

Exhibit A



Board of Governors of the Colorado State University System
Meeting Date: November 30, 2017
Action Item

MATTERS FOR ACTION:

Land: Sale of up to six acres of land to the Soldier Canyon Water Treatment Authority for filter plant expansion.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the sale of up to six acres of land along the western edge of the Foothills Campus, as generally shown on Exhibit A, to the Soldier Canyon Water Treatment Authority upon the terms and conditions discussed in Executive Session.

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

EXPLANATION:

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

The Soldier Canyon Water Treatment Authority (the Authority) operates a filter plant located adjacent to the Foothills Campus. The plant provides water to three water districts: Fort Collins-Loveland Water District, North Weld County Water District, and East Larimer County Water District. The districts provide treated water to parts of Fort Collins, Larimer County, and Weld County including a number of Colorado State University properties.

There is a need to expand water treatment services to accommodate increased population and the only option for plant expansion is to the north, onto land owned by the Board of Governors. The Authority wants to purchase up to a six-acre tract to allow for construction of a variety of expansion structures and emergency access routes. The land to be sold is part of a parcel presently leased to the Colorado Parks and Wildlife (CPW). The CPW has indicated their willingness to vacate a portion of their lease for this sale to the Plant. The location does not lend itself to campus development.

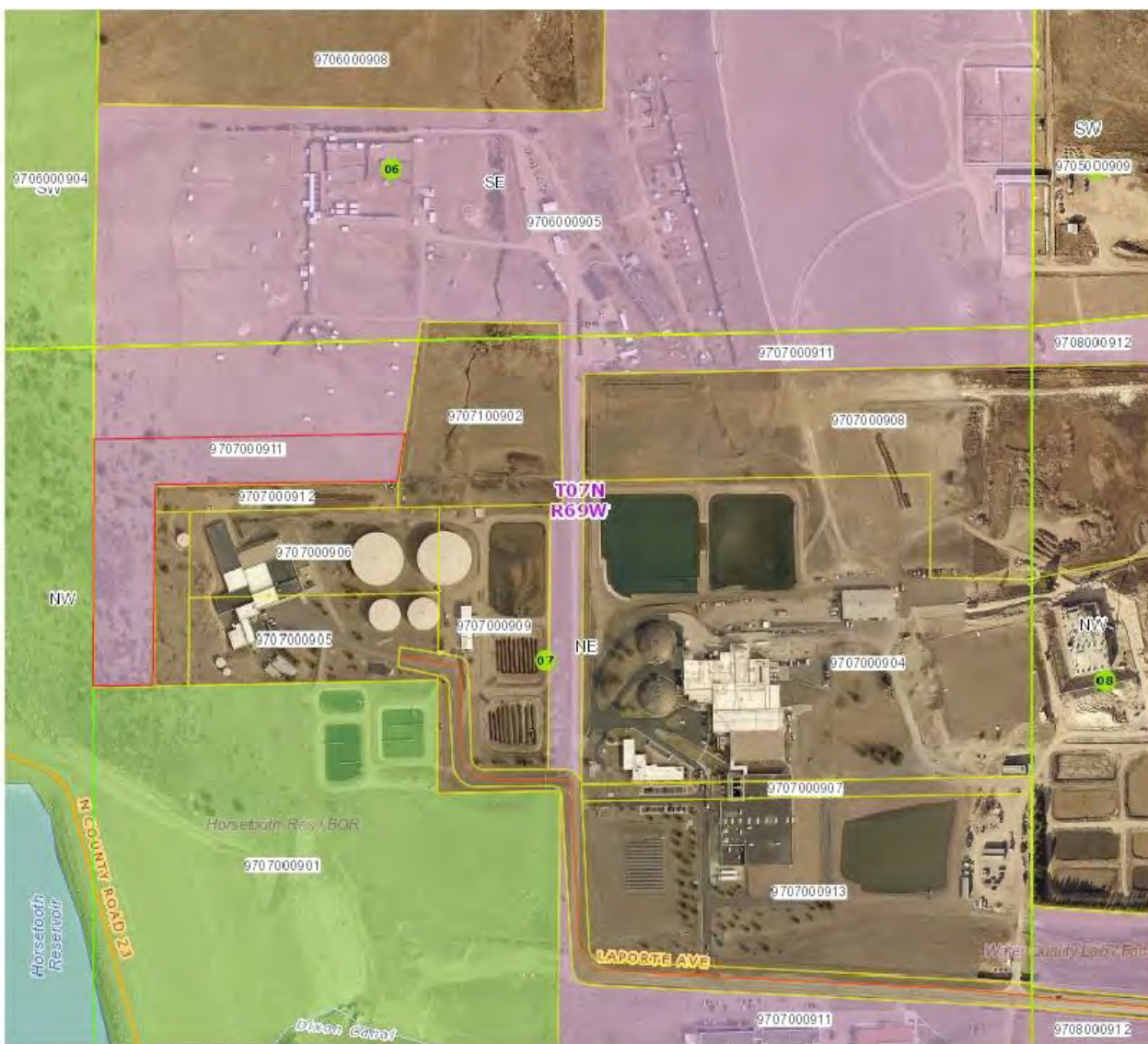
Approved

Denied

Board Secretary

Date

Exhibit A



Board of Governors of the Colorado State University System
Meeting Date: November 30, 2017
Action Item

MATTERS FOR ACTION:

Land: Grant of Easement to the City of Fort Collins for a Bus Stop near Centre Avenue and Botanical Lane.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the grant of a non-exclusive permanent easement, of approximately 200 ft., located near the intersection of Centre Avenue and Botanical Lane, as generally shown in Exhibit A, to the City of Fort Collins, for use as a bus stop.

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

EXPLANATION:

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

This action item requests authorization to grant a no fee easement to the City of Fort Collins (City) for land near Centre Avenue and Botanical Lane as described on Exhibit A. The land acquired by the easement will be used by the City to construct an ADA compliant bus stop. The City has requested the easement because the new bus stop is too large to fit in the existing City right-of-way along Centre Avenue. The proposed easement is approximately 6'x 32' (192 sf) and will accommodate a new sheltered bus stop. It will replace the existing bus stop on the southeast corner of Centre Avenue and Botanical Drive.

 Approved

 Denied

 Board Secretary

 Date

Exhibit A



**Board of Governors of the
Colorado State University System
Meeting Date: November 30-December 1, 2017
Action Item**

MATTER FOR ACTION:

Approval of the Colorado State University Program Plan for the Centers for Research,
Extension and Engagement for \$10-\$12M.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approves the Program Plan for the CSU Centers for Research, Extension and Engagement.

EXPLANATION:

Presented by Lynn Johnson, Vice President for University Operations.

The Joint Budget Committee of the Colorado General Assembly earlier this year provided new base funding to assist Colorado State University in meeting its statewide research, extension and engagement mission through the reopening of the Agricultural Experiment Station at Rogers Mesa. The revamped and reopened Rogers Mesa site will have an increased emphasis on engagement and Extension activities and community partnerships. Research activities will include comparative studies of organic and conventional production systems, with trials and demonstrations of innovative management practices developed in conjunction with the Orchard Mesa, Fruita, and Yellow Jacket facilities.

The Rogers Mesa site will functionally integrate with existing and newly redesigned facilities at the Orchard Mesa AES, thereby expanding the availability, scope, and quality of agricultural research, support, and educational services to a multi-county region in Western Colorado. The Orchard Mesa facility will continue to focus on issues of high priority to Western Slope agriculture including pomology, viticulture, management of other specialty crops of local interest, and pest management. It will also house the CSU Extension western region office, space for meeting and engagement activities, the regional Veterinary Diagnostic Laboratory, and the regional Colorado State Forest Service office.

In addition to upholding legislative intent and completing the improvements to the Rogers Mesa facility, we are able to leverage the state's investment to allow a combined \$11.65 million investment in infrastructure improvements at existing and newly redesigned facilities in Orchard Mesa and Rocky Ford, which will become the CSU High Plains Campus. In accord with the wishes of the Otero county commissioners, we are redesigning the Rocky Ford center to allow – as at the Rogers Mesa and Orchard Mesa sites – for improved efficiency and cross-training.

**Board of Governors of the
Colorado State University System
Meeting Date: November 30-December 1, 2017
Action Item**

As a by-product of all of this activity, we are seeking approval of the program plan to improve these Centers for Research, Extension, and Engagement through a bond issuance of \$10M-\$12M, to be supported by the \$875K annual base funding allocated. A detailed project description can be found in the Summary of Program Plan and the full program plan is posted at www.facilities.colostate.edu.

SUMMARY OF PROGRAM PLAN FOR THE CENTERS FOR RESEARCH, EXTENSION AND ENGAGEMENT

Colorado State University (CSU) is enhancing its commitment to regional economic vitality in rural Colorado by strengthening its partnerships with local, county and state governments. CSU's mission as a land grant university includes commitment to rural vitality, including a contemporary focus on agricultural sciences and natural resource management. In support of this effort, the Colorado Legislature approved new base funding to assist CSU in meeting its Research, Extension and Engagement mission to Colorado's citizens. With a goal of better serving our constituents in western Colorado and along the eastern plains, CSU will work with local, county and state government in creating two Centers for Research, Extension and Engagement. These centers will ensure greater effectiveness in our programs by integrating our expertise to meet local needs, and new investments will consolidate existing resources, thereby improving the efficiency in how we meet these needs. The two regional Centers will provide better access to CSU's key assets in Agricultural and Natural Resources research, Extension, Veterinary Diagnostics and the Colorado State Forest Service. These CSU centers will:

- more actively engage stakeholders and strategic partners,
- target opportunities for mission critical areas that enhance community prosperity, and
- align resources for CSU research and engagement programs to maximize benefits.

The allocation of \$875K/year can support a bond payment of approximately \$10-\$12M. Out of that, approximately \$2M is allocated to construction of a new facility at Rocky Ford to house the CSU Extension Southeastern Regional Office, Otero County Extension Office and CSU Agricultural Experiment Station (AES) administration. The Rocky Ford site currently houses CSU's Eastern Slope Diagnostic Lab and AES programs focused on specialty crops and water use. With the construction of the new facility and some upgrades to the existing facilities, Rocky Ford will function as the CSU High Plains Campus.

Approximately \$9.7M is allocated for two new facilities at Orchard Mesa. One of the facilities will be the Western Slope Diagnostic Lab (relocated from the current site) and the other will be a classroom and office building to house the Colorado State Forest Service Grand Junction District Office, the CSU Extension Western Regional Office and AES administration. The Orchard Mesa site already houses AES programs focused on pomology, viticulture, management of specialty crops and pest management. With the construction of the new facilities, Orchard Mesa will function as the CSU Western Campus. The Western Campus will continue to provide

CSU Centers for Research, Extension and Engagement

**Board of Governors of the
Colorado State University System
Meeting Date: November 30-December 1, 2017
Action Item**

administrative oversight and intellectual leadership for CSU's agricultural experiment stations (AES) located in Western Colorado -- Fruita, Orchard Mesa, Rogers Mesa and Yellow Jacket.

A portion of the new base funding will support reopening of the Rogers Mesa site, with the goal of establishing an Agricultural Incubator and Training Center. This Center will offer business and scientific training to help new and existing farmers overcome the barriers to farming. Some base funding will also support research at the Fruita site emphasizing Climate Smart Agriculture and agricultural water use efficiency.

The estimated cost for the project is \$10-\$12M to be paid from bond funds supported by the new base funding allocation. Once approvals are in place and funding is received, the project is expected to take approximately 18 months to accomplish.

Approved

Denied

Board Secretary

Date

**Board of Governors of the
Colorado State University System
Meeting Date: November 30-December 1, 2017
Action Item**

MATTER FOR ACTION:

Approval of the Colorado State University Program Plan for the Foothills Campus Research Laboratory for \$20-\$22M.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approves the Program Plan for the Foothills Campus Research Laboratory.

EXPLANATION:

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

Colorado State University is requesting approval of the program plan for the Foothills Campus Research Laboratory. This project will construct an approximately 38,000 gsf facility on the Foothills Campus to house the faculty and research infrastructure that is currently located in both the IDA and AIDL buildings. The current buildings were not designed for the type of research being conducted and are failing. Some research has already been temporarily relocated, and the poor condition of the current facilities is impacting critical research operations. This new facility is intended to consolidate the current program into a new building with functional research laboratory, insectary and office space. The existing AIDL and IDA buildings could be repurposed for office space with appropriate investment in renovations.

The estimated budget range is \$20-\$22M. The project will be funded from University resources and will be constructed by the P3 developer selected for South and Foothills Campus.

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.

**Board of Governors of the
Colorado State University System
Meeting Date: November 30-December 1, 2017
Action Item**

SUMMARY OF PROGRAM PLAN FOR THE FOOTHILLS RESEARCH LABORATORY

This project proposes to construct an approximately 38,000 gsf facility on the Foothills Campus to house the faculty and research infrastructure that is currently located in both the IDA and AIDL buildings. The current buildings were not designed for the type of research being conducted and are failing. Some research has already been temporarily relocated, and the poor condition of the current facilities is impacting critical research operations. This new facility is intended to consolidate the current program into a new building with functional research laboratory, insectary and office space. The existing AIDL and IDA buildings could be repurposed for office space with appropriate investment in renovations.

The Arthropod-borne and Infectious Disease Laboratory (AIDL) is a research center within the Department of Microbiology, Immunology and Pathology at CSU. The emergence and rapid dissemination of arboviruses and their vectors throughout the world, with potentially devastating consequences, is a reality. In the last decade there have been explosive global epidemics caused by dengue, Venezuelan equine encephalitis, Rift Valley fever, Japanese encephalitis, yellow fever, West Nile, Zika and Chikungunya viruses. Faculty engage in basic and applied research to promote a more complete understanding of pathogen transmission, persistence and emergency, with the goal of developing improved control of vector-borne and other zoonotic diseases. The Arthropod-borne and Infectious Disease Laboratory is internationally recognized and has been engaged in cutting edge research on key topics of global human health for more than 30 years. Currently, 12 DMIP faculty are primarily focused on vector biology, pathogen-host interactions, treatment, prevention and epidemiology of vector-borne diseases. An additional 6 faculty in DMIP collaborate closely and thus AIDL-driven research represents a major component of the department research and education effort. Funding from and engagement with federal (NIH, NSF, USDA, DoD, CDC), corporate and foreign partners generates significant research support and worldwide visibility.

AIDL faculty members have ongoing collaborations with researchers at several national and international academic institutions, the Department of Defense and the Centers for Disease Control and Prevention (Division of Vector-borne Infectious Diseases).

The estimated budget range is \$20-\$22M. The project will be funded from University resources and will be constructed by the P3 developer selected for South and Foothills Campus.

Once necessary approvals and financing are in place, the project is estimated to take 22 months to complete.

Approved

Denied

Board Secretary

Date

Foothills Campus Research Laboratory

Section 8

Executive Session

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Section 9

Evaluation Committee

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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

November 30, 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.
- Executive Vice Chancellor Parsons led System-wide leadership exploratory trip to CSU's Todos Santos campus.
- Together CSU-Pueblo, CSU Todos Santos Center, and the Autonomous University of Baja California Sur (UABCS) were one of eight recipients of a *100,000 Strong in the Americas* innovation grant and will establish an Institute of Ecotourism Studies in Baja California Sur, Mexico.

Campus Updates

- Chancellor Frank will address CSU-Global faculty and staff at the Dec. 14 Team Virtual Meeting.
- President Frank and College of Agricultural Sciences Dean Ajay Menon hosted a meeting of the President's Agricultural Advisory Council at the CSU Denver Center.

CSU System Government Affairs – Federal

- Continued to communicate with the Colorado congressional delegation about potential impact of a DACA repeal for the CSU System campuses and students. The Fort Collins and Pueblo campuses also coordinated their messaging around a potential appeal.
- Communicated with the Colorado congressional delegation on the impact of the proposed House and Senate Tax Bills.
- Chancellor Frank participated in a meeting to the University Research Association Board of Trustees.
- Chancellor Frank participated in an APLU RIC (Research Intensive Committee) meeting to discuss policy related to facilities and administrative (F&A) costs.

CSU System Government Affairs – State

- Meetings with key members of the legislature and local delegations continue.
- Chancellor Frank participated in discussions with the Department of Higher Education about the state's higher education budget request.

Statewide Partnerships:

- Executive Vice Chancellor and CSU System staff participated in the National Western Center Groundbreaking celebrations on November 3, 2017.
- Executive Vice Chancellor Parsons attended press conference announcing Joe Garcia as the Chair of the National Western Authority Board on November 6, 2017.

- Chancellor Frank served as a speaker for the College Track Annual Breakfast on November 8, 2017.
- Chancellor Frank attended the Western Stock Show Association Board meeting October 12 and November 9, 2017.
- Executive Vice Chancellor Parsons keynoted the Clean Energy Summit opening reception on November 7, 2017 at History Colorado.
- Executive Vice Chancellor Parsons attended the annual Colorado Concern Pheasant Hunt on Friday, November 11, 2017.
- Chancellor Frank spoke at the Grand Opening of *Zoom in: The Centennial State in 100 Objects* exhibit at History Colorado November 17, 2017.

Section 11

Colorado State University Reports

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



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: Colorado State University System Office

Date: November 30-December 1, 2017

Game Day Update

Objective: 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.

“The 12th Ram” Tailgating Area (Lot 310)

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 lot 310, also known as the “TILT lot.”

- ASCSU has adjusted its process to claim spots in the lot after feedback from the first two games
- The third game (Homecoming) filled the lot, and the experience overall was positive ; ASCSU presented goods and Forever Green shirts; Coke Grant
- The fourth game experienced challenges with the discrepancy between passes that were claimed and those who actually showed up to the game
- Challenges addressed: filling the lot, awareness of the lot, understanding that the lot exists for the purpose of tailgating and not simply student parking
- Current challenges: bringing out students to tailgate with early kickoff times, bridging the gap between passes claimed and students who show up to the games;
- Tailgating spaces are first-come, first served; available to all students with a registered vehicle; can be claimed through the Lory Student Center Box Office (approximately 85 spots total, may be adjusted to compensate for turnout)
- Branding: “The 12th Ram,” designed to increase awareness and coordinate with “The Mob” area
- ASCSU, in collaboration with the Alumni Center, is offering students the ability to ring the Old Main bell after each home game victory. Students apply through the ASCSU website and are selected by the ASCSU Director of Traditions and Programs

Health Fair Update

Original objective: provide an outlet for students to experience and become aware of the health resources available to them on campus and reduce the stigma associated with visiting the new \$59m CSU Health and Medical Center

- Example: 9Health Fair in the City of Thornton
- ASCSU to collaborate with CSU HMC for open house for students in October > Idea was pitched to Anne Hudgens, Executive Director of the CSU Health Network, to integrate a health fair into the open house
- Collaborating with ASCSU, Campus Rec, CSU Symphony, health-related registered student organizations (RSO's) to enrich the open house event and showcase services and programs available to students
- Goal to scale in future years and create a new tradition

Results:

- “Estimated 700 student participants visiting more than 35 booths distributed around the central stairs on all three floors”
- October 16 and 19; minimal promotion took place, yet turnout far surpassed expectations
- Multiple emergency food runs occurred
- ASCSU has hired a new Director of Health, who will participate in a debrief meeting to discuss laying the groundwork for next year

Civic Engagement

Composting Efforts

- [Composting on the Colorado State University campus continues to grow](#), and the ASCSU Department of Environmental Affairs has added a composting bin in the ASCSU Office
- The bin has been tremendously successful, with community members coming from all over campus to the office to compost because of knowledge of the bin
- A second bin was quickly added
- The ASCSU Director of Environmental Affairs is in talks with the Lory Student Center to explore adding the service for the entire building

Strategic Priorities for the Colorado General Assembly

- The ASCSU Department of State and Local Policy has met with the ASCSU lobbyist to discuss student priorities to be addressed during the spring session

U+2 Study

- ASCSU has collaborated with the City of Fort Collins and the CSU administration to fund a study to explore the effects of the U+2 occupancy ordinance in the city and its effects on housing
- Total expected cost: ~\$78,000; ASCSU contribution: \$13,000; total expected CSU contribution: \$26,000
- It is crucial to frame the issue in the context around affordability, city growth, and economic concerns, and not simply a “student issue”

Safe Ride Programs Overhaul

- Currently CSU Off-Campus Life runs a safe ride program called RamRide, which is an on-call service for a ride home similar to Uber and Lyft
- Parking and Transportation Services collaborates with Transfort to run a late-night safe bus route from Old Town square

- While RamRide is tremendously successful, the Gold Route (bus route) has been struggling and ASCSU initiated discussions with both parties to discuss collaboration as a means of reducing overhead and promoting success across all areas in the shared mission

Community service projects

- Various community service projects in the works, coordinated by the ASCSU Director of Campus Engagement
- Community service collaboration with the Children’s Hospital
- Denver Rescue Mission
- Animal shelter
- Student organizations (as well as fraternities and sororities) commonly engage in community service projects; why not ASCSU?

Food security initiatives

- Launch of “Pocket Pantries” across campus where students in need can pick up food
- Swipe Out Hunger program continues

Updates:

City Master Plan and Transportation Plan Update

- ASCSU continues to collaborate with on-campus partners such as Facilities Management and Parking and Transportation to provide student input in the update to the Fort Collins City Master Plan and Transportation Plan

CSU/UABCS Exchange Trip

- Co-funded by PSFAC at the end of 2016-2017 academic year; coordinated by Daniela Pineda Soracá, 2016-2017 ASCSU President
- Expected departure date: November 16
- Objective: Visit the CSU Todos Santos Center in Mexico and interact with students from the UABCS (Universidad Autónoma de Baja California Sur); UABCS students expected to visit CSU in the spring
- Mission: The “CSU Todos Santos Center is an international extension of Colorado State University. The Center is an opportunity for CSU students to grow as global citizens in their understanding of and appreciation for other cultures”

Technology Initiatives Update

Objective: 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 (UTFAB)
- 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
- The Information Science & Technology Center (ISTeC)

The Officer of Innovation and Technology is collaborating with campus partners to develop a “technological literacy” course for incoming students to inform them about resources available on campus

**Report by the Faculty Representative from CSU – Fort Collins to the Board of Governors
November 30 - December 1, 2017, Denver, CO**

Respectfully submitted by Prof. Margarita Maria Lenk, CSU Fort Collins Faculty Representative

Faculty Factoid: I would like to highlight Dr. Emily Fischer, Assistant Professor of Atmospheric Science at CSU Fort Collins. She has led a \$1.7 million grant for the last four years from the National Science Foundation for a program called PROGRESS (Promoting, Geoscience Research, Education, and Success). The purpose of this grant is to reduce the attrition of women in STEM majors within the first years of college by mentoring and supportively working with them through graduation. Eight universities are involved, the grant is in its last year. Her program aims to “help women identify as scientists so that they have a stronger intention to stay in the earth and environmental sciences.”

Request from a member of Faculty Council: Is it possible for a board member to come to at least one Faculty Council meeting a year so that we can ask questions and get to know them, and the Board can see Faculty Council in action?

Great FIRST Inaugural CSU System Faculty Interchange, November 9, 2017 CSU Global Campus

We enjoyed the most special first ever system-wide faculty dinner meeting. Tony Vrba, Faculty Representative from CSU Global organized this lovely dinner event in her gorgeous CSU Global facilities. I would also like to thank CSU Global’s vice provost and President Becky, also, for their support and their faith that many good things will come from more dialogue between faculty members who really care about our STATE and our system’s mutual success. Five faculty came from CSU Fort Collins, Dan Turk, Stephen Hayne, Karen Gebhardt, Del Benson, and Margarita Lenk. We joined about 15 more faculty from Global and Pueblo for a lovely tour of the Global Campus, and a fantastic presentation and many ongoing discussions about admission standards, accreditations, enrollments, faculty recruiting and training, and renewals, class sizes, major programs, teaching tips, research areas and interests, favorite lectures and topics, covert leadership development and mentoring, academic rigor, definitions of intelligence, active learning, learning by doing, cognitive complexity of student assignments and projects, work-life balance, partnerships with universities in other countries, favorite recipes, and overall a great spirit of collegiality and tenderness. I would like to challenge the board to help make this meeting a once or twice a year event, rotating across campuses. I felt walls of ignorance coming down and a greater sense of common purpose, commitment to student development, the future of Colorado, and the continued progress and advancement of each of our disciplines to help society. Thank you, Tony and Becky. The only thing missing was that David did not sing for us!

Summary of the October 2017 and November 2017 Faculty Council meeting (full minutes are posted on the CSU Faculty Council web site).

1. Presentation by Diana Prieto and Teri Suhr on the Medical Plan Survey Results
2. UCC proposals passed.
3. Revisions to Faculty and AP Manual:
 - Section E.9 Faculty Productivity,
 - Section K Resolution of Disputes,
 - Section E.12.1 Teaching and Advising
 - Section I.8 Student Course Survey
4. C.W. Miller and Mary Van Buren are now members of the Committee on Non-Tenure Faculty
5. Hong Miao is now on the Committee on Responsibilities and Standing of Academic Faculty
6. Michael Gross is now on the University Grievance Panel
7. Next Faculty Council meeting 4:00 pm December 5, 2017 in A201 Clark.

Many interesting discussions are continuing on campus regarding the state of free speech, safety in these times of mass shootings, and the Committee of Non-Tenure Track Faculty’s proposal. There has been tremendous happy buzz on campus before the home football games, so the new campus has really delivered in terms of creating many different, memorable tailgates and alumni reunions. Special memories are being created, and it’s very moving to walk around campus and enjoy witnessing the love for CSU, for each other, and for the community that is possible.

COLORADO STATE UNIVERSITY PRESIDENT'S REPORT

Board of Governors of the Colorado State University System
December 1, 2017

I. TEACHING AND LEARNING: ASSURE EXCELLENCE IN ACADEMIC PROGRAMS

A. Colorado State University a top performer in 2017 Sustainable Campus Index

Colorado State University in November was recognized as a top performer in the 2017 Sustainable Campus Index, achieving the highest spot in public engagement, tying for first place in research, and ranking second in diversity and affordability. The 2017 Sustainable Campus Index, a publication of the Association for the Advancement of Sustainability in Higher Education, highlights top-performing colleges and universities overall and in 17 impact areas, as measured by the Sustainability Tracking, Assessment, & Rating System, also known as STARS. Among the highlights, CSU tied for second place in campus engagement and stood in fourth place in the categories of curriculum; water, encompassing conservation, recycling and reuse; and coordination and planning (tied with three other universities). In public engagement, the Education and Outreach Center at CSU's College of Natural Sciences was highlighted for its work with the National Park Service to develop STEM kits for 4-12 grade students. The kits allow students visiting parks in Alaska to learn more about climate change through ice cores and permafrost.

B. Barisas honored for impactful career in chemistry

Colorado State Chemistry Professor George Barisas received the 2017 Colorado Section Research Award from the American Chemical Society. This is the highest honor the Colorado section bestows on any chemist and is awarded in celebration of the cumulative accomplishments of a Colorado chemist who has built an extensive and impactful career.

C. CSU launches first-of-its-kind graduate certificate in adventure tourism

To help better prepare people to work in the adventure and outdoor recreation industry, and improve the skills of those already employed, Colorado State University has launched an Online Graduate Certificate in Adventure Tourism. The new certificate program, a first of its kind in the nation, will provide students and budding entrepreneurs with the skills required to successfully develop and manage land-, water-, and air-based adventures. The certificate program will accept students in spring 2018.

D. Agreement lays groundwork for faculty/student collaboration with British university

Colorado State University in October announced a new agreement that is expected to open doors for faculty and student collaboration and exchanges with Cranfield University in the United Kingdom. The international memorandum of understanding will initially focus on the defense and

security sector, but other areas where the two universities have common expertise include energy and power, the environment, agriculture, and water resources. Potential areas of cooperation between CDS and CSU include the development of research proposals for collaborative studies.

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

A. Straayer Center for Public Service Leadership launches

In honor of John Straayer, political science professor and longtime leader of CSU's Legislative Internship Program, the Department of Political Science is expanding the Legislative Internship Program with the official launch of the Straayer Center for Public Service Leadership. The Straayer Center will train future public leaders with expanded teaching, research, service, and outreach initiatives dedicated to public service leadership. The Straayer Center will house the Legislative Internship Program, helping to expand and deepen the program, as well as coordinate a speaker series and mentorship programs to invite key community leaders to campus, bringing lessons learned in the legislative offices back to CSU.

B. CSU publishes APLU report on leadership for internationalization

As 2014-16 chair of the Commission on International Initiatives of the Association of Public and Land-Grant Universities, CSU President Tony Frank helped launch a national task force to revisit and update two landmark studies (from 2004 and 2007) of the role of internationalization in higher education. Vice Provost for International Affairs Jim Cooney helped guide the task force efforts. The new report, "Pervasive Internationalization: A Call for Renewed Leadership," was published by CSU and distributed to university presidents at the APLU national meeting in November.

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

A. World's most advanced shipborne radar launched

In mid-October, Steven Rutledge, professor of atmospheric science, set sail to the intertropical convergence zone near the Equator aboard a 300-foot vessel called the R/V Roger Revelle. Rutledge. He led a Colorado State University team on a five-week research voyage to test a new weather radar. After more than two years of planning and construction at the CSU-CHILL National Radar Facility in Greeley, the team deployed the most advanced shipborne radar the world has ever seen. The radar is called SEA-POL (short for "seafaring polarimetric"), and it was built through a \$1.3 million grant from the National Science Foundation awarded to Rutledge and V. "Chandra" Chandrasekar, professor in CSU's Department of Electrical and Computer Engineering. The ship deployment is funded by an additional \$300,000 from NASA and the National Science Foundation. The SEA-POL mission is part of a larger NASA experiment to understand the fate of rainwater that falls on the sea surface.

B. Researchers uncover new clues in breast cancer gene mutations

More than 20 years after scientists revealed that mutations in the BRCA1 gene predispose women to breast cancer, researchers have pinpointed the molecular mechanism that allows those mutations to wreak havoc. The findings, reported Oct. 4 in the journal *Nature*, should help researchers design drugs to combat breast and ovarian cancers, and also to identify women who are at high risk of developing them. Colorado State University's Claudia Wiese and David Maranon are co-authors on the study led by Yale University School of Medicine and Columbia University. Wiese, an assistant professor in the Department of Environmental and Radiological Health Sciences, said through their work, the research team learned more about the tumor-suppressing protein BARD1, and its specific function and connection with the BRCA1 gene. What they learned can help better understand which mutations in BARD1 are associated with an elevated cancer risk.

C. Colorado State University develops new varieties of wheat

As home to one of the nation's best-known wheat-breeding programs, Colorado State University has recently developed two new wheat varieties that carry a novel herbicide resistance trait. The varieties, Incline AX and LCS Fusion AX, are resistant to the herbicide Aggressor, which is highly effective for selective control of winter annual grassy weeds in the wheat crop. These are the first wheat varieties in the world that are resistant to this herbicide. Scott Haley, a professor in CSU's Department of Soil and Crop Sciences, heads the Wheat Breeding program. In addition to its herbicide resistance, Incline AX has a number of other traits that are beneficial to farmers, including good milling and baking quality and improved straw strength. The herbicide resistance trait in these varieties was developed as farmers expressed a need for a more effective and economic means for control of problematic weeds

D. CSU researchers: Massage may aid muscle regrowth, even in an opposite limb

Massage could increase the regrowth of muscle tissue after an injury – even when applied to the opposite, uninjured limb – according to researchers from Colorado State University and the University of Kentucky. The concept that massaging one limb might also lead to benefits in another non-massaged limb is groundbreaking. In a paper published in November in *The Journal of Physiology*, the researchers showed that muscle grew faster after a massage because the making of protein in cells was improved. They also showed that when one leg was massaged, the muscle in the other, non-massaged leg also grew faster. Karyn Hamilton and Ben Miller, faculty members in CSU's Department of Health and Exercise Science, were first authors on the paper.

IV. RESEARCH AND DISCOVERY: IMPROVE DISCOVERY CAPABILITIES

A. \$6 million Bohemian Foundation gift to honor CSU professor, energy innovation

To honor Colorado State University Professor Bryan Willson and his work, Bohemian Foundation on October 25 announced a \$6 million gift to CSU to create the Bryan Willson Presidential Chair in Energy Innovation. Not only does the gift ensure that Willson will be able to continue his groundbreaking work, it allows CSU to recruit top talent for years to come. Willson's passion for energy research led him on a journey of discovery to find cleaner and more efficient ways to power our world. He and a team of faculty, researchers and students worked together to create the Engines

and Energy Conversion Laboratory, transforming the former municipal power plant in Fort Collins into a hub for innovation.

B. CSU team joins Nobel-winning international hunt for gravitational waves

When scientists announced last year that they had detected gravitational waves from the distant collision of two black holes, they confirmed Albert Einstein’s 100-year-old theory that gravity, packaged in waves, travels across space and time. The 900-member global science team responsible for the discovery, honored with the Nobel Prize in Physics in October, is the Laser Interferometer Gravitational Wave Observatory (LIGO) collaboration. Earlier this year, LIGO added new members from Colorado State University. The CSU team will provide critical coating technology to increase the sensitivity of LIGO, and to advance knowledge of coating architectures for future LIGO generations. The CSU group of the LIGO Scientific Collaboration is led by University Distinguished Professor Carmen Menoni, professor in the Department of Electrical and Computer Engineering. Her team is charged with improving key aspects of the observatory’s hardware – in particular, coatings on the mirrors that reflect laser beams.

C. Advancing algae for better biofuels: CSU shares in \$3.5 million project

Colorado State University scientists are partners in a three-year grant of up to \$3.5 million from the Department of Energy, aimed at improving how algae-based biofuels and bioproducts are made. The Department of Energy’s Bioenergy Technologies Office has announced its support for the project, titled “Rewiring Algal Carbon Energetics for Renewables,” led by scientists at the National Renewable Energy Laboratory in Golden, Colorado. The funding is part of the federal bioenergy office’s Advanced Algal Systems Program. The multidisciplinary team includes CSU’s Ken Reardon, professor of chemical and biological engineering; Graham Peers, associate professor of biology; and Jason Quinn, assistant professor of mechanical engineering; along with partners at National Renewable Energy Laboratory, Colorado School of Mines, Arizona State University, and representatives from industry.

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

A. Landmark for a legend: 20th international poster exhibition opens at CSU

The 20th biennial Colorado International Invitational Poster Exhibition – the only exhibition of its kind in North America featuring the world’s top poster artists and designers – returned to Colorado State University this fall. Since 1979, the goal of this show has been to expose CSU and the surrounding community to leading international. CIPE featured nearly 150 posters by more than 70 artists from over 40 countries. CIPE remains the only international poster exhibition of its kind in the United States and one of a growing number of similar exhibitions in the world.

B. Cans Around the Oval continues strong CSU tradition

CSU students, coordinated through the Student Leadership Involvement and Community Engagement (SLiCE) office, once again led Northern Colorado’s largest single-day food drive,

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Cans Around the Oval in October. The drive supports the Food Bank for Larimer County and involves donations from more than 15,000 members of the CSU and Fort Collins communities. The annual fundraiser, created and still led by student volunteers, has provided more than 2 million meals in the past 31 years.

VII. RESOURCES AND SUPPORT: EXPAND FUNDRAISING

A. Major Gift Report

	October 2017		FY18 (July - October)		FY17 (July - October)	
	Amount	Count	Amount	Count	Amount	Count
Contributions	\$4,857,071	4,595	\$25,388,549	11,638	\$34,291,434	12,561
Irrevocable Planned Gifts	-	-	\$82,781	3	\$2,500,000	2
Revocable Gifts and Conditional Pledges	\$780,001	9	\$10,931,003	34	\$12,570,915	26
Payments to Commitments Prior to Period	(\$517,927)	682	(\$4,870,532)	749	(\$3,942,177)	1,030
Total Philanthropic Support	\$5,119,145	4,183	\$31,531,801	11,288	\$45,420,172	12,000
Private Research	\$592,824	12	\$9,256,914	77	\$10,231,226	77
Net Private Support	\$5,711,969	4,195	\$40,788,715	11,359	\$55,651,398	12,069

Major Gifts – Not Previously Reported

\$6,000,000 revocable commitment to support the *Jerry P. and Karen B. Moore Chair in Oncology Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$1,582,735 in gifts and pledges designated as \$1,102,835 to support the *Human Animal Interaction Initiative*, College of Health and Human Sciences, and \$479,900 to support the *Human Animal Interaction Research Initiative*, College of Health and Human Sciences

\$1,000,000 gift to *Music Program Support*, College of Liberal Arts

\$663,605 gift to support *Citrus Greening Research*, College of Agricultural Sciences

\$400,000 revocable commitment designated as \$200,000 to support the *Thomas A. Jones Graduate Fellowship - College of Natural Sciences Endowment*, College of Natural Sciences, and \$200,000 to support the *Thomas A. Jones Graduate Fellowship - Warner College of Natural Resources Endowment*, Warner College of Natural Resources

\$270,000 gift designated as \$210,000 to support the *Sean "Ranch" Lough Memorial Scholarship Endowment*, Enrollment & Access, and \$60,000 to support the *Sean "Ranch" Lough Memorial*

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Scholarship, Enrollment & Access

Revocable commitment to support the *Diversity in STEM Endowment*, Student Affairs

\$216,081 gift to support the *Reisher Scholars*, Student Affairs

\$200,000 pledge to support the *Dr. Jack Cochran Family Professorship in Natural Sciences*, College of Natural Sciences

\$165,000 gift to support *Agricultural Sciences - Research*, College of Agricultural Sciences

\$139,230 gift to support *Agricultural Sciences - Research*, College of Agricultural Sciences

\$135,000 pledge to support the *Valdez First Generation College Scholarship*, College of Business

\$125,000 pledge to support the *Agri Beef Scholarship*, College of Agricultural Sciences

\$105,000 revocable commitment designated as \$70,000 to support the *Food Science and Human Nutrition*, College of Health and Human Sciences, and \$35,000 to support the *Kirkpatrick Family Mechanical Engineering Scholarship*, College of Engineering

\$100,000 gift to support the *Center for New Energy Economy*, Research & Interdisciplinary Programs

\$100,000 gift to support the *Center for Companion Animal Studies*, College of Veterinary Medicine & Biomedical Sciences

\$100,000 pledge to support the *Ram Legacy Scholarship*, Athletics

\$100,000 gift to support *Women in Philanthropy at CSU*, Other Areas

VIII. RESOURCES AND SUPPORT: NURTURING HUMAN CAPITAL

A. Faculty salary equity study shows progress on closing gaps

Building on the last several years of intensive focus, Colorado State University is making progress on closing salary gaps by gender and minority status for tenured and tenure-track faculty, according to the latest study in the University's ongoing review of salary equity. The Office of Institutional Research, Planning and Effectiveness (IRPE) released the findings of its FY18 Salary Equity Study for each faculty rank. The analysis shows a narrowing of salary differences that were identified by the CSU Salary Equity Committee in its FY17 report. The IRPE study used the same regression models for analysis that were developed by the Salary Equity Committee, one for gender and one for minority status at each rank. The FY18 study is a continuation of CSU's exploration of salary equity that began in 2015 when President Tony Frank called for the formation of a committee of internal and external experts to develop a methodology for assessing faculty

salary equity and a path to move forward. The equity exercise is an ongoing annual process and will expand to look at non-tenure track faculty and other employment groups.

B. Russ Schumacher named state climatologist

Russ Schumacher, an associate professor in the Department of Atmospheric Science at Colorado State University, became Colorado's state climatologist in October. He will continue in his academic role while taking on the added responsibility of key statewide climate expert and spokesperson. Most of Schumacher's atmospheric science research career has centered on weather extremes: heavy rain, flash floods, and snowstorms. As state climatologist, Schumacher will lead the Colorado Climate Center, the CSU-based office that provides climate monitoring and research for the benefit of scientists, educators and the general public. The center's long list of activities includes drought monitoring for the National Integrated Drought Information System; operation of the Colorado Agricultural Meteorological Network; and administration of the Community Collaborative Rain, Hail and Snow Network.

IX. RESOURCES AND SUPPORT: INCREASING AWARENESS

A. Commission on Women and Gender Equity celebrates 20 years of progress

More than 250 people attended the 20th anniversary celebration of the President's Commission on Women and Gender Equity in October to honor a group that has helped lead CSU's focus on improving the campus climate for women. Animal Sciences Professor Temple Grandin was the keynote speaker, and head of the Department of Mechanical Engineering and chair of the Commission Sue James served as emcee, making the point that after 20 years, women are beginning to break through the glass ceiling at CSU. While the event was an anniversary celebration, all the speakers were clear that there is still plenty of work to do to fully achieve the original goals of the Commission.

B. Historic Powerhouse Energy Campus celebrates 25th anniversary

Over the course of 25 years, Colorado State University's Powerhouse Energy Campus has been transformed from an abandoned municipal power plant into a state-of-the-art research facility with global impact. The Powerhouse team celebrated its 25th anniversary and its long history of energy innovation Nov. 2.

C. Presidential speaking engagements

President Frank spoke at numerous events including receptions for newly promoted and tenure-track faculty and non-tenure track faculty; the CSU Biodiversity Symposium; the International Colloquium; the Warner College Dean's Council meeting; the Fort Collins Rotary State of the University meeting; the Reisher Scholars Dinner; the City of Fort Collins Leadership meeting; the President's Gala; and numerous alumni and Homecoming events.

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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
Vigil, Stella N	EFNEP	8/10/17	8/31/17
Adesso, Michaela	Health Network Medical	9/11/17	9/22/17
Antonelli, Lara	Health Network Medical	8/1/17	8/25/17
Brown, Judith A	VPUA	9/13/17	9/23/17
Byerley, Cameron O	Mathematics	9/15/17	10/1/17
Cecil, Steven B	CEMML	9/1/17	3/1/2018
Daamen, Veronique B	CEMML	9/14/17	9/30/17
Daamen, Veronique B	CEMML	10/4/17	10/5/17
Dallas, Tiffany H	Admissions	9/1/17	9/30/17
Dallas, Tiffany H	Admissions	11/20/17	11/27/17
Demers, Dorothy	Health Network Counseling	9/6/17	9/29/17
Demers, Dorothy	Health Network Counseling	10/3/17	10/31/17
Dickason, Karen S	Health Network Counseling	8/23/17	8/24/17
Dickason, Karen S	Health Network Counseling	10/3/17	10/5/17
Duvall-Pelham, Alexander	Economics	8/16/17	12/31/17
Elffner, Terri R	Health Network Medical	9/1/17	9/29/17
Elffner, Terri R	Health Network Medical	10/6/17	10/27/17
Feldpausch, Nora	Health Network Medical	8/3/17	8/25/17
Frankhouse, Kari A	MIP	9/16/17	10/25/17
Ganguly, Arpan K	Economics	8/16/17	12/31/17
Godwin, Daniel S	CEMML	7/5/17	7/17/17

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LEAVE OF ABSENCE			
NAME	DEPARTMENT	FROM	TO
Hoening, Mark	Health Network Medical	9/1/17	9/29/17
Hoening, Mark	Health Network Medical	10/2/17	10/31/17
Huxster, Katherine	CEMML	7/28/17	7/29/27
Isaak, Jonna	Human Resources	8/11/17	8/31/17
Jankowska, Elzbieta	Elec & Comp Engineering	9/1/17	11/6/17
Jeffreys, Melissa M	Health Network Counseling	8/17/17	8/18/17
Jorgensen, Sarah E	Health Network Medical	8/1/17	8/15/17
Li, Peng	Physics	9/25/17	11/13/17
Mack, Virginia C	Health Network Medical	8/10/17	8/11/17
Matthews, Jon S	Health Network Medical	9/6/17	9/27/17
Matthews, Jon S	Health Network Medical	10/4/17	10/25/17
Morse, Emily	Health Network Medical	8/1/17	8/15/17
Nelson, Raechel A	Health Network Medical	8/4/17	8/11/17
Orswell, Forrest M	Student Legal Services	8/3/17	8/5/17
Orswell, Forrest M	Student Legal Services	9/11/17	9/13/17
Romero Lopez, Marisabel	Marketing	9/4/17	9/30/17
Ross, Abigail L	Health Network Medical	9/20/17	9/22/17
Ruff, Kristina M	Biochemistry & Molecular Bio	9/11/17	9/15/17
Scarborough, Jennifer	CEMML	8/25/17	8/31/17
Sola, Marlene M	COB Academic Support	9/25/17	unknown
Stanley, Mariann L	Health Network Counseling	10/5/17	10/9/17
Therkelsen, Chase A	Health Network Medical	9/29/17	9/30/17
Ungerman, David	College of Liberal Arts	9/19/17	9/29/17
Usrey, Wendy A	Finance & Real Estate	8/23/17	8/31/17
Webb, Sharon	Business & Financial Svcs	9/1/17	9/7/17
Yamaki, Taeko	Registrar	10/19/17	unknown

Section 12

CSU-Pueblo Campus Reports

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



Colorado State University-Pueblo Student Representative's Report

Associated Students' Government President Jake Harmon

General Statement

Colorado State University-Pueblo Associated Students Government has gathered great tread amongst our students this Fall, and is looking to close out the semester with some helpful initiatives. Associated Students Government wants to continue to focus on creating a great community internally within our organization and externally throughout the students of Colorado State University-Pueblo.

Campus and Student Initiative Projects

To close out the semester ASG would like to provide free coffee and donuts to our students as they prepare for their upcoming finals. ASG has partnered with the University Library in previous years to extend the libraries hours during this week, and this year we would like to keep that tradition to best serve our students and their needs. This is a service that has been utilized in the past and is an easy way to show our students that their student representatives care about their success.

External Initiative Projects

ASG partnered with the Student Veterans of America on a project that coordinated 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. Veterans make up approximately 8% of Colorado State University-Pueblo's student population and this was one small way to show our appreciation for these students. The unveiling of this project was on November 10th; the Friday before Veterans Day and the Marine Corps Birthday. I was honored to be able to speak at this event and be a part of this ceremony.

Internal Initiative Projects

Internally within ASG we have approved our newest version of a constitution which was a project taken on by the judicial branch of ASG in the Spring of last year. To have a living constitution officially for our organization allows us to hold ourselves accountable to the standard set by our institution and our students.

Closing Statement

ASG is continuing to work hard to be in service to meet the needs of the students this year. ASG is excited to take on more challenges that inevitably await during the upcoming Spring semester and will strive to leave our campus community a better place than we received it. We are proud to have started the school year off strong. Going into the New Year, we aspire to continue to reach out to student organizations on campus to better facilitate the interconnectivity of our campus.

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**CSU-Pueblo Faculty Representative Report
submitted by David Volk
November 16, 2017**

Fall 2017 Efforts and Initiatives:

- President Mottet held three open forums for faculty, staff, and administrators in October
- STARFISH advising software implementation
- Rock Enroll October – registration/advising initiative
- Adjunct Instructor evaluation process
- Open-Source Textbook Initiative
- Fall Break proposal ?
- Content Management System discussion

Council of Chairs ‘Faculty Talking to Faculty’ Open Forum – Issues Raised (reprinted from October 2017):

- Developing a richer academic culture (faculty, staff, student) on campus
 - explore programming and faculty opportunities to share and celebrate scholarship
- Improving organizational efficiency campus-wide
 - collect anecdotes (positive and negative) to share with Cabinet/President
- Developing the Academic Program
 - Coordinating with Extended Studies
 - credentialing, non-degree programs
 - prison education
 - Soliciting ideas from faculty
 - Revenue-sharing models
 - Expand opportunities for faculty to learn Spanish
 - Strengthening our HSI status and non-traditional student outreach
- Recruitment/Retention
 - Chairs actively analyzing who we lost and why

Fall 2017 Council of Chairs meetings

- In separate meetings in October, Council of Chairs met with
 - Vice-President Chrissy Holliday to discuss enrollment and recruiting efforts and how best to coordinate efforts with departments.
 - Alumni Affairs Director Tracy Samora to discuss surveys to graduates and tracking of employment placement as well as coordinated alumni outreach efforts with individual departments.

Current Goals (reprinted from July 2017 report)

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.?*

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. CIS students are competitive in Cyber Security contest

Colorado State University-Pueblo students dominated at the Fall 2017 National Cyber League (NCL) nationwide online cyber security competition with Computer Information Systems (CIS) major Ryan Garbars, a junior from Golden, scoring #1 in the nation out of 2,423 cyber security competitors from 68 institutions. Hasan School of Business CIS students Alex Marcks, senior from Pueblo, scored in the top 100 at number 54 followed by top 5-10% percentile scores from CIS students Josh Greer, senior from Fountain, Austin Tapia, freshman from Pueblo, and Hunter Stevens, sophomore from Aurora. The NCL had a pre-qualifying cyber game (to place students into one of three brackets -- Bronze, Silver, and Gold) and Faculty, Coaches, Mentors and non-attached students (Pewter) to have individuals and team compete on similar competency levels. CSU-Pueblo NCL Coach and Associate Professor Computer Information Systems Dr. Roberto Mejias scored among the top 1.5%, ranking #12 of 854 professors.

B. Forensics team competes at Trapper Rendezvous, Ward Champion in Persuasion

The Colorado State University-Pueblo Forensics Team traveled to Powell, Wyo., to compete in the 48th annual Trapper Rendezvous at Northwest College. The squad of three students competed in six different events, bringing home several trophies for their efforts. Jacob Ward, sophomore from Trinidad, took first place in Persuasive Speaking for the second year in a row with his speech about removing limits on free speech on college campuses throughout the United States. Ward also took fourth place in Informative Speaking with his speech on federal versus state ownership of public land.

C. Chemistry professor earns ACS diversity award

Colorado State University-Pueblo Chemistry Professor Dr. Sandra Bonetti was honored as the 2017 recipient of the Stanley C. Israel Regional Award for Advancing Diversity in the Chemical Sciences for the Rocky Mountain Regional Meeting of the American Chemical Society (ACS). Bonetti was selected by the ACS Committee on Minority Affairs to receive the award at the ACS Rocky Mountain Regional Meeting to be held in Loveland, CO this weekend. In addition to a \$1000 award to continue her efforts, Bonetti had her meeting expenses covered, including transportation, accommodations, registration, and two tickets to the award dinner/event. The Stanley C. Israel Regional Award recognizes individuals and/or institutions who have advanced diversity in the chemical sciences and significantly stimulated or fostered activities that promote inclusiveness within the region. Nominees may come from academia, industry,

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government, or independent entities, and also may be organizations. Nominees must have created and fostered ongoing programs or activities that result in increased numbers of persons from diverse and underrepresented minority groups, persons with disabilities, or women who participate in the chemical enterprise.

D. Online Sociology degrees earn top ten ranking

Colorado State University-Pueblo was recently ranked among the nation's top 10 Best Online Colleges for Sociology by Online Colleges.com, a resource for people who want reliable information about online colleges and degree programs. The lone institution included from Colorado, CSU-Pueblo's sociology programs were ranked eighth. Students at CSU-Pueblo can earn two different online sociology degrees. As well as the standard Bachelor of Arts (BA) degree plan, CSU - Pueblo offers a second Bachelor of Arts program that studies sociology and criminology side by side. Both programs include training in cultural theory and research methods. Elective courses dominate the latter semesters of the degree plan in both programs. Students seeking sociology/criminology degrees are expected to replace some standard sociology electives with those that include criminal justice concepts.

E. Administrative changes to include new Provost, Cannabis Research Director

Colorado State University-Pueblo President Timothy Mottet has announced the start of a national search for a new Provost and Executive Vice President of Academic Affairs as well as related administrative appointments that follow the recent departure of Institute of Cannabis Research (ICR) Director Wendy MacColl. On January 1, Dr. Rick Kreminski will make a transition from Provost, a position he has held since 2015 (following service as interim provost 2012-2013), to Executive Director of Research and Sponsored Programs as well as serve as the Director of the ICR. According to Mottet, this move is critical due to the role that research plays in economic development for the region and generating additional revenue for the University as well as the growing importance of the ICR. Kreminski will remain a member of the Cabinet. Mottet has appointed Dr. William Folkestad, Dean of the College of Humanities and Social Sciences, as chair of a national search for a new Provost that will begin immediately with the formation of a search committee. Beginning in January, Dr. Bruce Raymond, dean of the Hasan School of Business, will serve as interim Provost during the Spring 2018 semester. Also throughout the Spring 2018 semester, HSB Professor of Marketing and Department Chair Dr. Abhay Shah will assume the duties of HSB Interim Dean. Shah joined the University faculty in 1988.

F. Professor Jordan Steel Earns National Award for Teaching Biology

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A Colorado State University-Pueblo faculty member has been named the recipient of the 2017 National Association of Biology Teachers (NABT) Four-Year College & University Biology Teaching Award. Dr. Jordan Steel, assistant professor of biology, will receive the award as part of the 2017 NABT Professional Development Conference in St. Louis, Mo. The award recognizes creativity and innovation in undergraduate biology teaching and includes a \$500 honorarium, a recognition plaque, and the opportunity to present a 30-minute session about his teaching at the conference. The National Association of Biology Teachers is the “leader in life science education.” Since its inception in 1938, thousands of educators have joined NABT to share experiences and expertise with colleagues from around the world, keep up with trends and developments in the field, and grow professionally.

G. Online MBA seeing early success, offers courses every eight weeks

Enrollment in the new online Master of Business Administration degree offered through the Hasan School of Business (HSB) at Colorado State University-Pueblo has exceeded expectations since its inception in early February, according to HSB Dean Dr. Bruce Raymond. Raymond said the online MBA is one of the least expensive MBA programs in the nation and one of only a few fully online MBAs accredited by the Association to Advance Collegiate Schools of Business (AACSB) in Colorado. The program provides a degree program taught by HSB faculty for significantly less than the average total cost for an MBA degree.

H. Belport Named Ethics Champion

Dr. Susan Belport, Associate Professor of Nursing, was one of nine faculty members from Colorado’s regional colleges named as “ethics champion” as part of the Daniels Fund Ethics Initiative at the University of Colorado, Colorado Springs (UCCS). Belport will represent two- and four-year colleges that are part of the Southern Colorado Education Consortium through which colleges work collaboratively to share resources and initiatives to improve access to higher education in southern Colorado. Belport also will help expand the program’s reach through promotion of principle-based ethics education.

The ethics champions will serve as lead facilitators in helping students learn that ethical decision-making and practicing ethical leadership will make them better individuals and better employees. Early this fall, Dr. Belport and her eight colleagues attended a workshop at the UCCS campus to learn about principle-based ethics curriculum and how to apply it at their campuses.

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II. STUDENT ACCESS AND SUPPORT

A. Engineering student to spend spring semester in Italy on scholarship

Wyatt Farris, a junior engineering major and Italian minor from Carbondale, Colo., will continue his studies in engineering this spring at the Univesità degli Studi di Bergamo in northern Italy as the recipient of the prestigious Praxair-SIAD scholarship. Farris was selected by a scholarship committee consisting of representatives from Praxair, SIAD, the University of Bergamo, and CSU-Pueblo. A Math Learning Center tutor, Farris has a 4.0 cumulative grade point average. During his period of study in Bergamo, Farris will take courses in Engineering and Italian and will participate in weekend excursions to various European destinations.

B. CSU-Pueblo to engage high school students in building scholarships before college

Colorado State University-Pueblo will build upon its long-standing commitment to provide opportunity and access to higher education through a new partnership with Raise.me, a platform that offers high school students the chance to earn scholarships on their path to college. Through Raise.me, CSU-Pueblo is creating opportunities for students to earn scholarship dollars during their high school career and learn about the kinds of behaviors that will empower them to be successful students in high school, college, and beyond. Founded in 2012 as a social enterprise focused on expanding access to higher education, Raise.me is supporting students in 1 out of every 2 high schools in all 50 states to discover new colleges and earn scholarships. Of these students, 40 percent are low-income and 35 percent would be the first in their families to attend college.

C. Phi Theta Kappa among two new scholarships for transfer students

Transfer students who are considering entering Colorado State University-Pueblo in Spring, Summer or Fall 2018 may benefit from two new pilot scholarships seeking to close the gap in financial aid for this student segment, the Phi Theta Kappa scholarship and the Southern Colorado Partnership scholarship. Together with the existing CSU-Pueblo Destination Pueblo scholarship, qualified transfer students could earn up to \$4000 a year. According to Vice President for Enrollment Management and Student Affairs Chrissy Holliday, the scholarships were created after a two-year analysis of transfer student financial aid revealed that the average student had a gap for which no aid or loans were available to help fund their education.

III. DIVERSITY

A. Veteran's week activities November 6-11

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Veteran’s Week activities at Colorado State University-Pueblo included the fourth annual Home of Heroes Veterans Day Concert, a Veterans Art Exhibit, Veterans Resource Fair, presentation and training about post-traumatic stress disorder, Stolen Valor Act presentation and book signing, as well as a Purple Heart Ceremony unveiled several new parking spots specifically designated for these heroes.

B. Ballet Folklorico del Estado de Mexico Performance

In celebration of Hispanic Heritage Month, Colorado State University-Pueblo hosted a performance of the internationally renowned Ballet Folklorico de la Ciudad de Mexico at Hoag Recital Hall. Their appearance was made possible through Student Affairs/Student Engagement and Leadership, and the offices of the President, Enrollment Management and Student Affairs, External Affairs, and Diversity and Inclusion. The troupe was initiated in 1987 by the Government of the State of Mexico/Mexican Institute of Culture to rejuvenate and bring awareness to dance in Mexico. The troupe has represented the country at international conventions and events for the Mexican embassies in more than 40 countries.

C. LGBT History Month being celebrated with various activities

CSU–Pueblo celebrated LGBT History Month with events throughout October for faculty, staff, students, and community. The activities included a movie and safe zone training as well as a kick off game night event during which participants test their knowledge and educate themselves on the LGBTQ+ community.

D. Colorado State University–Pueblo student veterans sponsor Memorial March

Colorado State University-Pueblo’s Student Veterans of America (SVA) hosted the inaugural Bataan Memorial March beginning at Fountain Plaza. Participants completed either a 5k walk/run or a 13.1-mile march with members of SVA. Participants also had the opportunity to meet E.J. Snyder, a decorated Army combat veteran known for his appearances on the TV show *Naked and Afraid*, as he served as grand marshal of the event. Snyder has 25 years of military service, serving Ranger positions in Infantry and Airborne units and spoke about leadership at a discussion in Hoag Recital Hall.

V. COMMUNITY OUTREACH

A. Athletics Director to Retire, Search Process Begins

Colorado State University-Pueblo President Timothy Mottet announced the start of a national search for a new Director of Athletics following an announcement by current Athletics Director Joe Folda that he would retire at the close of the 2017-18 academic

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year. Mottet has appointed Karl Spiecker, vice president of finance and administration, to chair a national search with the assistance of search consultant Kurt Patberg, Ph.D., senior vice president of Athletics Staffing & Consultants. Dr. Patberg is a former commissioner both of the Rocky Mountain Athletic Conference (6+ years) and the Northern Sun Intercollegiate Athletic Conference (3 years). He has successfully conducted 18 NCAA Division II athletic director/commissioner searches including 11 NCAA Division II AD searches over the past 34 months.

B. Physical Education Program for Homeschooled Children is Win-Win

A program offered this fall through the Exercise Science Health Promotion and Recreation department at Colorado State University-Pueblo is helping homeschooled children ages 3-17 keep fit while providing critical clinical field experience to teacher education students. Twice a week, CSU-Pueblo teacher education students in the Methods of Elementary and Secondary Physical Education class greet 90 children and their parents in Massari Arena who have come from as far as Canon City and Williamsburg to experience a spectrum of sports and physical activities from bowling and climbing to basketball and yoga. Instructor Karen Marley said the course prepares the prospective teachers to maximize student learning, to utilize resources, and plan, implement, and then revise lesson plans.

C. Intl pharmacology expert to present Mechoulam lecture at 2018 ICR Conference

An internationally recognized authority on endocannabinoid pharmacology will present the second annual Mechoulam Lecture as part of the 2018 Institute of Cannabis Research (ICR) Conference, April 26-28, at Colorado State University-Pueblo. Dr. Vincenzo Di Marzo, a prolific researcher in pharmacology, biochemistry and neuroscience, will present the Mechoulam Lecture on April 28, 2018. According to CSU-Pueblo Provost and Executive Vice President for Academic Affairs Rick Kreminski, along with authoring hundreds of peer-reviewed scientific articles and editing several books, Di Marzo is co-inventor on more than a dozen patents for the possible use of cannabinoids in the treatment of diseases such as various cancers, neurodegenerative diseases like Alzheimer's, and muscular dystrophy. DiMarzo serves as director of the Institute of Biomolecular Chemistry of the National Research Council (ICB-CNR) in Pozzuoli, Italy, and coordinator of the Endocannabinoid Research Group in the Naples area; he also holds a Canada Excellence Research Chair at the Université Laval in Quebec. A 2007 recipient of the International Cannabinoid Research Society's Mechoulam Award, for his outstanding contribution to research on the cannabinoid system, Di Marzo was named in 2010 by Thomson Reuters as the top scientist of the decade for pharmacology and toxicology. A prolific author, Di Marzo is among the most-cited researchers in the world, with more than 60,000 citations.

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D. Dept. of Mathematics and Physics Hosts 40th Math Day

Students from area high schools will compete individually and as teams as part of the 40th annual Math Day sponsored by Colorado State University - Pueblo's Department of Mathematics and Physics. The Nov. 16 competition will include a Math Bowl, where three-member teams compete tournament style and a Swanson Competition, where individuals solve written math problems. In addition to the two main event features, Math Day participants will receive tours of the CSU-Pueblo campus and visit Chemistry and Biology laboratory facilities where students will perform experiments. Physics and Engineering laboratories also will include demonstrations. Registration will begin at 8:30 a.m. with competition to follow at 9:15 a.m. An awards ceremony will follow the day's competition at 3 p.m. in Life Sciences 105. More than 8,000 students have participated in Math Day since its inception with a significant upturn in female participants over the years. Swink High School has competed in 39 of the 40 Math Days, missing just the inaugural year.

E. Human Trafficking workshop at Springs Tower Location

Colorado State University-Pueblo's Department of Sociology and the Division of Extended Studies, in partnership with the Center of Social and Economic Justice and CSU – Pueblo Women's Studies Program, hosted a Human Trafficking Prevention Workshop in November at its Tower Location in Colorado Springs. The workshop provided a brief introduction to human trafficking prevention and awareness, including laws and legislation related to human trafficking, observation skills for identifying potential victims of human trafficking, approaches to victim care, safe and effective methods for talking to potential victims, and how to properly report potential instances of human trafficking.

VI. RESOURCE MANAGEMENT

A. 100,000 Strong in the Americas Innovation Grant awarded to CSU to establish Institute of Ecotourism Studies in Todos Santos, Mexico

One of eight recipients of a 100,000 Strong in the Americas Innovation Fund grant, Colorado State University-Pueblo, the Colorado State University Todos Santos Center, and Autonomous University of Baja California Sur (UABCS) will collaborate to establish an Institute of Ecotourism Studies in Baja California Sur, Mexico. Each year, the 100,000 Strong in the Americas Innovation Fund grant sponsored by MetLife Foundation facilitates eight new higher education partnerships between the United States, Mexico, Chile, Argentina, and Colombia that offer new exchange and training opportunities to students who traditionally lack access to or are underrepresented in international exchange programs. This bi-national effort includes collaboration between Fort Collins

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and Pueblo campuses led by CSU-Pueblo Assistant Professor of Recreation & Outdoor Leadership Dr. Daniel Bowan, Kim Kita, director of special projects & partnerships at Colorado State University, and Dr. Plácido Roberto Cruz Chávez, professor at Universidad Autónoma de Baja California Sur. The Institute will utilize the foundation laid by the CSU Todos Santos Center, established in 2015 as a regional hub for engagement, collaboration, and exchange of ideas throughout Baja California Sur. The Institute of Ecotourism Studies will highlight the significance of ecotourism in the Baja California Sur region and in Colorado by providing education around the role and impacts of tourism on local cultures and communities. With a primary focus on undergraduate education, the Institute also will include research and community engagement. The grant will support workforce development in the ecotourism industry throughout the Baja region, as well as student development and community workforce enhancement.

B. Bartley Blvd extension opens, completes full circle

From its inception as a campus in the mid-1960s, the Colorado State University-Pueblo campus was intended to be encircled by a ring road that would allow access from any direction into the interior road system and parking lots. More than 50 years later, the University celebrated the opening of the final piece of road connecting Bartley Boulevard, Desert Flower Blvd., and Walking Stick Blvd. The University commemorated the opening of the last 1200 linear feet of roadway to kick off Homecoming activities in October. The brief ceremony included CSU-Pueblo President Tim Mottet, Associate Vice President for Facilities Management Craig Cason, and CSU-Pueblo Foundation Board Trustee and the Village Green at Walking Stick resident Barbara Vidmar.

DATE: November 15, 2017
 TO: Colorado State University System Board of Governors
 FROM: Timothy Mottet, President, CSU-Pueblo
 SUBJECT: CSU-Pueblo President’s BOG December 2017 Report

My report provides updates on six university initiatives: (1) institutional investments, (2) expense and revenue alignment, (3) free speech, (4) HR transitions, (5) enrollment update, and (6) housing update.

INSTITUTIONAL INVESTMENTS

The university will be investing 1.5 million to enhance university performance. Six initiatives have been identified that map to one or more of the university’s priorities. The below initiatives will be funded through the university’s Extended Studies fund balance account. Four of the six initiatives have return on investments allowing the initiatives to be sustainable over time.

Initiative	Description	Investment	ROI
Local marketing campaign	To elevate the CSU-Pueblo brand in the local market as a university committed to transforming the community	\$725,000	
Transfer scholarships	To increase the number of transfer students from local community colleges	\$185,000	Yes
Nursing expansion	To increase the number of nurses to meet the health care needs of the region	\$200,000	Yes
Supervisory training	To develop and empower front-line supervisors to solve problems and enhance customer service.	\$70,000	
Go-centers	To recruit students from local school districts maximizing dual credit and advanced placement to reduce the cost of a college degree.	\$300,000	Yes
Summer experience	To increase retention and degree completion through a rewarding summer experience both on-line and on campus.	\$20,000	Yes

EXPENSE AND REVENUE ALLIGNMENT

CSU-Pueblo is taking steps to align revenues and expenses. At the beginning of the current fiscal year, the fund balance had grown to \$3.6 million. The growth in annual net revenue is attributable to the expansion of long-term strategic partnerships, new online programs, new partnerships with the Department of Corrections, and recent expansion of in-service teacher education programs. In recent years, one-time transfers from Extended Studies to the E & G Fund have been made. Going forward, we will make annual transfers of \$750k from Extended Studies to the E & G Fund. The Extended Studies Program will continue to identify opportunities for engaging new partners and expanding the curriculum. Investments in extended studies will continue.

In FY 2017-18, CSU-Pueblo will collect an additional \$90k in indirect cost recoveries from the Institute for Cannabis Research (ICR). These funds will offset administrative costs for the program and will reduce the reliance on E & G for certain administrative functions.

With respect to cost containment, we are taking steps to reduce budgets for program areas in which ⁶⁰⁶savings have accrued from staff turnover. To date, approximately \$85k has been identified. In the months ahead, we will be examining our organizational structures and staffing to allow us to reallocate and align resources to address service gaps and university goals.

The University Budget Board has been charged with identifying areas for potential reduction should the need arise. They will be examining: faculty travel, operating budgets, non-core programming, retirement incentives, changes to the benefits structure. The Board will also look at opportunities to increase revenue including: productivity enhancements by increasing class size, increasing teaching loads, expanding summer school, and acquiring additional grants and sponsored programs.

FREE SPEECH

A Presidential Task Force of 7 faculty members has been formed with the charge of developing a set of recommendations to promote (1) free speech, (2) campus safety, and (3) civil discourse on our campus. The committee is charged with developing a set of 5-7 recommendations that reflect best practices, and can be implemented in a reasonable amount of time. The recommendations are due at the end of the Fall 2017 semester. The committee will present the recommendations to Cabinet at the end of the Fall 2017 semester or the beginning of the Spring 2018 semester.

HR TRANSITIONS

We have launched two national searches for senior leaders. The first is for a new Provost. On January 1, Dr. Rick Kreminski will make a transition from Provost to Executive Director of Research and Sponsored Programs as well as serve as the Director of the ICR. Beginning in January, Dr. Bruce Raymond, dean of the Hasan School of Business, will serve as interim Provost during the Spring 2018 semester. As Executive Director of Research and Sponsored Programs, Kreminski will oversee the submission and proper usage of grants received from external sources, which has totaled more than \$20 million since 2014. These dollars do not include the funding received to establish and operate the ICR. Dr. William Folkestad, Dean of the College of Humanities and Social Sciences, will chair a search committee of 9 individuals. Video and on-campus interviews with finalists will be conducted in February and March to insure that a new permanent Provost will begin duties in Summer 2018.

The second search is for a new Athletic Director. Joe Folda will retire on April 30th. Karl Spiecker, vice president of finance and administration will chair the search in consultation with Kurt Patberg, senior vice president of Athletics Staffing & Consultants. Dr. Patberg is a former commissioner both of the Rocky Mountain Athletic Conference (6+ years) and the Northern Sun Intercollegiate Athletic Conference (3 years). A search committee has been formed including 9 members including two community members. The position has been posted and a review of applications will begin in late January and video and on-campus interviews scheduled for February and March. The new Athletic Director begins May 1.

ENROLLMENT UPDATE

Spring 2018 enrollment has been a primary focus, given the larger-than-predicted enrollment decline in Fall 17. Special attention has been paid to both new and continuing student enrollment, as we are attempting to boost Spring 18 enrollments to offset the fall decline. Two pilot transfer scholarships were crafted for optimal impact in 2018, and early spring enrollment indicators show an increase in both new freshmen and transfers. A new "Rock Enroll" October initiative created additional opportunities for engagement and advising, and continuing students are enrolling at higher rates than anticipated. As of early November, we are on pace to meet the spring enrollment targets that support Fall 18 continuing student enrollment goals. We are very early in the Fall 18 enrollment cycle, but admit numbers are in sync with those experienced in years prior to Royall, which is what we expected from the new Capture partnership. We believe we are well positioned for flat or slightly improved Fall 18 enrollment.

Enrollment analysis revealed a Fall 17 enrollment impact attributable to the 2016 housing policy changes. A survey of admitted but non-enrolled freshmen from Fremont and El Paso counties, previously exempt from the live-on requirement indicated it was the #1 reason they chose not to attend CSU-Pueblo. In an effort to respond to this reality while meeting housing occupancy expectations and maintaining our commitment to student success, the institution has adjusted its exemption process. Beginning Fall 18, new students whose parent/guardian home address is within 50 miles of campus may now request an exemption to the live-on requirement. We still strongly encourage all students to consider living on campus and are maintaining the 2-year requirement for those farther than 50 miles from campus. This exemption process will allow the University to collect data related to the impact of the return to the 50-mile radius and subsequently develop a formal request to amend the policy, if supported by the data.

Section 13

Denver Initiative 2.0

Denver Initiative 2.0

December 1, 2017

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

Importance of Denver

- Denver is the economic, political and informational hub of Colorado
 - Houses nearly 60% of the state's population
 - Generates more than 60% of the state's economic activity
 - Contains more than 75% of the state's wealth
 - Home to 100% of the state's Fortune 500 companies
- Denver houses nearly 60,000 CSU alumni and more than 100,000 individuals that attended CSU for at least one year
- Denver is the home to the most influential media outlets (DMA ranked 17th nationally)
- More than 30,000 students on average graduate from metro Denver high schools out of approximately 50,000 statewide

Denver Initiative Defined

- Successfully connecting with alumni, friends, high school counselors and graduates, corporations, business and political leaders, Denver media and Denver residents is essential to the University's long-term success.
- Specific strategies and tactics must be developed to address this unique market.
- The Denver Initiative was created to ensure a strategic, coordinated approach to Denver-area activities.
- The mission of the Denver Initiative is to cultivate and retain strategic relationships with the corporate community, local media, and CSU alumni, donors, and friends in the Denver-metropolitan area through increased awareness and engagement.
- The goal is to present the University as the state's preeminent research institution with a reputation for excellence in all areas.

History of the Denver Initiative

- Started in 2009 as a three year trial
- At the end of 2011 the results were dramatic:
 - TOMA increased 80%
 - WTR increased 121%
 - Alumni Event Attendance increased 539%
 - \$ Raised increased 35%
 - Alumni participation increased 24%
- In 2012 the funding was redirected to the specific divisions and no longer centrally managed. The initiative was coordinated through a working team and continued to execute on the initial plan.
- Over the period of 2012-2016 DI continued to make good progress but at a slower rate. CU invested heavily as they realized the ground CSU had made, and CU began to regain ground.
- In 2017 DI 2.0 was initiated to refocus on Denver and to make significant inroads on key metrics

DI 2.0 Defined

- Dedicated budget and resources specific for Denver activities that will increase system, college and unit participation and allow CSU to regain ground in Denver that has been lost in the past 2-3 years.
- Resources will focus on driving the overall goals of increased enrollment, giving, athletics ticketing, alumni and community engagement, and awareness/visibility in the 7-county Denver Metro Area.
- Focused management and oversight from President's office
- Executive committee with direct oversight which is comprised of 6 cabinet level members
- Focused on driving several key metrics
- Looking at possibility to expand to the system level

DI 2.0 Metrics

- Key metrics will be measured and have ambitious targets for improvement. They include:
 - Increase awareness by 5%
 - Increase WTR by 5%
 - Increase Social Media Followers by 10%-20% (institutional and athletics)
 - Increase Denver high school student enrollment by 3%
 - Increase Denver high achieving high school enrollment by 10%
 - Increase Boettcher finalists enrolling by 50%
 - Increase donors, alumni participation and philanthropic dollars by 10%
 - Increase private research dollars by 20%
 - Increase Denver corporate internships, attendance at career fairs and hiring by 10%
 - Increase athletics season ticket sales by 25%
 - Increase athletics individual ticket sales by 50%
 - Increase Ram Club membership by 10%

Questions

Section 14

Consent Agenda

- Colorado State University System
 - Minutes of the October 5-6, 2017 Board and Committee Meetings
- Colorado State University
 - New Degree Programs
 - Ph.D. in Ecosystem Sustainability
 - M.S. in Ecosystem Sustainability
 - M.A. in Counseling and Career Development
 - B.S. in Data Science
 - New Graduate Certificates
 - Teaching in Education
 - Academic Calendar Fall 2022 to Summer 2024
 - Faculty Manual Changes
 - Section E.9
 - Section E.12.1
 - Section I.8
- Colorado State University - Pueblo
 - New Degree Programs
 - B.S. in Early Childhood Education
 - M.S. in Athletic Training
 - Academic Calendar AY2018-2019 and AY 2019-2020

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM MEETING
Colorado State University, Fort Collins
October 5, 2017**

CALL TO ORDER

Vice Chair Tuor called the meeting to order at 9:05 a.m.

ROLL

Governors present: D. Rico Munn, Chair; Nancy Tuor, Vice Chair; Scott Johnson, Secretary; Jane Robbe Rhodes, Treasurer; Dennis Flores; Kim Jordan; William Mosher; Dean Singleton; Jake Harmon, Student Representative, CSU-Pueblo; 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; Timothy Mottet, President, CSU-Pueblo; Becky Takeda-Tinker, President, CSU-Global Campus; 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; Susy Serrano, Director of Internal Auditing, CSU System

System Staff present: Melanie Geary, Executive Assistant; Wayne Hall, IT Technician; Allen Sneesby, IT Technician; Sharon Teufel, Executive Assistant to the General Counsel

Guests present: Jon Bellum, Provost and Executive Vice President, CSU-Global Campus; Anne Cleary, Professor, Dept. of Psychology, CSU; Carol Dollard, Co-Chair, President's Sustainability Committee, CSU; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Karen Ferguson, Vice Provost, CSU-Global Campus; Gwen Gorzelsky, Executive Director, TILT, CSU; Kathleen Henry, President/CEO, CSURF; Christin Holliday, Vice President, Enrollment Management and Student Affairs, CSU-Pueblo; Mike Hooker, Director, Public Relations, CSU; Blanche Hughes, Vice President of Student Affairs, CSU; Nancy Hurt, Managing Director, REO, CSURF; Kate Jeracki, Internal Communications, CSU; Rick Kreminski, Provost and Executive Vice President for Academic Affairs, CSU-Pueblo; Cheryl Lovell, CSU System; Tom Milligan, Vice President for External Relations, CSU; Tonie Miyamoto, Co-Chair, President's Sustainability Committee, CSU; Joe Parker, Athletic Director, CSU; Karl Spiecker, Vice President for Finance and Administration, CSU-Pueblo

PUBLIC COMMENT

Vice Chair Tuor convened the meeting and confirmed no one had signed in for public comment.

BOARD CHAIR'S AGENDA

Vice Chair Tuor reported Chair Munn would be arriving shortly and reviewed the meeting agenda.

STRATEGIC MAPPING UPDATE

CSU System (CSUS) Strategic Mapping: Ms. Parsons reported there would be updates on the CSUS strategic mapping at each meeting and the schedule for campus strategic plan presentations is as follows:

Colorado State University – October 2017; CSU-Global Campus – December 2017; CSU-Pueblo – February 2018. Mission projection updates were provided for the National Western Center, FutureLearn courses and Todos Santos. For mission delivery, progress is being made in both the operational areas as well as in the academic program collaborations. Under mission alignment, CSU is sponsoring a new six-year exhibition, The Centennial State in 100 Objects, in the History Colorado Museum.

Colorado State University Strategic Plan: Dr. Miranda recalled that a presentation had been made at the February 2017 meeting. He provided an overview of the strategic plan framework that includes five main sections with both high-level goals, metrics and short-term initiatives. The progress towards each goal is managed through the work of Strategic Planning Area Review Committees chaired by Cabinet members. Updates were provided on the progress for the major initiatives and the new initiatives in each of the five sections. Dr. Frank explained how potential changes to federal recovery costs could impact research initiatives and provided historical context on the various methodologies that have been used to develop the CSUS strategic plan.

Based on questions, Ms. Johnson explained the parameters of the relationship with Tetrad that includes different scenarios based on the specific projects on the South and Foothills campuses. Dr. Miranda described how extension offices are in every county and engagement hubs are regional centers that largely focus on economic development and education. Dr. Kreminski provided an update on the progress between CSU and CSU-Pueblo to implement 2+2 agricultural programs. Dr. Miranda elaborated on the organizational reform occurring in CSU Online. When asked about integration of the strategic plan throughout CSU, Dr. Miranda responded CampusLab software is utilized as a vehicle for dissemination of information for program reviews, development of new academic programs, accreditation and the strategic plan. The individual college and department strategic plans align with the overall campus strategic plan.

COLORADO STATE UNIVERSITY REPORTS

Student Representative Report: Governor Silva reviewed game day and new tradition highlights from the written report, i.e., the 12th Ram tailgating area, the opportunity for students to ring Old Main Bell and safety and security. Other initiatives cited include civic engagement and campus connections such as the Straayer Center for Public Safety Leadership experience, voter registration and a CSU/UABCS exchange trip to Todos Santos; collaboration with campus and city partners to enhance the student technology experience; and partnering with the new CSU Health Network to showcase resources.

Faculty Representative Report: Dr. Lenk reported faculty are working on a variety of initiatives to increase student engagement and develop course innovations and to ensure freedom of speech, safety and inclusion. Other initiatives include revision of how faculty are evaluated on teaching effectiveness and discussions on non-tenure track faculty status and career paths. As part of the search team for a new Human Resources Director, she expressed appreciation for the work of the department and noted human capital is one of the most important resources.

President's Report: Dr. Frank highlighted from the written report that CSU has moved up on the annual *U.S. News & World Report* rankings; there was an increase in enrollment for the tenth consecutive year; the President's Commission on Women and Gender celebrated its 20th anniversary; and over \$190 million was raised through philanthropic gifts for the second consecutive year and the total towards the overall \$1 billion goal is now at 81% with two years remaining in the campaign.

Stadium Update: Dr. Frank noted the annual update of the financial performance model will be completed after the conclusion of the football season and presented at the February meeting.

Mr. Parker reported that overall the game day operations went well for the first two football games. He provided an overview of the game day logistics for transportation and student re-park, tailgating with a successful Ag Day, student re-park, stadium entry and security, game day productions, concessions, retail, and post-game activities. With four games remaining, the experience gained will be utilized to plan for the future. In addition to the football games, approximately 50 events have been held in the stadium and about 100 events have been calendared.

President's Sustainability Committee: Ms. Miyamoto explained the committee serves as an umbrella to bring together initiatives occurring across the campus. More than 100 individuals are actively engaged on the STARS team with the university the first to achieve a platinum rating in 2015 and again in 2017. Over 1,000 responses are required for a STARS submission in six different categories ranging from academics and research to physical operations. Ms. Miyamoto described the impacts resulting from a platinum rating and the sustainability culture that exists at CSU.

Ms. Dollard outlined the university's sustainability strengths and opportunities for improvement. A breakout was provided on the university's greenhouse gas (GHG) footprint with commitments for 100% renewable electricity by 2030 and climate neutrality by 2050. There has been a 12% reduction since FY 10 which has created financial savings.

Ms. Miyamoto concluded by acknowledging the deep commitment across the campus through collaboration with all eight colleges, major divisions and student organizations. Ms. Johnson shared how the sustainability effort to become a pollinator-friendly community and save the bee population began with an email from a faculty member and now there is a subcommittee to oversee the effort. Based on questions, Ms. Miyamoto responded that the Engineering and Business colleges have identified student learning outcomes at the college level and commented on the challenges for designation at the university level. Dr. Miranda remarked that there are discussions occurring on developing university level strategic learning outcome initiatives in areas such as sustainability.

The Conversation/AP: Mr. Milligan explained how the Conversation/AP is a web-based aggregator wherein high-end journalists from leading publications and media outlets assist with converting the expertise of the faculty at research institutions into journalistic form that is then posted on the website and republished by leading media outlets. There has been broad participation by CSU faculty with at least one publication from each of the eight colleges. CSU is also one of ten institutions participating in an AP university pilot that transmits daily advisories on the top offerings from the Conversation to all AP media customers. The partnership with the Conversation provides a vehicle for greater exposure and credence for faculty research and helps inform public debate. A list of the top five CSU articles viewed was provided.

CSU-GLOBAL CAMPUS REPORTS

Student Representative Report: Governor Knies explained the written report focuses on the experience and challenges for non-traditional adult learners, such as skepticism on the value of a college degree. The tuition guarantee, no out-of-state tuition, no student fees and leveraging of transfer credits help alleviate concerns about the cost. Online tutorials and the ability to test a class prior to enrolling, the 24/7 availability of technical support, the upgraded student portal that is accessible on multiple devices, and counseling services ease the anxiety of returning to school to complete credentialing while working and caring for a family.

Faculty Representative Report: Governor Vrba commented on the impact of the recent hurricanes on faculty, and how the other non-affected faculty stepped in to help those impacted fulfill instructor expectations and student support. She also shared that a two-day faculty retreat was held in the Denver

Tech Center with a focus on curricular innovation and the CSU-Global Campus 2.0 strategies; several new program coordinators and leads were in attendance. A new innovation task force was started and 78 proposals have been submitted with a few currently under pilot that will be evaluated in terms of student success and applicability to programs or at the university-wide level. An all-faculty meeting via videoconferencing was also held that had incorporated video to help explain programs and demonstrate technology.

President's Report: As part of strategic goal #3 on *Sharing for the Global Good*, Dr. Takeda-Tinker announced the university would be hosting its first virtual global conference on November 14th with guest speakers, panels and participants from around the world and the university's documentary on the profile of a nontraditional student will be shared. Under strategic goal #1 of *Stakeholder Engagement*, a new faculty structure has recently been completed with full-time program managers, chairs and lead faculty to enable a high degree of integration and leadership.

As part of strategic goal #2 to utilize *Evidence-based Practices*, an economic impact report was commissioned through a third party and the research indicates the ROI on each dollar invested by a CSU-Global Campus student results in \$4 in future earnings or 15.2% ROI since CSU-Global Campus' origination. Additional societal benefits include increased revenues, reduced crime, lower unemployment and improved well-being and health. When asked about the Lynda.com partnership, Dr. Takeda-Tinker responded the site is an online platform of instructional materials that supports teaching and content, and student skills' development. Governor Robbe Rhodes congratulated Dr. Takeda-Tinker on the publication of her book about CSU-Global Campus' history and outcomes, [Impacting the Future of Higher Education](#).

The meeting recessed at 11:26 a.m. for lunch and a presentation on the buildings to be toured later in the day and reconvened at 12:30 p.m.

ACADEMIC AND STUDENT AFFAIRS

Committee Chair Flores reviewed the agenda and asked Dr. Miranda to begin his report.

New CSU Ph.D. Watershed Science Degree Program: The academic degree program currently exists as a specialization in the Geosciences Department. The proposal to create a new, stand-alone Ph.D. program in the Ecosystem Science and Sustainability Department would not necessitate a new curricular program. All campus approval processes have been completed. Board approval is on the consent agenda.

New CSU-Pueblo Master of Social Work Degree Program: During the past year, faculty have worked intensively on the new academic degree program that is one of five that have been proposed. There are positive community connections and job prospects that will assist with addressing a variety of local needs. Board approval is on the consent agenda.

New CSU-Pueblo Doctor of Nursing Degree Program (DNP): The American Association of the Colleges of Nursing is encouraging nurse practitioners to begin their careers with a DNP rather than a master's level degree. Dr. Kreminski explained the DNP will provide qualified instructors; help serve rural areas where there are no physicians; and has both mental health and business aspects. The DNP is another of the five new degree programs being developed and has undergone all of the campus approval processes. Board approval is on the consent agenda and the final step will be Higher Learning Commission approval.

The university's undergraduate nursing program has been expanding with funding from Parkview Hospital and the fully online RN to BSN program has also been increasing. There is a growing demand to meet health care needs and the university's lower price point provides positive market positioning.

CSU-Pueblo Faculty Handbook Revision: Dr. Miranda explained the revisions will update the syllabus template to align with DHE and CCHE expectations relative to the GT Pathways program. The modifications have been approved by the Faculty Senate and Board approval is on the consent agenda.

CSU-Pueblo Revised Student Code of Conduct: The Student Code of Conduct undergoes periodic reviews and the proposed changes include modifications related to federal Title IX expectations, rearrangement of sections for clarity, and other general language modifications. The document has been reviewed and approved by the Deputy General Counsel, General Counsel and the university President. **Motion/Action:** Vice Chair Tuor moved to approve; Governor Robbe Rhodes seconded; and the motion carried unanimously.

Technology Enhanced Learning Environments: Dr. Miranda commented on how the utilization of high impact practices (HIPs) can improve learning and increase academic achievement. Technology enhanced learning environments or platforms can be utilized to support HIP pedagogy.

Colorado State University: Dr. Gorzelsky explained how educational technology aligns with teaching practices to support learning outcomes. Adaptive learning platforms utilizing artificial intelligence (AI) to advance understanding of key concepts and to support foundational work are particularly useful with large enrollment courses. The membership in the Unizin consortium offers better pricing for educational technology. The university is currently in the second year of an APLU grant that has assisted with the implementation of adaptive courseware into 18 courses serving 7,000 students and there is the expectation of expanding into more courses in the future.

Other examples of educational technology utilized include interactive online course materials that promote greater engagement and improved analysis; the eReader platform to deliver online textbooks that provides costs savings and allows students to have access to course materials from day one; and Canvas LMS with strong instructional design to promote student development of metacognitive awareness and understanding. Discussion followed on the potential use of adaptive learning tools to support or replace remedial classes.

CSU-Pueblo: Dr. Kreminski provided examples of educational technologies used that include Slack (texting-like communication tool); open education resources such as Perusal; smart monitors and online prelab quizzes; and domain of one's own web development software. Adaptive platforms utilized include ALEKS for mathematics and chemistry; Launchpad for biology; specialized visualization software for anatomy and physiology; and Scalar to create interactive papers for history projects. Discussion followed on expectations for faculty to use HIPs and educational technologies to enhance pedagogy, support the mission and improve student success rates; and the applied knowledge of the tools and concepts for future careers.

CSU-Global Campus: Dr. Ferguson explained how technology enhances the P3 (purposeful, participatory and project-based) model that guides the institution to engage non-traditional adult learners and to drive student success by practicing intellectual skills, providing constructive criticism and developing applied knowledge. The technologies, such as gaming, case studies and simulations, engage the students in their own learning experience and help develop industry skills. Adaptive technologies are utilized in several of the general education courses. A video providing examples of the technologies embedded in the coursework was viewed.

Conversation followed on the opportunities to provide tools for student success and improve student confidence in intellectual capabilities; the role of the Board to drive more implementation of enhanced learning technology by providing the infrastructure and support for faculty training; the importance of

course design; and recognition of academic freedom in the course development that meets or exceeds teaching expectations. Dr. Takeda-Tinker commented on how CSU-Global Campus is intentional with real time measurement of learning outcomes; the necessity of understanding the challenges and issues for the non-traditional adult learner; and the use of technology to bridge that gap to ensure a positive learning experience.

Dr. Miranda acknowledged Dr. Lovell who coordinated the three campus presentations. At the December meeting there will be a presentation on assessment of student learning.

REAL ESTATE/FACILITIES COMMITTEE

Committee Chair Mosher convened the meeting and noted there were four action items.

Approval of the CSU Program Plan for the Anatomy Zoology Building East Wing Revitalization: The building was originally built in 1973 and a portion was vacated when Biology personnel moved to a new building. Ms. Johnson explained funding for revitalization of this building and the Chemistry building were requested on the state capital construction list. Both projects are currently below the funding line. The information has been resubmitted with a request for upgrades to the scoring to potentially move the projects up on the list. **Motion/Action:** Governor Singleton moved to approve; Governor Jordan seconded; and the motion carried unanimously.

Approval of the CSU Program Plan for the Chemistry Building B and C Wings: Committee Chair Mosher explained the proposed revitalization is primarily for the core building systems and to upgrade safety, ADA and energy efficiencies. **Motion/Action:** Governor Singleton moved to approve; Governor Robbe Rhodes seconded; and the motion carried unanimously.

Approval of Hughes Stadium Deconstruction: The recommendation from ICON Venue Group is to demolish the building and clean the site for potential developers at an estimated cost of \$4 million to \$6 million. Ms. Parsons provided an overview of the process to assess disposition of the property with public input through various outreach efforts and a website was set up with FAQs on the process. An RFQ is being drafted to identify potential qualified partners. The proposers will then be shortlisted and an advisory committee composed of CSU personnel and outside real estate experts will be assembled to assess the proposals with the intent to enter into negotiations in spring 2018 and disposition by summer 2018. The developer will then embark on its own process to engage the community and CSU will no longer be involved in the process. Both the City of Fort Collins and Larimer County have expressed interest in annexing the property into the city and the annexation process has been initiated.

Committee Chair Mosher pointed out the deconstruction costs will be reimbursed through the proceeds of the land sale. In response to questions, Ms. Parsons explained the process will be to remediate, deconstruct and then clean the site, and sustainable deconstruction will be considered. Community concerns include increased density and traffic; suggestions have been made for mixed use and open space. **Motion/Action:** Governor Flores moved to approve; Governor Singleton seconded; and the motion carried unanimously.

Committee Chair Mosher indicated the final action item is a naming resolution to be discussed in executive session with action to be taken the following day in open session.

Chair Munn asked for a motion to move into executive session. General Counsel Johnson explained there would be an executive session of the Real Estate/Facilities Committee followed by the general executive session to receive the litigation report and legal advice, and then the Evaluation Committee would convene in executive session. **Motion/Action:** Vice Chair Tuor made the motion; Governor Singleton

seconded; and the motion carried unanimously. General Counsel Johnson read the meeting into executive session for the purposes of discussions relating to the purchase or sale of property; to receive the litigation report and legal advice; and to discuss and evaluate public staff, all confidential pursuant to statute as set forth in the meeting notice. The executive session was convened at 2:28 p.m. and adjourned at 3:45 p.m. for a tour of new campus buildings.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM MEETING
Colorado State University, Fort Collins
October 6, 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; Scott Johnson, Secretary; Jane Robbe Rhodes, Treasurer; Dennis Flores; Kim Jordan; William Mosher; Dean Singleton; Jake Harmon, Student Representative, CSU-Pueblo; 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; Timothy Mottet, President, CSU-Pueblo; Becky Takeda-Tinker, President, CSU-Global Campus; 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; Susy Serrano, Director of Internal Auditing, CSU System

System Staff present: Melanie Geary, Executive Assistant; Wayne Hall, IT Technician; Allen Sneesby, IT Technician; Sharon Teufel, Executive Assistant to the General Counsel

Guests present: Stephanie Chichester, North Slope Capital; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Mark Gill, Chief of Staff, CSU; Kathleen Henry, President/CEO, CSURF; Scott Harris, Chief of Police, CSU Police Department; Margaret Henry, Treasurer, CSU System; Christin Holliday, Vice President, Enrollment Management and Student Affairs, CSU-Pueblo; Mike Hooker, Director, Public Relations, CSU; Blanche Hughes, Vice President of Student Affairs, CSU; Rick Kreminski, Provost and Executive Vice President for Academic Affairs, CSU-Pueblo; Cheryl Lovell, CSU System; Tom Milligan, Vice President for External Relations, CSU; Alan Rudolph, Vice President for Research, CSU; Joshua Schroeder, Photojournalist, The Collegian; Karl Spiecker, Vice President for Finance and Administration, CSU-Pueblo; Nick Taylor, North Slope Capital; Jason Warr, Associate Vice President of Finance and Compliance, CSU-Global Campus

Chair Munn reconvened the meeting and recapped the previous day's activities.

ANNUAL RESEARCH REPORTS

Colorado State University: Dr. Rudolph commented on recent research awards and recognition received by CSU and the importance of research to meet societal demands. As a land grant institution, CSU focuses on the research process to be an objective voice to address issues.

Dr. Rudolph reviewed statistics that reflect an increase in grants and translational property; FY 17 highlights of awards received by faculty; and the annual investment in faculty start-up packages with examples of the ROI impact and projected needs over the next three years to continue to recruit high quality researchers. He provided an overview of the Research and Scholarly Success initiative; the results of the previous year's Catalyst for Innovative Partnership Team with participation across all eight

colleges; new team projects; FY 17 investments in research facilities; the role and investments in research administration; and future challenges and opportunities. Dr. Rudolph responded to questions on scaling and collaboration with 70% of grants resulting from individual investigator grants, and retention of ownership for the intellectual property generated through the research activities with the university's role to create, translate and disseminate knowledge.

CSU-Pueblo: Dr. Kreminski remarked that the university is a regional comprehensive with graduate and undergraduate research. He summarized the grant submissions and funding over the past four years and highlighted the Institute of Cannabis Research (ICR) and the Communities to Build Active STEM Engagement Title III grant. There are also modest internal seed grants for faculty research and summer undergraduate research program grants to fund students and supplies. Faculty activities include peer-reviewed articles, publication of books, and showings or performances by fine arts faculty. Campus dissemination is generally student-focused with presentations in a variety of disciplines through several student symposiums. Several conferences are hosted by the university including the first ICR conference. In response to questions, Dr. Kreminski described cannabis and hemp research that is occurring, and the socio and economic impact studies that are being conducted.

AUDIT AND FINANCE COMMITTEE

Committee Chair Robbe Rhodes convened the meeting and reviewed the agenda. She then asked Ms. Serrano to present the audit report.

Status of the FY 18 Audit Plan: Ms. Serrano reviewed the activities of the audits currently in progress that include CSU Disaster Preparedness (IT); CSU Management of Financial Commitments; CSU-Pueblo Office of International Programs; CSU System Internal Audit Quality Assurance Review; and the CSU Continuous Auditing Special Project. There were no new audit reports generated since the last meeting primarily due to timing. Internal Audit is currently conducting searches to fill two vacant staff positions.

Past Due Recommendations: There are three overdue recommendations at CSU-Pueblo and one at CSU. Progress is being made on implementation of the recommendations and there are no concerns.

Audit Policies: General Counsel Johnson indicated a single action could be taken to approve the three policies.

Revised Audit Charter and CSUS Board Policy 111: Ms. Serrano explained the Internal Audit Charter is the guiding document that identifies purpose, role and responsibilities to provide the authority to work in an objective and independent manner. The revised charter and related policy bring the auditing standards in line with revisions made by the Institute of Internal Auditors and have been reviewed by senior management and General Counsel.

New CSUS Board Policy 209 – Competition with Private Enterprise: General Counsel Johnson reported Colorado statute requires the Board to have a policy necessitating the institutions to have formal, written procedures to respond to complaints of competition with private enterprises.

New CSUS Board Policy 201 – Financial Fraud: Ms. Serrano commented that the policy outlines the responsibilities, definitions and procedures to investigate an act of financial fraud within the CSU System and reinforces the commitment to integrity and ethical conduct. The policy has been reviewed by senior management including the CSU System CFO and General Counsel.

Motion/Action: Vice Chair Tuor moved to approve the policies; Governor Flores seconded; and the motion carried unanimously.

State Budget Update: Ms. Johnson reported Colorado currently has one of the strongest economies in the nation and state general fund revenues are projected to increase by 6.1%. The DHE is analyzing expenses based on the performance model with input from CFOs to prepare the FY 19 recommendation for submittal to the Governor's Office. The CCHE's Fiscal Affairs Committee is in the process of evaluating and prioritizing capital construction requests and initial feedback indicates both the CSU Shepardson and CSU-Pueblo Psychology buildings have moved up on the list. No decision is needed for the three NWC projects on the list that are to be funded statutorily by state certificates of participation.

Campus Budget Updates: The draft FY 19 campus E&G budgets for CSU and CSU-Pueblo incorporate a scenario of a potential 2% reduction in state revenue as required by SB 267. Given the positive economic growth, scenarios with an increase in state support have also been provided.

Colorado State University: Ms. Johnson reviewed the format; the scenarios with resident undergraduate tuition increases ranging from 0% to 5%; new resources; financial aid; and new expenses. The base assumptions include a 2.5% salary increase for faculty, administrative professionals and state classified employees. The internal reallocations line has been left blank and, along with potential salary increases, is a line item that can be adjusted for a balanced budget. Dr. Frank provided historical context on internal reallocation mechanisms.

In response to questions, Dr. Frank and Ms. Johnson explained that no qualified resident or non-resident undergraduate student is denied admission. An example of how net tuition revenue and financial aid is calculated was provided. With changing demographics and declining high school graduate populations nationally, there has been increased competition for resident undergraduate students.

CSU-Pueblo: Mr. Spiecker noted the format and scenarios are consistent with CSU's draft FY 19 E&G budget. Because fall 2017 enrollment targets were not met, the assumptions include an estimated \$700,000 to \$1.5 million in one-time funds that may be needed to balance the current fiscal year budget with a more accurate determination possible after the spring 2018 census. The university has made progress during the past couple of years with approximately \$3.6 million in the Extended Studies E&G fund balance that could be utilized for the deficit. Mandatory new FY 19 expenses include increases in health insurance and utilities. There is no allocation for salary equity adjustments and a 2.5% cost of living salary increase and funding for faculty promotions have been included.

Dr. Mottet provided an analysis of the fall 2017 enrollment with an overall 5% decline excluding online enrollment. Based on survey data collected from students who were admitted and did not attend, variables being examined to develop a pathway forward include the amount of financial aid available to meet student need; the sophomore live-in requirement; and the relationship with the local community college and high schools. A new comprehensive enrollment management initiative is being implemented with a focus on improving enrollment, retention, completion and placement. The partnership with Royall & Co. ended June 30th and a new relationship has begun with Capture Higher Education. Examples of short-term actions to be undertaken were provided.

In response to questions, Dr. Mottet reported there was a 14% decline in freshmen enrollment and 3% decline in retention or persistence. Ms. Holliday stated a request has been submitted to the National Student Clearinghouse for data to assist with the analysis and the largest retention decrease was freshmen to sophomore. Dr. Mottet remarked that the positive news is the university's default rate has been reduced from 9% to 8.2%. Mr. Spiecker noted a 2.6% decline with flat freshmen enrollment and the historical retention rates were factored into the FY 18 budget. The projected FY 18 budget shortfall is largely attributable to the decline in the freshmen enrollment. Dr. Mottet commented that expanding the radius for the live-in exemption is being considered and the dormitory occupancy is currently at 92%.

CSU-Global Campus: Mr. Warr reported FY 19 enrollment growth continues to be forecasted at 11,025 students with a 69% undergraduate to 31% graduate ratio. The FY 18 budget has been adjusted slightly based on current enrollment with \$33 million forecasted for net revenue and enrollment will continue to be monitored with the monthly starts. The FY 19 planned expenditures for student support and instruction and academic support have been adjusted with \$3 million projected for net new resources. Dr. Frank suggested year-to-year comparisons could be added to the format of the draft budgets.

Optional Retirement Plan (ORP) Update: Ms. Johnson recalled how state statute was changed in the early 1990s to allow Colorado higher education institutions to implement retirement plans outside of PERA. CSU and CSU-Pueblo elected to move forward with ORPs and the statutory requirements include periodic review of the ORPs by governing boards. In 2006, the Board delegated authority to institutional committees at both institutions as the mechanism for the reviews that are conducted generally every three years. The previous report was presented to the Board in 2015 and coincided with a market review. Both CSU-Pueblo and CSU utilize VALIC and TIAA; CSU has a third option with Fidelity. The reports for the recently completed reviews were included in the meeting materials and provided to each Board member in accordance with Board policy and applicable law. One recommendation under consideration is to reduce the complexity of the offerings for the CSU participants.

CSU System (CSUS) Treasury Update: Ms. Henry reported the Investment Advisory Committee (IAC) at its first meeting held in August reviewed the charter drafted to meet statutory requirements and to clarify that the committee provides advice to the CSUS, not to the Board. The Board will be required to approve the investment policy that will guide the work of the staff and the IAC. A draft RFP to select an investment consultant was also reviewed and should be published in the near future.

Ms. Johnson pointed out that the IAC is not a decision-making body; therefore no purchase of additional fiduciary insurance was necessary and there is no potential conflict of interest for the committee members. She reiterated that the IAC is advisory to the CSUS. The Board delegations that currently exist will be reviewed to ensure the proper authority to act on investment recommendations from the IAC has been delegated to certain CSUS staff.

Issuance of Series 2017AB Refunding Bonds: The recent sale approximating \$117 million of Series 2017AB refunding for Series 2012A and Series 2013C bonds resulted in over \$9 million or 8.2% in net present value savings at a true interest rate of 3.25% and a total annual debt service savings of \$500,000.

Interest Rate Exchange Agreement: Ms. Chichester acknowledged the Board's participation in the interest rate swap training that fulfilled a regulatory requirement. She provided an overview of the three types of bonds issued for the stadium debt in 2015 of which there is \$66 million with a variable interest rate.

Ms. Henry explained the resolution establishes the parameters under which the CSUS CFO would be authorized to enter into an interest rate exchange contract with the swap rate not exceeding 2.1%; a target of \$5 million in debt service savings; and the potential for forward pricing or start date. The amount and maturity or duration of the Series 2015D bonds will remain the same. **Motion/Action**: Governor Flores moved to approve; Governor Singleton seconded; and the motion carried unanimously.

Ms. Henry reported the next step will be to solicit bids from banks with an AA credit rating that are active in the swap market. The underlying bonds are currently based on the SIMFA index with plans to move toward the LIBOR rate index under the swap contract. Ms. Johnson commented that the resolution provides a 12-month window to monitor and achieve the most favorable rate. Reauthorization will be brought to the Board should that timeframe not be optimal.

Upon conclusion of the committee meeting, the Board recessed for a break at 11:23 a.m. and reconvened at 11:26 a.m.

CHANCELLOR'S REPORT

Dr. Frank indicated the written report would stand as submitted.

Legislative Update: The state legislature has been dealing with issues unrelated to higher education in a special session and a state budget report was provided in the Audit and Finance Committee meeting. Proposals for federal research and development (R&D) budgets continue to be monitored and are essentially flat in the continuing budget resolution. The CSUS' position on record in a variety of settings is support for continuation of DACA for enrolled students and CSUS will continue to work with lobbyists to advocate on behalf of these students. The federal administration rescinded its Title IX colleague letter and higher education institutions are permitted to continue under the current standard of preponderance of evidence or the suggested standard of clear and convincing evidence for which clarity is needed from the U.S. Dept. of Education's Office of Civil Rights. No changes in procedures for the CSUS institutions are anticipated at this time.

CCHE Strategic Plan: The performance goals that have been set are aggressive and additional resources would enhance the likelihood of achievement of all the goals. Work continues with industry to further define the additional, new or alternative credentialing that is needed to drive Colorado's work force. CSU-Global Campus and CSU Online are prepared to be active players in meeting the state's goals. Chair Munn commented on how the state is looking to CSUS to be one of the leaders in moving forward to meet the work force needs.

CSU-PUEBLO CAMPUS REPORTS

Student Representative Report: Governor Harmon shared the positive experience of an ASG effort to help with the Hurricane Harvey relief by raising funds and collecting donations that he and other students delivered to Houston. ASG worked with SEAL to host the second annual Packfest with participation of approximately 800 students and is collaborating with the Student Veterans of America for the November 10th unveiling of the special Purple Heart parking on campus to show support for veterans that compose 10% of the student population.

Faculty Representative Report: Governor Volk highlighted from the written report the Starfish software that allows faculty and service providers across the campus to report on student progress; the issues raised during the open forums of the Faculty Senate and Council of Chairs; and FY 18 short and long-term goals. He then shared an anecdote on the two types of musicians, specialist and generalist, to illustrate the differences in mission and scope of the CSUS institutions.

President's Report: Dr. Mottet highlighted from the written report the opening of Thunder Village; the top 75 national ranking of the undergraduate engineering program by *U.S. News and World Report*; and the Brookings Institute report that ranked CSU-Pueblo as the top school in Colorado for upward economic mobility. There were 8200 attendees at the football game the previous weekend of which there were 300 band students from across the state and 92 recruits for football as well recruits for the women's basketball program. CSU-Pueblo won the game and the national DII ranking went up from nine to eight. After completion of 90 days as president, a report has been submitted to the Chancellor on the progress made on the goals that had been previously outlined. When asked about the economic mobility ranking, Dr. Mottet responded the institution has been recognized twice for the investment and the value of the education.

Approval of the CSU-Pueblo's Administrative Professionals Handbook Revisions and FMLA Policy: Dr. Mottet reported there were five major changes including a more thorough grievance process for employees; the creation of a leave sharing program; increased eligibility of the tuition assistance program from six to nine credit hours; an updated conflict of interest statement; and the amended Family and Medical Leave (FML) Policy. The documents have been vetted through the Deputy General Counsel and General Counsel. **Motion/Action:** Governor Robbe Rhodes moved to approve the revised Administrative Professional Handbook. Governor Jordan seconded and the motion carried unanimously. **Motion/Action:** Vice Chair Tuor moved to approve the revised FML policy. Governor Flores seconded and the motion carried unanimously.

Chair Munn stated there would be a brief break and then the full Board would reconvene for a working lunch in executive session to complete the work from the previous day and then the Evaluation Committee would meet in executive session. **Motion/Action:** Governor Robbe Rhodes made the motion to convene in executive session. Vice Chair Tuor seconded and the motion carried unanimously. General Counsel Johnson read the meeting into executive session for the purposes of receiving the litigation report and legal advice, and to discuss and evaluate public staff, all confidential pursuant to statute as set forth in the meeting notice. The meeting recessed for lunch at 11:58 a.m. and reconvened for the executive session at 12:10 p.m. The open public meeting reconvened at 1:10 p.m.

ANNUAL CAMPUS SAFETY REPORTS

General Counsel Johnson remarked on how campus safety has been a priority for the Board, CSUS, and the campuses. Annually campus fire and safety reports are published and the distribution coincides with the submittal of the required federal Clery Act reports. He provided an historical overview of the Clery Act and outlined the three primary requirements.

Colorado State University: Mr. Gill explained the purpose of the CSU public safety team with the top level of administration planning for and addressing safety issues that affect the health and well-being of students and employees. He described the composition of the Public Safety Team (PST), the executive committee and the subcommittees. Examples were provided on issues that might be addressed by the PST.

Chief Harris provided an overview of the CSU Police Department with all officers undergoing extensive training and the coordination that occurs with the Fort Collins Police Services, Larimer County Sheriff's Office and other law enforcement agencies. In addition to trained officers, there are also internships and student employees. Community engagement occurs in numerous ways with a primary focus always on safety and security.

General Counsel Johnson highlighted safety statistics with a slight decline in sexual offenses. The CSU statistics are comparable to peer institutions and national trends. Campus resources and educational activities are provided through a variety of venues and opportunities including the CSU Women's and Gender Advocacy Center and the Office of Support and Safety Assessment.

CSU-Pueblo: Deputy General Counsel Doyle reported the university has a different structure with 24/7 policing provided through a contract with the Pueblo County's Sheriff's Office (PCSO) that includes a station housed in the administration building. CSU-Pueblo has access to all PCSO resources including training, i.e., active shooter. The deputies integrate well within the campus and participate in activities, such as orientation and Discovery Days, and a bike patrol was instituted 1.5 years ago. There is also a campus safety team that coordinates with the PCSO. The university also works with several off-campus groups to provide resources for students and employees. Safety statistics have been relatively consistent during the past several years and there were no reportable incidents of domestic violence this past year.

First Amendment: General Counsel Johnson commented on the national discussion regarding the First Amendment and the rights of free speech and peaceful assembly, and he explained different categories of speech and the various types of venues for speech. General Counsel Johnson also referenced applicable content neutral time, place and manner policies that apply at the campuses. The CSU Police Department and the Pueblo County Sheriff's Office provide safety for campus events.

Dr. Frank commented on how the Association of Governing Boards has developed information on best practices. Recommendations for overarching Board policies are under consideration.

Dr. Takeda-Tinker reported CSU-Global Campus conducts an annual active shooter training and there are safety protocols in-place.

ACTION ITEMS

General Counsel Johnson indicated action was required on the naming rights item for the coaches' locker room in CSU Athletics discussed in executive session. **Motion/Action:** Governor Singleton moved to approve; Governor Robbe Rhodes seconded; and the motion carried unanimously.

Chair Munn outlined the items on the consent agenda and asked for a motion to approve. **Motion/Action:** Vice Chair Tuor made the motion; Governor Singleton seconded; and the motion carried unanimously.

UPCOMING EVENTS

Ms. Parsons reported the Board would be receiving information on the upcoming December commencement and the November 18th Board recognition football game at CSU. The next Board meeting will be November 30-December 1 in Denver with the annual holiday event to be held at the Union Station on November 29th. Chair Munn noted the December meeting would be chaired by Vice Chair Tuor since he is unable to attend.

With no further business to come before the Board, the meeting adjourned at 1:51 p.m.

Board of Governors of the Colorado State University System
Meeting Date: November 30, 2017
Consent Item

MATTERS FOR ACTION:

New Degree Program: Ph.D. in Ecosystem Sustainability

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the Warner College of Natural Resources, to establish a new Ph.D. in Ecosystem Sustainability, in the Department of Ecosystem Science & Sustainability.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The Ph.D. will offer integrated study in the biophysical and social sciences focused on issues of global change and sustainability. Maintaining ecosystem services in the face of global challenges such as climate change, population growth, globalization, land use intensification, and invasive species requires a true integration of traditionally separate disciplines. The program will provide students with the training to develop and implement solutions to global problems related to water resources, food supplies, energy, greenhouse gas management, land use change, and climate change.

The faculty of the Department of Ecosystem Science and Sustainability (ESS) have identified an opportunity to pursue cutting-edge research questions in sustainability and to attract a new population of graduate students who wish to specialize in ecosystem aspects of sustainability science. These students are not well served by existing programs on campus, which are disciplinary and lack the flexibility for individually designed curricula.

Board of Governors of the Colorado State University System
Meeting Date: November 30, 2017
Consent Item

MATTERS FOR ACTION:

New Degree Program: Master of Science (MS) in Ecosystem Sustainability, Plan A

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the Warner College of Natural Resources, to establish a new Master of Science (M.S.) in Ecosystem Sustainability, in the Department of Ecosystem Science & Sustainability.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The degree (M.S., Plan A) will offer integrated study in the biophysical and social sciences focused on issues of global change and sustainability. Maintaining ecosystem services in the face of global challenges such as climate change, population growth, globalization, land use intensification, and invasive species requires an integration of traditionally separate disciplines. The program will provide students with the training to develop and implement solutions to global problems related to water resources, food supplies, energy, greenhouse gas management, land use change, and climate change.

The program will prepare students from a variety of undergraduate degrees in fundamental ecosystem sustainability.

Board of Governors of the Colorado State University System
Meeting Date: November 30, 2017
Consent Item

MATTERS FOR ACTION:

New Degree Program: Master of Arts (MA) in Counseling and Career Development

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Health and Human Sciences to establish a new M.A. in Counseling and Career Development.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The structure of the proposed 60 credit degree program will be a Master of Arts in Counseling and Career Development with specializations in Career Counseling, Clinical Mental Health Counseling, and School Counseling. Each of the three specializations will include a 100 hour clinical practicum as well as a 600 hour field based internship. Currently Counseling and Career Development is a specialization within the M.Ed. in Education and Human Resource Studies.

The purpose of restructuring the program and degree is fourfold. First, the current degree title creates significant problems for graduates who seek licensure as Licensed Professional Counselors. Most licensing entities for professional counselors only accept master's degrees with "counseling" on the student's transcript. Second, the new degree would more accurately reflect the education and preparation of students, as they are not solely employed in education settings. Third, the new degree is more fully in line with the national accrediting body (CACREP) and will facilitate quality student recruitment through visibility of the degree. Fourth, moving from a specialization (M.Ed.) to a degree with specializations (career counseling, clinical mental health counseling, and school counseling) clarifies degree designations and more accurately reflects on transcripts the degree and chosen specialization.

Board of Governors of the Colorado State University System
Meeting Date: November 30, 2017
Consent Item

MATTERS FOR ACTION:

New Degree Program: Bachelor of Science (B.S.) in Data Science

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Natural Sciences, to establish a new B.S. in Data Science.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The B.S. degree in Data Science has two goals to prepare students for: (a) a career in Data Sciences by providing a blend of Computer Science, Mathematics, and Statistics, as well as specialized courses, and (b) graduate study in one of the four concentrations in Data Science, (i.e. Computer Science, Economics, Mathematics, or Statistics). The program culminates in a semester-long experiential learning four-credit capstone course, which teams students from each of the concentrations to engage in real world problems and analyze data sets drawn from both inside and outside CSU.

The Data Science program will provide students with both the theoretical foundations and practical tools needed to advance, communicate, and utilize methods for knowledge discovery and to guide decision-making based on large heterogeneous data sets. Such large data sets are becoming increasingly common in many scientific and non-scientific contexts.

Board of Governors of the Colorado State University System
Meeting Date: November 30, 2017
Consent Item

MATTERS FOR ACTION:

Graduate Certificates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the following Graduate Certificate:

Teaching in Extension.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

In order to qualify for Title IV funding, graduate certificates awarded by Colorado State University must demonstrate approval by the Board of Governors, the Colorado Department of Higher Education and the Higher Learning Commission. The certificate listed here for which we are seeking approval has received approval from the University Curriculum Committee and the Faculty Council.

Board of Governors of the Colorado State University System
Meeting Date: December 1, 2017
Consent Item

Graduate Certificate:

College of Agricultural Science
Teaching in Extension – 13 credits

Board of Governors of the Colorado State University System
November 30, 2017
Consent Item

MATTERS FOR CONSENT:

New Degree Program: BS in Early Childhood Education (one emphasis with K-3 Licensure, one without)

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Education, Engineering and Professional Studies to establish a new BS degree in Early Childhood Education with an emphasis in K-3 licensure and an emphasis without the licensure. If approved, this degree will be effective in Fall 2018.

EXPLANATION:

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

Early Childhood Education (ECE) continues to be considered the most critical time of brain development. Currently, individuals in the Pueblo region interested in this field only have access to a 2-year degree through the community college system. With the demand for ECE growing, many individuals are interested in advanced training (B.S. with and without teacher licensure options) but have to travel to obtain this program, which is especially problematic when training has to be done outside of normal work hours. The proposed program will be delivered in the evening and/or online to help mitigate this challenge. CSU-Pueblo believes that ECE could bring a significant new cornerstone program to campus that generates new enrollments while meeting a clear need in the region and nationally.

Board of Governors of the Colorado State University System
Meeting Date: November 30, 2017
Consent Item

MATTERS FOR CONSENT:

New Degree Program: MS in Athletic Training

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Education, Engineering and Professional Studies to establish a new MS in Athletic Training. If approved, this degree will be effective in summer 2019.

EXPLANATION:

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

Athletic Trainers are highly qualified, multi-skilled health care professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. Athletic Trainers work under the direction of a physician as prescribed by state licensure statutes. The proposed Masters of Science degree in Athletic Training will produce students who have gained the knowledge and clinical skills needed to take the Board of Certification exam in order to become a Certified Athletic Trainer. An Athletic Training program must be accredited by the Commission on Accreditation of Athletic Training Programs (CAATE). The Colorado State University-Pueblo Athletic Training Program is fully accredited through 2019. By 2022, all Athletic Training Education programs must offer a Master's degree in Athletic Training in order to be accredited by CAATE.

Board of Governors of the Colorado State University System
Meeting Date: November 30, 2017
Report Item

REPORT ITEM:

Colorado State University – Academic Calendar – Fall Semester 2022 through Summer Semester 2024

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

The Colorado State University Academic Calendar, approved by the Colorado State University Faculty Council at its November 7, 2017 meeting, for Fall Semester 2022 through Summer Semester 2024 is as follows:

Board of Governors of the Colorado State University System
 Meeting Date: December 1, 2017
 Report Item

ACADEMIC CALENDAR FALL SEMESTER 2022 THROUGH SUMMER 2024

Fall Semester 2022

Aug. 18-19	Thursday-Friday	Orientation
Aug. 22	Monday	Classes Begin
Aug. 26	Friday	End Restricted Drop
Aug. 28	Sunday	End Regular Add
Sept. 5	Monday	Holiday - University Offices Closed - No Classes
Sept. 7	Wednesday	Census and Registration Closes – last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Oct. 17	Monday	End Course Withdrawal (“W”) Period
Nov. 19	Saturday	Fall Recess Begins, No Classes Next Week
Nov. 24-25	Thursday-Friday	Holiday – University Offices Closed - No Classes
Nov. 28	Monday	Classes Resume
Dec. 9	Friday	Last Day of Classes; University Withdrawal Deadline
Dec. 12-16	Monday-Friday	Final Examinations
Dec. 16-18	Friday-Sunday	Commencement
Dec. 20	Tuesday	Grades Due
Dec. 22-23	Thursday-Friday	Holiday – University Offices Closed or Fri 23 + Mon 26

(79 Days, Including Final Examinations)

Spring Semester 2023

Jan. 2	Monday	Holiday – University Offices Closed
Jan. 12-13	Thursday-Friday	Orientation, Advising and Registration for New Students
Jan. 16	Monday	Holiday – University Offices Closed
Jan. 17	Tuesday	Classes Begin
Jan. 20	Friday	End Restricted Drop
Jan. 22	Sunday	End Regular Add
Feb. 1	Wednesday	Census and Registration Closes –last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Feb. 11	Saturday	Founder’s Day – CSU’s 151 st birthday
Mar. 11	Saturday	Spring Break Begins – No Classes Next Week
Mar. 20	Monday	End Course Withdrawal (“W”) Period
Mar. 20	Monday	Classes Resume
May 5	Friday	Last Day of Classes; University Withdrawal

Board of Governors of the Colorado State University System

Meeting Date: December 1, 2017

Report Item

May 8-12	Monday-Friday	Final Examinations
May 12-14	Friday-Sunday	Commencement
May 16	Tuesday	Grades Due
(79 Days, Including Final Examinations)		

Summer Session 2023

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

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

Fall Semester 2023

Aug. 17-18	Thursday-Friday	Orientation
Aug. 21	Monday	Classes Begin
Aug. 25	Friday	End Restricted Drop
Aug. 27	Sunday	End Regular Add
Sept. 4	Monday	Holiday - University Offices Closed - No Classes
Sept. 6	Wednesday	Census and Registration Closes –last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Oct. 16	Monday	End Course Withdrawal (“W”) Period
Nov. 18	Saturday	Fall Recess Begins, No Classes Next Week
Nov. 23-24	Thursday-Friday	Holiday – University Offices Closed
Nov. 27	Monday	Classes Resume
Dec. 8	Friday	Last Day of Classes; University Withdrawal Deadline
Dec. 11-15	Monday-Friday	Final Examinations
Dec. 15-17	Friday-Sunday	Commencement

Board of Governors of the Colorado State University System

Meeting Date: December 1, 2017

Report Item

Dec. 19	Tuesday	Grades Due
Dec. 25-27	Monday-Wednesday	Holiday – University Offices Closed
(79 Days, Including Final Examinations)		
Spring Semester 2024		
Jan. 1	Monday	Holiday – University Offices Closed
Jan. 11-12	Thursday-Friday	Orientation, Advising & Registration for New Students
Jan. 15	Monday	Holiday – University Offices Closed
Jan. 16	Tuesday	Classes Begin
Jan. 19	Friday	End Restricted Drop
Jan. 21	Sunday	End Regular Add
Jan 31	Wednesday	Census and Registration Closes – last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Feb. 11	Friday	Founder’s Day – CSU’s 152 nd birthday
Mar. 9	Saturday	Spring Break Begins – No Classes Next Week
Mar. 18	Monday	End Course Withdrawal (“W”) Period
Mar. 18	Monday	Classes Resume
May 3	Friday	Last Day of Classes; University Withdrawal Deadline
May 6-10	Monday-Friday	Final Examinations
May 10-12	Friday-Sunday	Commencement
May 14	Tuesday	Grades Due
(79 Days, Including Final Examinations)		

Summer Session 2024

May 13	Monday	1st 4 Week and 12 Week Term Begins
May 27	Monday	Holiday - University Offices Closed - No Classes
Jun. 7	Friday	1 st 4 Week Term Ends
Jun. 10	Monday	2 nd 4Week Term and 8 Week Terms Begin
Jun. 19	Wednesday	Census
Jul. 4	Thursday	Holiday – University Offices Closed - No Classes
Jul. 5	Friday	2 nd 4 Week Term Ends
Jul. 8	Monday	3 rd 4 Week Term Begins
Aug. 2	Friday	8, 12 and 3 rd 4 Week Terms End
Aug. 6	Tuesday	Grades Due

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

Board of Governors of the Colorado State University System
November 30, 2017
Consent Item

MATTERS FOR ACTION:

Colorado State University-Pueblo – Academic Calendar AY2018-2019 & AY2019-2020

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the Colorado State University-Pueblo Academic Calendar for AY2018-2019 & AY2019-2020.

EXPLANATION:

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

The CSU-Pueblo Academic Calendar historically is prepared by the Registrar and presented to the Board for approval. (No campus body is required to approve it in advance of the Board meeting). Once approved by the Board, the calendar is posted with wording that states that these calendars are planned in advance and are subject to change, and unless otherwise stated, the University is open and classes will be held as scheduled. (The AY2018-2019 calendar was approved by the Board in December 2016, and there are no changes in what follows below.)

Board of Governors of the Colorado State University System
 December 1, 2017
 Consent Item

UNIVERSITY CALENDAR* 2018-2019 and 2019-2020

<u>FALL</u>	<u>2018</u>	<u>2019</u>
Registration Begins	Mar. 12	Mar. 11
Classes Begin	Aug. 20	Aug. 19
End Add Period (full-term courses)	Aug. 24	Aug. 23
End Drop Period (full-term courses)	Sept. 3	Sept. 2
Fall Graduation Contract Deadline	Sept. 14	Sept. 13
End of Full-term Course Withdrawal Period	Oct. 19	Oct. 18
Thanksgiving Break	Nov. 19-23	Nov. 18-22
Classes End	Nov. 30	Nov. 29
Final Exams	Dec. 3-7	Dec. 2-6
<u>SPRING</u>	<u>2019</u>	<u>2020</u>
Registration Begins	Oct. 15 (18)	Oct. 14 (19)
Classes Begin	Jan. 14	Jan. 13
End Add Period (full-term courses)	Jan. 18	Jan. 17
End Drop Period (full-term courses)	Jan. 28	Jan. 27
Spring Graduation Contract Deadline	Feb. 8	Feb. 7
End of Full-term Course Withdrawal Period	Mar. 15	Mar. 13
Spring Break	Mar. 18-22 (Tentative)	Mar. 16-20 (Tentative)
Classes End	Apr. 26	Apr. 24
Final Exams	Apr. 29-May 3	Apr. 27-May 1
Commencement	May 4	May 2
<u>SUMMER</u>	<u>2019</u>	<u>2020</u>
Registration Begins	Oct. 15 (18)	Oct. 14 (19)
<u>First 4, 6 and 12-week Sessions</u>		
Classes Begin	May 13	May 11
Memorial Day (University Closed)	May 27	May 25
Summer Graduation Contract Deadline	May 31	May 29
Classes End		
First 4-week	June 6	June 4
First 6-week	June 20	June 18
12-week	Aug. 1	July 30

Board of Governors of the Colorado State University System
 December 1, 2017
 Consent Item

Second 4-week Session

Classes Begin	June 10	June 8
Independence Day Observed (University Closed)	July 4	July 4
Classes End	July 3	July 2

Second 6-week Session

Classes Begin	June 24	June 22
Independence Day Observed (University Closed)	July 4	July 4
Classes End	Aug. 1	July 30

Third 4-week Session

Classes Begin	July 8	July 6
Classes End	Aug. 1	July 30

*** Note - These Calendars are planned in advance and are subject to change. Unless otherwise stated, the University is open and classes will be held as scheduled.**

Board of Governors of the Colorado State University System
Meeting Date: November 30, 2017
Consent Item

MATTERS FOR ACTION:

2017-18 Academic Faculty and Administrative Professional Manual Revisions:
Section E.9 – Faculty Productivity

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section E.9 – Faculty Productivity

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2017-2018 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

Annual performance reviews are limited to the evaluation of faculty performance in the three categories of teaching and advising, research and other creative activity, and service and/or outreach. These reviews may document negative behavior, but only such behavior may impact the merit salary increase only if it is formally documented and handled as described in section E.15.

Board of Governors of the Colorado State University System
 Meeting Date: December 1, 2017
 Consent Item

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
 REVISIONS AND ADDITIONS – 2017-18

E. 9 Faculty Productivity (~~last revised February 14, 2014~~)

Decisions concerning tenure, promotion, and merit salary increases are linked to the faculty member's productivity in the three categories of teaching and advising, research and other creative activity, and University and professional service. Merit salary increases may also take into consideration negative behaviors that fall outside of these three categories. However, for tenured faculty, this may occur only if these behaviors resulted in disciplinary action through the process in Section E.15. Each academic unit must establish expected levels of productivity for the unit in each of these areas. Productivity is assessed by relating the effort expended to the outcome, in terms of effectiveness, impact, and documentation of the activity. Effort distribution is the allocation of effort into particular areas of responsibilities. Workload describes the professional responsibilities of the faculty. The responsibilities of faculty members for each of these activities will vary, depending upon the mission and needs of the academic unit and the expertise and interests of the faculty. The University recognizes that a faculty member's activities may change over a career and is committed to the use of differentiated responsibilities for individual faculty. Hence, in the evaluation process, reasonable flexibility should be exercised, balancing, as the case requires, heavier responsibilities in one (1) area against lighter responsibilities in another.

Decisions regarding tenure, promotion, and merit salary increases must be consistent with, and based upon, the effort distribution established for each faculty member. The department code shall define the general expectations of effort distribution regarding teaching and advising, research and other creative activity, and service responsibilities in terms of the academic mission of the department. Where appropriate and consistent with the academic mission of the department, the department code should define outreach/engagement expectations and how those expectations are addressed in the faculty member's teaching, research, and/or service effort distribution. During the probationary period and following tenure in the years leading to full professor, there may be a need for changes in the workload and effort distribution originally established at the time of hiring or at the time of tenure and promotion to associate professor. These changes shall be negotiated between the faculty member and the department head (E.9.1, E.9.2). In this event, since promotion and tenure decisions are linked to the faculty member's productivity in line with effort distribution and workload, the promotion and tenure committee or a subcommittee thereof shall provide input in writing to the department head regarding the extent to which these changes may affect progress toward tenure. Following any negotiated changes, these changes and the committee's response, shall be clearly articulated in writing by the department head to the faculty member.

CSU-Fort Collins – Academic Faculty and Administrative Professional Manual Revision
 Section E.9 – Faculty Productivity

Board of Governors of the Colorado State University System
Meeting Date: November 30, 2017
Consent Item

MATTERS FOR ACTION:

2017-18 Academic Faculty and Administrative Professional Manual Revisions:
Section E.12.1 – Teaching and Advising

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section E.12.1 – Teaching and Advising

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2017-2018 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

The proposed changes to the language incorporate recommendations from the 2015 TILT/UDTS Task Force Report on Teaching and Learning and are consonant with proposed change to the language in the Faculty Manual in section I.8 that addresses student course evaluations. Providing coherent guidance in both I.8 and E.12.1 of the Faculty Manual on the appropriate use of student course surveys will help to ensure that information gathered through them will not constitute the sole or primary basis for judging teaching effectiveness. Making this change in policy will help lead departments to adopt evaluation strategies that can support fairer and more accurate evaluations than is possible through use of student course survey results alone.

Board of Governors of the Colorado State University System
 Meeting Date: December 1, 2017
 Consent Item

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
 REVISIONS AND ADDITIONS – 2017-18

E.12.1 Teaching and Advising (~~last revised August 2, 2013~~)

As part of its mission, the University is dedicated to undergraduate, graduate, professional, and continuing education locally, nationally, and internationally. Toward that end teachers engage learners, transfer knowledge, develop skills, create opportunities for learning, advise, and facilitate students' transfer of knowledge across contexts and their academic and professional development.

Teaching includes, but is not limited to, classroom and/or laboratory instruction; individual tutoring; supervision and instruction of student researchers; clinical teaching; field work supervision and training; preparation and supervision of teaching assistants; service learning; outreach/engagement; and other activities that organize and disseminate knowledge. Faculty members' supervision or guidance of students in recognized academic pursuits that do not confer any University credit also is considered teaching. Associated teaching activities include class preparation; grading; laboratory or equipment maintenance; preparation and funding of proposals to improve instruction; attendance at workshops on teaching improvement; and planning of curricula and courses of study; and mentoring colleagues in any of these activities. Outreach/engagement activities such as service learning, conducting workshops, seminars, and consultations, and the preparation of educational materials for those purposes, may be integrated into teaching efforts. These outreach activities include teaching efforts of faculty members with Extension appointments.

Excellent teachers are characterized by their command of subject matter; logical organization and presentation of course material; ability to help students recognize formation of interrelationships among fields of knowledge; energy and enthusiasm; availability to help students outside of class; encouragement of curiosity, creativity, and critical thought; engagement of students in the learning process; understanding of how students learn and encouragement of effective learning strategies; use of clear grading criteria; and respectful responses to student questions and ideas.

Departments shall foster a culture that values and recognizes excellent teaching, and encourages reflective self-assessment. To that end, departmental codes ~~should~~ will, within the context of their disciplines, (1) define effective teaching and (2) describe the process and criteria for evaluating teaching effectiveness. Evaluation of teaching should be designed to highlight strengths, identify deficiencies, and improve teaching and learning.

CSU-Fort Collins – Academic Faculty and Administrative Professional Manual Revision
 Section E.12.1 – Teaching and Advising

Board of Governors of the Colorado State University System

Meeting Date: December 1, 2017

Consent Item

Evaluation criteria of teaching can include, but are not limited to, quality of curriculum design; quality of instructional materials; achievement of student learning outcomes; and effectiveness at presenting information, managing class sessions, encouraging student engagement and critical thinking, and responding to student work. Evaluation of teaching ~~shall~~ must involve substantive review of multiple sources of information such as course syllabi; signed peer evaluations; examples of course improvements; development of new courses and teaching techniques; integration of service learning; appropriate course surveys of teaching and/or summaries of how the instructor used information from student feedback to improve course design or instructional delivery, as well as any evidence of the outcomes of such improvements; letters, electronic mail messages, and/or other forms of written comments from current and/or former students; and evidence of the use of active and/or experiential learning, student learning achievement, professional development related to teaching and learning, and assessments from conference/workshop attendees. Anonymous letters or comments shall not be used to evaluate teaching, except with the consent of the instructor or as authorized in a department's code. Evaluation of teaching ~~effectiveness~~ effectiveness should take into account the physical and curricular context in which teaching occurs (e.g., face-to-face and online settings; lower-division, upper-division, and graduate courses), established content standards and expectations, and the faculty member's teaching assignments, ~~in particular~~ in the context of the type and level of courses taught. The ~~University~~ University provides resources to support the evaluation of ~~teacing~~ teaching effectiveness, such as systems to create and assess teaching portfolios, access to exemplary teaching portfolios, and professional development programs focusing on teaching and learning.

Effective advising of students, at both the undergraduate and graduate levels, is a vital part of the teaching/learning process. Advising activities include, but are not limited to, meeting with students to explain graduation requirements; giving academic advice; giving career advice or referring the student to the appropriate person for that advice; and supervision of or assistance with graduate student theses/dissertations/projects. Advising is characterized by being available to students, keeping appointments, providing accurate and appropriate advice, and providing knowledgeable guidance. Evaluation of advising effectiveness can be based upon signed evaluations from current and/or former students, faculty members, and professional peers. The faculty in each academic unit shall develop specific criteria and standards for evaluation and methods for evaluating teaching and advising effectiveness and shall evaluate advising as part of annual and periodic comprehensive reviews. These criteria, standards, and methods shall be incorporated into departmental codes.

Board of Governors of the Colorado State University System
Meeting Date: November 30, 2017
Consent Item

MATTERS FOR ACTION:

2017-18 Academic Faculty and Administrative Professional Manual Revisions:
Section I.8 – Student Course Survey

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section I.8 – Student Course Survey

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2017-2018 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

The ASCSU Student Course Survey has been used for more than three decades, in various forms, as a source of information in annual evaluations of faculty as well as in tenure and promotion processes. A steady accumulation of research on the use of student course surveys indicates, however, that student responses to such surveys, in isolation, cannot substitute for the judgment of peers and the careful examination of course materials, classroom activities, and student learning outcomes. A recent review article by Stark & Freishtat (2014), for example, concluded that although students can offer valuable information about student experiences in a class, particularly in the areas of “*clarity, pace, legibility, audibility, and their own excitement (or boredom)*,” they are poor judges of teaching effectiveness (p. 13). In their review, Stark and Freishtat also reported, “*Controlled, randomized experiments find that SET [student evaluations of teaching] ratings are negatively associated with direct measures of effectiveness. Importantly, SET seem to be influenced by the gender, ethnicity, and attractiveness of the instructor*” (p. 19).

Board of Governors of the Colorado State University System

Meeting Date: November 30, 2017

Consent Item

In August 2013, the Faculty Council approved changes to section E.12.1 of the manual that direct departments to ensure that their codes, “within the context of their disciplines, (1) define effective teaching and (2) describe the process and criteria for evaluating teaching effectiveness.” Providing coherent guidance in both I.8 and E.12.1 of the Faculty Manual on the appropriate use of student course surveys will help to ensure that information gathered through them will not constitute the sole or primary basis for judging teaching effectiveness. Making this change in policy will help lead departments to adopt evaluation strategies that can support fairer and more accurate evaluations than is possible through use of student course survey results alone.

Board of Governors of the Colorado State University System
 Meeting Date: November 30, 2017
 Consent Item

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
 REVISIONS AND ADDITIONS – 2017-18

I.8 Student Course Survey *(last revised June 21, 2011)*

The Student Course Survey is designed to provide feedback to course instructors and is to be used for course improvement. In addition, it is designed to provide information for students to make informed choices about courses. If used for teaching mentoring or as part of the evaluation of teaching, the student course surveys must be used ONLY in conjunction with other sources of evidence (see section E.12.1). Thus, these surveys may not be used, in whole or in part, as the primary source of evidence for an instructor's teaching effectiveness and must be treated as one element of limited weight alongside a range of evaluative tools (as mentioned in E.12.1). The use of course feedback as a stand-alone tool is not a credible means of evaluating the quality of teaching.

Each term, course instructors shall conduct at least one student survey of all the courses they teach through a system administered by the University utilizing the standardized University-wide instrument. ~~At the end of each term, survey forms shall be digitized and responses shall be tabulated.~~ Summaries of responses for each course surveyed shall be posted at <http://coursesurvey.colostate.edu>. Access to the summaries shall be granted to anyone with a CSU eID. Access to digital copies of the survey forms shall be granted only to the course instructor(s), to individuals explicitly granted access by the instructor(s), and to any other persons granted access by the department code. Costs for conducting and providing access to survey results shall be shared by the University and the Associated Students of Colorado State University (ASCSU). ASCSU's financial contribution shall not exceed half of the required financial resources to operate this program.

The Committee on Teaching and Learning is responsible for making recommendations regarding the survey instrument and its use. Changes to the Student Course Survey shall be approved by Faculty Council.

Section 15

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 Nov. 1, 2017
<p>C. Wayne McIlwraith 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>Project is in budget and on schedule. Steel erection and utilities underway. Project is approximately 39% complete.</p>
<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 46,500 gsf addition to the Warner College of Natural Resources.</p> <p>Project is in budget and on schedule. Steel erection underway. Project is approximately 49% complete.</p>

Project	Bonds/Funding		Occupancy	Status as of Nov. 1, 2017
<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 47,000 gsf building to house interdisciplinary design programs.</p> <p>Design documents nearly complete. Site clearance and utility relocates underway.</p>
<p>JBS 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>January 2019</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 documents nearly complete. Site utilities and excavation in process.</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>January 2019</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 documents nearly complete. Site clearance and utilities in process.</p>

COLORADO STATE UNIVERSITY - PUEBLO					
CONSTRUCTION PROJECT STATUS REPORT					
Project	Total Budget & Funding Source	Construction Start	Scheduled Completion	STATUS as of 11/08/2017	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 is Substantially Complete. Entire project approximately 94% overall complete to date. Phase 2 Renovation area Occupancy scheduled for December 2017, Phase 3 retrofit of temporary cafeteria back to new ballroom beginning January 1, 2018. Total Project Completion scheduled for 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

CSUS Board of Governors Correspondence Received				
<u>Date Received</u>	<u>Email/Letter</u>	<u>From</u>	<u>Subject</u>	<u>Response</u>
October 11, 2017	Email	John Rea	College Affordability	November 10, 2017
October 21, 2017	Email	Scott Knudsen	Hughes	October 24, 2017
October 26, 2017	Email	Jen Strating	Hughes	October 27, 2017
November 8, 2017	Email	James Church	Stolen Bicycle	November 21, 2017

Geary, Melanie

From: Geary, Melanie
Sent: Tuesday, October 24, 2017 11:55 AM
To: 'SCOTT KAY KNUDSEN'
Subject: RE: Hughes Stadium

Thank you for your interest in the CSU System, your correspondence will be shared with the Board of Governors of the Colorado State University System.

Best regards,

Melanie

Office of the Board of Governors
Colorado State University System

-----Original Message-----

From: SCOTT KAY KNUDSEN [mailto:sonaknud2@msn.com]
Sent: Saturday, October 21, 2017 3:45 PM
To: CSUS Board <csus_board@Mail.Colostate.edu>
Subject: Hughes Stadium

The CSU property at Hughes should not be developed.

It's at the edge of the high plains and the bottom of the mountains. This rare category of ecosystem is endangered on the front range and must be preserved. Development should occur elsewhere. The land to the west is rocky and harsh, and the land to the east is city and then arid plains. Only where the mountains meet the high plains do we find such unique diversity of plants and animals.

The area should become open space with support for natural existence of plants and animals. Only minimal park facilities should be implemented.

Please let the Hughes property be natural. To do so would announce our community's respect for our front range environment - even more so than Boulder.

Thanks

Scott Knudsen
3102 Wheatgrass Ct.
Fort Collins, Colo. 80521
970 377 9633

Geary, Melanie

From: Geary, Melanie
Sent: Friday, October 27, 2017 5:18 PM
To: 'Jen Strating'
Subject: RE: CSU Hughes Stadium property

Thank you for your interest in the CSU System, your correspondence will be shared with the Board of Governors of the Colorado State University System.

Best regards,

Melanie

Office of the Board of Governors
 Colorado State University System

From: Jen Strating [mailto:jenstrating@gmail.com]
Sent: Thursday, October 26, 2017 2:40 PM
To: CSUS Board <csus_board@Mail.Colostate.edu>
Subject: CSU Hughes Stadium property

I'm writing to you all in regards to the CSU Hughes Stadium property in Fort Collins. Much of the community here in Fort Collins is very concerned about what CSU plans to do with the property. This is a gem of an area, right by open space -- one of the last areas up against the foothills. I attended CSU's "listening session" where we all came to share our input, yet didn't really feel like we were being listened to. Many of us walked away from the meetings feeling like CSU will do with the property whatever will make them the most money and they won't consider what's best for our community. As a public/private institution, who purchased that land for pennies on the dollar, I really believe that CSU (and ultimately you who will be making the decision) should consider what's best for our community. This land is a gem Please don't add more housing here to an area that has much more potential. Selling this land that CSU acquired for nearly nothing to make a huge profit and going against what the community wants is NOT the answer. No one that lives in this area wants more houses here. It will affect traffic, light and noise pollution, the environment, and overall enjoyment of our natural areas and open spaces. Please try to be more conscious of what is best for our community. As it is now, Fort Collins citizens think CSU is only thinking of themselves -- please prove us wrong. Everyone I talked to (including myself) that attended the community listening sessions believe that our voice doesn't matter, that CSU will do whatever is best for their pocketbook and that is their only motive. Prove us all wrong. Do the right thing. Be a hero, not a developer of open space. Don't ruin the beauty of our community and upset citizens with another greedy choice. Sell the land to the City for a fair price for natural areas or recreation. Don't pack a bunch of housing in this area. We don't want more housing in this area. Please, do something you can be proud of for generations to come!! Be a role model organization and do something innovate and benevolent. There are so many great options for this land that don't include packing high density (or low density) housing in here. Please make a great decision! Fort Collins is counting on you! :)

Thanks for your time.

Jen Strating

--
 Jen Strating

Biofeedback Therapist

www.fortcollinsbiofeedback.com

970-690-2153

Geary, Melanie

From: Chancellor Office
Sent: Friday, November 10, 2017 2:43 PM
To: 'John Rea'
Subject: RE: College Affordability in Colorado

Dear Mr. Rea,

Thank you for sharing your perspective on student debt and college tuition. Your background and experience in this arena are evident in your concerns about affordability and access. These concerns are also the foundation of Colorado State University's land-grant mission, so there are several key points in your piece to which I'd like to respond.

First, your comments about state support for higher education mirror the concerns that I and our Board of Governors have expressed often and publicly for the last decade. Over the last few decades, we have seen a fundamental shift in perception around higher education. What once was understood to be a public good now seems to be viewed more widely as an individual consumer commodity – an important change that has happened silently, with almost no public discussion or debate, and for all the reasons you name. I personally think this is terrible public policy and seize every opportunity I have to say so publicly. Nevertheless, it's where we are as a society. I will say that the Colorado General Assembly and Governor Hickenlooper have taken significant steps to restore higher education funding lost during the recession, but the FY18 General Fund appropriation for the CSU system is still \$7.6 million lower than it was prior to the recession, despite growing enrollment, rising mandatory costs, and swelling demand.

As you note, CSU's tuition costs have gone up during this time period – to a total cost of attendance (tuition and fees) of \$11,462 a year. Still, comparing the rise in tuition rates to the CPI is an apples- and-oranges exercise. And it's not a matter of re-engineering: The recession forced that issue a decade ago (you can find more detail on budgets and our audited financial statements at <http://accountability.colostate.edu/>). Today, the single largest drivers of CSUS expense budgets are faculty/staff salaries and financial aid to support student retention and graduation. We compete for faculty and staff in a national market, which is driving compensation upward at a rate faster than local inflation; in addition, the cost of living in Fort Collins (where our flagship campus is located) has increased faster than the national average over the past decade and has become a significant challenge to employee recruitment and retention. Compared to CSU-Fort Collins' CCHE-approved peer institutions, our faculty salaries as a percentage of peer faculty salaries have declined 2 percentage points over the past 5 years while living costs have soared, all of which has a direct impact on our ability to recruit and retain employees. During the recession, Colorado State reduced its entire workforce by 6% and wiped out operating resources, so we are still challenged to meet mandatory cost increases and maintain a workforce that can address student demand. At CSU-Pueblo budgetary pressures since 2011 have significantly restricted our ability to provide any salary increases at all in the majority of budget years. Both campuses are experiencing increased fixed costs for utilities, insurance, PERA contributions, workers compensation, and more. If we are unable to stem the erosion of our faculty-staff workforce, it would mean reductions in course sections and increased time to graduation (accompanied by increased debt) for students.

But during this same time period, CSU has made institutional financial aid a priority to ensure the state's land-grant university system remains affordable and accessible for Colorado students and that our average student debt loads at graduation remain below the national average. Our Commitment to Colorado Program (in which Pell-eligible students are awarded need-based scholarships to fully cover tuition and fees) is working: For most of the last decade, the tuition/fee costs for our neediest students have been zero – meaning that our lowest-income

students aren't impacted by rising tuition costs. While the number of students eligible for this program and other need-based scholarships has grown, putting stress on the budget, we have been able to preserve access and affordability through this program. The investments made in student aid and student success have contributed significantly to increased graduation rates and shortened time to graduation, as well as a closing of the graduation gap between minority and majority students (CSU is on track to eliminate this gap with the FALL14 cohort). Last year, 47 percent of CSU graduates left the university with zero student loan debt, in part because of our strategic deployment of our limited aid resources.

The issue of the student loan burden is a real one – a \$1T problem nationally. But the scope of that loan problem is also more nuanced than your analysis implies. Two-thirds of Americans enroll at state colleges and universities but they carry only a third of our country's loan debt. On average, those students have lower debt burdens and among the lowest loan default rates in the nation. Overall, 70 percent of all students who borrow to fund their undergraduate education owe less than \$25,000 at graduation – 40 percent owe less than \$10,000. People take on much larger debt loads to buy a car that loses value as soon as they drive it off the lot. For-profit institutions account for around 12 percent of all students but 43 percent of those who default on their student loans – and more than half of students who enroll in two-year for-profit colleges never finish. Students at public four-year colleges and universities, on the other hand, are essentially borrowing capital to invest in a business plan with both a wonderful track record and a bright prospectus. The college premium (the wage gap between college educated and non-college educated workers) is real – with college graduates earning on average \$1 million more over their working life than those with a high-school diploma. A recent Pew study again confirms the lifetime economic benefit of a college degree. The Brookings Institution calculates the ROI on a student loan at 15% - annually. Each successive increase in educational attainment cuts the rate of unemployment. In Colorado, the average college graduate pays 81 percent more in state income taxes than someone with a high-school diploma – paying back the public investment in their education (based on the taxes on their higher college-related income) in just over three years.

We know that the students who are harmed most by their student debt loads are those who take on unreasonable amounts of debt for educational programs that don't end in a four-year degree. And yet, most of the solutions being proposed to deal with the debt crisis focus on public schools – even when all evidence suggests that public schools and their graduates aren't the crux of the problem. Too often today, because we feel we need to do something, we move from diagnosing a debt crisis -- based on a discussion that uses combined debt and default statistics from all three sectors of higher education (public, private and for-profit), ignoring any return on investment prognosis, to a solution that involves regulation of tuition at only one of these sectors (public universities, presumably because that's the sector we can easily control). But such a "treatment" fails to actually treat the majority of either symptoms or underlying etiologies. Rather, it effectively amplifies the sense of the problem, then regulates the one segment of the industry that has the most straight-forward rationale for cost increases, lower average student debt, and from a social escalator and R&D impact perspective, the greatest benefit to the tax-paying public. In fact, this "treatment" places the public sector at a competitive disadvantage, with the risk of lowering quality and driving students to more costly options, a fairly nasty potential side effect.

This is a long way of saying that, while we agree on many aspects of the problem, we have a different perspective on potential solutions. I don't believe that tying the hands of our public institutions in ways that limit their quality and competitiveness is the right approach. On the other hand, as I said in the first part of this letter, I think there is a serious need for us, as citizens, to engage in these kinds of debates and analyses so that our public policy really does reflect our state's values and interests. In that light, I want to thank you again for writing and sharing your ideas – and indulging me in offering a few of my own. We have much work to do on all of this.

-tony

Dr. Tony Frank
Chancellor
Colorado State University System

From: John Rea [mailto:rjarea@aol.com]

Sent: Wednesday, October 11, 2017 12:40 PM

To: chancellor <chancellor@colostate.edu>; CSUS Board <csus_board@Mail.Colostate.edu>; Geary, Melanie <Melanie.Geary@colostate.edu>

Subject: College Affordability in Colorado

Dear Chancellor Frank and Members of Colorado State University System Board,

My name is John Rea and I am writing to you to highlight what should be a cause for growing concern to governing boards of public higher education as well as all Colorado citizens. That concern is the cost of attending a public university in Colorado is no longer affordable for middle and lower income families/students. I have written a paper about this concern and have attached it to this email. I have used Colorado State University as the example since that is where I went to college.

I am a retired former policy/budget analyst and business manager for the State of Colorado and helped develop the state budget for Colorado during the seventeen years that I worked at the Office of State Planning and Budgeting. Later I was a business manager at the Auraria campus. I am a 1971 graduate of Colorado State University (BS Economics), and have a masters degree in public administration from the University of Colorado at Denver.

I realize that you did not create this situation on your own, and that getting greater funding from the State Legislature is perhaps just a pipe dream. However, the public should at least be made aware of the issue, and an effort made to put it in front of the legislature. The lack of affordability is a simple matter of unfairness to today's students compared to prior generations of college students in Colorado. I can identify the sources of all the data used in my write-up if desired. I look forward to any response from you or any questions that you may have.

Sincerely,

John Rea

2764 S. Marshall Street
Denver, Colorado 80227

Phone: 303-987-9181

Email: rjarea@aol.com

-----Original Message-----

From: President Office

Sent: Tuesday, November 21, 2017 10:49 AM

To: James Churches <jec@indra.com>

Cc: Neth, Cara <Cara.Neth@ColoState.EDU>

Subject: RE: Stolen bicycle

Mr. Churches,

Thank you for your email. Dr. Frank asked that I respond on his behalf. I am sorry to hear that your son was the victim of a crime here on campus. CSU strives to maintain a safe campus for its more than 30,000 students and 8,000 staff, plus visitors. However -- just as can happen anywhere -- crimes of opportunity such as theft do occur. Please know that though CSU has not been able to completely eliminate that a crime of theft may occur, significant preventative steps have been taken by not only CSU, but the City of Fort Collins as well. These steps include:

-- CSUPD provides information during preview to parents and students about bike theft. This includes an overview of the registration system, the importance of U-locks and also some key messages about being thoughtful about the kind of bike students bring to campus. CSUPD advises that students not bring high-end, expensive bikes which will be a target for organized groups that scan the community (not just campus) for opportunities to take bikes. They suggest bringing an inexpensive or mid-range bike.

-- There is a city ordinance that requires all pawn shops to submit the serial number of all pawned items for review in a database of stolen items. This helps recover bikes stolen on campus -- so keeping good records of serial numbers as well as registering a bike.

-- CSUPD works to regularly investigate sales mechanisms where stolen bikes are sold. This includes keeping an eye on Craigslist and other social media and online selling sites. If bikes are identified on those sites, CSUPD sets up an undercover buy and arrests those involved in selling (and potentially stealing) the bike.

-- Finally, there are many security cameras across campus and police review footage from those when a bike is reported stolen from a specific location with a reasonable date range and pursue those involved in stealing bikes from campus.

I recognize that this information does not return the stolen bike back to your son. I hope it does help provide some perspective of how CSU is working to mitigate the occurrence of bike theft on its campus.

Best regards,
Nik Olsen

Nik Olsen
Assistant Director for Administrative Communications Office of the President Colorado State University

-----Original Message-----

From: James Churches [<mailto:jec@indra.com>]

Sent: Wednesday, November 08, 2017 10:15 AM

To: presofc <presofc@colostate.edu>

Cc: CSUS Board <csus_board@mail.colostate.edu>; Sue Churches <sue@teensinc.org>

Subject: Stolen bicycle

Dear Dr. Frank,

As an alumus of Colorado State, I have to let you know how disappointed I am that after all of these years, the university has not dealt with the issue of stolen bicycles at the dormitories.

This was a problem back when I attended in the 1980s, and it is apparently an ever bigger issue today.

My son, Francis Churches, had his brand new, high school graduation present, mountain bike stolen from the bike rack at Newsome Hall a couple of weeks ago. This was a \$1,500 bicycle that he was very proud of. He had it double locked and there was nothing more he could have done to protect it.

Francis informed me several other friends on his floor at Newsome also had their bikes stolen. Surely, a technologically advanced university like CSU could do a better job of securing its bicycle parking area than the school is currently doing.

This has been going on for a long, long, time Dr. Frank. I can't imagine how many millions of dollars in bicycles have been stolen from our campus over that time.

Something should be done.

Sincerely,

James Churches
Class of '85
Father of freshman
Francis Churches
303-258-7475

APPENDIX III

Higher Ed Readings

Ongoing barriers to college aid

Inside Higher Ed; 10/4/2017

Two changes to the FAFSA application process – an earlier start date and the use of family income data from the previous year – boosted rates of FAFSA completion, but more could still be done. State aid deadlines have not yet moved up to match the new FAFSA timeline, and actually completing the FAFSA is still a 100+ question process that is especially challenging for low-income students. The Bill & Melinda Gates Foundation estimates that an additional two million low-income students could receive financial aid for college by merely simplifying the FAFSA form.

The decline of the midwest's public universities threatens to wreck its most vibrant economies

The Atlantic; 10/15/2017

Universities perform more than half of all basic research in America, and public research universities account for two-thirds of the money allocated by the federal government for research. 2,600 patents and 400 companies per year are produced from this spending and research. Many local economies also rely on their universities as a major source of employment, and in turn, a major tax base. But these universities, particularly public institutions, and especially public institutions in the Midwest, are at risk. Federal funding for research has effectively declined since 2008, and that's before President Trump's recent budget proposals. This loss of federal research dollars not only affects the local areas surrounding these universities – although that effect is real enough, with many Midwestern and Rust Belt areas already devastated by the loss of factories and manufacturing centers – but could put the national economy at risk as well.

The new campus censors

The Chronicle of Higher Education; 11/5/2017

In the last couple of years, students and professors on campus have adopted tactics of shouting down speakers they dislike or demanding retractions for articles they deem inappropriate. While universities used to be among the institutions most robustly committed to free speech, it seems that many administrators are either sympathetic to the cause of the “campus left” or fearful of standing up to students and faculty demanding safe spaces and comfortable communities free of uncomfortable discussions. But in an age of social media and the internet, it's more important than ever to have these discussions and we are doing our young people and society a disservice by not being more strongly committed to the principals of free speech.

New international enrollments decline

Inside Higher Ed; 11/13/2017

New international enrollments are down as of fall 2016, with 45 percent of universities surveyed in the annual “Open Doors” survey reporting a drop. There are a multitude of variables that could be affecting the numbers, including visa denials and delays, social and political environment in the US, increasing tuition and fees, and competition from universities in other countries. Overall enrollments remained steady, as they include students already in the higher ed pipeline, indicating this downward trend is just beginning and can still be turned around. On the

flipside, the number of American students studying abroad is still trending upward, and participation in study abroad programs has grown steadily more diverse, although white women are still disproportionately represented.

[AGB Board of Directors' Statement on Shared Governance](#)

Shared governance is a fundamental principle of higher education, but despite recognition of its importance to institutional operations and innovation, it can present considerable practical challenges and even breakdown under significant challenges, creating bad press, stifling progress, and sometimes resulting in the resignation or ouster of institutional leaders. With this in mind, the AGB Board of Directors approved this Statement on Shared Governance in August 2017, which provides principles to help guide board and those who work with them to support healthy and functioning systems of shared governance. Those principals include: boards should commit to ensuring a broad understanding of shared governance and the value it offers an institution or system; for shared governance to work, it must be based on a culture of meaningful engagement; shared governance requires a consistent commitment by institutional and board leaders; and institutional policies that define shared governance should be reviewed periodically to ensure their currency and applicability.

[National Western Center October newsletter](#)

Check out the latest news from the National Western Center.

[Todos Santos Center November newsletter](#)

Check out the latest news from the Todos Santos Center.

Ongoing barriers to college aid

Inside Higher Ed

Two tweaks to the federal student aid application process -- an earlier start date and use of family income data from the previous year -- appear to have boosted completion rates of applications for federal student aid. A years-long decline in filings of the Free Application for Federal Student Aid was reversed. Every state saw its application numbers go up. And applications by high school seniors were up 9 percent over the previous year as of June 30, traditionally considered the end of the academic year.

But two papers released Tuesday by the National College Access Network found that those changes didn't fundamentally simplify what's often a painfully complicated process of applying for aid to attend college. And students from the lowest-income school districts -- those most in need of federal aid -- continue to lag peers in wealthier districts in completing the FAFSA.

Those findings suggest the need for additional reforms to streamline the financial aid process and make sure those students are not leaving federal aid on the table. And while the Education Department was able to carry out policy changes last year without congressional authorization, lawmakers will likely need to direct some additional changes called for by proponents of a simpler FAFSA application.

Carrie Warick, director of policy and advocacy at the National College Access Network, said advocates saw tremendous progress over the last year -- evidence that policy change could have a serious impact on student completion rates.

"But we're not there yet," she said. "We're looking to see what the next set of improvements will be to help get us even further."

The Obama administration for the first time made the FAFSA application available Oct. 1 last year -- three months earlier than the traditional start date of financial aid application season -- to give students more time to complete the application and to consider award packages before picking a college. It paired that change with use of prior-year income data in the application, a switch that allows students to use their family's most recent income data on file with the federal government instead of estimating income they would report to the IRS in the spring.

(The interest in the earlier aid cycle appears to have carried over to this fall. The Department of Education reported that 238,000 FAFSA applications were received Sunday, the first day of the 2018-19 federal aid cycle.)

The changes carried out by the Obama administration did have real benefits for students, even beyond the boost in FAFSA applications, NCAN found. With the federal aid application available in the fall, high school counselors and other student advisers can have discussions about the cost of college at the same time as they consult with students on which colleges and universities would best match them academically and socially. The earlier start to the aid process

also meant that students received financial aid packages earlier and that they and their families had more time to review those offers when deciding on a college.

The effects of some changes in campus policy made in response to the earlier FAFSA timeline will take longer to unpack. About 10 percent of four-year institutions, for example, and about a fifth of private four-year institutions, moved up aid deadlines to get financial aid packages to students sooner. But it's unclear if those changes could negatively affect lower-income students, who typically take longer to complete financial aid applications.

Other campus policy shifts provided more transparency to applicants. Some colleges, NCAN found, are now setting tuition rates for the following year in the fall, giving applicants a better idea of what it will cost to attend when they apply.

Students who are completing the FAFSA aren't necessarily picking a college earlier. That's possibly because they are taking more time to weigh their options and possibly because state aid deadlines haven't moved up to reflect the new FAFSA timeline. For those federal policy changes to have their full effect, the paper found, state aid policies will have to align more closely with the new federal aid cycle.

Although the earlier timeline provided some relief to students and their parents and advisers, it didn't necessarily make actually completing the FAFSA, which contains more than 100 questions, any easier. And a second NCAN paper found that completion rates for the application tracked closely with a school district's poverty rate. In only six states -- California, Colorado, Illinois, Minnesota, New Mexico and Washington -- did the group find that higher poverty rates in school districts were associated with higher completion of the application. (A separate paper in August examined those successes in four states.) Other states, like Tennessee and Maine, saw districts with high rates of completion, regardless of the poverty rate.

The gap between the wealthiest and poorest districts didn't grow in the 2016-17 aid cycle even as the overall filing rate increased. But the group argues federal policy makers should do more to close the gap even while pushing for higher overall completion rates.

Recommendations to Improve Completion

A number of organizations, including NCAN, have offered suggestions in recent years for further improving the FAFSA to make it less burdensome to students, including continuing to pare down required financial questions for the lowest-income students.

The Bill & Melinda Gates Foundation in 2015 backed the use of tax data already on file as well as more time for students to complete applications. And it recommended sorting student applications based on their financial profile. Applicants whose families do not file tax schedules would have to answer only a handful of questions confirming certain demographic data. The Gates Foundation estimated that two million additional low-income students could get financial support they needed to attend college with those changes. It also argues a simplified application will allow high school counselors and other advisers to spend more time with students who have to answer more questions about their families' finances.

"That in many ways will ultimately reduce the burden on folks helping families throughout that process," said Nick Lee, a senior program officer at the Gates Foundation. "That will allow them to spend time with folks in those districts who do need more resources."

While the department could act on its own to provide more flexibility for verification requirements, members of Congress would have to weigh in on the length of the financial aid application and questions about family income. That could fit the priorities of Senator Lamar Alexander, the Tennessee Republican who chairs the Senate education committee and has said simplifying financial aid is a key goal of his in reauthorization of the Higher Education Act.

Justin Draeger, president and CEO of the National Association of Student Financial Aid Administrators, said the idea behind those recommendations is that low-income people shouldn't have to demonstrate multiple times that they are poor to receive state and federal assistance.

"To the average citizen, it's one federal government," he said. "The idea that these federal agencies can't talk to one another, I think, defies logic for most people."

The decline of the Midwest's public universities threatens to wreck its most vibrant economies

The Atlantic

Four floors above a dull cinder-block lobby in a nondescript building at the Ohio State University, the doors of a slow-moving elevator open on an unexpectedly futuristic 10,000-square-foot laboratory bristling with technology. It's a reveal reminiscent of a James Bond movie. In fact, the researchers who run this year-old, \$750,000 lab at OSU's Spine Research Institute resort often to Hollywood comparisons.

Thin beams of blue light shoot from 36 of the same kind of infrared motion cameras used to create lifelike characters for films like *Avatar*. In this case, the researchers are studying the movements of a volunteer fitted with sensors that track his skeleton and muscles as he bends and lifts. Among other things, they say, their work could lead to the kind of robotic exoskeletons imagined in the movie *Aliens*.

The cutting-edge research here combines the expertise of the university's medical and engineering faculties to study something decidedly commonplace: back pain, which affects as many as eight out of every 10 Americans, accounts for more than 100 million annual lost workdays in the United States alone, and has accelerated the opioid addiction crisis.

"The growth of the technology around us has become so familiar that we don't question where it comes from," says Bruce McPheron, an entomologist and the university's executive vice president and provost, looking on. "And where it happens consistently is at a university."

But university research is in trouble, and so is an economy more dependent on it than many people understand. Federal funding for basic research—more than half of it conducted on university campuses like this one—has effectively declined since 2008, failing to keep pace with inflation. This is *before* taking into account Trump administration proposals to slash the National Science Foundation (NSF) and National Institutes of Health (NIH) budgets by billions of dollars more.

Trump's cuts would affect all research universities, but not equally. The problem is more pronounced at public universities than private ones, and especially at public institutions in the Midwest, which have historically conducted some of the nation's most important research. These schools are desperately needed to diversify economies that rely disproportionately on manufacturing and agriculture and lack the wealthy private institutions that fuel the knowledge industries found in Silicon Valley or along Boston's 128/I-95 corridor. Yet many flagship Midwestern research universities are being weakened by deep state budget cuts. Threats to pensions (in Illinois) and tenure (in Wisconsin) portend an exodus of faculty and their all-important research funding, and have already resulted in a frenzy of poaching by better-funded and higher-paying private institutions, industry, and international competitors.

While private institutions are better shielded from funding cuts by huge endowments, Midwestern public universities have much thinner buffers. The endowments of the universities

of Iowa, Wisconsin, and Illinois and Ohio State, which together enroll nearly 190,000 students, add up to about \$11 billion—less than a third of Harvard’s \$37.6 billion. Together, Harvard, MIT, and Stanford, which enroll about 50,000 students combined, have more than \$73 billion in the bank to help during lean times. They also have robust revenues from high tuitions, wealthy alumni donors, strong credit, and other support to fall back on. Compare that to the public university system in Illinois, which has cut its higher-education budget so deeply that Moody’s downgraded seven universities, including five to junk-bond status.

This ominous reality could widen regional inequality, as brainpower, talent, and jobs leave the Midwest and the Rust Belt—where existing economic decline may have contributed to the decisive shift of voters toward Donald Trump—for places with well-endowed private and better-funded public universities. Already, some Midwestern universities have had to spend millions from their battered budgets to hang on to research faculty being lured away by wealthier schools. A handful of faculty have already left, taking with them most if not all of their outside funding.

“We’re in the early stages of the stratification of public research universities,” said Dan Reed, the vice president for research and economic development at the University of Iowa. “The good ones will remain competitive. The rest may decline.” Those include the major public universities established since the 1860s, when a federal grant set aside land for them in every state. “We spent 150-plus years building a public higher-education system that was the envy of the world,” said Reed, who got his graduate degrees at Purdue, in Indiana. “And we could in a decade do so much damage that it could take us 30 years to recover.”

* * *

That land grant was called the Morrill Act. Abraham Lincoln signed it into law during the depths of the Civil War, in 1862, resulting in the establishment or major expansion of, among others, Purdue, the University of Illinois at Urbana-Champaign, the University of Minnesota, the University of Missouri, and Ohio State. Along with many other major public universities in the Midwest, each would go on to have an outsized impact.

It was at Illinois that the first modern internet browser was developed, along with other advances in computer science and technology including early versions of instant messaging, multiplayer games, and touch screens. Today, researchers there are working on a new treatment for brain cancer, a way to boost photosynthesis to increase crop yields, and a solution to the growing problem of antibiotic resistance.

Scientists at the University of Minnesota created the precursor to the World Wide Web, performed the first open-heart surgery, and developed Gore-Tex waterproof fabric. The University of Wisconsin is where human embryonic stem cells first were isolated, and it has since become a center of stem-cell research. Researchers there are trying to develop new drugs to fight the Ebola and West Nile viruses. The University of Iowa’s Virtual Soldier Research Program uses human modeling and simulation to design new military equipment, and its National Advanced Driving Simulator is heavily involved in driverless-vehicle research.

Universities perform more than half of all basic research in America, and public research universities in particular account for two-thirds of the \$63.7 billion allocated annually by the federal government for research. That spending, in turn, produces more than 2,600 patents and 400 companies a year, according to the Association of University Technology Managers.

The impact on local economies is hard to miss. In places like Columbus, Ohio, and Columbia, Missouri, the big research universities are among the most important institutions in town. The checkerboard patchwork of farms on the approach to Port Columbus International Airport gives way to office buildings housing high-tech companies spun off by Ohio State and the affluent suburbs where their employees live. The real-estate company CBRE ranks the city as the country's top small market for attracting tech talent.

More than one in five graduate students who worked on sponsored research at eight Big Ten universities studied by Ohio State economist Bruce Weinberg, including Indiana, Michigan, Minnesota, Purdue, and Ohio State, stayed in the state where they attended school—13 percent of them within 50 miles of the campus. That may not sound like a lot—and, indeed, the exodus of highly educated people is a serious problem—but it's significant when considering that the jobs for these students exist in a national labor market. People with engineering Ph.D.s from Minnesota could take their talents anywhere. If even 20 percent stick around, that's a big win for states that can't expect an influx of educated elites from other parts of the country. These graduates provide an educated workforce that employers need, create jobs themselves by starting their own businesses, and pay taxes.

These universities have served as bulwarks against a decades-long trend of economic activity fleeing smaller cities and the center of the country for the coasts. Since the 1980s, deregulation and corporate consolidation have led to a drastic hollowing out of the local industries that once sustained heartland cities. But a university can't just be picked up and moved from Madison to New York in the way a bank, an insurance company, or even a factory can be.

“What difference does having a major research university in a place like Wisconsin make?” said Rebecca Blank, the chancellor of the University of Wisconsin. “It's the future of the state.” If Blank is right, then current trends put that future in doubt for much of the Midwest. Many of these same universities have suffered some of the nation's deepest cuts to public higher education. Illinois reduced per-student spending by an inflation-adjusted 54 percent between 2008 and last year, according to the Center on Budget and Policy Priorities. The figure was 22 percent in Iowa and Missouri, 21 percent in Michigan, 15 percent in Minnesota and Ohio, and 6 percent in Indiana. While higher education funding increased last year in 38 states, Scott Walker's budget for 2015 through 2017 cut another \$250 million from the University of Wisconsin system. The University of Iowa recently had its state appropriation cut by 6 percent, including an unexpected \$9 million in the middle of the fiscal year.

The University of Missouri is eliminating about 400 employee positions, many through layoffs, after protests over race and other issues resulted in the resignations of the chancellor and system president and a major drop in enrollment. That decline, plus state budget cuts, will cost the school more than \$31 million, though it hopes to make up some of that shortfall by increasing tuition.

These financial woes would only be made worse by Trump's proposed budget, which would cut funding by between 11 percent and 18 percent for the federal agencies that provide the bulk of government support for university research. Congress has so far resisted this call, instead adding \$2 billion to the NIH and \$8.7 million to the NSF in the five-month budget extension approved in April. But budget cuts remain a threat. So does a Trump budget proposal to eliminate so-called indirect cost payments—billions of dollars' worth of federal reimbursements for overhead such as lab space and support staff to conduct the research. (The House Republicans' 2018 budget plan rejects that idea, at least for medical research.)

Private universities with big endowments and wealthy donors may be able to weather the storm. (So, too, may the handful of public universities, like the University of Michigan and the University of Virginia, that receive far more private than public funding.) But most public research institutions won't.

* * *

This is not abstract or anecdotal. Midwestern public universities are already experiencing a pattern of relative decline, based on NSF rankings of universities by total research-and-development expenditures.

From fiscal years 2007 to 2015, according to NSF data, federal funding for university- and college-based research grew by 8 percent nationwide. But for the seven states generally considered by research organizations to make up the Midwest—Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin (to its definition of "Midwest," the U.S. Census Bureau adds Kansas, Missouri, Nebraska, North Dakota, and South Dakota)—the increase was only 4 percent. Both those numbers lag far behind the roughly 14 percent inflation during that time period, meaning that federal funding for university research actually decreased overall, and it decreased more in the Midwest. As private and better-funded public universities elsewhere in the country found alternative sources of support, they pushed their Midwestern rivals down the research rankings.

The University of Wisconsin–Madison was ranked second in 2008; in 2015, for the first time since the figures have been tracked, it fell out of the top five. Ohio State dropped from 10th to 20th, Missouri from 71st to 85th. The University of Iowa rose from 60th in 2008 to a peak of 39th in 2010, but has since fallen back to 49th. Purdue, for which the NSF rankings date only from 2010, has slipped from 32nd then to 37th now.

Some experts caution against reading too much into these numbers. Big changes in research rankings could result from shifts in the type of research under way, said Howard Gobstein, the executive vice president of the Association of Public and Land-grant Universities. Biomedical research, for example, costs more and brings in bigger grants than research in the humanities.

The question is how long that can last. In Illinois, for instance, research output has stayed surprisingly steady as of 2015, the most recent year for which full data is available. But since then, a budget impasse has resulted in some of the deepest cuts to higher education in the nation.

(Thanks to a legislative override, the more-than-two-year budget standoff finally ended in July, but significant damage had already been done to university enrollments, staffing, and facilities.)

“It really is amazing that the administrators and staff can keep it together by cutting everywhere they can,” said Arthur Kramer, who last year left a post as head of the University of Illinois’s Beckman Institute for Advanced Science and Technology, a 313,000-square-foot research center, for a provost position at the private Northeastern University in Boston. “But this can’t go on forever.”

* * *

Rebecca Blank, chancellor of the University of Wisconsin–Madison, has been outspoken about the problems facing her institution and others like it. She told the state board of regents in 2015 that budget cuts had hastened Wisconsin’s much-lamented fall out of the top five of the NSF rankings; more reductions, she warned, would further jeopardize the school’s standing as a top research university. (Governor Scott Walker’s proposed budget would restore \$105 million over the next two years to the University of Wisconsin system, and an additional \$35 million to offset money lost from cutting tuition. But that’s still a full \$110 million less than what the system lost in the budget covering 2015 through 2017.)

Prodded by Walker, Wisconsin’s legislature changed tenure protections to allow for the firing of tenured faculty for reasons other than an imminent threat to the survival of the institution—the threshold in many other systems. The result has been something many other public universities are reluctant to discuss, but that Blank addresses frankly: the raiding of her faculty by better-endowed institutions.

More than 140 Wisconsin faculty members were approached with job offers by other universities, including Harvard and Temple, last year, a third more than the year before. Most of them stayed, thanks in large part to salary increases of as much as 49 percent, plus inducements like new research equipment and teaching and research assistants. All of that cost the already cash-strapped university nearly \$24 million. Still, 29 faculty members left, and with each one of them what the university calculates is an average of \$271,795 worth of research funding, or nearly \$8 million total. That included the award-winning chemist Laura Kiessling and the biochemist Ronald Raines, who both went to MIT.

“We lost some of our very best people,” Blank said. “It is our very best faculty that get outside offers. If you’re looking at research dollars, those are the people who are bringing in millions in research funding. And the people you replace them with bring in much less. So those retention issues have a real impact.”

There’s equal concern about attracting top new faculty. “Reputations matter here,” Blank said. “If you’ve been a university people have wanted to be coming to for 25 years, and suddenly they don’t, that will be very deadly.” Private and better-funded public universities can continue to offer talented new professors not only more money, but also more stability—and they can continue to treat Midwestern universities like candy stores, shopping there for star faculty who may be ready to jump ship.

Illinois lost a slightly smaller number of professors—22, up from 13 in the year before. There, the ongoing budget uncertainty has been made worse not because of changes to tenure but because of threats to pensions earned by public employees, including those at universities.

Most Wisconsin faculty cited salary as the reason for leaving or entertaining job offers. Blank said the median offer promised a salary 30 percent higher. Pay is another area in which public universities are losing ground—especially those in the Midwest, unable to get more money from their legislatures for counteroffers. The University of Wisconsin system requested \$78 million this year for faculty raises. Walker has offered less than \$12 million. University of Iowa’s president, Bruce Harreld, said in a statement that his faculty is being “cherry-picked by other institutions.” But when he asked the legislature in 2015 for \$4.5 million to retain key faculty and recruit more, the request was turned down. (The university announced in late June that it would find \$4.9 million from its existing budget to give some of its faculty raises.)

Full professors at public doctoral universities already make 24 percent less than their counterparts at private ones, according to the American Association of University Professors. And full professors at public universities in Illinois, Indiana, Michigan, Ohio, and Wisconsin earn 9 percent less than those at institutions on the West Coast, 17 percent less than those in the Mid-Atlantic states, and 28 percent less than those in the Northeast.

“Clearly, private universities have an advantage in this case to expand their faculty, because they haven’t been dependent on state funding,” said Barbara McFadden Allen, the executive director of the Big Ten Academic Alliance. “If you’re in Illinois and you haven’t had a budget for three years, your faculty are restless.”

That’s what Kramer saw among his University of Illinois colleagues before he left, along with his wife, Laurie, who was also a professor there. “A number of the faculty came to me and said either their spouse was worried or they were worried or they both were worried about the pension situation,” he said. “I had a budget cut every year. It gets tough. It also gets frustrating.”

* * *

While the decline in public research funding may hurt Midwestern communities first, in the long run it puts the national economy at risk. The long slide in American R&D has triggered warnings since 2007, when a commission of experts from the National Academy of Science, the National Academy of Engineering, and the Institute of Medicine produced a report ominously titled [“Rising Above the Gathering Storm.”](#) It urged that the federal government do no less than double spending on research.

Instead, the situation worsened. By 2012, the National Science Board pronounced itself “concerned about the continued ability” of public universities to “conduct the basic science and engineering research that leads to innovations.” In a 2013 survey by the Association of Public and Land-grant Universities, more than three-quarters of provosts said federal spending cuts tied to sequestration were taking a toll on their universities, including in research. The state cuts have only made things worse.

Meanwhile, global economic rivals have continued to approach and even surpass the level of American research output. The U.S. share of all research and development funding worldwide dropped from more than a third to barely a quarter from 2003 to 2013, the most recent period for which the figures are available. China could catch up by 2030 based on current trends. Last year, Chinese researchers for the first time filed more patents applications in the life sciences than their U.S. counterparts. The historical global leader in science and technology, the United States is now ninth among the nations of the Organization for Economic Cooperation and Development in the proportion of gross domestic product spent on research.

Because basic science can take decades to translate into new drugs or products, the consequences of this won't be immediately visible. That makes it hard to argue for renewed investment in research in a political system that doesn't prioritize long-term thinking. Nor does private industry always want to invest in the years of research it can take to translate fundamental discoveries into the kind of marketable commodities that drive the American economy—and that often originate at universities.

“We've been in the lead long enough that people think we always will be, [but] we cannot assume that we are going to lead the world in technology 20 or 30 years from now,” Wisconsin's Blank said. “I think we've stalled out.”

Meanwhile, doctoral students and younger faculty are leaving, too, or are stuck in limbo while awaiting research funding of their own. Where the NIH funded more than 30 percent of its grant proposals as recently as 2000, it now approves just over 15 percent of them. The NSF approves only one in four proposals. The average age at which researchers win their first NIH grant now is 42, up from 38 in 1980.

“It's getting more competitive to get this funding, and that's your bread and butter if you want to get a faculty position,” said Billy McCulloch, a 26-year-old doctoral candidate at Ohio State who is developing a next-generation fuel cell. McCulloch does want a position in academia, but he's almost certain there won't be one for him; many of his friends are getting jobs in Asia.

“The long-term consequence of this is a significant brain drain,” said Nicholas C. Burbules, a professor of education at the University of Illinois. “Other countries around the world are looking at what's happening here with eagerness and snapping people up. It takes a long time to build up quality and talent at this level. It doesn't take very long to lose it.”

* * *

There are some efforts being made to reverse these trends. Universities are trying to do more to make the public understand their value, while more private philanthropic money has been flowing into research.

“We are working hard to diversify the funding sources of the faculty funding portfolios,” says Susan Olesik, a professor of chemistry and biochemistry at Ohio State, as she gives a tour of a two-year-old, \$120 million building that combines chemical and biomolecular engineering research. “It's a matter of survival.”

But without a renewed commitment to research funding from the federal and state governments, that survival is in serious doubt. The system of public research universities that Abraham Lincoln helped create—the one that became the envy of the rest of the world and a central component of America’s dominance of science, technology, and the global economy—has become an afterthought and even a target of state and national political leaders. Declining university research may be less visible than decaying roads and rail systems, but the results could be even more devastating and harder to reverse.

Behind Olesik, in a frigid room crammed with \$15.4 million worth of nuclear magnetic resonance spectrometers that look like stubby spaceships, scientists are analyzing how polymer chains interact, down to their individual amino acids. The results will help the state’s polymer industry avoid costly impurities. There’s a steady wheezing of compressors and a whoosh as a sample is whisked through a tube and into a huge white tank, where superconducting magnets are bathed in liquid helium to keep them at a temperature of -273 degrees Celsius.

Olesik gestures toward the researchers working in the lab. “They will leave,” she says. She is referring not just to her own staff, but also to the bright young researchers working in centers like hers on this campus and others across the Midwest. “That’s the problem.”

The new campus censors
The Chronicle of Higher Education

Three or four years ago, in the early days of campus protests against unwelcome speakers, the censors sometimes said in their own defense: "This isn't about free speech." The disclaimer served to lighten the burden of apology for crowd behavior that most Americans distrust. As the protesters saw it, the speakers who got shouted down or who canceled engagements under a threat of violence were opportunists of free speech. But this was apt to sound evasive. What honest intellectual forum ever subjected speakers to a test of motives?

In any case, the argument that "it isn't really about free speech" has largely been dropped by the censors. They are now likelier to say that there never was freedom of speech, anywhere, and that we shouldn't expect to find it in colleges. The primary duty of institutions of higher education is rather to create a space for qualified speech; and we should be aware that a wrongly chosen or unqualified speaker may stir up controversy and "stifle productive debate." That phrase comes from a campus letter circulated by a group of Wellesley College professors after a speech by Laura Kipnis. By this logic, productive debate is to be understood as quite a different thing from open debate. But who, then, is qualified to speak on campus?

"Productive" is a term from the business world, specifically the business of corporate group facilitation. Corporate facilitators and human-resource managers were channeled into the academy throughout the 1990s and 2000s — having practiced first at places as foreign to the college milieu as NBC or Nabisco — and their language and mentality have made deep inroads in higher education. Impassioned disagreement, according to facilitation doctrine, causes tension in the workplace, which in turn causes anxiety, which is bad for the bottom line. A fractious workplace may be riven by internal complaints and suffer diminished profits.

Academic morale in previous generations was rooted in a "clash of ideas" that was supposed to involve just such abrasions. Conflict was said to be essential to the purpose of education, one of the things that distinguished a campus from a factory floor or a public-relations office. That understanding, however, has been displaced to a significant degree. A campus is regarded today as a friendly "community," a "home" away from home, to cite words that appear with some regularity in college brochures. It is a place ruled by a spirit of comity and cordiality. Any word or gesture that implies disharmony is frowned on. The corporate-university presentation draws much of its incidental effectiveness from appearing to go hand-in-hand with democracy. No one in the campus community, it suggests, should ever be made to feel less comfortable than anyone else.

Comfort is a good thing, generally speaking, even if it tends to sedate rather than promote thinking. But there are other reasons for the emphasis on making students feel comfortable or at home or "safe." At a crossroads of disintegration and chaos in American politics, when our national leaders offer little semblance of reasoned debate, it may seem plausible to establish on campus a well-understood regime governing the manners of speech — a regime that should be as free as possible. Of course, the freedom to speak is not experienced equally by all persons, any more than the freedom to breathe or the freedom to live. But the right to speak your mind may

come as close as we can get to a touchstone of equality. And in the past, the use of free speech by dissenters and oppressed minorities has yielded their surest opening to other rights.

The puzzle, for administrators who think along roughly those lines, is how to reconcile such freedom with the growing determination by universities to divide students into racial, religious, and cultural groups and encourage students to feel especially at home in those groups. There are visible and invisible constraints that come into play as soon as I say to myself (and am asked to indicate to others) that I speak as a Jew, a gay man, a Latina woman, or some other classified social specimen. I must take into account the "subject-position" I occupy and that of the person I address. Universities have lately promoted this form of group consciousness by subsidizing of what are euphemistically called "affinity groups." But here, the forms of membership and self-respect fostered by the university run up against an older American pattern of feeling. In ordinary encounters with another person at an airport, a pub, or a town meeting, one speaks as a person. Students are asked instead to care minutely for the way their speech will be taken in view of their membership in a group.

Universities have traveled a different path from American society at large in other ways besides the discipline of speech. The dominant politics in the academy since the mid-'60s has been liberal, welfare-statist, dedicated to the expansion of the rights of minorities and to remedies of social injustice. Those emphases are by no means alien to the rest of the society, but America is also a country that elected Ronald Reagan for two terms, George W. Bush for two terms, and now Donald Trump. Before the campus troubles of 2015 at the University of Missouri, Yale, Princeton, Amherst, Dartmouth, Oberlin, and a dozen other colleges, one would have been justified in saying that political discourse was freer on campus than anywhere else. "Disinvitation" appeared in retreat as a tactic. Right-wing speakers might be skeptically received, but there was no thought of silencing them, no pre-emptive threats or violent reaction. Left-wing speakers were heard more frequently and were more indulgently received, but it was not forbidden to ask them a sharp question without a prefatory assurance of solidarity.

The attitude toward free discussion on the campus left began to change with the mass protests in Ferguson, Mo., and events in their aftermath: the church massacre in Charleston, S.C., the videotaped killings of black men by police officers, and the successive protests in Baton Rouge, St. Paul, New York City, Dallas, and elsewhere. Students went out to demonstrate and brought back to campus the spirit of resistance. With the election of Trump, the pace of the change accelerated. Any doubtful name or monument, any verbal or gestural or symbolic entity associated with the injustices of American society, past or present, came to be looked on with emotions of raw suspicion and horror, as if it embodied a kind of sepsis or pollution.

Though students took the lead, activist professors, too, were part of the momentum — a fact well documented in the shutdown at Middlebury College of an invited talk by Charles Murray. The nativist messaging of President Trump's adviser Stephen Bannon, and the broad adoption of the catch-all term "alt right," led by traceable steps to a suddenly expanded application of the term "white supremacist." Once confined to the Ku Klux Klan and their direct or doctrinal offspring, the epithet could now be leveled at a conservative sociologist like Murray or at the undergraduate who questioned the tactics of Black Lives Matter in a student-newspaper column at Wesleyan University.

Probably the largest influence in the move toward repression has been the rise of social media as a facilitator of protest. In the era of the landline telephone, it could take days or weeks to organize a march. Now Facebook, Twitter, Instagram, and the rest can work up a sudden consensus and a plan of action that gets relayed to thousands between breakfast and dinner. The virtual sight of the crowd in online hashtag swarms inevitably adds to the impression that "we" represent a unanimous and inclusive community, entirely composed of persons of decency and goodwill.

Yet the widely publicized incidents of racist violence, the rise of social media, and the election of Trump, taken together, cannot explain the moral authority that has lately been conferred on the reports of tears and traumas on campus. These quasi-medical confessions are also an emanation of the therapeutic culture, which has tactical value in the academic setting. An argument is refutable. A symptom is not.

At Claremont-McKenna College and Reed College, among others, student protesters at public events have jeered to disrupt an appointed speaker, or they have read in unison from prepared scripts and held up phones to record their collective experience. On September 27, an ACLU lawyer at the College of William & Mary had her talk disrupted and finally shut down by students who credited the rumor that the ACLU, because it had defended the constitutional right of assembly of far-right demonstrators in Charlottesville, Va., was a white-supremacist organization.

Against the mob politics they associate with Trump, the students at those places had organized to act as a mob. Administrators have been reluctant to enforce rules of conduct. And yet, as recently as a decade ago, such disruptions would have been considered an infraction on a par with vandalism and plagiarism. Given the educational aim of a university, participation in a vigilante attack on an unwelcome speaker is the worst of all these offenses. The plagiarist betrays his inability to perform intellectual work; the vandal shows a criminal contempt for property. The person who joins a crowd in the deployment of coercive force declares his membership in a mob. To cede one's will to a mob is among the most indelible human experiences, and among the most hostile to the spirit of education. A mob removes all responsibility from the thinking self. It lets me say: "I did it because we did it."

In defense of the coercive protests, it has been pleaded that the participants have noble intentions. But all we know for sure is that people who have bossed other people against their will have had a taste of power; and if they are like most human beings, their first success will give them an appetite for future attempts. There must be pleasure of some sort in the denial of rights to an opponent, just as there is in other exercises of power. The wish to repeat the experience carries a germ of tyranny. What, then, can administrators be thinking when they pander to this mood by telling the students who have shown a disposition to bully that an irreproachable idealism shines through all their actions? The students are young — many as young as 18. This wheedling reassurance can only confirm a delusive self-image. Even as they rely on force instead of persuasion, they think of themselves as the vanguard of true progress, bearers of an achieved innocence, well equipped to reform a corrupt society and to judge its guilty past.

The pressure for campus censorship has much to do with the confidence of students that they will not be held to account. They are in the position of customers, and they have rightly guessed that educational institutions act on the assumption that the customer is always right. Administrators know how bad it looks when a mob shouts down a speaker, and if they are helpless in the face of serious infractions, the reason is that they respect the customer more than the customer respects them. An institution that conceives of education as its central purpose — education, and not the experience of a homelike community where learning is one of the things on offer — might clarify the issue with a simple explanation: "Allowing the expression of opinions you disagree with is part of education. If you stop someone from speaking, we will take it to mean that you aren't ready for college, and we'll send you away to cool off for a year, at which point we will re-evaluate your maturity." As for the right-wing students who stir the pot by inviting a showman-provocateur like Milo Yiannopoulos: "You are supposed to be thinking persons. Is that really the best you can do?"

College administrators — with rare exceptions, such as Carol Christ, the new chancellor of the University of California at Berkeley — are reluctant to back the principle of free speech without a supplementary clause that gives equal weight to feelings of community. They often go further and signify, to those who cite altruistic motives for breaking campus rules, that deep down they sympathize with the rule-breakers. And, sentimentally speaking, they do. At elite colleges, anyway, administrators are apt to share the general views of activist students; elsewhere, they may hope to inculcate such views. So when students testify to an emotional bruise as if it were a physical injury, or complain that they find it "hard to focus" and suffer "panic attacks" from the visits of obnoxious speakers, it seems the path of least resistance to agree. John Stuart Mill's warning about the posture of orthodoxy toward alien ideas has somehow been forgotten: "Every opponent who pushes them hard, and whom they find it difficult to answer, appears to them, if he shows any strong feeling on the subject, an intemperate opponent."

The practice of free speech has been through hard times before. The prudent strategy for college authorities, it could be argued, is just to ride out the storm. Take one event at a time; act with expedience and a show of concern; do not invoke principles that may seem abstract and vaguely disagreeable.

The loss incurred by such a prudent policy can be measured in the arts and habits the students of this generation may fail to acquire. A 19th-century schoolmaster, William Cory, once made a list of such arts and habits: "the habit of attention," "the art of expression," "the art of entering quickly into another person's thoughts," "the habit of submitting to censure and refutation," "the art of indicating assent or dissent in graduated terms." We have begun to teach, instead, the habit of minimal attention; the art of expressing oneself in slogans; the art of excluding thoughts that don't resemble our own; the habit of issuing censure in place of refutation; the art of indicating assent by "likes" and dissent by slander and accusation.

Students, to say it again, have been the leading actors in the pressure for campus censorship, but they take some of their cues from activist scholars; and the censorship of opposing views is an always dangerous professional deformation in every walk of scholarship. An egregious recent example is the coerced withdrawal of an unwelcome article, "The Case for Colonialism," by Bruce Gilley, published in the journal *Third World Quarterly*. When the article appeared, two

petitions were rapidly circulated online, one demanding its withdrawal and an apology, the second also demanding retraction and apology but adding a demand that the journal remove anyone who approved the article for publication.

The facts here turned out to be as spurious as the rumor at William & Mary that the ACLU was racist. The accusers had initially charged that the article was accepted by editorial circumvention of the normal process of approval. The publisher, Taylor & Francis, checked and found that the normal vetting procedure of approval by scholar-referees had, in fact, been followed. Nevertheless, 15 of the 34 members of the editorial board resigned in protest, the two petitions together collected more than 17,000 signatures, and eventually the article was withdrawn, owing to "serious and credible threats of personal violence."

The crisis of free speech thus extends to academic publishing as well as the toleration of speakers on campus. It may also cross the boundary separating publication and teaching. When two law professors, Larry Alexander and Amy Wax, published in *The Philadelphia Inquirer* an op-ed in praise of the discipline of bourgeois manners and morals — which contained a provocative paragraph beginning, "All cultures are not equal" — 33 of Wax's colleagues signed a statement formally dissociating themselves from her views, and the students at their respective law schools, the University of San Diego and the University of Pennsylvania, demanded that a restriction be placed on the range of courses Wax and Alexander are permitted to teach.

Articulate dissent from the censorship agenda has been left to scholars with the courage not to live a quiet life. Noam Chomsky, a member of the editorial board of *Third World Quarterly*, took a principled stand against the push for withdrawal of the Gilley article, saying that refutation and not retraction serves the cause of truth in open debate. A curious logic, however, has evolved to extenuate the clamor for retractions and restrictions. One of Gilley's accusers, Farhana Sultana, an associate professor of geography at Syracuse University, explained the reasoning as follows: "The petition was about upholding rigorous academic scholarly standards, integrity, and ethics by the journal; it had nothing to do with curtailing the author's right to free speech."

Yet Professor Sultana had solicited signatures for a petition whose text ran in part:

We do not call for the curtailing of the writer's freedom of speech. We instead hold ourselves and our colleagues in academia to higher standards than this. ... We thereby call on the editorial team to retract the article and also to apologize for further brutalizing those who have suffered under colonialism [italics added].

Doublethink is the technique, explained by Orwell in *1984*, by which one can hold in mind simultaneously two propositions, "A" and "Not-A," and stop the mind from noticing the contradiction. The italicized sentences above illustrate the propositions "A" and "Not-A" in the cause of intellectual cleansing.

The bursts of slander that mark a controversy like this might be described as a remote but predictable consequence of the invention of social media. The transition from groundless rumor to conventional wisdom can happen now in a matter of days. Given a lively intellectual setting, questions or jokes or experimental challenges will punctuate the process, through the give and

take of conversation. But today, in the coffee shops around any campus, it is commonplace to find several tables occupied by students who are wadded in by the triple seal against the physical world: laptop open, iPhone on, earbuds in ears.

Students raised from a young age in the total surround of the digital world are susceptible to unprecedented anxieties when faced with spontaneous conversation or argument. Sherry Turkle, in *Reclaiming Conversation* (Penguin Press, 2015), brought forward impressive evidence to show that a great many people under 30 are morbidly afraid of such encounters. In the circumstances, speech lessons may be more in order than speech codes.

The censorship movement has picked up its share of admirers in the polite left-wing media — a disturbing fresh ingredient in the mix. For in every previous generation of liberals, the defense of free speech was an article of faith; men and women of the left carried a vivid memory of the persecution of opinions like theirs. But students and young professors in college have no such memory. They cannot recall a time when most of the people they meet did not think as they think, or when opinions like theirs were vulnerable to persecution.

A recent column in *The Guardian* by David Shariatmadari, "No Crisis of Free Speech," epitomizes the new attitude. It was published on September 19, when threats of disorder seemed on the point of closing down scheduled speeches at Berkeley by Yiannopoulos and Ann Coulter. Shariatmadari was not impressed by the outcry against censorship. This concern, he said, "should be taken with a pinch of salt" when speakers themselves choose to cancel the engagements. Conceding that some classes, too, were canceled because of the threat, he asks: "Is this censorship, or opposition?"

The answer is that there are forms of opposition that permit an opponent to speak. Censorship wins out most tellingly, after all, not by the exclusion or the prohibitive harassment of a set of speakers or the confiscation of thousands of forbidden books. Its triumph comes with its success in discouraging writers or speakers from testing their thoughts by speaking their mind.

The First Amendment is under attack from both extremes in American politics today, each of which firmly believes it can rally the necessary forces to take control of the country and scour the public culture of undesirable elements. "Network news," tweeted President Trump in October, "has become so partisan, distorted and fake that licenses must be challenged and, if appropriate, revoked." Professional de-licensing was, coincidentally, the solution proposed by a number of the anti-Gilley petitioners, for whom the retraction of the article was not enough. They wanted him sacked by his employer, Portland State University, and stripped of the degrees that qualified him to teach anywhere.

A response favored by constitutional liberals has been to argue that the new wave of academic censorship will ultimately fail because the Constitution forbids it. This tactical line is followed, up to a point, by Erwin Chemerinsky and Howard Gillman in *Free Speech on Campus* (Yale University Press, 2017), but they also believe it would be wrong, even if it were possible, to enforce a regime of campus censorship. Their argument is moral as well as tactical, and it calls attention to the fact that constitutional law allows more freedom of speech than is likely to be experienced in universities today.

Might colleges think of aiming even higher? If they care about education as the first of their concerns, they should aspire to be not just as free as the First Amendment permits, but the widest-open of all environments for political and cultural debate. Such a renewal would have practical value. Though a vein of anti-intellectualism may be part of the national character, Americans like to think of universities as places where good minds are at liberty. They are willing to believe there is such a thing as intellectual virtue, and the stature they accord to higher education is connected with that belief.

The fortunes of free speech and the fate of the universities have been intertwined for most of a century. If, by a series of expedient adjustments, the universities now weaken their claim on intellectual prestige — a prestige associated with the idea of free inquiry — they will give up the authority they can still command in arguments about justice, peace, and human survival that have an impact far outside education.

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New international enrollments decline

Inside Higher Ed

After years of growth, enrollments of international students at American universities started to flatten in fall 2016, and a downward trend in new enrollments appears to be accelerating this academic year, with nearly half of universities surveyed (45 percent) reporting a drop in new international students this fall.

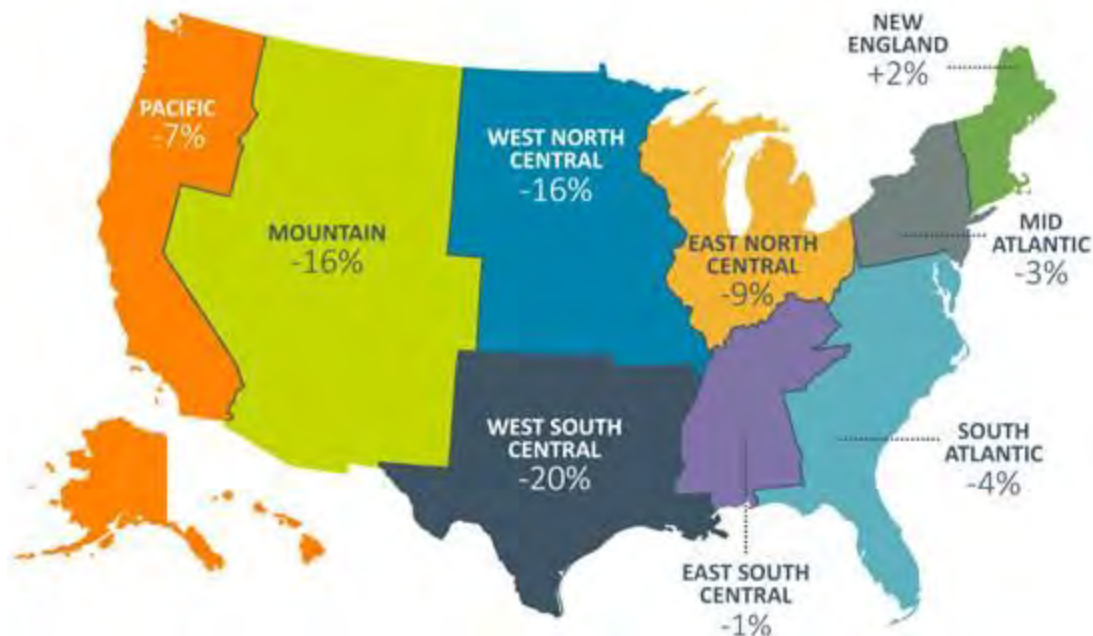
Those are the headline findings of two international enrollment surveys released today: "Open Doors," a comprehensive annual survey of more than 2,000 colleges and universities that reports international enrollment numbers on a one-year delay, and a "snapshot" survey of about 500 institutions that reported on their international enrollment numbers for the current semester. The institutions that responded to the snapshot survey reported an average decline in new international students this fall of 7 percent.

While there are lots of variables that affect international enrollments, the drop in new students comes at a time when many in international education have expressed fears that the rhetoric and policies of President Trump could discourage some international students from enrolling at U.S. institutions. Among institutions that responded to the survey, 68 percent cited the visa application process or visa denials and delays as a reason for declining new enrollments, up 35 percentage points from last year, and 57 percent cited the social and political environment in the U.S., up 41 percentage points from last year. Other factors cited included the cost of tuition and fees (57 percent of respondents also cited this) and competition from universities in other countries (54 percent).

However, despite the 7 percent drop in new international students, the overall picture for this fall is mixed and suggests a divergence of trends depending on the selectivity, type and geographic location of a given university.

While 45 percent of institutions responding to the snapshot survey reported declines in new international students, 31 percent reported increases and 24 percent reported no change. Of those reporting decreases in new international students, the average decrease was 20 percent. Of those reporting increases, the average increase was 5 percent.

The most selective universities -- those that admit less than a quarter of applicants -- continued to report growth in new international student enrollments. The steepest declines in new international enrollments were reported by master's-level institutions, where new international enrollments are down by 20 percent, and at associate-level institutions, where they're down 19 percent. Institutions in the middle of the country -- including the West South Central region, which includes Texas -- saw steeper declines in new enrollments than did institutions on the East and West coasts (see map below).



Declines in new international enrollments by geographical region this fall. Graphic courtesy of the Institute of International Education.

Total international enrollments have not fallen, buoyed up as they are by students already in the U.S. higher education pipeline. But the declines in new international enrollments will likely be cause for concern for many universities that have counted on growth in international students -- and the tuition revenue they bring -- to help balance their budgets.

The "Open Doors" survey also reports on the number of American students studying abroad. In that arena, universities continue to report steady growth. In 2015-16, 325,339 American students studied abroad for academic credit, an increase of 3.8 percent over the previous academic year.

"Open Doors" on International Enrollments

The "Open Doors" data, which reflect enrollments for the last academic year, not this one, show a 3.4 percent increase in total international student enrollments at American colleges and universities in 2016-17 compared to the year before, bringing the total number of international college students in the U.S. to 1,078,822.

Though a slowdown compared to the growth rates seen in the six years prior, 3.4 percent is still growth. However, what will be worrisome for many colleges is the fact that the number of new international students decreased for the first time in the six years that Open Doors has been reporting new enrollments, falling by 3.3 percent compared to the previous year.

Drilling down by academic level helps to explain the top-level trends. In 2016-17 the number of international students increased by a modest 2.7 percent and 1.9 percent at the undergraduate and graduate levels, respectively, and fell by 14.2 percent at the nondegree level -- a category that

includes intensive English programs, which many students enroll in prior to entering degree-granting programs.

The fastest rate of growth by far was in the number of students who are participating in optional practical training (OPT), a number that grew by 19.1 percent in 2016-17 compared to the prior year.

While individuals on OPT are classified as students for visa purposes, and remain on their university's sponsorship, they are not really students at all in the traditional sense, as they have already graduated from their degree programs and are now pursuing employment. Under [an extension of the OPT program](#) that went into effect in May 2016, students with degrees in science, technology, engineering and mathematics fields can now spend up to three years working in the U.S. on OPT after they graduate (students with degrees in non-STEM fields are eligible for a one-year OPT term).

"What we're really seeing is this sort of bulge in the system. A lot of students who began their studies in the U.S. have remained under the sponsorship of their institutions for longer because of the OPT extension, while at the same time the numbers of enrolled students haven't increased at the same pace," said Rajika Bhandari, head of research, policy and practice at the Institute of International Education, which publishes the annual "Open Doors" survey with funding from the U.S. State Department.

"Then when you add to this the finding on the drop in new enrollments, all of that put together really points to the fact that the numbers of international students coming to the U.S. are beginning to flatten. I would interpret this as by no means a crisis, but really more of a wake-up call where this is the beginning of a flattening trend and there's a lot that institutions and others can be doing to still turn this around," Bhandari said.

In 2016-17, U.S. universities reported increases in the number of students from China (up 6.8 percent) and India (up 12.3 percent) -- two countries that collectively account for about half of all international students in the U.S. However, the number of students from two other key source countries, South Korea and Saudi Arabia, dropped. The 14.2 percent decline in the number of students from Saudi Arabia was especially notable and is likely attributable to [moves to scale back and retool the Saudi government's foreign scholarship program](#), which has sent massive numbers of students to U.S. universities in recent years. The number of students from Brazil also declined by 32.4 percent, following an 18.2 percent decline the year before, reflecting the wind-down of another large foreign scholarship program sponsored by the Brazilian government.

Top 15 Countries of Origin for International Students in the U.S.

Country of Origin	Number of Students in 2016-17	Percent Change From 2015-16
1. China	350,755	+6.8%
2. India	186,267	+12.3%

3. South Korea	58,663	-3.8%
4. Saudi Arabia	52,611	-14.2%
5. Canada	27,065	+0.3%
6. Vietnam	22,438	+4.8%
7. Taiwan	21,516	+1.8%
8. Japan	18,780	-1.5%
9. Mexico	16,835	+0.6%
10. Brazil	13,089	-32.4%
11. Iran	12,643	+3%
12. Nigeria	11,710	+9.7%
13. Nepal	11,607	+20.1%
14. United Kingdom	11,489	-0.9%
15. Turkey	10,586	-1%

The top three fields of study for international students in the U.S. in 2016-17 were engineering -- students in engineering fields accounted for 21.4 percent of all international students in the U.S. -- business and management (18.6 percent) and math and computer science (15.5 percent). The most notable change according to field of study was the big drop in intensive English enrollments, down 25.9 percent.

Note, all the numbers in the charts directly above and below are for the 2016-17 academic year. For more numbers from this fall, read on to the next subhead.

International Students in the U.S. by Field of Study

Field of Study	Number of International Students, 2016-17	Percent Change From 2015-16
1. Engineering	230,711	+6.4%
2. Business and management	200,754	+0.2%
3. Math and computer science	167,180	+18%
4. Social sciences	83,046	+2.1%
5. Physical and life sciences	76,838	+1.9%
6. Fine and applied arts	61,506	+3%
7. Health professions	34,395	+1.3%
8. Intensive English	30,309	-25.9%

9. Communications and journalism	21,913	+3.6%
10. Education	17,993	-7.6%
11. Humanities	17,561	-0.6%
12. Legal studies and law enforcement	15,306	+1.5%
13. Agriculture	12,602	+2.3%

Fall Snapshot Data

Simultaneous with the release of "Open Doors," IIE released the results of the "snapshot" survey it conducted in partnership with nine other higher education groups on this fall's international enrollments. Once again, the universities that responded to the survey reported an average drop of 7 percent in new international enrollments, but their total international enrollments remained flat as existing students stayed in the pipeline, including on OPT.

The survey does not disaggregate the enrollment changes by country of origin, but 71 percent of institutions said they were concerned about recruiting students from China for next fall and 68 percent said the same about India. Seventy-six percent of institutions said they are concerned about enrolling international students from the Middle East and North Africa, a finding that IIE says is likely due to concerns about the reductions in the Saudi scholarship program and travel restrictions for the region. [A third version of the Trump administration's travel ban](#), currently [halted by the courts](#), would bar all travel from North Korea and Syria and impose varying restrictions or higher vetting standards for travelers coming from Chad, Iran, Libya, Somalia and Yemen (it would also bar certain Venezuelan government officials and their families from coming on business and tourist visas).

New enrollments of international students started to decline last fall prior to the election of President Trump. But some college administrators are worried that the current political and social climate may contribute to keeping some students away. Hundreds of universities have joined [a campaign aimed toward prospective international students called "#YouAreWelcomeHere"](#) to counter concerns about xenophobia and perceptions about personal safety in the U.S.

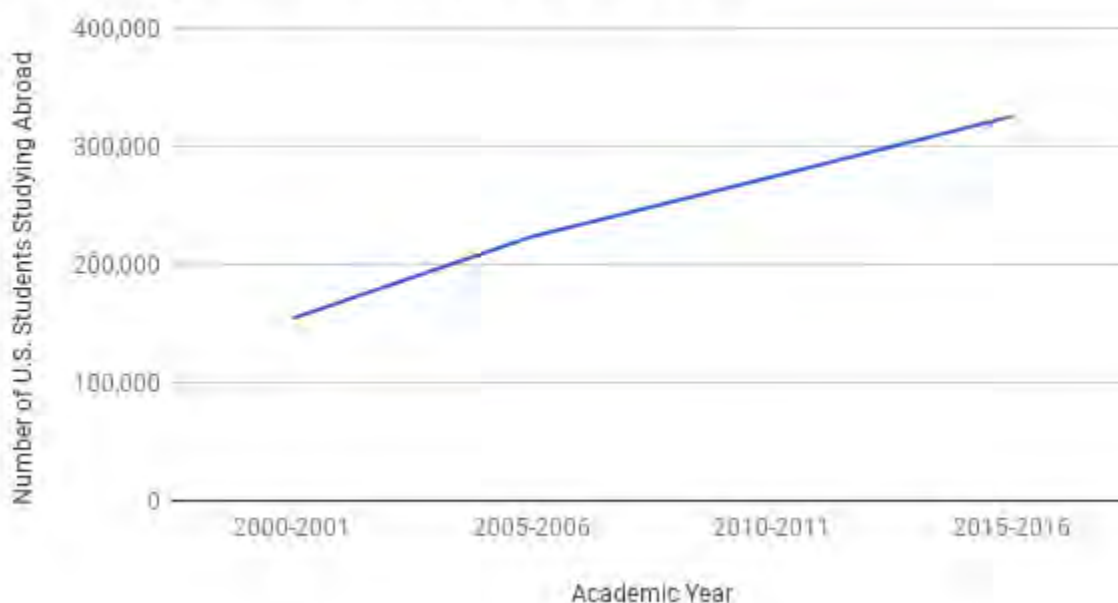
Fifty-two percent of universities responding to the snapshot survey said that international students have cited the U.S. social and political climate as a potential deterrent to studying in the U.S. However, only 20 percent of institutions said that international students have expressed a desire to leave or have left the U.S. as a result of this climate. Eight percent reported an incident on campus or in the community that targeted international students in a negative manner.

Study Abroad

The number of American students studying abroad has trended steadily upward. The 3.4 percent growth rate in the number of American students studying abroad in 2015-16 follows a growth rate of 2.9 percent the year before that and 5.2 percent the year before that. IIE estimates that

about 15.5 percent of bachelor's students, and 10.4 percent of all undergraduate students (including those earning associate degrees), now participate in a study abroad experience during their degree program.

U.S. Study Abroad Participation Over Time



“While it’s not a huge increase, I think any increase is very positive,” Bhandari said. “It’s a slow but steady growth, and I think it’s really encouraging considering in the past year or so we’ve seen so many global concerns around security and health issues and political stability and concerns around destinations like France and Brazil and Turkey. And despite all that, we have seen not only a growth, but a slightly higher rate of growth.”

Notable changes in terms of student destinations include a 5.4 percent decline in the number of American students going to France, which is perhaps attributable to the Nov. 15, 2015, terror attacks in Paris that killed 130 people -- and that could well have dissuaded some students from enrolling in programs in France the following spring or summer. Though Turkey was never a top destination like France, the number of American students studying in the country, which has experienced [a series of terror attacks since 2015](#) as well as a failed coup attempt in July 2016, also dropped, by a dramatic 62.7 percent.

The number of students going to Brazil, which was at the center of the Zika epidemic that started in 2015, declined by 11.4 percent.

The number of Americans studying in China also decreased by 8.6 percent, marking the fourth straight year of decreases in the number of American students studying there. “What we’ve mostly heard from institutions is that it’s simply been a matter of refocusing their study abroad programs and looking at other countries,” Bhandari said. “Where they’ve already focused on

China for quite a few years, they're now diversifying some of the other countries where they would like to send their students."

On the plus side, the number of students going to Japan climbed by 18.1 percent. And the number of students studying in Cuba jumped dramatically, increasing by 58.6 percent, from 2,384 students in 2014-15 to 3,782 students in 2015-16. The U.S. under President Obama took various steps to [ease rules for academic travel to Cuba](#) and re-established diplomatic relations with Cuba in 2015. It seems questionable, however, whether the surge in U.S. students going to Cuba will be sustained. The Trump administration last week issued [new, somewhat tighter rules](#) on travel to Cuba -- though various forms of educational travel continue to be permitted -- and the State Department in September [warned Americans against travel to Cuba](#), citing "specific attacks" on diplomatic personnel there.

Top 20 Destinations for American Students Studying Abroad

Country	Total Number of Students, 2015-16	Percent Change From 2014-15
1. United Kingdom	39,146	+2.5%
2. Italy	34,898	+3.3%
3. Spain	29,980	+5.8%
4. France	17,215	-5.4%
5. Germany	11,902	+8.1%
6. China	11,689	-8.6%
7. Ireland	11,071	+8.2%
8. Australia	9,536	+8.2%
9. Costa Rica	9,234	-0.8%
10. Japan	7,146	+18.1%
11. South Africa	5,782	+10.2%
12. Mexico	5,179	+9.9%
13. Denmark	4,632	+14.8%
14. Czech Republic	4,610	+12.6%
15. India	4,182	-5.8%
16. Argentina	3,847	+3.7%
17. New Zealand	3,807	+14.5%
18. Cuba	3,782	+58.6%
19. Ecuador	3,751	+0.1%
20. South Korea	3,622	+2.9%

The top five destinations for American students were all in Western Europe: the United Kingdom, Italy, Spain, France and Germany. A little more than half of Americans studying abroad (54.4 percent) go to Europe. The next most popular regional destinations, in descending order, were Latin America and the Caribbean (16.3 percent of Americans studying abroad go there), Asia (11.1 percent), Oceania (4.2 percent), Sub-Saharan Africa (3.9 percent), the Middle East and North Africa (1.9 percent), and elsewhere in North America (0.5 percent). ("Open Doors" classifies Mexico as being part of Latin America, not North America.) Another 7.6 percent of students go to multiple destinations.

Sixty-three percent of students studying abroad in 2015-16 did so on short-term programs -- summer programs or those of eight weeks or fewer -- a percentage that did not budge much from the previous year. White women are disproportionately represented among study abroad participants, but participation has steadily grown more diverse in terms of students' race and ethnicity, a trend that continued this year. The proportion of women to men barely budged from the year before: about two-thirds (66.5 percent) of study abroad participants in 2015-16 were women and one-third (33.5 percent) men.

Proportion of Study Abroad Students According to Race/Ethnicity

Race/Ethnicity	2005-6	2015-16
White	83%	71.6%
Hispanic or Latino(a)	5.4%	9.7%
Asian or Pacific Islander	6.3%	8.4%
Black or African-American	3.5%	5.9%
Multiracial	1.2%	3.9%
American Indian or Alaska Native	0.6%	0.5%

Students in science, technology, engineering and mathematics fields made up the largest percentage of students studying abroad -- accounting for about a quarter (25.2 percent) of the total. Another 20.9 percent of study abroad students in 2015-16 studied business, 17.1 percent the social sciences, 7.4 percent foreign languages and international studies, and 6.9 percent fine and applied arts.

AGB BOARD OF DIRECTORS' STATEMENT ON

SHARED GOVERNANCE

of higher education's most *distinctive values* is its commitment to shared governance. Simply put, shared governance is a fundamental principle of *inclusion* in key areas of *institutional responsibility* and decision making. Governing boards hold ultimate authority for an institution, as defined bylaws and other *foundational documents* as well as state fiduciary principles. There is very little debate on this point. However, through longstanding academic practice, this authority is delegated to—or “shared with”—institutional leaders and faculty. Typically, presidents are charged with institutional *leadership, vision, strategic planning*, and daily management, while faculty are charged with educational design and deli

ABOUT AGB

Since 1921, the Association of Governing Boards of Universities and Colleges (AGB) has had one mission: to strengthen and protect this country's unique form of institutional governance through its research, services, and advocacy. Serving more than 1,300 member boards, 1,900 institutions, and 40,000 individuals, AGB is the only national organization providing university and college presidents, board chairs, trustees, and board professionals of both public and private institutions and institutionally related foundations with resources that enhance their effectiveness.

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Introduction

One of higher education's most distinctive values is its commitment to shared governance. Simply put, shared governance is a fundamental principle of inclusion in key areas of institutional responsibility and decision making. Governing boards hold ultimate authority for an institution, as defined in bylaws and other foundational documents as well as state fiduciary principles. There is very little debate on this point. However, through longstanding academic practice, this authority is delegated to—or “shared with”—institutional leaders and faculty. Typically, presidents are charged with institutional leadership, strategic planning, and daily management, while faculty are charged with educational design and delivery. As the Association of Governing Boards of Universities and Colleges (AGB) said in its *Statement on Board Responsibility for Institutional Governance* (2010), shared governance “has historically resulted in continuous innovation and the concomitant effect that American college curricula and pedagogy define the leading edge of knowledge, its production, and its transmission.” Despite the remarkable value of shared governance, the stakeholders who are fundamental to its impact often lack understanding of, appreciation for, and even commitment to it. Boards, faculty, and presidents—the key players in the relationship that defines shared governance—continue to struggle with its value and its effectiveness.¹

¹ This statement focuses on the long-established participants in shared governance—boards, faculty, and presidents. While this group retains its traditional responsibilities in shared governance, for important decisions many leaders today regularly seek consultation with other stakeholders such as staff, students, part-time faculty, alumni, and others. The majority of governing boards do not include reserved board seats for faculty, staff, and students, but some have voting representatives from one or more of these groups. Others allow representatives to attend board meetings but not to vote. AGB does not advocate the inclusion of faculty, staff, and students on governing boards because of the fiduciary responsibilities involved in governance. However, broad consultation that values insights and wisdom from an array of constituencies is often appropriate and helpful.

In higher education's volatile environment, shared governance is essential. It adds substantial value to institutional progress and innovation. In fact, responsibility and accountability for addressing colleges' and universities' thorniest challenges often rest with multiple parties. Effective shared governance is about more than who is responsible for what. At its best, shared governance is about how key constituents in institutional communities—traditionally faculty, administrators, and board members—engage in achieving a commonly supported mission. For example, these groups customarily participate in strategic planning, institutional budgeting, and discussion of critical issues such as campus climate and student-learning outcomes.

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The practice of shared governance has developed differently according to the circumstances of individual colleges and universities. For instance, a small, religiously affiliated college with mainly full-time faculty will likely have different shared governance traditions from those of a large public university with faculty unions and substantial numbers of part-time faculty. However, despite institutional size or mission, effective shared governance provides the context for meaningful engagement and decision making in virtually every private and public college or university. It strengthens institutions by providing the means of aligning priorities and including key constituents in mission-related decision making.

Even when there is recognition of the importance of shared governance to institutional operations and innovation in principle, it can present considerable challenges in practice. As AGB explained in the 2010 statement, "Many presidents, governing boards, and faculty members believe that institutional governance is so cumbersome that timely and effective decision making is imperiled; factionalism, distrust and miscommunication, and lack of engagement among the parties can impede the decision-making process." Newer board members may be surprised to learn that—despite their fiduciary authority—some responsibilities, especially those related to academic programs, are primarily the province of the faculty.

Many faculty (and even some experienced board members) may be surprised to learn that the board holds significant responsibilities in these same areas, occasionally even overruling faculty recommendations. Even the most senior faculty members may never have met board members or engaged in meaningful conversations with them about the institution's mission, priorities, and challenges. AGB research shows:

- Nearly two-thirds of board members believe shared governance is very important in institutional decision making.
- One-third of presidents believe board members understand the work and responsibilities of faculty.
- Less than one-quarter of presidents believe faculty understand the responsibilities and authority of governing boards.

Presidents and chancellors often find themselves uncomfortably in the middle of misunderstandings about what shared governance means, why it is needed, and how to do it well. As Steven Bahls, president of Augustana College, observed in his book *Shared Governance in Times of Change: A Practical Guide for Universities and Colleges*, "I have found that although the principle is endorsed by most in higher education, only rarely is it successfully and consistently implemented." And, as a participant in an AGB focus group on shared governance stated, "The current practice of shared governance works just fine when there aren't any problems. It breaks down as soon as the institution faces a significant challenge." Such breakdowns can grab headlines, derail progress, and even shorten the terms of institutional leaders. In today's challenging environment, shared governance needs to work, not as an afterthought but rather as a fundamental driver of institutional change and success.

As institutions grapple with the need for innovation in such areas as improving student learning outcomes, strengthening the business model, and meeting the needs of a new student population, time-honored processes for widespread consultation and deliberation are sometimes seen as impediments. A lack of cultural awareness between boards and faculty can complicate and delay decision making. Likewise, demanding voices from both outside the academy and within it—state and federal policymakers, contingent and unionized faculty, students with new social and academic needs, philanthropists, foundations—can complicate and heighten tensions, even while underscoring the importance of stakeholder engagement. In these circumstances, shared governance can become a zero-sum game, with participants focusing primarily on who has the power to decide what, rather than what the institution, its students, and its mission need to advance.

Most campuses rely on the American Association of University Professors (AAUP) 1966 *Statement on Government of Colleges and Universities* to describe the “shared responsibility among the different components of institutional government and the specific areas of primary responsibility for governing boards, administrations, and faculties.”² Now, more than 50 years later—with vastly different circumstances on our campuses in terms of who attends, what they pay, what they expect in return, and how our institutions’ business models function—effective implementation of shared governance is more important than ever.

Governing boards have not typically been involved in either assessing or improving the effectiveness of shared governance at their institutions. If anything, they may have looked to presidents or chancellors and the faculty to ensure that shared governance works, assuming it is more the concern of those groups than of the board. It’s time for that to change. Given the challenges facing colleges and universities, governing boards need to become better educated about the state of shared governance on their campuses, understand its potential value in executing needed institutional change, and help ensure its effectiveness in strengthening the institutions for which they are responsible.

Effective shared governance, focused on open communication, shared responsibility, a commitment to accountability, and alignment of institutional priorities, is broadly seen as advantageous but is less commonly achieved. In its recent report *Shared Governance: Is OK Good Enough?*, AGB describes the results of a survey of board members and presidents on the state of shared governance at their institutions. A larger proportion of both groups said shared governance should help align institutional priorities rather than simply define rules of engagement. To move to this preferred level of performance, the three traditional participants in shared governance need sufficient motivation to change how they work together. For board members, that motivation is rooted in their ultimate fiduciary duty to ensure decisions are made wisely and in the best interest of the institution.

Key strategic decisions typically benefit from input from a wide range of constituents, including the administration and faculty, whose members have professional and personal interests in the institution’s success and fiscal health. The alignment of priorities for all three groups in shared governance can result from an effective, engaging planning process as well as regular opportunities for inclusive conversations about strategic goals and challenges, new markets and academic programs, and other critical topics.

² AGB provided advice to the AAUP in the development of this statement and subsequently commended it to AGB members.

The AGB Board of Directors, consisting predominantly of members of college and university boards, acknowledges the challenges inherent in establishing and maintaining a healthy system of shared governance. But it also recognizes the value added to institutions, their decision making, and their culture when shared governance is broadly understood, affirmed, and nurtured. This *Statement on Shared Governance*, approved by the AGB Board of Directors in August 2017, provides principles to help guide boards and those who work with them to achieve and support healthy and high-functioning shared governance.

Principles

1. Boards should commit to ensuring a broad understanding of shared governance and the value it offers an institution or system.

Shared governance is not easy. Too often it is situated in an environment of competing interests, tension, reduced resources, and even professional pride. For shared governance to work, board members, faculty, and presidents need a solid understanding of what shared governance is and what its history is at the institution. New board members, faculty members, and senior administrators should receive a grounding in the fiduciary responsibility of the board and the manner in which their particular board operates. Each person should also be informed about the nature of faculty work specific to the institution, including governance roles and responsibilities.

The board's governance committee should develop board member orientation that emphasizes the traditions and the policies of shared governance within the institution or across the system.

Governing boards need to understand that their participation in and commitment to shared governance will result in more than specific decisions; they can stimulate institutional progress by ensuring the inclusion of a range of voices and ideas in the formulation of goals, priorities, and strategies.

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Effective shared governance strengthens an institution by serving as a vehicle for necessary change. Strong shared governance does not diminish governing board accountability, but rather informs important decisions. A board's commitment to the value and practice of shared governance bears fruit for the institution in the form of mutual trust in challenging times, support for innovation, and shared commitment to goals for building a stronger future. It facilitates a culture that welcomes input, broadens commitment, and fosters creative ideas.³

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2. For shared governance to work, it must be based on a culture of meaningful engagement.

A system of shared governance that focuses on rights may politicize the process instead of taking advantage of its potential value. A culture of meaningful engagement among board members, administration, and faculty can elevate the outcome—as well as the experience—of shared governance. This kind of culture requires a strong board commitment, which can be expressed in a variety of ways, both formal and symbolic. Boards should consider adding a formal commitment to shared governance within their statements of board member expectations. Additionally, while AGB does not recommend adding faculty seats to the governing board itself, the board should seek ways to benefit from faculty engagement, experience, and expertise by including faculty members in the work of board committees and task forces. A governing board's academic affairs committee should address issues related to shared governance, and it should benefit from engagement with faculty on such critical topics as educational quality, student success, and completion.

Governing boards often choose to invite formal faculty consideration of academic budgets and strategic priorities that might affect faculty responsibilities. In doing so, governing boards should expect good intent, even fiduciary-like performance: faculty input that serves the interests of the institution as a whole, welcomes diverse opinions within the faculty itself, and responds to the need for timely input and decision deadlines that enable action.

³ As part of its project on shared governance, AGB developed case studies of institutions and systems where shared governance has been pursued with marked intentionality. See agb.org/revitalizing-shared-governance-for-the-21st-century.

An investment in a culture of engagement is distinct from investments in other strategic priorities. The most important resources boards, presidents, and faculty can provide to shared governance are time, attention, and commitment. Just as time constraints can sometimes limit board and administration attention to shared governance, faculty often struggle with time commitments, especially where increases in the number of full-time faculty have not kept pace with the growth of the institution, leaving fewer faculty to fulfill the responsibilities of governance. In addition, loyalty to academic discipline and individual scholarship can outweigh faculty commitment to institutional priorities. The result is a strain on shared governance. Boards can be helpful in these situations by taking an interest in the faculty's capacity to engage in governance.

Boards and faculty can also help one another understand issues confronting higher education and how those issues could affect the institution's strategic direction. Accepting and acknowledging the value of such engagement are important elements of building a culture of shared governance.

3. Shared governance requires a consistent commitment by institutional and board leaders.

The president or chancellor, along with the chief academic officer, must play a central role in building, encouraging, and maintaining effective shared governance. A governing board should be intentional in assigning appropriate accountability for shared governance to the president or chancellor. While recognizing the president's essential role in facilitating shared governance, the board should also respect the complexity of that task and partner with the president rather than delegate away that responsibility.

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The board chair has a similarly special role in demonstrating a governing board's commitment to shared governance. Establishing meaningful opportunities to include faculty in substantive discussions with the board on cross-cutting issues is one way the board chair can facilitate engagement. With the president's support, board leaders can also be ambassadors to faculty governing bodies, and a periodic meeting of the chair, board officers, or a group of board members with members of the faculty governance body can be rewarding in multiple ways. In all such engagements, the board chair and president need to be aligned on the purpose of the discussion. While inviting faculty to dinner or other social events can encourage collegiality and respect between the groups, social engagement is not the same as shared governance. Those who conflate the two risk greater disengagement—shared governance is not about sharing space but rather about sharing ideas.

The true test of any system of engagement is how well it works during a period of urgency or even crisis. Fiscal exigency, campus climate incidents, and other current realities might, in the heat of the pressure to act, cause even the most transparent and collaborative leaders to lose sight of the need for inclusion. Leaders must be deliberate and intentional about how best to engage others based on the situation. Even then, there will be times when swift action is required and there is little or no time for consultation and deliberation. Good faith efforts to share information in real time—while acknowledging circumstantial challenges—build trust, a necessary feature of shared governance.

While it is appropriate and necessary for a governing board to keep some discussions confidential, important board decisions should be delivered promptly, with evidence of the board's thoughtfulness. Increasingly, constituencies beyond the full-time faculty and senior administration (such as staff, students, part-time faculty, and alumni) have an understandable expectation of being both informed and consulted on important board decisions.

One special note for governing boards of public institutions and systems: These governing boards bear another responsibility in their commitment to shared governance. This country's higher education system is unique, due in part to the ability of each institution to establish its own mission and academic programs, with accreditor approval. Shared governance is only effective when internal discussion and debate lead to outcomes—about academic programs, budgets, and tenure policies, for example. However, policy leaders in some states are now making decisions about the same matters for public institutions

of higher education. These efforts undermine shared governance and run the risk of diminishing the quality of what is taught and who teaches. They pose a broader threat to institutional autonomy and integrity. Public institution leaders, including board members, should help inform state policymakers about the risks of overreach.

4. Institutional policies that define shared governance should be reviewed periodically to ensure their currency and applicability.

The AGB white paper *Shared Governance: Changing with the Times* states, “Colleges and universities—their boards, presidents, and faculty—need to be attentive to the effectiveness of their governance practices on an ongoing basis. Neither an unexpected emergency nor a brief window of opportunity is the time to discover that an institution’s governance structure and culture of decision making are not up to the task. Reliable shared governance requires continuous, intentional effort.” The board must be confident that the institution’s foundational documents and policies, such as the board’s bylaws, faculty handbook, and the institution’s charter, agree with one another and codify decision-making responsibility in a clear and practical way.

AGB research shows periodic reviews of shared governance policies are not common practice, and contradictory mandates or unclear expectations among key groups risk undermining effective governance. The institution’s legal counsel should monitor the timing of policy reviews and bear responsibility for recommending necessary updates for consistency across all related policies. The goal is to establish clarity of roles and processes in a way that facilitates the engagement of the president or chancellor, board members, and the faculty on mission-related and strategic matters.

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Ultimately, the board is responsible for policy currency and effectiveness. Generally, a governing board's governance committee should work with the president or chancellor and legal counsel on policy currency and needed changes. Pertaining to shared governance, the board's academic affairs committee might collaborate with the governance committee on a policy review process that includes the engagement of the chief academic officer and the faculty governance body. Policies that guide strong shared governance align the expectations of faculty, board, and administration on essential issues and set the stage for strong shared governance.

To further safeguard effective shared governance, the board, president, and faculty should commit to a regular assessment of the process. This assessment provides an opportunity for inclusive conversation about the full range of activities that ensure a common understanding of shared governance and its value at the institution, a culture of engagement, and an ongoing commitment to keeping the process strong.

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Conclusion

The historic debate about what shared governance is and the tension among governing boards, presidents, and faculty will likely continue, especially as resources grow scarce and stakes remain high. Each group must recognize that ensuring the value proposition for higher education will require working together on behalf of students and society. Perhaps the best indicator of how well shared governance is working on any campus is whether it enables, rather than constrains, thoughtful decisions to enhance student success, institutional health, and innovation. Boards, working with key administrators and faculty leaders, hold responsibility for ensuring that the practice of shared governance embodies and advances institutional values.

Questions for Boards to Ask

- How are new board members, faculty, and senior staff oriented to shared governance?
- How does the board learn about faculty work? How does the faculty learn about the board's role and responsibilities?
- How can the board contribute to an institutional culture of appropriate engagement and inclusion in decision making?
- What are the roles of students and staff in shared governance at our institution? Is the board satisfied with their engagement?
- What can the board chair do to demonstrate the board's commitment to shared governance? What does the president do?
- When did the institution last assess the state of its shared governance? What was the result? What has changed based on that assessment?
- How does the board engage with the faculty on matters of consequence?
- Are the priorities of the board, president, and faculty currently aligned on critical mission-related matters? Is there agreement on the strategic priorities of the institution? Which are important topics or questions for collaboration?
- How well would shared governance work at this institution in a crisis?

Appendix

The following passage, selected from the AGB white paper [Shared Governance: Changing with the Times](#), presents insights gained as a result of focus group conversations with more than 200 governing board members, senior administrators, and faculty leaders. AGB is grateful to the Teagle Foundation for supporting that project.

THRESHOLD CONDITIONS FOR HIGH-FUNCTIONING SHARED GOVERNANCE

- A shared commitment on the part of faculty, administration, and board members to the principles of shared governance,⁴ and a current, shared understanding among faculty, board, and president of what shared governance actually is and how it operates/functions/works in their institution.
- A shared and clearly articulated commitment to *trust, collaboration, communication, transparency, inclusiveness, honesty, and integrity*.
- An institutional culture of good will, good intentions, and commitment to common values that is reinforced through the practice of shared governance. Clear policies concerning authority and standard operating protocol are important to develop, but without good will and commitment to shared values, they can't lead to effective decision making on meaningful issues.
- A shared commitment among all parties to focus the practice of shared governance on the institution's strategic goals, aspirations, and challenges.
- Constitutional documents (such as bylaws, faculty handbooks, policy statements) that clearly codify decision-making authority as well as a thorough, nuanced understanding on the part of board members, faculty, and presidents of their own respective roles in shared governance, as well as those of their colleagues.
- A shared appreciation by board members and faculty of the complexity of the president's role in facilitating a constructive relationship between the board and the faculty.

⁴ Specific reference to the AAUP [Statement on Government of Colleges and Universities](#) in the institution's governing documents is an important foundation for this shared commitment.

- A recognition that while students, staff, and contingent faculty often do not have a formal role in shared governance, boards, presidents, and faculty should create regular opportunities to include their voices in the discussion of important issues and major decisions.
- A shared recognition that institutional change is necessary, constant, and inevitable; the dynamically changing external environment and continued institutional relevance demand it. All stakeholders must be open to doing things differently when circumstances require.
- A recognition that the most important decisions are often the most difficult and contentious, but the preservation of relationships is vital to sustained effectiveness in governance.
- A recognition by the president, board chair, and faculty leadership that they have collective responsibility to ensure that the above conditions exist.

One of higher education's most *distinctive values* is its commitment to shared governance. Simply put, shared governance is a fundamental principle of *inclusion* in key areas of *institutional responsibility* and decision making. Governing boards hold ultimate authority for an institution, as defined in bylaws and other *foundational documents* as well as state fiduciary principles. There is very little debate on this point. However, through longstanding academic practice, this authority is delegated to—or “shared with” institutional leaders and faculty. Typically, presidents are charged with institutional *leadership, vision* and *strategic planning*, and daily management, while faculty are charged with educational design and de

AGB BOARD OF DIRECTORS' STATEMENT ON

SHARED GOVERNANCE



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Colorado State University



Colorado State University is proud to be one of the key partners in the re-imagining of the National Western Center (NWC). Read on for updates about CSU's activities within the NWC, as well as stories that spotlight neighbors, partners, and collaborators of this landmark project.



Project updates

- **The official groundbreaking for the National Western Center is November 3. Join an official ceremony with the mayor in the afternoon and a community appreciation celebration in the evening with food, entertainment, and activities. Both events are free and open to the public.**
- Keep up to date with all procurement news related to the National Western Center and sign up for updates [here](#).
- View all the latest events and stories at our [Facebook page](#).

Upcoming Events

[Groundbreaking Ceremony](#)

November 3, 2017

11:30 a.m.-12:15 p.m.

5135 Race Ct.

Denver, CO 80216

[Community Appreciation Celebration](#)

November 3, 2017

5:30-7:30 p.m.

Denver Coliseum

4600 Humboldt St.

Denver, CO 80216

News

CSU hosts health clinic in north Denver



Hundreds of community members from Globeville, Elyria and Swansea joined Colorado State University's fourth annual clinic, a unique collaboration providing veterinary care and human health care under one roof.

[Read more.](#)

Vilsack announces international water symposium in Denver during Biennial panel



Former Secretary of Agriculture Tom Vilsack, now special advisor to Colorado State University, announced the launch of the new international water symposium – a joint effort of CSU and Denver

[CSU Fashion Illustration Student Exhibition Open House](#)

November 10, 2017

3-5 p.m.

CSU Denver Center
475 17th St., Ste. 1550
Denver, CO 80202

[Fall Feast](#)

November 11, 2017

11 a.m.-2 p.m.

National Western Stock Show
Complex

[How Energy & Water Shapes Community Resiliency, Sustainability and Inclusive Communities](#)

November 14, 2017

4-6:30 p.m.

1401 Lawrence St., Floor 10
Denver, CO 80202

[The Science Lounge: Dinosaurs](#)

November 16, 2017

6:30-9:30 p.m.

Denver Museum of Nature
and Science

[9News Parade of Lights](#)

December 1, 2017 at 8 p.m.

December 2, 2017 at 6 p.m.

See the CSU Marching Band lead the annual parade through downtown Denver on Friday night.

[CSU Day at the National Western Stock Show](#)

Water – while moderating a panel of water experts at the Biennial of the Americas conference on September 15.

The symposium will be held April 26 and 27 at the McNichols Civic Center Building in downtown Denver, and will provide an introduction to the issues expected to be tackled in the future CSU Water Resources Center in partnership with Denver Water.

[Read more.](#)

Construction Management volunteers show TLC to Denver neighborhood



Student volunteers from Colorado State University's Department of Construction Management teamed with Haselden Construction and Extreme Community Makeover (ECM) to give some much-needed care to Denver's Swansea neighborhood last month.

[Read more.](#)

Gretchen Hollrah begins new role as Executive Director of NWCO

January 13, 2018
National Western Stock Show Complex

The 2018 National Western Stock Show will run from January 6-January 21, 2018. Look for our special edition newsletter with a rundown of all things stock show in December!

Ultimate Dinosaurs

Exhibit runs through January 15, 2017
Denver Museum of Nature & Science

Nature's Amazing Machines

Exhibit runs through January 1, 2017
Denver Museum of Nature & Science

National Western Center Citizens Advisory Committee Meeting

November 30, 2017
December 28, 2017

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

Click [here](#) to view the NDCC event calendar.

NWC Profile



Gretchen Hollrah is the Executive Director for the Mayor's Office of the National Western Center (NWCO) for the City and County of Denver, serving as an appointee of Mayor Michael B. Hancock. In this role, Gretchen oversees the campus strategic planning, operations and construction for the redevelopment of the National Western Center in coordination with partners and their construction plans.

[Read more of Gretchen's bio here.](#)

Health Education Outreach Center will connect students, clinicians, and community



Ceremonial shovels broke ground August 16 to celebrate the start of construction on the [Health Education Outreach](#)



When Bettie Cram first moved to Denver, cattle filled the National Western Stockyards year-round and the railroads ruled the land. Back then it was the middle of the depression-era 40s and while the country struggled to stay afloat, the cattle industry thrived and the National Western Stock Show continued to grow. Bettie was in her early 20s and working in downtown Denver, but was determined to break into the livestock industry.

"One day I went out to the train station and said I thought I'd like to drive a train," Cram said with a laugh, "and so they called me the next day and said okay, we have a job for you out at the stockyards."

[Read more about Bettie Cram, community advocate and Swansea neighborhood resident, here.](#)

Partner Spotlight



Bruce Randolph serves students in grade 6-12 and believes all students, regardless of race, ethnicity or socioeconomic background,

[Center](#) at Colorado State University, a brand-new facility for the study of human anatomy and neuroanatomy that will rival those of the best medical schools in the country, and be a link between the Fort Collins campus and the National Western Center.

[Read more.](#)

Articles and links of interest

Food and agriculture:

- [CSU develops new varieties of wheat](#)
- [AgInnovation Summit attendees hear from policy makers, leaders and innovators across the agricultural spectrum](#)
- [Improving dairy farm success through animal and human wellbeing](#)

Sustainability:

- [Advancing algae for better biofuels: CSU shares in \\$3.5 million](#)
- [CSU joins massive effort for boosting electric grid's future](#)
- [Students partner with city, county to advance sustainability efforts](#)
- [Bohemian's \\$6M gift creates Bryan Willson Presidential Chair](#)

Health:

- [Researchers uncover new clues in breast cancer gene mutations](#)

Water:

- [New report details innovation in water reuse](#)

can achieve at the highest levels. The mission of Bruce Randolph School is to graduate 100% of seniors prepared to succeed without remediation in a four-year college or university. They create a learning environment of high expectations and intense support and intervention, where college and post-secondary pathways are explored and realized.

Bruce Randolph and CSU are working together as part of CSU's efforts into communities surrounding the NWC. Collaborations include work with the Little Shop of Physics, outreach into individual classrooms, and college readiness.

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

The intent of the publication is to share news and updates about the NWC, showcase local and national stories related to the redevelopment, and to spotlight partners, residents and professionals active within the project.

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In school, I learned that the meaning of the Spanish word “mostrar” translates into English as “to show.” When I arrived in Todos Santos, however, I realized that no one actually uses the word “mostrar.” Instead, they use the verb “enseñar,” which I had always thought meant “to teach.” Here, though, the meanings are combined.

Although this seems like a somewhat inconsequential, easily-overlooked difference, I find this difference to be particularly special; that the word meaning “to teach” is the same as the word that means “to show.” This is important because when we show something to someone, when we share something about ourselves, aren’t we really teaching them something, too?

This is how I feel about my experience in Todos Santos. The way that Todos Santeños use the word “enseñar” reminds me that every interaction I’ve had in this magical town has taught me something new. My time in Todos Santos was an incredible learning opportunity, a time to share knowledge and information, and a time for growth.

This summer, I had the extreme pleasure of being the very first summer intern at the CSU Todos Santos Center. I aided in English-Spanish interpretation and provided translation support, program planning, and the development of a [Youth Leadership Workshop](#) with local high school and college students at the end of the summer.

The CSU Todos Santos Center is, above all else, a place for learning. Through the Center, CSU students have the opportunity to learn about a different culture, climate, and ecosystem, while residents of Todos Santos can take advantage of all of the programs and services offered by the Center. All of this exchange of is formalized through workshops, research projects, and programs, but can also be seen in the small, daily interactions that I was lucky enough to experience this summer. I feel so grateful to have been a part of such an amazing organization, and I look forward to seeing all of the Center’s success and growth in the coming years.

- *Elena Kalahar, CSU Todos Santos Center summer intern. Read more about the Youth Leadership Workshop [here](#).*

Latest Stories

Join our efforts

CSU needs your support to expand international educational experiences for students, enhance the CSU Todos Santos Center facilities, and develop innovative research.

[Click here to learn more.](#)



[100,000 Strong in the Americas Innovation Grant awarded to CSU to establish Institute of Ecotourism Studies in Todos Santos, Mexico](#)



[CSU System presidents visit Todos Santos Center](#)



[Planting, research, and outreach part of sustainable agriculture trip to Todos Santos](#)

In Profile



Olaf Morales is the new languages coordinator at the CSU Todos Santos Center. Originally from Chiapas, located in the south of Mexico, Olaf first studied Electronic Engineering at Instituto Tecnológico Regional in Tuxtla Gutierrez, the capital city of Chiapas. Olaf has studied English for most of his life, and at the age of 18, started teaching at a local school. He has been involved in education since.

Olaf has worked at several public and private schools, including Universidad Politecnica de Chiapas, Colegio La Salle de Tuxtla, Instituto Tecnológico Regional de Tuxtla, and Euro Centro de Idiomas de Mexico where he worked for 13 years - first as a teacher and academic coordinator, and finally as director of the institute.

Olaf came to Todos Santos to help develop



[Family Adventure Week offers a spring break getaway for CSU families](#)



[Fourth year of Kids Do It All theater camp in Todos Santos brings largest student participation yet](#)

different language programs and serve the community by offering English courses to all ages, from kids and teens to adults. He will also be offering Spanish lessons to students and staff coming to the Center from CSU.

Welcome, Olaf!

CSU Todos Santos Center releases 2016-17 program report.

Click [here](#) to read the report.

Click here for events at the Todos Santos Center



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