

BOARD OF GOVERNORS
May 2, 2018
Colorado State University
Lory Student Center, Longs Peak

WEDNESDAY, MAY 2, 2018

CSU System Board of Governors Breakfast – *Room 304-306* 8:00 a.m. – 9:00 a.m.
President’s Multicultural Student Advisory Committee

COMMENCE BOARD MEETING – CALL TO ORDER, *Longs Peak* 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.
Excellence in Teaching Award

3. AUDIT AND FINANCE COMMITTEE 9:20 a.m. – 11:20 a.m.

Jane Robbe Rhodes, Chair

Audit Items

- Status of FY 2017-2018 Audit Plan
- Status of Past Due Recommendations
- Action on the Adoption of the FY 2018-19 Audit Plan

Finance Items

- Operating Portfolio Analysis and Investment Policy Presentation – Gordie Weightman, CFA, Callan
- Action on CSU System Investment Policy
- Action on Reimbursement Resolution
- Third Quarter Financials
- State Budget Update
- Action on Adoption of FY 2018-2019 E & G Budget and Related Items
- Action on Adoption of FY 2019-2020 Combined campuses Capital Construction Priority List
- Action on Adoption of Amended FY 2018-2019 2-Year Cash Funded Capital Construction List for CSU
- Action on Financing of Construction of Foothills Campus Center for Vector-borne Infectious Diseases Facility

4. STRATEGIC MAPPING UPDATE 11:20 a.m. – 11:35 p.m.
• System Update

LUNCH, Shared Governance, *Room 304-306* 11:35 a.m. – 12:35 p.m.

5. COLORADO STATE UNIVERSITY REPORTS 12:45 p.m. – 1:05 p.m.

- Student Representative’s Report – Presented by Michael Wells
- Faculty Representative’s Report – Presented by Margarita Lenk
- President’s Report – Presented by Tony Frank

6. ACADEMIC AND STUDENT AFFAIRS COMMITTEE 1:05 p.m. – 2:05 p.m.

Dennis Flores, Chair

- New Degree Programs
 - CSU-Global: Undergraduate Certificate in Fundraising
 - CSU-Global: Undergraduate Certificate in Web Application Development
 - CSU-Global: Undergraduate Certificate in Digital Marketing
 - CSU-Global: Graduate Certificate in Strategic Digital Information Marketing

Colorado State University System
Board of Governors Meeting Agenda
May 2, 2018

- CSU-Pueblo: BS in Criminology
- Faculty Manual Changes
 - CSU: Faculty Manual – Section C.2.1.3.2
 - CSU: Faculty Manual – Section C.2.1.9.3
 - CSU: Faculty Manual – Section C.2.1.9.6
 - CSU: Faculty Manual – Section E.1
 - CSU: Faculty Manual – Section E.2
- Revised Student Code of Conduct
- CSU Pueblo Accreditation Schedule
- Emeritus Request Summaries AY 2017-2018 – CSU, CSU-Pueblo
- Sabbatical Revisions Summaries AY 2017-2018 – CSU
- System-wide Campus Report
 - Co-Curricular Initiatives in Support of Student Learning

- 7. REAL ESTATE/FACILITIES COMMITTEE** 2:05 p.m. – 2:45 p.m.
Bill Mosher, Chair
Executive Session
Open Session
 Program Plan Approvals
 Action on National Western Center Animal Health Building
 CSU/CSURF Land Exchange
 Shields & Lake Street
 Land Acquisition, 3 Parcels Prospect/Lake
 Grant Right-of-Way to City of Fort Collins at Prospect onto Whitcomb
- 8. CHANCELLOR’S REPORT** 2:45 p.m. – 2:55 p.m.
 • Government Relations Update
- 9. CSU-PUEBLO REPORTS** 2:55 p.m. – 3:30 p.m.
 • Student Representative’s Report - Presented by Jake Harmon
 • Faculty Representative’s Report – Presented by David Volk
 • President’s Report – Presented by Tim Mottet
- 10. CSU-GLOBAL CAMPUS REPORTS** 3:30 p.m. – 4:00 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
- 11. APPROVAL OF CONSENT AGENDA** 4:00 p.m. – 4:05 p.m.
 A. Colorado State University System
 • Minutes of the February 7-9, 2018 Retreat, Board and Committee Meetings
 • Minutes of the April 18, 2018 Special Board Meeting
 B. Colorado State University
 • Faculty Manual – Section C.2.1.3.2
 • Faculty Manual – Section C.2.1.9.3
 • Faculty Manual – Section C.2.1.9.6
 • Faculty Manual – Section E.1
 • Faculty Manual – Section E.2
 • Student Code of Conduct Revision
 C. CSU-Pueblo

Colorado State University System
 Board of Governors Meeting Agenda
 May 2, 2018

- New Degree Program - BS in Criminology
- D. CSU-Global Campus
 - New Undergraduate Certificate in Fundraising
 - New Undergraduate Certificate in Web Application Development
 - New Undergraduate Certificate in Digital Marketing
 - New Graduate Certificate in Strategic Digital Information Marketing

12. BOARD CHAIR'S AGENDA (*continued*) 4:05 p.m. – 4:30 p.m.

13. EXECUTIVE SESSION 4:30 p.m. – 4:50 p.m.

ADJOURNMENT 4:50 p.m.

BOARD OF GOVERNORS DINNER, Elizabeth Hotel, Chestnut Room (*social event*) 5:30 p.m.
 111 Chestnut Street, Fort Collins

Next Board of Governors Board Meeting/Retreat: May 30-June 1, 2018 C Lazy U Ranch

APPENDICES

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

Section 1

Public Comment

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Section 2

Board Chair's Agenda

Excellence in Teaching Award

Dr. Tod Clapp
Colorado State University



Dr. Tod Clapp joined CSU as a Laboratory Coordinator in 2008 and currently directs the Masters in Biomedical Sciences degree program. Additionally, he is an advisor, Director of the Anatomy Camp for high school students, and serves on college and regional educational committees. He has earned the CSU Alumni Association Best Teacher Award, the Excellence in Education Award (Water Pik and CSU Athletics), and a teaching award at another institution.

Dr. Clapp believes that students learn best when they are actively involved in the material, and therefore, active learning plays a key role in all of his classes. Clapp asserts that when “learning is student-driven, we see a transformation in both (student) knowledge and confidence.” Weekly clinical case studies engage his students in solving novel problems, and Clapp’s four-step process to generate questions assists students’ exploration and identification of gaps in their knowledge base. One of his students stated, “Dr. Clapp’s carefully crafted method for solving case studies ... redefined the way I solve problems. The method didn’t just help me learn how to diagnose ... it taught me how to think critically, an invaluable skill.” Another student described his classroom as “an environment where they (students) are encouraged to think outside of the box, solve problems and think critically, become self-directed learners, and apply ideas to novel situations—instead of memorizing a list of facts.” Dr. Clapp garners positive feedback from students in large lecture settings of 300 students, and from students who previously struggled with science.

Dr. Clapp’s colleagues praise his devotion to teaching. One colleague indicates that he is “someone who understands that teaching is a partnership that, at its best, respects and elevates both the teacher and the student.” Others laud his use of case-based learning and active processes that involve students in collaborative learning to solve real-life problems. Biomedical Sciences’ department head, Dr. Colin Clay, describes Clapp as a “leader in engaging students in active learning, an innovator in incorporating and developing new teaching technologies including 3-D cross sectional anatomy and, more recently, virtual reality.”

An innovator whose teaching reaches beyond traditional classroom or laboratory spaces, Dr. Clapp has been involved in engagement with the K-12 educational community. With external funding support, he engaged high school students in learning about anatomy and reinforced why they should want to make positive choices such as not smoking, wearing a helmet when bicycling,

2018
Excellence in Undergraduate
Teaching Award



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

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

Board of Governors
Excellence in Undergraduate
Teaching Awards.

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

The Board believes,

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

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exercising and eating healthy foods. With internal funding support, he developed the virtual reality anatomy lab where undergraduate students perform virtual dissection and learn anatomy. This technology has led to cross-university and international collaborations. His work was instrumental in securing funding for a new Health Education Outreach Center. Dr. Clay observes that Clapp and his team's "4-D visualization of neural impulses across the brain" contribute to "emerging technology in biomedical pedagogy, learning and education."

Dr. Clapp's active engagement of students and innovative pedagogy makes him a worthy recipient of the Board of Governors Award for Undergraduate Teaching.

Section 3

Audit and Finance Committee

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
AUDIT and FINANCE COMMITTEE MEETING AGENDA
May 2, 2018**

Audit

- | | |
|--|--------|
| 1. <i>Discussion/Presentation</i> – Status of FY 2017-2018 Audit Plan | 5 min |
| 2. <i>Discussion/Presentation</i> – Status of past due recommendations | 5 min |
| 3. <i>Discussion/Presentation/Action</i> - Approval of FY 2018-2019 Audit Plan | 15 min |

Finance

- | | |
|--|--------|
| 4. <i>Discussion/Presentation</i> – Operating Portfolio Analysis and Investment Policy Presentation by Gordie Weightman, CFA, from Callan | 25 min |
| 5. <i>Discussion/Action</i> - Approval of the CSU System Investment Policy | 5 min |
| 6. <i>Discussion/Action</i> – Reimbursement Resolution | 5 min |
| 7. <i>Discussion/Presentation</i> - Third quarter financials | 10 min |
| 8. <i>Discussion/Presentation</i> – State Budget Update | 5 min |
| 9. <i>Discussion/Presentation/Action</i> – Adoption of FY2018-19 E&G incremental budget, tuition, fees, and other schedules and policies as required by statute, the Board, and CCHE for CSU, CSU–Pueblo, CSU Global Campus, and the CSU System. | 60 min |
| 10. <i>Discussion/Presentation/Action</i> – | 10 min |
| a. Adoption of the FY 2019-2020 combined campuses capital construction prioritization list for presentation to CCHE. | |
| b. Adoption of Amended FY 18-19 2-year Cash-Funded Capital Construction List for CSU. | |
| 11. <i>Discussion/Presentation/Action</i> – Approval of Financing of Constructions of Foothills Campus Center for Vector-borne Infectious Diseases facility | 5 min |

Finance & Audit Committee Presentation

May 2, 2018

Agenda Item 1: Status of FY2017-18 Audit Plan

Discussion

**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	Planning
CSU	Disaster Preparedness (IT)	VPIT	Report 18-03
CSU	Data Security-Advancement	VP Advancement	End of Fieldwork
CSU	Management of Financial Commitments	President/Provost/VPUO	Report 18-04
CSU	Office of Sponsored Programs - transition	VP Research	Report 18-01
CSU	Facilities-Campus design and Construction	VPUO	
CSUP	Human Resources	President	Fieldwork
CSUP	Office of International Programs	President	Report 18-02
New for 2017-2018			
CSUP	Chartwells Revenue contract close-out	Auxiliaries	
CSU	Automatic Journal Entries	VPUO	Fieldwork
CSU	Department Codes-Best Practices	Provost	
CSU	VP Enrollment and Access-transition	Provost	
CSU	Athletics Compliance	President	Planning
CSU	Veterinary Teaching Hospital	Provost	Draft Report
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	Draft Report
CSUGC	Special Project – Conflict of Interest Process	President	Report
CSU	Special Project – Continuous Auditing	Various	Ongoing
CSUGC	Special Project – CSUP Student Billing	President	Report
CSU	Special Project – College of Business	President	Memo



Audit of Financial Commitments – Colorado State University

EXECUTIVE SUMMARY

April 6, 2018

Background Information

Colleges and units at Colorado State University (CSU) enter into a number of financial commitments each year for the purpose of advancing their missions. These financial commitments can be in the form of a formal agreement between the college and central administration, or as a financial commitment within a college or between colleges.

One means of creating a financial commitment is through the University's annual budgeting process. CSU uses the incremental method of budgeting for the Education and General (EG) fund by which CSU estimates the new incremental revenue to be generated and projected expenditures within this fund. Colleges and units are authorized to carry forward to the next fiscal year an amount equal to 1.5% of their annual unused budget. If funds remaining are in excess of the 1.5%, units can request from central administration the return of these funds through the Designated Future Commitments process. In addition to the unspent funds within each unit, the activities managed and controlled by Central Administration may also result in unspent EG resources that can be used for financial commitments.

Colleges are responsible for assessing whether or not they have sufficient budget capacity before entering into financial commitments, as well as for ensuring that they are able to fulfill these obligations after the commitment is made.

Scope and Objectives

The scope of this audit included identifying how colleges and units record, track, and monitor financial commitments. The colleges at CSU with the largest number of financial commitments for the campus were included in the audit: the College of Health and Human Sciences, the College of Natural Sciences, the College of Agricultural Sciences, the College of Engineering, and the College of Veterinary Medicine and Biomedical Sciences.

The objectives of this audit were to:

- Determine if controls over the management of financial commitments are adequate.
- Determine if commitments are being managed in compliance with University policies and procedures.
- Determine if there were opportunities to improve the financial commitment process at CSU.

Results and Conclusions

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

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

1. Evaluate current policies and procedures to ensure that they adequately address roles and responsibilities over financial commitments.
2. Consider requiring colleges to certify on financial commitment forms that they have the financial resources to meet all of their obligations, including the intended expenditures represented by its individual DFC/ICF request for funds.
3. Give consideration to implementing a centralized financial tracking system.

We would like to express our appreciation to the colleges that participated in the audit.

Agenda Item 2: Status of Past Due Recommendations

Discussion Item



Internal Auditing

All Overdue Recommendations

Audit Number	Audit Name	Institution	Rec No	Recommendation	Audit Report Response	Target Completion Date	Revised Target Date
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	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	7/1/2016	12/31/2017
18-03	Central IT Disaster Preparedness	CSU	1	To the extent required for compliance with the institution's Emergency Response Plan and with appropriate confidentiality designations noted, the Directors of central IT should provide a description of their continuity of operation plans addressing the elements listed above for inclusion in the institution's emergency response plan.	Agree. The VP for IT and the two Directors will meet with Ken Quintana, Emergency Management Coordinator, and deliver a written description of our continuity of operations environment.	3/1/2018	N/A

Agenda Item 3: FY 2018-19 Audit Plan

Action Item

Colorado State University System
Board of Governors Meeting – May 2, 2018
Action Item

MATTER FOR ACTION:

Approval of the FY 2018-2019 Audit Plan for the Colorado State University System

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed FY 2018-2019 Audit Plan, as presented to and approved by the Board's Audit and Finance Committee, for Colorado State University, Colorado State University Pueblo, and Colorado State University Global Campus.

EXPLANATION:

Presented by Susy Serrano, Director, Internal Auditing, Colorado State University System.

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

Audit resources that will be available to the CSUS are: Audit Director, Information Technology (IT) and Data Analytics Audit Manager, an IT Auditor, two Audit Managers, and two staff auditors.

The approval of the FY 2018-2019 Audit Plan is in accordance with Bylaw VII of the Colorado State University System Board of Governors, as supplemented by Board Policy 111, and will provide the authority for the Department of Internal Auditing to address its charge to provide the Board of Governors and the Chancellor with an independent and objective evaluation of the internal controls necessary to accomplish System objectives in compliance with policies and procedures, regulatory requirements, and sound business practices.

Approved

Denied

Secretary

Board of Governors of the Colorado State University System

Date

Colorado State University System FY 2019 Proposed Internal Audit Plan		
Audit	Institution	Area
Carried forward from FY18 Plan		
Social Media (IT) (carryforward)	CSU	VP External Relations
Facilities-Campus Design and Construction	CSU	VPUO
Automatic Journal Entries	CSU	VPUO
Department Codes - best practices	CSU	Provost
VP Enrollment and Access	CSU	Provost
RICRO	CSU	VPR
INTO	CSU	Provost
System-wide strategic planning-shared resources	CSUS	Chancellor
CSURF/CSUF Operating Agreements	CSU	VPUO
Health Center - Insurance Billing	CSU	VPSA
Physical Security/Access to Facilities in On-Campus Programs for Children	CSU	President/Safety Committee
Cloud computing	CSUGC	President
Human Resources (Pueblo)	CSUP	VPFA
Payroll (Pueblo)	CSUP	VPFA
Accounts Receivable/AIS (Pueblo)	CSUP	VPFA
New for FY 2019		
Ethical Climate	All	Chancellor
Student Support and Safety/Title IX Controls	CSU	VPSA/President
Office of Sponsored Programs	CSU	VPR
Athletics compliance	CSU	President
Human Resources (CSU Global)	CSUGC	VPFC
Cybersecurity (CSU Global)	CSUGC	Asst Dir IT
Continuous Auditing	All	Various
CVMBS Financial and IT Review	CSU	Provost
Special Projects	All	TBD

Agenda Item 4: Operating Portfolio Analysis and Investment Policy Presentation

by Gordie Weightman, CFA
Callan Investment Advisors

May 2, 2018



**Colorado State
University System**

Asset Allocation & Cash Flow
Analysis

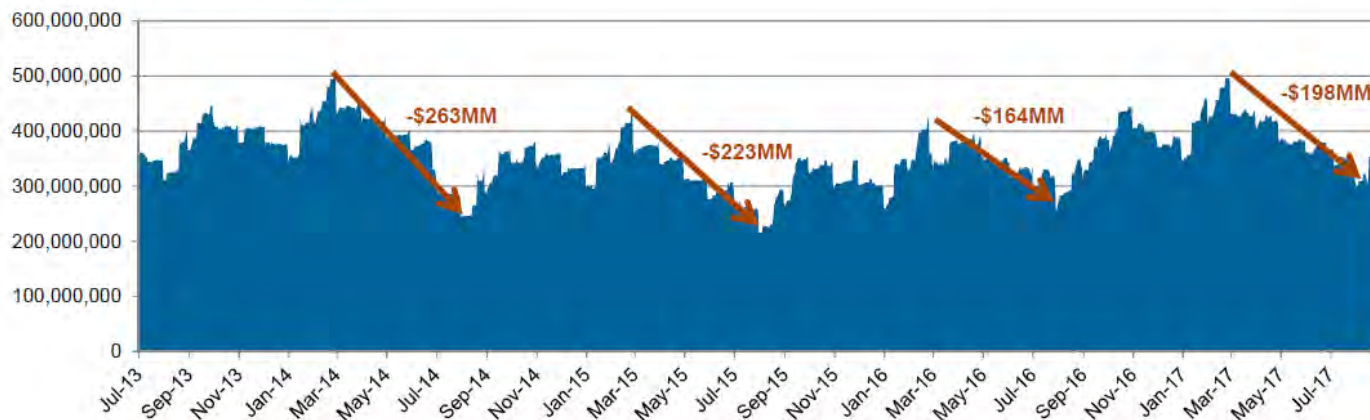
Gordie Weightman, CFA
Senior Vice President

CSU System

Background

- In June, 2008, Colorado House Bill 08-1002 authorized the CSU System to establish its own “Treasury,” withdraw funds from the Colorado State Treasurer’s pooled portfolio, and begin investing its operating portfolio internally.
- The Operating Portfolio is essential in helping the CSU System meet its ongoing liquidity needs.
 - The primary objective of the portfolio is to maintain sufficient liquidity for the daily operations of the CSU System.
 - Growth is a secondary consideration and will be pursued only after the liquidity obligations are met.
- The asset value of the CSU System varies substantially throughout the year. Major cash flows are due to tuition and payroll and are largely known in advance.

Daily Balance - Last 4 Years
CSU Ft. Collins Campus Only
Excludes Unspent Bond Proceeds



CSU System

Investment Structure

- The CSU System would like to move a portion of assets from the Colorado Treasury with the purpose of building a more diversified portfolio, which meets liquidity requirements and has some growth assets.
- The Investment Committee and Callan propose a three-tiered investment structure:
 - Tier 1 – Cash and cash equivalents necessary for daily operations.
 - Tier 2 – Contingency sleeve that may be drawn upon if Tier 1 is insufficient. Investments will be investment grade, short duration securities of 1-3 years in maturity.
 - Tier 3 – Diversified tier including growth and income producing assets. Assets are not expected to be spent in the short term and this tier has a longer-term time horizon.

CSU System

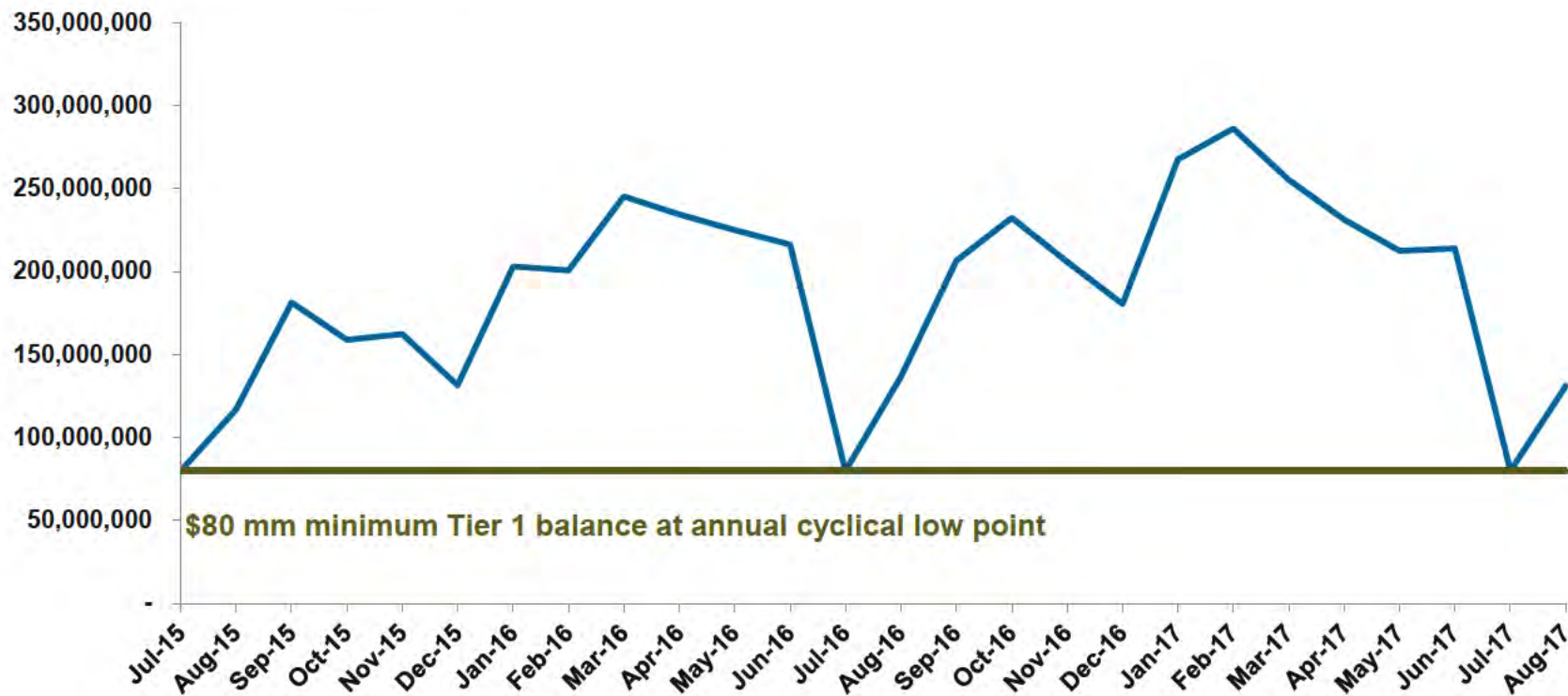
Liquidity Study

- There are two primary objectives of the study.
- The first objective is to determine the appropriate amounts to hold in Tier 1 for on-going liquidity needs and in Tier 2, the contingency sleeve.
 - We evaluated the last four fiscal years of cash flows of the CSU System.
 - The challenge was to decide on the appropriate percentage allocation to Tier 1 given the substantial flows during the year. We tested various allocations to Tier 1 based on the beginning of fiscal year balance.
 - We do not expect much if any rebalancing between the Tiers, at least initially.
 - In an operating pool, liquidity is paramount so our initial recommendation for Tier 1 may be viewed as conservative.
 - Tier 2 will have a much smaller allocation and act as a buffer for Tier 1.
- Once the allocations to Tiers 1 and 2 are determined, the second objective is to evaluate the appropriate return and risk tradeoff for Tier 3.
 - Various equity and bond mixes were evaluated on a standalone basis.
 - *Other asset classes including alternatives may be considered in the future.*
 - Ultimately, the combined asset allocation of the total Operating Portfolio is examined with a focus on the worst case (95th) percentile outcome. What is the worst case single year outcome the CSU System can accept?

Tier 1 Balances Under Three-Tier Portfolio Design

Assumes Annual Rebalancing

Hypothetical Balance in Tier 1 with 2 Year Lookback
Using CSU and Global Balances



- The chart depicts working capital in Tier 1 with \$80 mm minimum balance maintained.
- Rebalancing imposed – excess cash moved to Tier 2 and Tier 3 in July of each year.

Portfolio Design – Three Tiers and a Rebalancing Process

Key Decisions - Sizing and Risk Tolerance for Each Tier

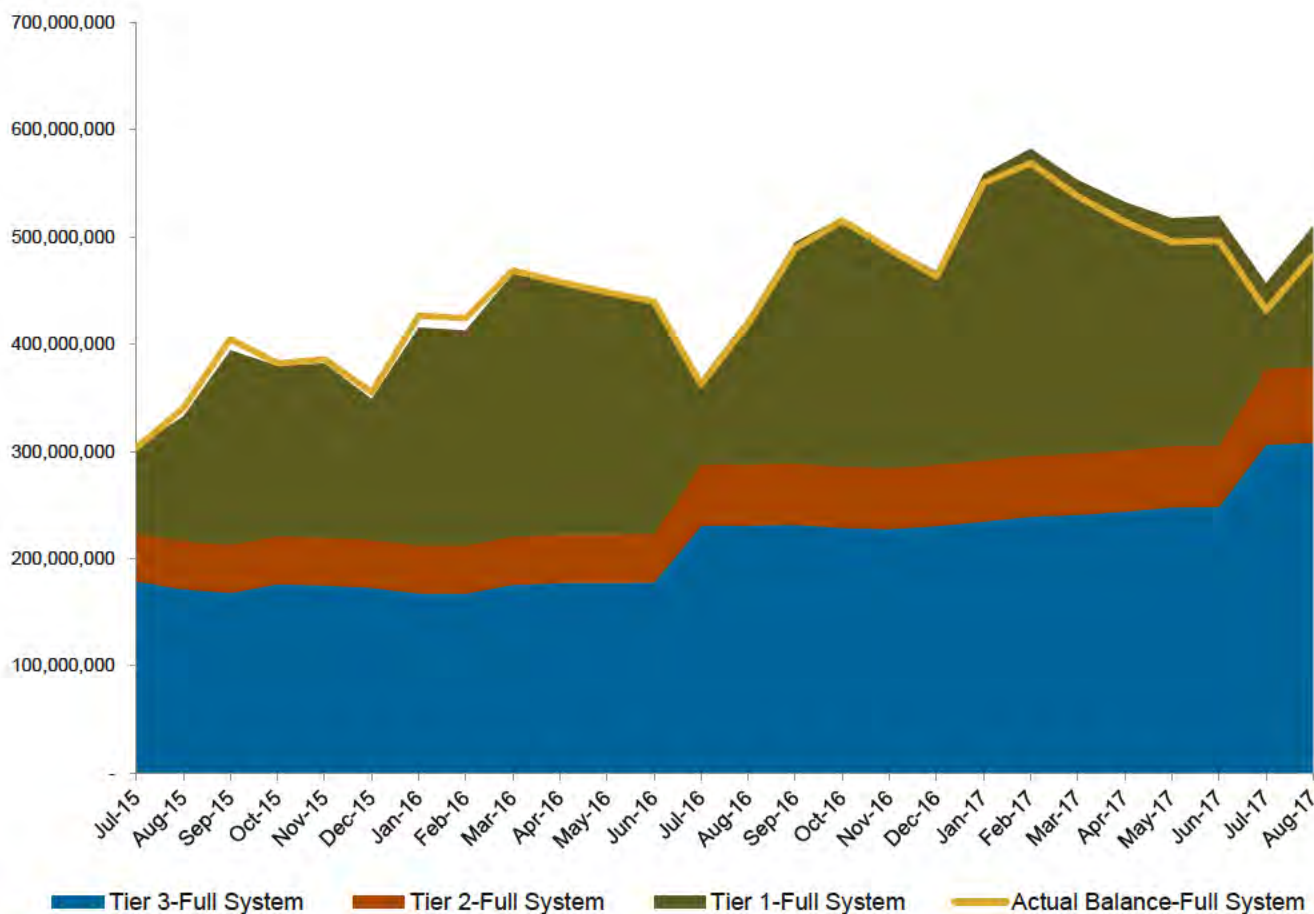
- Size Tier 1 by minimum required in dollars – Start in July.
 - CSU wishes to hold at least \$70 million in cash to support credit rating.
 - Initial suggestion – size Tier 1 to \$80 million at low point in July, including \$10 million cushion.
- Size Tier 2 as 20% of the remaining portfolio in July.
 - Buffer between cash requirements of Tier 1 and return-seeking investments of Tier 3.
 - Assumes investment policy of Blmbg Gov't/Credit 1-3 Year.
- Size Tier 3 as 80% of the remaining portfolio in July.
 - Seek diversified return by investing in growth and income assets.
 - Use balanced portfolios of MSCI ACWI for equity, Blmbg Aggregate for broad US fixed income.
 - Test allocations of 60%, 70% and 80% equity within this tier, balanced by fixed income.
- Rebalance total portfolio in July of each year.
 - Revisit minimum cash requirement for Tier 1.
 - Rebalance assets to Tier 2 and Tier 3 as appropriate.
 - Periodically review allocations to Tier 2 and Tier 3 to fine tune exposure to meet risk tolerance and demand for return.
- Tier 1 absorbs intra-year cash flows, Tier 2 and Tier 3 invest for longer horizons.

Three-Tiered Portfolio Design – Two-Year Lookback

Historical Evaluation of Potential Portfolio Results

Sample Portfolio Structure - 2 Year Lookback
Using CSU and Global Balances

- Minimum cash allocation set to \$80 million; cash allocation varies intra-year as tuition is paid and financial aid and salaries are disbursed.
- Rebalancing imposed – excess cash moved to Tier 2 and Tier 3 in July of each year.



Tier 3 – Potential Diversified Asset Mixes

Forward-Looking Projections of Return and Risk for the Strategic Tier

Asset Class	Mix 1 (60/40)	Mix 2 (70/30)	Mix 3 (80/20)
Broad US Equity	36%	42%	48%
Global ex-US Equity	24%	28%	32%
Domestic Fixed Income	40%	30%	20%
Totals	100%	100%	100%
Projected Arithmetic Return	6.36%	6.91%	7.46%
10 Yr. Geometric Mean Return	5.89%	6.24%	6.55%
Projected Standard Deviation	11.15%	13.02%	14.91%
10 Yr. Simulated Sharpe Ratio	0.32	0.30	0.28

- Assumes passive implementation to broad asset classes: US stock, non-US stock (including emerging markets) and US fixed income.
- Arithmetic return = single year return.
- Geometric return = compound return over 10-year time horizon. Volatility can erode compound returns.

Total Portfolio – Potential Diversified Asset Mixes

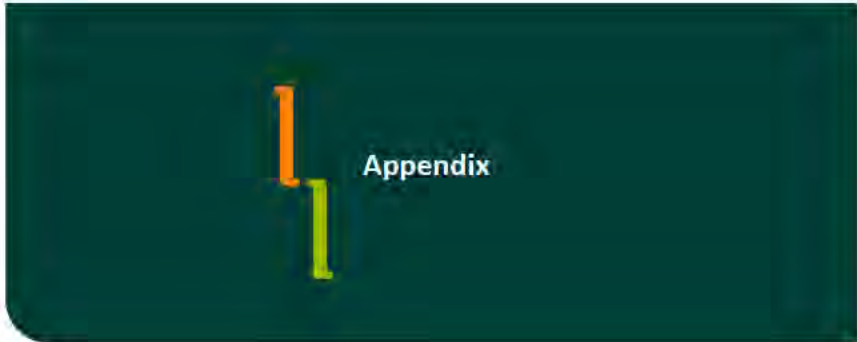
All Three Tiers Combined – Cash, Short Duration, Diversified Stocks and Bonds

Asset Class	Mix A (60/40 Tier 3)	Mix B (70/30 Tier 3)	Mix A (80/20 Tier 3)
Cash Equivalent	50%	50%	50%
Short Duration Fixed Income	10%	10%	10%
Broad US Equity	14%	17%	19%
Global ex-US Equity	10%	11%	13%
Domestic Fixed Income	16%	12%	8%
Totals	100%	100%	100%
Projected Arithmetic Return	3.93%	4.15%	4.37%
10 Yr. Geometric Mean Return	3.89%	4.08%	4.27%
Projected Standard Deviation	4.45%	5.18%	5.93%
10 Yr. Simulated Sharpe Ratio	0.36	0.34	0.33

- Assumes average exposure for Tier 1 of 50%. Given cash flows, actual exposure to cash will vary substantially intra-year. Projections provide a reasonable estimate of annualized return and risk.
- Arithmetic return = single year return.
- Geometric return = compound return over 10-year time horizon. Volatility can erode compound returns.
- Exposure to short duration bonds represents Tier 2; exposures to equity and domestic fixed income represent Tier 3 mixes from previous pages.

Summary Conclusions – Three-Tiered Portfolio Design

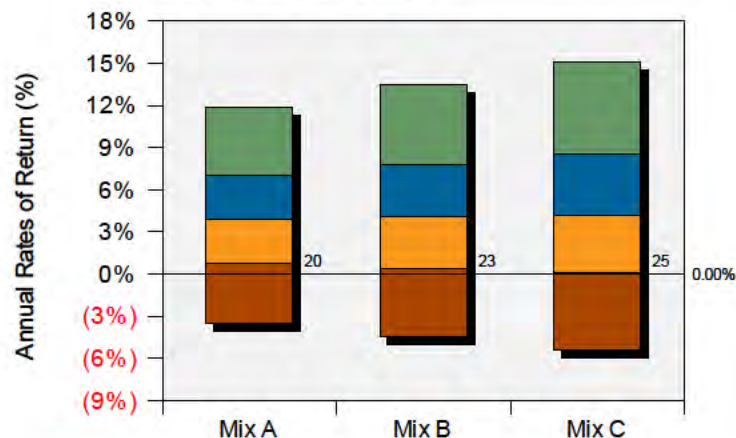
- Dividing the CSU Operating Portfolio into three Tiers is a reasonable approach to manage the liquidity and capital preservation goals of the Portfolio while allowing for investment of a portion of the assets into return-seeking growth and income strategies.
- Tier 1 is set at a minimum dollar amount at the low point in a fiscal year (July). An \$80 million minimum accommodates CSU's bond covenants and adds another \$10 million cushion for unexpected drawdowns.
- Tier 2 is set to 20% of the assets remaining after accounting for the Tier 1 minimum in July. The investment is targeted for higher income growth than cash while preserving capital and a buffer between Tier 1 (to accommodate unexpected cash withdrawals) and Tier 3 (to absorb unexpected excess investment losses). The suggested benchmark for the Tier 2 investment strategy is a Blmbg Gov't/Credit 1-3 Year bond index.
- Tier 3 is set to 80% of the assets remaining after accounting for the Tier 1 minimum in July. The investment is targeted for growth and income based on risk tolerance measured by volatility and potential loss of capital.
- Annual rebalancing is suggested each July at the low point of each fiscal year, where the minimum cash balance in Tier 1 is set, and excess funds are distributed to Tier 2 and Tier 3, or Tier 1 (and potentially Tier 2) is replenished with funds from Tier 2 and Tier 3.
- A Tier 3 allocation of 60% equity and 40% fixed income is projected to generate a return for the total portfolio close to 4%, with volatility of approximately 4.5%. This level of volatility translates into a 95th percentile worst case outcome of -3.5% over one year, and showed a maximum drawdown of 11% during the Global Financial Crisis. Over longer periods, this exposure is expected to generate a positive compounded return and a substantial premium over cash (Tier 1) and short duration fixed income (Tier 2).



Total Portfolio – Potential Diversified Asset Mixes

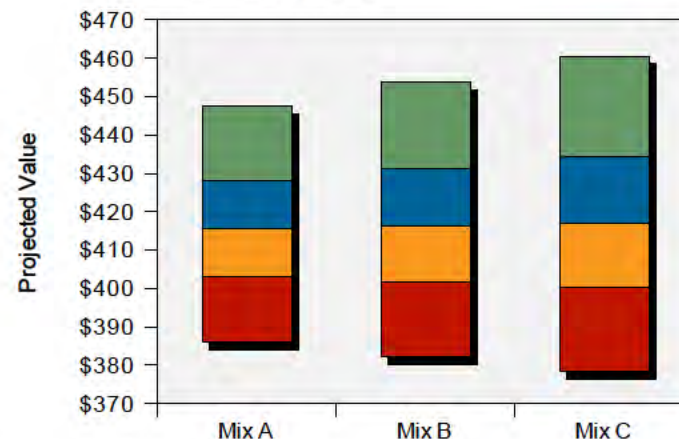
Range of Potential Outcome – One year

Range of Projected Rates of Return
Projection Period: 1 Year



5th Percentile	11.8%	13.4%	15.1%
25th Percentile	7.1%	7.8%	8.5%
Median	3.9%	4.1%	4.2%
75th Percentile	0.7%	0.4%	0.1%
95th Percentile	(3.5%)	(4.5%)	(5.4%)
Prob < 0.00%	20.0%	22.7%	24.6%

Range of Projected Dollar Growth
Projection Period: 1 Year
Initial Value: \$400.00



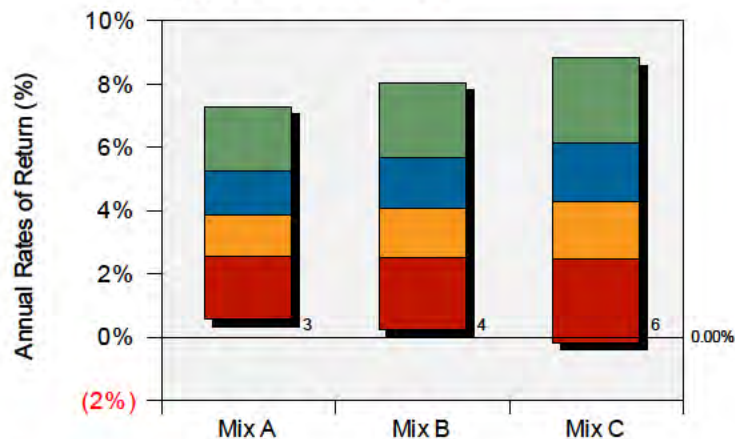
5th Percentile	\$447.38	\$453.75	\$460.40
25th Percentile	\$428.24	\$431.17	\$434.17
Median	\$415.64	\$416.37	\$416.89
75th Percentile	\$402.96	\$401.50	\$400.24
95th Percentile	\$385.96	\$382.07	\$378.24

- Equity exposure inserts substantial volatility over a one-year period, with projected risk of drawdown illustrated in both return % and dollar value of invested assets.
- Return ranges from 11.8% to negative 3.5% for Mix A (left chart).
- Dollar value of a \$400 mm investment could range from \$386 mm to \$447 mm. Assumes no distributions from the assets.

Total Portfolio – Potential Diversified Asset Mixes

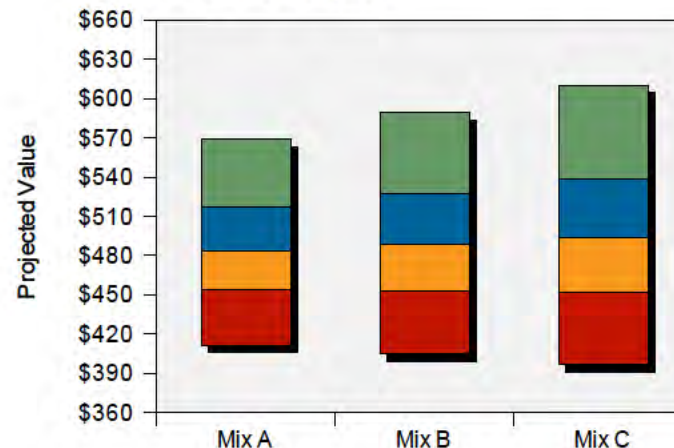
Range of Potential Outcome – Five Years

Range of Projected Rates of Return
Projection Period: 5 Years



5th Percentile	7.3%	8.1%	8.8%
25th Percentile	5.3%	5.7%	6.1%
Median	3.9%	4.1%	4.3%
75th Percentile	2.5%	2.5%	2.5%
95th Percentile	0.6%	0.2%	(0.2%)
Prob < 0.00%	2.8%	4.2%	5.8%

Range of Projected Dollar Growth
Projection Period: 5 Years
Initial Value: \$400.00



5th Percentile	\$568.66	\$589.22	\$610.34
25th Percentile	\$517.13	\$527.41	\$538.59
Median	\$483.59	\$488.37	\$493.12
75th Percentile	\$453.41	\$452.68	\$451.75
95th Percentile	\$411.42	\$404.46	\$396.63

- Impact of equity exposure on volatility is reduced over a five-year period, but still a chance of negative return at the 95th percentile for Mix C.
- Dollar value of a \$400 mm investment could range from \$411 mm to \$568 mm for Mix A. Assumes no distributions from the assets.

2018 Capital Market Projections—Return and Risk

Summary of Callan’s Long-Term Capital Market Projections (2018 – 2027)

Asset Class	Index	PROJECTED RETURN			PROJECTED RISK	
		1-Year Arithmetic	10-Year Geometric*	Real	Standard Deviation	Projected Yield
Equities						
Broad Domestic Equity	Russell 3000	8.30%	6.85%	4.60%	18.25%	2.00%
Large Cap	S&P 500	8.05%	6.75%	4.50%	17.40%	2.10%
Small/Mid Cap	Russell 2500	9.30%	7.00%	4.75%	22.60%	1.55%
Global ex-US Equity	MSCI ACWI ex USA	8.95%	7.00%	4.75%	21.00%	3.10%
International Equity	MSCI World ex USA	8.45%	6.75%	4.50%	19.70%	3.25%
Emerging Markets Equity	MSCI Emerging Markets	10.50%	7.00%	4.75%	27.45%	2.65%
Fixed Income						
Short Duration	Bloomberg Barclays 1-3 Yr G/C	2.60%	2.60%	0.35%	2.10%	2.85%
Domestic Fixed	Bloomberg Barclays Aggregate	3.05%	3.00%	0.75%	3.75%	3.50%
Long Duration	Bloomberg Barclays Long G/C	3.50%	3.00%	0.75%	10.95%	4.45%
TIPS	Bloomberg Barclays TIPS	3.10%	3.00%	0.75%	5.25%	3.35%
High Yield	Bloomberg Barclays High Yield	5.20%	4.75%	2.50%	10.35%	7.75%
Non-US Fixed	Bloomberg Barclays Gbl Agg xUSD	1.80%	1.40%	-0.85%	9.20%	2.50%
Emerging Market Debt	EMBI Global Diversified	4.85%	4.50%	2.25%	9.60%	5.75%
Other						
Real Estate	Callan Real Estate Database	6.90%	5.75%	3.50%	16.35%	4.75%
Private Equity	TR Post Venture Capital	12.45%	7.35%	5.10%	32.90%	0.00%
Hedge Funds	Callan Hedge FoF Database	5.35%	5.05%	2.80%	9.15%	2.25%
Commodities	Bloomberg Commodity	4.25%	2.65%	0.40%	18.30%	2.25%
Cash Equivalents	90-Day T-Bill	2.25%	2.25%	0.00%	0.90%	2.25%
Inflation	CPI-U		2.25%		1.50%	

* Geometric returns are derived from arithmetic returns and the associated risk (standard deviation).

Source: Callan LLC

2018 Capital Market Projections—Correlation Coefficient Matrix

Key to Constructing Efficient Portfolios

Correlation Matrix		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
1	Broad Domestic Equity	1.00																			
2	Large Cap	1.00	1.00																		
3	Small/Mid Cap	0.97	0.94	1.00																	
4	Global ex-US Equity	0.87	0.87	0.84	1.00																
5	International Equity	0.84	0.84	0.80	0.99	1.00															
6	Emerging Markets Equity	0.87	0.86	0.85	0.94	0.87	1.00														
7	Short Duration	-0.25	-0.24	-0.27	-0.27	-0.25	-0.29	1.00													
8	Domestic Fixed	-0.11	-0.10	-0.14	-0.13	-0.11	-0.16	0.87	1.00												
9	Long Duration	0.11	0.11	0.10	0.08	0.09	0.04	0.74	0.93	1.00											
10	TIPS	-0.05	-0.05	-0.08	-0.05	-0.03	-0.09	0.53	0.60	0.53	1.00										
11	High Yield	0.64	0.64	0.61	0.63	0.61	0.62	-0.14	0.02	0.19	0.06	1.00									
12	Non-US Fixed	0.01	0.05	-0.10	0.01	0.06	-0.09	0.48	0.51	0.54	0.34	0.12	1.00								
13	EMD	0.57	0.57	0.56	0.58	0.55	0.58	-0.04	0.10	0.14	0.18	0.60	0.01	1.00							
14	Real Estate	0.73	0.73	0.71	0.68	0.66	0.65	-0.17	-0.03	0.17	0.00	0.56	-0.05	0.44	1.00						
15	Private Equity	0.95	0.95	0.92	0.93	0.90	0.91	-0.26	-0.20	0.00	-0.11	0.64	-0.06	0.57	0.72	1.00					
16	Hedge Funds	0.80	0.80	0.77	0.76	0.73	0.76	-0.13	0.08	0.29	0.08	0.57	-0.08	0.54	0.61	0.78	1.00				
17	Commodities	0.15	0.15	0.15	0.16	0.16	0.16	-0.22	-0.10	-0.04	0.12	0.10	0.05	0.19	0.20	0.18	0.21	1.00			
18	Cash Equivalents	-0.04	-0.03	-0.08	-0.04	-0.01	-0.10	0.30	0.10	-0.04	0.07	-0.11	-0.09	-0.07	-0.06	0.00	-0.07	0.07	1.00		
19	Inflation	-0.01	-0.02	0.02	0.01	0.00	0.03	-0.20	-0.28	-0.29	0.18	0.07	-0.15	0.00	0.10	0.06	0.20	0.40	0.00	1.00	

Source: Callan LLC

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Agenda Item 5: Approval of the CSU System Investment Policy

Action Item

The Board of Governors of the
Colorado State University System
Meeting Date: May 2, 2018
Action Item

Approved

MATTERS FOR ACTION:

The Board of Governors of the Colorado State University System (the “Board”) approval of the Operating Portfolio Investment Policy Statement (“Policy”).

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby approves the attached Operating Portfolio Investment Policy Statement.

FURTHER MOVED, that the Chief Financial Officer of the System and the Treasurer of the System are hereby authorized to execute investment transactions within the parameters set forth in the Policy.

EXPLANATION PRESENTED BY: Margaret Henry, Treasurer, Colorado State University System.

In June 2008, House Bill 08-1002 authorized the CSU System to establish its own Treasury function, withdraw funds from the State Treasurer’s investment pool, and begin investing its operating portfolio internally.

In February 2015, the Board approved the formation of the Colorado State University System Treasury. Also, an Investment Advisory Committee was created to provide investment advice to the System regarding the Treasury. The CSU System Treasury Investment Advisory Committee (the “Committee”) includes a Board member, the System Treasurer, and at least three representatives from the financial community. In August 2015, the Board appointed the Board Treasurer as the Board’s appointee to the Committee.

In August 2017, the Committee was formed and included the Board Treasurer, the System Treasurer, and four financial community members, in accordance with C.R.S. § §23-30-106; 23-30-121 and 122. In addition, C.R.S. § 23-30-123 requires the Board to develop and annually review a written investment policy. The attached Operating Portfolio Investment Policy Statement has been approved by the Committee and is recommended for Board’s approval.

The Board of Governors of the
Colorado State University System
Meeting Date: May 2, 2018
Action Item

The Policy incorporates the Board responsibilities as set forth in C.R.S § 23-30-123. Specifically, the Board has fiduciary responsibility with respect to oversight of the Policy and is responsible for:

- Establishing an Investment Advisory Committee;
- Developing and annually reviewing the Policy, which will include performance benchmarks for each investment manager;
- Providing a report to the Joint Budget Committee regarding investments and performance, which is prepared by Treasurer; and
- Submitting an annual CSU System Treasury financial statement to the State Treasurer, State Auditor, and Joint Budget Committee, which is prepared by the Treasurer.

The Policy outlines responsibilities for the Committee, and specifically states the Committee provides investment expertise to the System Treasurer and System CFO, and assists in developing, implementing, monitoring, and evaluating the Portfolio.

The Policy states that the risk tolerance of the Portfolio is low, which requires a conservative investment policy. The investment structure is divided into three tiers to provide for income maximization while meeting the daily liquidity requirements of the System. Tiers I and II are to be invested in a conservative manner, with a focus on capital preservation. A higher risk policy is appropriate for Tier III and carries greater expectations for return and risk. Tier III has a longer time horizon and may be invested in a diversified manner in asset classes with various levels of risk. The Tier III investment management structure emphasizes simplicity and cost control and employs an appropriate number of managers necessary to assure diversification within each asset class. The strategic asset allocation for Tier III is 36% U.S. Equities, 24% Non-U.S. Equities, and 40% Fixed Income.

The Policy outlines Performance Objectives for each Tier and Asset Class. It describes the process for manager selection and manager evaluation. The Policy includes an Appendix that describes the approved and prohibited securities for each asset class.

Upon approval of the Policy, the Treasurer and CFO will begin selecting investment managers, with the assistance and advice of the Committee. All investments will be within the liquidity, investment structure, asset allocation, and investment guidelines as outlined in the Policy.

The Board of Governors of the
Colorado State University System
Meeting Date: May 2, 2018
Action Item

Approved

Approved

Denied

Kim Jordan, Board Secretary

Date



**Board of Governors
Colorado State University System
Operating Portfolio
Investment Policy Statement**

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I. Purpose

The Investment Policy Statement (“Policy”) provides the guidelines and procedures for the investment and management of the Colorado State University System (“the University”) Operating Portfolio (“Portfolio”). The Portfolio is comprised of Colorado State University, Colorado State University Pueblo, Colorado State University Global, and the Colorado State University System.

Statutory Authority. House Bill 08-1002 authorized the University to establish its own “Treasury”. Guidelines and requirements for this functionality are found in C.R.S. 23-30-106 and C.R.S. 23-30-121 through 123.

II. Investment Objectives

The principal objectives of the Policy are to:

- Maintain sufficient liquidity for the daily and on-going operations of the University.
- Preserve principal consistent with liquidity constraints, recognizing that market fluctuations will cause the market value of the assets to rise and fall over short periods of time.
- Comply with the requirements of the self-liquidity commercial paper program.
- Identify an asset allocation and investment structure based on liquidity needs, time horizon and risk tolerance.
- Diversify investments.
- Control costs of administering and implementing the Portfolio.

III. Roles and Responsibilities

Board of Governors of the Colorado State University System (“Board”)

The Board acknowledges fiduciary responsibility with respect to oversight of the Policy. Specifically, the Board is responsible for:

- Establishing an Investment Advisory Committee
- Developing and annually reviewing the Policy, which will include performance benchmarks for each investment manager
- Providing a report to the Joint Budget Committee regarding investments and performance – prepared by the CSU System Treasurer (“Treasurer”)
- Submitting annual financial statements to State Treasurer, State Auditor, and Joint Budget Committee – prepared by the Treasurer

Investment Advisory Committee (“Committee”)

The Committee is generally responsible for assisting the Treasurer and Chief Financial Officer (CFO) in developing, implementing, supervising and evaluating the Portfolio, hiring service providers and monitoring and evaluating the effectiveness of service providers in carrying out their respective duties. Specifically, the Committee will provide investment expertise while assisting the Treasurer and CFO with:

- The development and maintenance of the Policy.
- Delineating general investment policy for the Portfolio including:
 - Liquidity analysis and the Portfolio's tiered investment structure;
 - Asset allocation policy, which establishes and communicates the Committee's return expectations and risk tolerance;
 - Investment manager structure, which establishes and communicates the Committee's decisions regarding the number and types of investment managers that are appropriate for the Portfolio under the then current circumstances; and
 - Investment manager guidelines, which establish and communicate the risk parameters, set by the Committee consistent with the overall risk level set for the Portfolio.
- Hiring an Investment Consultant to assist the Committee and Treasurer in implementing policy and managing the Portfolio.
- Appointing Investment Managers to fulfill specific roles in the Portfolio defined by the manager structure.
- Establishing effective communication and review procedures between the Investment Managers, the Investment Consultant, the Custodian, and the Committee.
- Monitoring and evaluating each Investment Manager's success in achieving the objectives set for such manager by the Committee and adhering to established guidelines.
- Approving the termination and, if appropriate, replacement of an Investment Manager when the Investment Manager fails to achieve the objectives set for the manager by the Committee or when the needs of the Portfolio change.
- Monitoring and controlling investment expenses, including Investment Manager fees, trustee and Custodian fees, and trading costs.

Treasurer

The day-to-day management and oversight of the Portfolio are the responsibility of the Treasurer. The specific responsibilities include:

- On-going communication with the Board, Committee, Custodian, Investment Consultant and Investment Managers.
- Preparing a quarterly review of the performance of all funds.
- Hiring a bank as Custodian to assist the Treasurer in managing the Portfolio.
- Carryout the selection/termination of Investment Managers with the advice of the Committee.
- Evaluating cash-flow and liquidity needs of the Treasury.
- Preparing the Committee's meeting agenda in conjunction with the Investment Consultant and Committee members.
- Working with the Custodian to rebalance in keeping with the decisions of the Committee with respect to the Portfolio.
- In conjunction with the Investment Consultant, developing proposals to enhance the Portfolio for consideration by the Committee.
- Prepare reporting to Joint Budget Committee regarding Investments and performance for the Board of Governors approval and submittal.
- Prepare annual financial statements to State Treasurer, State Auditor, and Joint Budget Committee for Board of Governor approval and submittal.

Investment Consultant

The role of the Investment Consultant is to assist the Treasurer and Committee in fulfilling their responsibilities by providing independent and unbiased information and analysis. Responsibilities include:

- Assisting in the development and maintenance of the Policy.
- Assisting in the development of appropriate asset allocation and manager structure.
- Assisting in the monitoring and compliance with the Policy.
- Making recommendations regarding the identification of appropriate market benchmarks and peer groups against which each investment manager should be evaluated.
- Conducting a prudent investment manager search process, as needed, to identify appropriate candidates for review and selection by the Committee.
- Producing quarterly performance evaluation reports.
- Monitoring and evaluating Investment Managers' performance and conducting due diligence on Investment Managers.
- Educating the Committee on investment issues that could impact the Portfolio.

Investment Managers

The specific duties and responsibilities of each Investment Manager include:

- Managing those assets of the Portfolio that are under the supervision of the Investment Manager in accordance with the guidelines and objectives contained in this Policy, and consistent with each Investment Manager's stated investment philosophy and style as presented by the Investment Manager representatives to the Committee.
- Exercising investment discretion in regard to buying, managing and selling Portfolio assets under the supervision of the Investment Manager, subject to any limitations contained in this Policy.
- Promptly voting all proxies and taking all related actions in a manner consistent with the long-term interest and objectives of the Portfolio as described in this Policy. Each Investment Manager shall keep detailed records of proxy votes and related actions and will comply with all regulatory obligations related thereto.
- Communicating with the Treasurer and Investment Consultant in writing regarding all significant changes pertaining to Portfolio assets under the supervision of the Investment Manager or relating to the Investment Manager itself such as changes in ownership, organizational structure, financial condition, and professional staff of the Investment Manager. The Treasurer must receive such communications no more than seven (7) days after the change occurs.
- Using at least the same care, skill, prudence, and due diligence under the circumstances then prevailing that experienced investment professionals acting in a like capacity and fully familiar with such matters would use in like activities for like retirement plans with like aims in accordance and compliance with all applicable laws, rules, and regulations.
- To acknowledge and agree in writing as to the Investment Manager's fiduciary responsibility to fully comply with the objectives and guidelines set forth in this Policy.

Custodian

The Trustee/Custodian has three primary responsibilities, namely: (1) Safekeeping of Assets – custody, valuation and accounting & reporting of assets owned by the Portfolio; (2) Trade Processing – track and

reconcile assets that are acquired and disposed; and, (3) Asset Servicing – maintain all economic benefits of ownership such as income collection, corporate actions, and proxy notification issues.

The Custodian provides the services listed below:

- Adequate safekeeping services for both domestic and international securities.
- Timely settlement of securities transactions, including cross-border investments.
- Proper pricing and valuation of equities, fixed-income and international securities.
- Timely collection of income, including tax reclaim.
- Suitable accounting services and ability to handle plan/trust accounting.
- Preparation of useful, accurate, and timely investment accounting and audited reports.
- Providing adequate valuation and tracking of derivatives.
- Tracking alternative investments such as Private Equity, Real Estate and Fund of Funds, including Hedge Funds.
- Acceptable administrative support to the Committee and the Treasurer.
- Appropriate data processing capabilities, including on-line access to custody, accounting information, and other ancillary services as contracted with the Custodian.
- Prompt and accurate administration of corporate actions, including proxy issues.
- Direct, accurate daily communications with Investment Managers to ensure trades are correct and confirmed.
- Proactive reconciliation with Investment Managers at least monthly before monthly audited statements are rendered.
- Immediate communication with the Treasurer regarding any concerns or issues with respect to services provided by the Custodian.
- Furnish periodic SAS 70 Report for review by the Treasurer to ascertain adequate operational, processing and risk controls.
- Cash sweeps of idle cash balances in short term investment vehicles that are consistent with the investment guidelines promulgated by OCC Reg 9 and/or SEC Rule 2a-7.

IV. Investment Structure

The Portfolio includes assets with varying levels of risk. The investment structure is divided into three tiers to provide for income maximization while meeting the daily liquidity requirements of the University. Specific asset allocation targets and investment criteria are defined later in this Policy.

Tier I – Daily Operating Funds: Investments with maturities of one year or less and high credit quality are appropriate for this tier.

Tier II – Contingency: Reserve or back-up assets if Tier I is insufficient. Tier II allows Tier I to be kept to a minimum. Maturities of the securities may be up to 5 years and must be investment grade. Tier II has a greater return and risk expectation than Tier I.

Tier III – Diversified: Represents the portion of the cash that is not expected to be spent within the near term and can have investments considered appropriate for long-term investment.

V. Risk Tolerance

The overall risk tolerance of the Portfolio is low, which requires a conservative investment policy. Tiers I and II are to be invested in a conservative manner with a focus on capital preservation. A higher risk policy is appropriate for Tier III and carries greater expectations for return and risk.

VI. Liquidity Analysis and Asset Allocation

Annually, a review of the cash flows of the Portfolio and an asset allocation study will be conducted to determine the allocation to each Tier. The Tiers are rebalanced as necessary following the annual review.

Tier III has a longer time horizon and may be invested in a diversified manner in asset classes with various levels of risk. An asset allocation analysis will be conducted annually alongside the liquidity study to determine an acceptable asset allocation for Tier III. The strategic asset allocation for Tier III is below.

Tier III Strategic Asset Allocation

	Lower <u>Limit</u>	Strategic Allocation	Upper <u>Limit</u>
U.S. Equities	31%	36%	41%
Non-U.S. Equities	20%	24%	28%
Fixed Income	36%	40%	44%

Tier III Investment Structure

The Tier III investment management structure emphasizes simplicity and cost control and employs an appropriate number of managers necessary to assure diversification within each asset class. The table below lists the specific roles to which individual Investment Managers are assigned and the target allocation of assets for each manager.

	% of Asset Class	% of Tier III	Lower Limit	Upper Limit
U.S. Equities	100%	36%	31%	41%
Large Cap	75%	27%	23%	31%
Mid Cap	17%	6%	4%	8%
Small Cap	8%	3%	2%	4%
Non-U.S. Equities	100%	24%	20%	28%
Developed	75%	18%	15%	21%
Emerging	25%	6%	4%	8%
Fixed Income	100%	40%	36%	44%
U.S. Investment Grade	100%	40%	36%	44%

It is expected that all cash flows during the fiscal year will go in and out of Tier I and it is not expected that Tier I will need to be rebalanced during the fiscal year unless there is an unplanned event. There may be times when Tier III needs to be rebalanced. The ranges around the target allocation for Tier III represent rebalancing limits. Rebalancing is an essential part of the overall strategic asset allocation policy, which not only ensures an optimal risk structure for the Portfolio, but also has been demonstrated to maximize long term performance. The contributing factor to performance comes from reducing an asset class that has undergone considerable price appreciation and reallocating those funds into an asset class which has undergone a period of recent under performance relative to the long term objectives.

Similarly, if an asset class falls below the established range, funds will be reallocated to bring the asset class within the range. The rebalancing discipline forces the Portfolio to sell assets with relative high prices and purchase assets that have comparatively low prices. Rebalancing ranges are determined by both the commitment size and liquidity of each individual asset class.

Responsibility for Rebalancing

Rebalancing actions are the responsibility of the Treasurer and shall be reported to the Committee on a periodic basis. When asset allocations exceed the ranges indicated above, the Treasurer will rebalance to the target level or to a point within the target range.

VII. Performance Objectives

A three to five-year time horizon has been established to evaluate performance of the Portfolio as a whole, each Tier, asset class and Investment Manager relative to established benchmarks. Performance benchmarks for each Tier and the separate mandates within each Tier have been identified based on the analysis used to develop the asset allocation principles and investment manager structure policy set forth in this Policy.

	Benchmark	Peer Group
Tier I	90-day T-Bill	Money Market Funds
Tier II	Bloomberg Barclays Government/Credit 1-3 Year	Defensive Fixed Income
Tier III	Blended Benchmark: 36% S&P 1500; 24% MSCI ACWI ex-U.S.; 40% Bloomberg Barclays Aggregate	NA
<i>U.S. Equity</i>	S&P 1500	Total Domestic Equity
<i>Large Cap</i>	S&P 500	Large Cap U.S. Equity
<i>Small/Mid Cap</i>	Completion Index	SMID Cap U.S. Equity
<i>Non-U.S. Equity</i>	MSCI ACWI ex-U.S.	Total Non-U.S. Equity
<i>Fixed Income</i>	Bloomberg Barclays Aggregate	Core Bond Fixed Income

VIII. Investment Manager Selection and Evaluation

A. Investment Manager Selection

A process to select Investment Managers will be utilized that embodies the principles of procedural due diligence. Accordingly, when selecting Investment Managers, a competitive search process will be conducted, which includes the following steps or such other steps as the University determines in the situation:

1. Formulation of specific Investment Manager search criteria that reflect the requirements for the Investment Manager role under consideration.
2. Identification of qualified candidates from the manager search database maintained by the Investment Consultant and such other sources as determined by the University.
3. Analysis of qualified candidates in terms of:
 - Quantitative characteristics, such as CFA GIPS-compliant composite return data, risk-adjusted rates of return and relevant portfolio characteristics.
 - Qualitative characteristics, such as key personnel, investment philosophy, investment strategy, research orientation, decision-making process, and risk controls.
 - Organizational factors, such as type and size of firm, ownership structure, client-servicing capabilities, ability to obtain and retain clients, and fees.
4. Selection of finalist candidates based on a due diligence report prepared for the Committee and University by the Investment Consultant summarizing the analysis described above.

B. Investment Manager Evaluation and Review

Each Investment Manager will be evaluated from a quantitative and qualitative standpoint on a quarterly basis. Qualitative factors will be considered that are likely to impact the future performance of the Portfolio's assets managed by an Investment Manager in addition to current and historical rates of return.

The University believes it is appropriate to include "objective standards" designed to guide future decisions regarding Investment Managers.

1. Qualitative Review

The Committee will evaluate qualitative factors relating to an Investment Manager, including:

- Ownership changes (e.g., key people “cash out”);
- Key people leave firm;
- Conflict of Interest;
- Changes in investment strategy the Investment Manager was employed by the Committee to implement;
- Investment manager is involved in material litigation or fraud; and
- Material client-servicing problems

2. Quantitative Review

Long-term performance standards should measure an Investment Manager’s performance from inception and on a rolling five-year returns basis in relation to a broad market index or indices that the Investment Manager previously agreed to be measured against. If an active Investment Manager fails to generate a return premium in excess of the agreed-upon index or indices, then, upon completion of appropriate due diligence or such other steps as the University determines, the University may decide to terminate the contract with the Investment Manager.

Shorter-term performance will be measured in relation to an appropriate style index and “Peer Group”. Each investment manager is to be measured against the median return of a previously agreed-upon peer group of investment managers with similar investment styles.

Managers are expected to maintain their stated investment style and philosophy. Quantitative measures of investment style and philosophy include style mapping, style attribution analysis, and tracking error relative to the benchmark.

Notwithstanding any other provision of this Policy, the University retains the right to terminate the contract with, and the services provided to the University by, an Investment Manager at any time. The University believes that the decision to retain or terminate an Investment Manager or other service provider on the University’s reasoned judgment and the University’s confidence in the Investment Manager’s or other service provider’s ability to perform in the future.

C. Watch list Procedure and Criteria

A number of factors may contribute to an Investment Manager’s over- or under-performance at any given time – market dynamics, investment skill, and/or pure chance. Given this uncertainty, it is unwise to mandate termination purely for lagging performance at any specific point. A Watch List will be utilized to identify managers whose performance and/ or organization changes are cause for concern.

A manager may be included on the Watch List based on the qualitative and quantitative criteria described in the manager evaluation and review section. Once an Investment Manager is placed on a Watch List, performance will be closely monitored and scrutinized. Additional actions could include meetings with the manager or a formal re-interview of the Investment Manager by the Committee. If the Investment Manager is not terminated, the manager shall remain on the Watch List subject to a subsequent recommendation by the Treasurer and Investment Consultant as to the Investment Manager’s ongoing relationship. Organizational issues that have been resolved in a satisfactory manner

and improved performance relative to an index and or peers will be used as an indicator to remove a given Investment Manager from the Watch List.

IX. Investment Policy Statement Review Procedures

As a general rule, the University should review this Policy annually. However, it is not expected that the investment policy will change frequently; in particular, short-term changes in the financial markets generally should not merit an adjustment in the investment policy.

X. Appendix – Investment Guidelines

The following guidelines apply to Investment Managers. Separate accounts must follow the guidelines contained herein. Commingled vehicles, including mutual funds, should comply with their governing documents. All assets are to be managed pursuant to C.R.S. 23-30-106 and C.R.S. 23-30-121 through 123.

Investment guidelines are applied at the time of purchase and securities contained in the benchmark are generally acceptable investments.

Fixed income interest rate risk shall be consistent with the risk tolerance of each Tier. Tier I shall have duration less than 1 year. Tier II will be +/- 0.5 years of the duration of the Bloomberg Barclays 1-3 Year Index. Tier III will be +/- 20% of the duration of the Bloomberg Barclays Aggregate Bond Index.

U.S. EQUITY

Approved Securities

1. Common stock of any issuer traded on a U.S. stock exchange or in the U.S. over-the-counter markets which are denominated in U.S. dollars.
2. Securities which take the form of sponsored and/or unsponsored American Depository Receipts (“ADRs”) Global Depository Receipts (“GDRs”) and/or European Depository Receipts (“EDRs”).
3. Stock purchase rights and warrants of any issuer for which equity may be purchased.
4. Preferred stocks (convertible and non-convertible) of any issuer for which equity may be purchased.
5. Master limited partnership interests (if publicly traded).
6. Securities of special purpose issuers of all types including without limitation unit investment trust (SPDRs), open-end and closed-end funds and real estate investment trusts.

Limitations

1. The following categories of equity securities are prohibited:
 - Securities of the Investment Manager or an affiliated organization,
 - Short Sales,
 - Put and call options,
 - Margin purchases,
 - Commodities,
 - Direct real estate investments,
 - Foreign listed stocks.
2. Equity futures contracts may be employed solely for the purpose of overlaying cash to generate equity exposure.
3. Investment in any one issuer cannot exceed five percent of assets in the portfolio at the time of purchase. No more than 10% of the market value of the portfolio may be held in any one issuer at any time.
4. Investment in any one industry, as defined by either S&P or Russell Indexes cannot exceed 30 percent of the market value of assets in the portfolio.
5. Investment in any one company in the client portfolio may be no more than ten percent of the total market value of that company.
6. Foreign securities, including foreign stock listed on U.S. exchanges and ADRS, are limited to 15% of the portfolio measured at market value.

Cash and Equivalents

The Committee expects U.S. equity Investment Managers to invest portfolios primarily in U.S. common stocks. However, investment in cash equivalents up to 5% of the market value of the portfolio is allowed. To the extent the portfolio holds cash, the cash will be invested in the commingled short-term investment fund managed by the Custodian consistent with OCC Reg-9 and/or SEC Rule 2a-7.

NON-U.S. EQUITY**Approved Securities**

1. Foreign equity securities, defined as equity securities that are issued by any company that is organized or headquartered in a foreign country, or whose primary business (75% or more) is conducted outside the U.S.
2. Foreign securities may include preferred stock, stock purchase rights and warrants of any foreign issuer for which equity may be purchased.
3. American Depository Receipts; European Depository Receipts; Global Depository Receipts; or similar instruments representing securities of foreign companies.

Limitations

1. The following categories of equity securities are prohibited:
 - Securities of the Investment Manager or an affiliated organization,
 - Short Sales,
 - Put and call options,
 - Margin purchases,
 - Commodities,
 - Direct real estate investments.
2. Investment in any one issuer cannot exceed five percent of assets in the portfolio at the time of purchase.
3. Investment in any one industry, as defined by Morgan Stanley Capital International, cannot exceed 30 percent of the market value of assets in the portfolio.
4. Equity futures contracts may be employed solely for the purpose of overlaying cash to generate equity exposure.

Cash and Equivalents

The Committee expects non-U.S. equity managers to invest portfolios primarily in non -U.S. common stocks. However, investment in cash equivalents up to 5% of the market value of the portfolio is allowed. To the extent the portfolio holds local or base currency cash, the cash will be invested in the commingled short-term investment fund managed by the Custodian and/or an interest bearing account consistent with OCC Reg-9 and/or SEC Rule 2a-7.

FIXED INCOME**Core Mandate****Approved Securities**

1. Obligations, issues or guaranteed by the U.S. Federal Government, U.S. Federal agencies or US. Government sponsored corporation and agencies.
2. Obligations of U.S. and non U.S. corporations such as mortgage bonds, convertible and non-convertible notes and debentures, preferred stocks, commercial paper, certificates of

- deposit and bankers acceptances issued by industrial, utility, finance, commercial banking or bank holding companies.
3. Mortgage backed and asset backed securities.
 4. Obligations, including the securities or emerging market issuers, denominated in U.S. dollars or foreign currencies of international agencies, supranational entities and foreign government (or their subdivisions or agencies, as well as foreign currency exchange-related securities, warrants and forward contracts.
 5. Obligations issued or guaranteed by local, city and state governments and agencies.
 6. Swaps, forward, options on swaps options on forwards.
 7. Securities defined under Rule 144A and commercial Paper defined under Section 4(2) of the Securities act of 1933.
 8. Mortgage-related securities, including CMO's, CMBS's, and mortgage derivatives (mortgage derivatives include Interest Only strips (IOs), Principal only strips (POs), inverse IOs, and inverse floating rate notes, CMO residuals).
 9. Collateralized repurchase agreements and reverse repurchase agreements.
 10. Loan participations.
 11. Variable and floating rate securities.
 12. Preferred Stock.
 13. Asset backed securities.
 14. Interest rate swaps and futures and options contracts on Treasuries, Agencies, Non-U.S. sovereign debt and interest rates.
 15. Credit default swaps.

Limitations

1. All securities in the portfolio will be investment grade at time of purchase.
2. Should a security be downgraded below investment grade, the Investment Manager will determine the appropriate action (sell or hold) based on the perceived risk and expected return of the position and will inform the Treasurer and the Investment Consultant in writing of the action taken.
3. No more than 5% of the fixed income portfolio, at time of purchase, may be invested in any one company, except for government or agency issues.
4. Futures and Options may not be used to lever the portfolio and maximum aggregate exposure is 25%.

Agenda Item 6: Reimbursement Resolution

Action Item

Series 2019 Reimbursement Resolution ⁵⁵

- Potential Projects Planned for funding by Series 2019 Bonds
 - JBS Global Food Innovation Center (Partial Funding)
 - Richardson Design Center (Partial Funding)
 - High Plains Campus Expansion (Rocky Ford)
 - Western Campus Expansion (Orchard Mesa)
 - Shepardson (Partial Funding)
 - Lory Student Center North Renovation
 - 2243 Centre Building Purchase
 - Moby GeoThermal Project
 - Lab Animal Support Facility
 - CSU Pueblo Energy Savings Project
- Series 2019
 - Planned to issue March, 2019
 - Anticipated not to exceed \$100,000,000

The Board of Governors of the
 Colorado State University System
 Meeting Date: May 2-3, 2018
 Action Item

MATTERS FOR ACTION:

Approval of resolution of capital expenditures to be reimbursed by future Series 2019 bond issuance for JBS Global Food Innovation Center, Richardson Design Center, Moby GeoThermal Project, 2243 Centre building purchase, High Plains Campus Expansion (Rocky Ford), Western Campus Expansion (Orchard Mesa), Shepardson, Lab Animal Support Facility, Lory Student Center, and CSU Pueblo energy savings project.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System (Board) hereby approves a resolution establishing the official intent of the Board to reimburse itself for capital expenditures with proceeds of future taxable or tax-exempt borrowings in accordance with the Treasury department's reimbursement regulations in the format attached hereto. The Secretary and Chair of the Board are authorized to execute the attached resolution.

EXPLANATION PRESENTED BY: Margaret Henry, Treasurer, Colorado State University System

 Approved

 Denied

 Board Secretary

 Date

A RESOLUTION ESTABLISHING THE OFFICIAL INTENT OF THE BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM TO REIMBURSE ITSELF FOR CAPITAL EXPENDITURES WITH PROCEEDS OF FUTURE TAXABLE OR TAX-EXEMPT BORROWINGS IN ACCORDANCE WITH THE TREASURY DEPARTMENT'S REIMBURSEMENT REGULATIONS

WHEREAS, the Board of Governors of the Colorado State University System (the "Board"), is a body corporate and governs and operates institutions of higher education pursuant to the laws of the State of Colorado (the "State"); and

WHEREAS, the Internal Revenue Service has issued Treasury Regulation Section 1.150.2, the final regulations with respect to the use of proceeds of tax-exempt bonds for reimbursement purposes (the "Reimbursement Regulations"); and

WHEREAS, in order to comply with the Reimbursement Regulations, the Board desires to set forth the Board's official intent to be reimbursed for capital expenditures with respect to the Project defined below with proceeds of future taxable or tax-exempt borrowings;

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

Section 1. Declaration of Official Intent. The Board hereby declares the Board's official intent, in accordance with the Reimbursement Regulations, to reimburse itself from future proceeds of the "Bonds" as defined below for any capital expenditures (and any other expenditures permitted by the Reimbursement Regulations) incurred by the Board in connection with, or related to, the "Project" as defined below, from the period beginning 60 days prior to the date hereof and ending on the latest date permitted by the Reimbursement Regulations. "Bonds" means any taxable or tax-exempt obligations issued by the Board from time to time to finance the "Project" as defined below, and is reasonably expected as of the date hereof to initially mean the Board of Governors of the Colorado State University System, System Enterprise Revenue Bonds Series 2019. As of the date hereof, the Board reasonably expects that the Bonds will be issued and that the Board will reimburse itself for costs of the Project. "Project" collectively means certain campus improvements, including, but not limited to, the JBS Global Food Innovation Center, Richardson Design Center, Moby GeoThermal Project, 2243 Centre building, High Plains Campus Expansion (Rocky Ford), Western Campus Expansion (Orchard Mesa), Shepardson, Lab Animal Support Facility, Lory Student Center, and CSU-Pueblo energy savings project. The Project costs are currently anticipated to be equal to an amount not to exceed \$100,000,000. The Bonds may be issued in one or more series in an amount sufficient to finance the Project. The Project may also include repaying previously issued commercial paper. Further, commercial paper may be issued to reimburse the Board for its prior capital expenditures relating to the Project and such commercial paper shall be included in the definition of the term "Bonds."

Section 2. Confirmation of Prior Acts. All prior acts and doings of the officials, agents

and employees of the Board which are in conformity with the purpose and intent of this Resolution shall be and the same hereby are in all respects ratified, approved and confirmed.

Section 3. Repeal of Inconsistent Resolutions. All other resolutions of the Board or parts of resolutions, inconsistent with this Resolution are hereby repealed to the extent of such inconsistency.

Section 4. Effective Date of Resolution. This Resolution shall take effect immediately upon its passage.

PASSED AND ADOPTED this 2nd day of May, 2018.

[SEAL]

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY
SYSTEM

By: _____
Chair of the Board

Attest:

By: _____
Secretary

Agenda Item 7: Q3 Financials

Discussion Item

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 Q3	FY 2018 Q3	\$ Variance	% Variance	FY 2018 Q1	FY 2018 Q2
Operating revenues									
Student tuition and fees	\$ 519,044,288	559,547,616	609,595,462	548,677,861	541,695,539	(6,982,322)	-1.3%	276,409,250	298,412,451
State fee for service revenue	91,722,886	91,242,115	95,203,234	71,402,426.00	71,402,426.00	-	0.0%	23,800,808	47,601,617
Grants and contracts	291,130,967	305,307,020	331,930,675	239,654,316	238,103,106	(1,551,210)	-0.6%	82,243,622	156,209,009
Sales and services of educational activities	37,875,339	41,496,949	43,285,000	32,248,750	31,971,789	(276,961)	-0.9%	10,184,927	20,713,458
Auxiliary enterprises	163,533,393	175,045,273	188,623,951	162,395,840	163,450,489	1,054,649	0.6%	77,587,740	101,630,056
Other operating revenue	10,928,246	10,021,736	10,669,779	8,941,733	10,536,684	1,594,951	17.8%	2,069,729	5,935,816
Total operating revenues	1,114,235,119	1,182,660,709	1,279,308,102	1,063,320,925	1,057,160,033	(6,160,892)	-0.6%	472,296,075	630,502,407
Operating expenses									
Instruction	317,284,318	382,657,163	354,177,561	264,406,610	264,963,053	(556,443)	-0.2%	72,588,728	169,101,242
Research	201,907,620	233,438,161	214,964,980	158,330,000	158,519,882	(189,882)	-0.1%	52,199,434	104,685,243
Public service	102,055,321	119,404,418	130,672,406	91,041,675	91,513,132	(471,457)	-0.5%	30,071,197	61,917,870
Academic support	85,540,584	105,463,912	99,651,858	73,956,053	74,710,084	(754,031)	-1.0%	24,387,943	49,580,046
Student services	59,142,288	72,517,789	74,444,883	52,718,187	49,019,974	3,698,213	7.0%	17,333,959	33,361,695
Institutional support	66,215,355	87,360,727	76,428,613	58,731,907	57,387,743	1,344,164	2.3%	21,899,661	39,880,069
Operation and maintenance of plant	74,160,688	86,428,502	73,288,050	63,126,744	62,888,088	238,656	0.4%	19,152,426	35,888,873
Scholarships and fellowships	30,188,419	30,820,500	33,412,301	31,142,831	30,433,115	709,716	2.3%	11,235,788	18,383,252
Auxiliary enterprises	149,156,099	167,710,196	153,286,757	129,315,068	129,658,320	(343,252)	-0.3%	42,417,056	85,500,534
Depreciation	94,957,807	89,606,551	91,625,898	63,682,932	63,701,789	(18,857)	0.0%	20,865,072	41,324,073
Total operating expenses	1,180,608,500	1,375,407,919	1,301,953,307	986,452,007	982,795,180	3,656,827	0.4%	312,151,262	639,622,897
Operating Income (Loss)	(66,373,381)	(192,747,211)	(22,645,205)	76,868,918	74,364,853	(2,504,065)	-3.3%	160,144,812	(9,120,490)
Non-operating revenues (expenses)									
State appropriations	2,143,895	899,256	2,400,000	4,567,256	4,568,204	948	0.0%	342,835	2,142,091
Gifts	48,507,119	48,858,472	50,169,599	29,943,968	29,996,344	52,376	0.2%	10,635,869	17,982,666
Investment income	7,108,698	1,072,129	6,202,609	5,856,286	6,406,830	550,544	9.4%	1,968,648	3,571,070
Interest expense on capital debt	(25,533,657)	(31,476,637)	(43,370,567)	(28,782,926)	(28,759,512)	23,414	0.1%	(9,607,865)	(21,020,754)
Federal nonoperating grants and contracts	41,175,739	41,735,924	46,177,586	41,642,340	40,926,885	(715,455)	-1.7%	17,270,720	22,696,082
Other nonoperating revenues (expenses)	5,805,246	4,254,660	4,090,000	(834,500)	(836,550)	(2,050)	-0.2%	1,012,040	(1,142,166)
Net nonoperating revenues	79,207,040	65,343,805	65,669,227	52,392,424	52,302,201	(90,223)	-0.2%	21,622,246	24,228,989
Income (Loss) Before other revenues	12,833,659	(127,403,405)	43,024,021	129,261,342	126,667,054	(2,594,288)	-2.0%	181,767,059	15,108,499
Other revenues (expenses)									
State capital contributions	19,831,209	30,183,415	9,550,862	8,668,319	8,724,837	56,518	0.7%	2,878,622	4,628,740
Capital grants	8,116,638	7,181,480	7,190,619	3,413,435	3,412,625	(810)	0.0%	522,551	2,921,743
Capital gifts	10,451,580	7,755,056	7,790,361	31,797,144	31,798,947	1,803	0.0%	4,425,217	5,179,744
Payments (to)/from governing boards or other institutions	220,042	228,043	2,766,666	2,826,374	2,805,956	(20,418)	-0.7%	2,390,627	2,555,948
Additions to permanent endowments	(729,780)	1,288,142	1,200,000	-	-	-	-	-	-
Total other revenues	37,889,689	46,636,135	28,498,508	46,705,273	46,742,365	37,092	0.1%	10,217,017	15,286,175
Increase (decrease) in net position	\$ 50,723,348	(80,767,269)	71,522,530	175,966,615	173,409,419	(2,557,196)	-1.5%	191,984,076	30,394,674

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 Q3	FY 2018 Q3	\$ Variance	% Variance	FY 2018 Q1	FY 2018 Q2
Operating revenues									
Student tuition and fees	\$ 410,122,726	438,129,184	470,000,000	442,911,000	443,001,115	90,115	0.0%	238,583,262	236,305,689
State fee for service revenue	82,680,714	82,273,548	85,587,684	64,190,763	64,190,763	-	0.0%	21,396,921	42,793,842
Grants and contracts	278,955,266	292,486,905	319,000,000	229,051,162	227,208,761	(1,842,401)	-0.8%	77,906,541	150,172,570
Sales and services of educational activities	37,737,530	40,985,925	43,000,000	32,035,000	31,754,083	(280,917)	-0.9%	10,066,791	20,550,696
Auxiliary enterprises	155,275,006	165,385,849	180,000,000	153,293,558	153,981,653	688,095	0.4%	72,510,696	95,622,826
Other operating revenue	7,630,516	6,564,164	7,400,000	6,202,737	6,226,194	23,457	0.4%	1,671,192	4,037,352
Total operating revenues	972,401,758	1,025,825,575	1,104,987,684	927,684,220	926,362,569	(1,321,651)	-0.1%	422,135,403	549,482,975
Operating expenses									
Instruction	280,645,787	338,792,708	310,000,000	233,869,962	235,686,742	(1,816,780)	-0.8%	64,613,963	150,683,675
Research	200,818,821	230,684,645	210,000,000	156,030,000	156,198,255	(168,255)	-0.1%	51,263,824	103,056,758
Public service	101,895,029	118,783,346	130,000,000	90,607,846	91,083,888	(476,042)	-0.5%	29,903,590	61,604,079
Academic support	76,907,654	92,792,102	86,000,000	63,799,078	64,540,430	(741,352)	-1.2%	21,037,753	42,901,209
Student services	31,478,462	37,644,952	35,000,000	23,406,000	23,550,821	(144,821)	-0.6%	7,721,800	15,765,101
Institutional support	48,347,355	65,628,495	54,000,000	41,259,660	41,933,462	(673,802)	-1.6%	16,674,659	29,165,189
Operation and maintenance of plant	65,926,619	77,185,723	65,000,000	56,912,500	56,878,043	34,457	0.1%	17,345,148	31,345,995
Scholarships and fellowships	10,835,373	12,338,268	13,000,000	14,432,000	14,304,124	127,876	0.9%	5,783,219	9,003,364
Auxiliary enterprises	134,268,066	152,577,317	140,000,000	119,350,000	119,519,703	(169,703)	-0.1%	39,456,573	79,215,707
Depreciation	87,776,634	81,908,996	84,000,000	57,960,000	57,946,775	13,225	0.0%	18,929,087	37,456,044
Total operating expenses	1,038,899,800	1,208,336,552	1,127,000,000	857,627,046	861,642,244	(4,015,198)	-0.5%	272,729,615	560,197,121
Operating Income (Loss)	(66,498,042)	(182,510,977)	(22,012,316)	70,057,174	64,720,324	(5,336,850)	-7.6%	149,405,788	(10,714,146)
Non-operating revenues (expenses)									
State appropriations	2,143,895	-	600,000	2,768,000	2,768,204	204	0.0%	342,835	342,835
Gifts	42,798,208	44,496,156	44,500,000	28,073,000	28,072,846	(154)	0.0%	9,671,690	16,155,528
Investment income	6,070,823	618,881	5,000,000	4,936,000	4,936,425	425	0.0%	1,541,979	2,577,998
Interest expense on capital debt	(24,192,123)	(28,106,069)	(40,000,000)	(26,255,000)	(26,255,055)	(55)	0.0%	(8,797,485)	(19,388,493)
Federal nonoperating grants and contracts	23,692,431	23,759,518	25,000,000	24,491,000	24,491,070	70	0.0%	11,549,496	12,895,646
Other nonoperating revenues (expenses)	5,718,468	4,001,515	4,000,000	(902,000)	(901,550)	450	0.0%	989,844	(1,086,789)
Net nonoperating revenues	56,231,702	44,770,001	39,100,000	33,111,000	33,111,939	939	0.0%	15,298,359	11,496,725
Income (Loss) Before other revenues	(10,266,340)	(137,740,977)	17,087,684	103,168,174	97,832,264	(5,335,910)	-5.2%	164,704,147	782,579
Other revenues (expenses)									
State capital contributions	16,210,709	28,890,640	8,000,000	7,100,000	7,100,020	20	0.0%	2,185,255	3,388,281
Capital grants	7,955,584	7,081,861	7,100,000	3,379,000	3,378,521	(479)	0.0%	511,447	2,877,729
Capital gifts	10,127,744	7,664,695	7,700,000	31,761,000	31,760,659	(341)	0.0%	4,390,217	5,144,744
Payments (to)/from governing boards or other institutions	(5,001,606)	(5,340,241)	(3,100,000)	(2,033,000)	(2,033,095)	(95)	0.0%	714,169	(410,144)
Reserve transfers within the CSU System	-	(2,628,872)	-	-	125,000	125,000	-	-	125,000
Additions to permanent endowments	(729,780)	1,288,142	1,200,000	-	-	-	-	-	-
Total other revenues	28,562,651	36,956,225	20,900,000	40,207,000	40,331,105	124,105	0.3%	7,801,088	11,125,610
Increase (decrease) in net position	\$ 18,296,311	(100,784,751)	37,987,684	143,375,174	138,163,369	(5,211,805)	-3.6%	172,505,235	11,908,189

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 Q3	FY 2018 Q3	\$ Variance	% Variance	FY 2018 Q1	FY 2018 Q2
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	90,000	86,103	3,897	4.3%	55,851	51,433
Academic support	-	-	-	-	-	-	-	-	-
Student services	-	-	-	-	-	-	-	-	-
Institutional support	6,236,950	7,672,166	7,038,657	5,746,495	5,266,857	479,638	8.3%	1,785,354	3,688,624
Operation and maintenance of plant	-	-	-	-	-	-	-	-	-
Scholarships and fellowships	3,707	-	-	-	1,000	(1,000)	-	500	500
Auxiliary enterprises	-	-	-	-	-	-	-	-	-
Depreciation	-	-	-	-	-	-	-	-	-
Total operating expenses	6,264,477	7,840,833	7,258,657	5,836,495	5,353,960	482,535	35.9%	1,841,705	3,740,557
Operating Income (Loss)	(6,264,477)	(7,840,833)	(7,258,657)	(5,836,495)	(5,353,960)	482,535	35.9%	(1,841,705)	(3,740,557)
Non-operating revenues (expenses)									
State appropriations	-	-	-	-	-	-	-	-	-
Gifts	-	42,717	-	-	-	-	-	-	-
Investment income	(16,928)	(18,911)	-	-	340,498	340,498	-	-	135,668
Interest expense on capital debt	-	-	-	-	-	-	-	-	-
Federal nonoperating grants and contracts	-	-	-	-	-	-	-	-	-
Other nonoperating revenues (expenses)	-	-	-	-	-	-	-	-	-
Net nonoperating revenues	(16,928)	23,806	-	-	340,498	340,498	-	-	135,668
Income (Loss) Before other revenues	(6,281,405)	(7,817,027)	(7,258,657)	(5,836,495)	(5,013,462)	823,033	38.2%	(1,841,705)	(3,604,889)
Other revenues (expenses)									
State capital contributions	-	-	-	-	-	-	-	-	-
Capital grants	-	-	-	-	-	-	-	-	-
Capital gifts	-	-	-	-	-	-	-	-	-
Payments (to)/from governing boards or other institutions	5,970,638	6,757,138	7,258,657	5,836,495	5,636,172	(200,323)	-3.4%	2,002,165	3,617,507
Reserve transfers within the CSU System	-	27,363,306	-	-	18,081,522	18,081,522	-	-	18,031,522
Total other revenues	5,970,638	34,120,444	7,258,657	5,836,495	23,717,694	17,881,199	306.4%	2,002,165	21,649,029
Increase (decrease) in net position	\$ (310,767)	26,303,417	-	-	18,704,231	18,704,231	-	160,460	18,044,140

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 Q3	FY 2018 Q3	\$ Variance	% Variance	FY 2018 Q1	FY 2018 Q2
Operating revenues									
Student tuition and fees	\$ 76,468,054	85,060,174	102,424,340	72,312,851	65,766,002	(6,546,848)	-9.1%	20,212,139	41,983,053
Other operating revenue	1,919,797	2,684,591	2,798,279	2,314,646	3,873,312	1,558,666	67.3%	236,109	1,678,847
Total operating revenues	78,387,850	87,744,765	105,222,619	74,627,497	69,639,314	(4,988,183)	-6.7%	20,448,248	43,661,900
Operating expenses									
Instruction	16,240,963	19,330,506	21,753,039	16,136,649	14,928,433	1,208,216	7.5%	4,441,435	9,450,912
Academic support	4,651,949	6,167,155	7,283,681	5,380,843	5,733,588	(352,745)	-6.6%	1,652,407	3,625,328
Student services	21,886,826	28,198,496	32,794,779	24,324,609	20,724,941	3,599,667	14.8%	7,954,086	14,321,843
Institutional support	5,935,999	6,726,111	8,547,865	6,388,921	4,827,631	1,561,290	24.4%	1,696,251	3,216,966
Operation and maintenance of plant	531,924	541,581	529,054	394,997	383,664	11,333	2.9%	130,773	258,098
Scholarships and fellowships	9,628,414	9,930,186	13,348,668	9,647,198	8,633,658	1,013,540	10.5%	2,836,622	5,786,335
Depreciation	399,948	417,090	345,433	262,583	281,976	(19,392)	-7.4%	98,970	194,855
Total operating expenses	59,276,022	71,311,126	84,602,519	62,535,799	55,513,892	7,021,908	11.2%	18,810,543	36,854,337
Operating Income (Loss)	19,111,828	16,433,639	20,620,100	12,091,697	14,125,422	2,033,725	16.8%	1,637,705	6,807,563
Non-operating revenues (expenses)									
Investment income	940,078	319,183	842,609	650,286	852,839	202,554	31.1%	358,451	704,612
Interest expense on capital debt	-	-	-	-	-	-	-	-	-
Federal nonoperating grants and contracts	9,628,414	9,994,409	13,404,389	9,689,071	8,673,306	(1,015,764)	-10.5%	2,858,668	5,811,819
Other nonoperating revenues (expenses)	-	-	-	-	-	-	-	-	-
Net nonoperating revenues	10,568,492	10,313,592	14,246,998	10,339,356	9,526,145	(813,211)	-7.9%	3,217,119	6,516,431
Income (Loss) Before other revenues	29,680,320	26,747,231	34,867,098	22,431,054	23,651,568	1,220,514	5.4%	4,854,824	13,323,994
Other revenues (expenses)									
State capital contributions	-	-	-	-	-	-	-	-	-
Capital grants	-	-	-	-	-	-	-	-	-
Capital gifts	-	-	-	-	-	-	-	-	-
Payments (to)/from governing boards or other institutions	(724,056)	(766,248)	(800,220)	(600,165)	(600,165)	-	0.0%	(200,055)	(400,110)
Reserve transfers within the CSU System	-	(27,495,640)	-	-	(21,231,094)	(21,231,094)	-	-	(21,231,094)
Additions to permanent endowments	-	-	-	-	-	-	-	-	-
Total other revenues	(724,056)	(28,261,888)	(800,220)	(600,165)	(21,831,259)	(21,231,094)	-3537.5%	(200,055)	(21,631,204)
Increase (decrease) in net position	\$ 28,956,264	(1,514,657)	34,066,878	21,830,889	1,820,309	(20,010,580)	-91.7%	4,654,769	(8,307,210)

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 Q3	FY 2018 Q3	\$ Variance	% Variance	FY 2018 Q1	FY 2018 Q2
Operating revenues									
Student tuition and fees	\$ 32,453,508	36,358,258	37,171,122	33,454,010	32,928,422	(525,588)	-1.6%	17,613,849	20,123,709
State fee for service revenue	9,042,172	8,968,568	9,615,550	7,211,663	7,211,663	-	0.0%	2,403,887	4,807,775
Grants and contracts	12,175,701	12,820,115	12,930,675	10,603,154	10,894,345	291,191	2.7%	4,337,080	6,036,439
Sales and services of educational activities	137,809	511,024	285,000	213,750	217,706	3,956	1.9%	118,136	162,762
Auxiliary enterprises	8,258,387	9,659,425	8,623,951	9,102,282	9,468,836	366,554	4.0%	5,077,043	6,007,230
Other operating revenue	1,377,933	772,981	471,500	424,350	437,179	12,829	3.0%	162,429	219,617
Total operating revenues	63,445,510	69,090,370	69,097,798	61,009,208	61,158,151	148,943	0.2%	29,712,424	37,357,532
Operating expenses									
Instruction	20,397,568	24,533,949	22,424,522	14,400,000	14,347,878	52,122	0.4%	3,533,330	8,966,654
Research	1,088,799	2,753,516	4,964,980	2,300,000	2,321,627	(21,627)	-0.9%	935,610	1,628,486
Public service	136,472	452,406	452,406	343,829	343,141	688	0.2%	111,756	262,358
Academic support	3,980,980	6,504,654	6,368,177	4,776,133	4,436,066	340,067	7.1%	1,697,783	3,053,508
Student services	5,777,000	6,674,341	6,650,104	4,987,578	4,744,212	243,366	4.9%	1,658,073	3,274,751
Institutional support	5,695,052	7,333,955	6,842,091	5,336,831	5,359,793	(22,962)	-0.4%	1,743,397	3,809,290
Operation and maintenance of plant	7,702,145	8,701,197	7,758,996	5,819,247	5,626,381	192,866	3.3%	1,676,505	4,284,780
Scholarships and fellowships	9,720,925	8,552,046	7,063,633	7,063,633	7,494,333	(430,700)	-6.1%	2,615,447	3,593,053
Auxiliary enterprises	14,888,033	15,132,879	13,286,757	9,965,068	10,138,617	(173,549)	-1.7%	2,960,482	6,284,827
Depreciation	6,781,225	7,280,465	7,280,465	5,460,349	5,473,038	(12,689)	-0.2%	1,837,015	3,673,174
Total operating expenses	76,168,199	87,919,408	83,092,131	60,452,667	60,285,086	167,581	0.3%	18,769,400	38,830,881
Operating Income (Loss)	(12,722,689)	(18,829,038)	(13,994,332)	556,542	873,065	316,523	56.9%	10,943,024	(1,473,349)
Non-operating revenues (expenses)									
State appropriations	-	899,256	1,800,000	1,799,256	1,800,000	744	0.0%	-	1,799,256
Gifts	5,708,911	4,319,599	5,669,599	1,870,968	1,923,498	52,530	2.8%	964,179	1,827,138
Investment income	114,725	152,977	360,000	270,000	277,068	7,068	2.6%	68,218	152,792
Interest expense on capital debt	(1,341,534)	(3,370,567)	(3,370,567)	(2,527,926)	(2,504,457)	23,469	0.9%	(810,380)	(1,632,261)
Federal nonoperating grants and contracts	7,854,894	7,981,997	7,773,197	7,462,269	7,762,509	300,240	4.0%	2,862,556	3,988,617
Other nonoperating revenues (expenses)	86,778	253,144	90,000	67,500	65,000	(2,500)	-3.7%	22,196	(55,377)
Net nonoperating revenues	12,423,774	10,236,407	12,322,229	8,942,068	9,323,618	381,550	4.3%	3,106,769	6,080,165
Income (Loss) Before other revenues	(298,915)	(8,592,631)	(1,672,103)	9,498,609	10,196,683	698,073	7.3%	14,049,793	4,606,816
Other revenues (expenses)									
State capital contributions	3,620,500	1,292,774	1,550,862	1,568,319	1,624,817	56,498	3.6%	693,367	1,240,459
Capital grants	161,054	99,619	90,619	34,435	34,104	(331)	-1.0%	11,104	44,014
Capital gifts	323,836	90,361	90,361	36,144	38,288	2,143	5.9%	35,000	35,000
Payments (to)/from governing boards or other institutions	(24,934)	(422,606)	(591,771)	(376,956)	(196,956)	180,000	47.8%	(125,652)	(251,304)
Reserve transfers within the CSU System	-	2,761,206	-	-	3,024,572	3,024,572	-	-	3,074,572
Additions to permanent endowments	-	-	-	-	-	-	-	-	-
Total other revenues	4,080,456	3,821,355	1,140,071	1,261,943	4,524,825	3,262,882	258.6%	613,819	4,142,741
Increase (decrease) in net position	\$ 3,781,541	(4,771,276)	(532,032)	10,760,552	14,721,507	3,960,955	36.8%	14,663,612	8,749,557

Agenda Item 8: State Budget Update

State Budget Update

- The state's economy continues to grow steadily driven by low unemployment and a tight labor market.
- The growth in General Fund revenue is forecasted to increase by \$1 billion over the current fiscal year. The large increase is impart due to the passage of the federal tax-cut legislation providing additional state-tax revenues.
- As a result, the PERA liability is expected to be funded by General Funds assuming legislation is passed by the end of the session. Currently, there is no increase to employer or employee contributions for FY 2019.

FY 2019 Budget

- The Long Bill includes a \$61.7M increase (8.95% increase) in funding for higher education institutions.
- The CSU System's portion of the funding increase is \$12.3M.
- Resident, undergraduate tuition rate increases will be capped at 3% for CSU and CSU-Pueblo.

FY 2019 Budget

- Separate from the higher education funding model, CSU will receive \$1.2M for state-funded controlled maintenance projects and \$4.5M in capital construction funds for the Shepardson Building Renovation and Addition, Phase I.
- CSU-Pueblo will receive \$16.8M in capital construction funds for the Psychology Building Renovation and Addition.
- Additional state funding for the CSU system is still being considered by the legislature, including \$1.2M for cyber security and \$1.2M to STEM program support.

Agenda Item 9:

Adoption of FY 2019 E&G Incremental Budget,
Tuition, Fees, and Other Schedules & Policies

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

Adoption of Annual Budget, Tuition, Fees, and¹⁰ Other Charges to Students

Annually, the Board is asked to adopt the following:

- Education and General Operating Incremental Budget changes as required by BOG bylaws
- Changes to Tuition and Tuition Differentials – as required by statute
- Student Fees (mandatory, course, parking) – per CCHE policy
 - Technology Fees and Manuals (part of Student Fees and applies to CSU only)
- Housing and Dining rates and increases

FY 2019 Incremental E&G Budget Increases

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	CSU	CSU-Pueblo	CSU GC	CSU System	Total
New Resources					
Tuition	\$18,954,900	\$923,000	\$17,128,942		\$37,006,842
COF/FFS	11,251,000	1,890,000	-		13,141,000
Other	835,500	(350,000)	-	934,479	1,419,979
Total-New Resources	\$31,041,400	\$2,463,000	\$17,128,942	\$934,479	\$51,567,821
New Expenses					
Financial Aid	\$4,422,000	\$378,000			\$4,800,000
Salaries/Benefits	11,174,400	1,575,000		29,007	12,778,407
Mandatory Costs	4,947,400	510,000		180,472	17,578,407
Quality/Strategic Initiatives	7,348,500	-		725,000	8,073,500
Academic Incentive Funding	3,149,100	-			3,149,100
Internal Reallocation	-	-			11,222,600
Total - New Expenses	\$31,041,400	\$2,463,000	\$12,204,557	\$934,479	\$46,643,436
Net	\$0	\$0	\$4,924,385	\$0	\$4,924,385

Colorado State University

Colorado State University
 FY 18 Budget Schedules
 Board of Governors Meeting
 May 2 and 3, 2018

Included in the following pages are the documents listed below.

- executive summary
- FY19 incremental Budget
- tuition rate increases
- proposed changes to undergraduate differential tuition
- history of tuition and fees
- cost of attendance summary
- enrollment summary
- division of continuing education tuition rate increases
- graduate program differential tuition
- student fee schedules
- list of special course fees
- changes for technology charges and manual
- residence hall and dining rate proposals

Incremental Budget. The Incremental Budget provides for additional Net New Revenue Resources and New Expenses of approximately \$26.6M. Tuition, both rate changes and enrollment growth, is budgeted to increase by \$31M and is offset by \$4.4M in Financial Aid, resulting in net tuition revenue of \$26.6M. In addition to tuition increases, State Funding is planned to increase by \$10.3M and our Facilities and Administrative Overhead Recovery is budgeted to increase \$510K. The new expenses are primarily for staff increases of 2.5% for Faculty and Administrative Professional staff while State Classified increases are at 3.0%. In addition to salary support, academic incentive funding is budgeted at \$3.1M, mandatory costs at \$4.9M and investments in strategic initiatives and quality enhancements at \$7.3M.

Tuition Rates for resident undergraduates are proposed to increase by 3%. The total tuition and fee increase is 2.9%, and the cost of attendance increase is 3.8%. Differential tuition rates are increasing by a rate slightly less than that of tuition. Tuition rate increases for non-resident undergraduates is proposed to be 2.5%, graduate rates are proposed to increase by 3%, and the PVM program rates are 5% for resident and 2% for non-resident students.

Housing and Dining rate changes, housing 3.8% and dining 2.7% increase, are based on the need to maintain the quality balanced against market rates in the private sector locally and at other public universities across Colorado.

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

Special Course Fees represent expenses related to a specific class. These fees follow Board guidelines and are recommended by the Special Course Fee Review Committee, chaired by the Vice Provost for Undergraduate Affairs. The net impact of these changes is \$121K (which, in turn, equates to less than .01% of the total university budget).

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

Colorado State University
FY19 Budget Executive Summary

Rate Increases

Tuition:

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

Fees/Increases:

Mandatory Student Fees 1.7%
Housing 3.8%
Dining 2.7%
Salaries: Faculty & Admin Pro 2.5% average;
State Classified 3.0% average

RUG	FY18	FY19	Change	% Change	NRUG	FY18	FY19	Change	% Change
Tuition	9,152	9,426	275	3.0%	Tuition	26,660	27,327	667	2.5%
Fees ¹	2,243	2,281	38	1.7%	Fees ¹	2,243	2,281	38	1.7%
R&B	11,974	12,426	452	3.8%	R&B	11,974	12,426	452	3.8%
Total	23,369	24,133	765	3.3%	Total	40,878	42,034	1,157	2.8%

RG	FY18	FY19	Change	% Change	NRG	FY18	FY19	Change	% Change
Tuition	9,917	10,214	297	3.0%	Tuition	24,312	25,040	729	3.0%
Fees ¹	2,243	2,281	38	1.7%	Fees ¹	2,243	2,281	38	1.7%
R&B	11,974	12,426	452	3.8%	R&B	11,974	12,426	452	3.8%
Total	24,134	24,921	787	3.3%	Total	38,529	39,747	1,219	3.2%

RPVM²	FY18	FY19	Change	% Change	NRPVM²	FY18	FY19	Change	% Change
Tuition	31,455	33,028	1,573	5.0%	Tuition	55,490	56,600	1,110	2.0%
Fees ¹	2,616	2,654	38	1.4%	Fees ¹	2,616	2,654	38	1.4%
R&B	11,974	12,426	452	3.8%	R&B	11,974	12,426	452	3.8%
Total	46,045	48,108	2,062	4.5%	Total	70,081	71,680	1,599	2.3%

¹Based off 12 credit hours fall and spring/PVM based on 21 credits, rate will be higher than if based on 15 credit hours

²PVM Tuition does not include Nonresident/WICHE facilities and use charge assessments \$500 50 per term for non-sponsored students

Undergraduate Differential Tuition Rates				Graduate Program Differential Tuition Rates	
	FY18		FY19		
	Rate/SCH	Increase	Rate/SCH		
Level I	\$ 53.00	\$ 2.00	\$ 55.00	See Graduate Program Differential Schedule for Details	
Level II	\$ 70.00	\$ 2.00	\$ 72.00		
Level III	\$ 93.00	\$ 2.00	\$ 95.00		

Special Course Fees		
Proposals for FY18	# of Proposals	Est. Revenue
New Fees	14	\$ 48,122
Changes to Existing Fees	56	\$ 80,526
Discontinued Fees	25	\$ (7,882)

FY19 Incremental E&G Budget - V.6.0
Colorado State University - Fort Collins
 Wednesday, April 18, 2018

	<i>Proposed FY19 Budget</i>		<i>February 2018</i>		\$ Change	% Change
	Rate = 3%	State = 8.4%	Rate = 3%	State = 8.4%		
New Resources						
Tuition						
Undergraduate-Enrollment Growth						
Increase in FTE	\$	1,399,000	\$	1,399,000	\$	-
Change in mix - RES vs. NRES		5,903,000		5,383,000		9.66%
Undergraduate Rate Increase						
Resident		4,935,000		4,935,000		-
Non-Resident		3,135,000		3,135,000		-
Graduate Rate Increase						
Resident		352,000		352,000		-
Non-Resident		632,000		632,000		-
Professional Veterinary Medicine Rate Increase		1,336,000		1,336,000		-
Differential Tuition		1,262,900		472,000		167.56%
Total Tuition	\$	18,954,900	\$	17,644,000	\$	1,310,900
State Funding Impact		10,376,000		10,351,000		25,000
State Funding Impact - Prior Year Specialty Education Program (SEP)		875,000		875,000		-
Facilities and Administrative Overhead		510,000		510,000		-
Other		325,500		-		325,500
Total New Resources	\$	31,041,400	\$	29,380,000	\$	1,661,400
						5.65%
Financial Aid						
		4,422,000		4,452,000	\$	(30,000)
Net New Resources	\$	26,619,400	\$	24,928,000	\$	1,691,400
						6.79%
New Expenses						
Multi-Year Central Investments in Strategic Initiatives		1,264,779		904,500		360,279
Faculty/Staff Compensation		11,174,400		11,770,596		(596,196)
Academic Incentive Funding		3,149,100		2,439,700		709,400
Mandatory Costs		4,947,400		4,808,000		139,400
Quality Enhancements		6,083,721		5,206,000		877,721
Reallocation		-		-		-
Total New Expenses	\$	26,619,400	\$	25,128,796	\$	1,490,604
						5.93%
Net	\$	(0)	\$	(200,796)	\$	200,796
Reclassifications						
New Resources						
Reclassification of Program Awards to Scholarships ¹	\$	2,547,000	\$	2,478,000	\$	69,000
Reclassification of UAF Program ²		750,000		750,000	\$	-
Total New Resources	\$	3,297,000	\$	3,228,000	\$	69,000
						2.14%
New Expenses						
Reclassification of Program Awards to Scholarships ¹	\$	2,547,000	\$	2,478,000	\$	69,000
Reclassification of UAF Program ²		750,000		750,000	\$	-
Total New Expenses	\$	3,297,000	\$	3,228,000	\$	69,000
						2.14%
Net	\$	-	\$	-	\$	-

¹The program award is currently setup as a negative revenue and will be reclassified as an expense effective 7/1/2018 to align financial reporting.

²The Professional Veterinary Medicine UAF program's tuition will be reclassified from the cash fund to the state appropriated fund effective 7/1/2018 to align financial reporting.

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

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

1% Faculty/Admin Pro Salary Increase = \$3.5M

1% State Classified Increase = \$420K

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 5%; \$1,572.74/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%

Fees - 1.59%

Colorado State University Tuition Rate Increases ⁷⁶

Tuition	FY 2018 Rate	FY 2019 Rate	\$ Increase	% Increase
Resident, Undergraduate	\$9,152	\$9,426	\$275	3%
Non-Resident, Undergraduate	\$26,660	\$27,327	\$667	2.5%
Resident, Graduate	\$9,917	\$10,214	\$297	3%
Non-Resident, Graduate	\$24,312	\$25,040	\$729	3%
Resident, PVM	\$31,455	\$33,028	\$1,573	5%
Non-Resident, PVM	\$55,490	\$56,600	\$1,110	2%

Colorado State University Differential Tuition Rates⁷⁷

Per Credit Hour Tuition Differential	FY 2017 Per Credit Hour Rate	FY 2018 Per Credit Hour Rate	FY 2019 Per Credit Hour Rate
Level I	\$51	\$53	\$55
Level II	\$68	\$70	\$72
Level III	\$91	\$93	\$95

Colorado State University Tuition & Fee History⁷⁸

Resident, Undergraduate

Fiscal Year	Tuition	Mandatory Student Fees	Total Tuition & Fee	\$ Increase	% Increase
FY 2018-2019	\$9,426	\$2,281	\$11,707	\$312	2.7%
FY 2017-2018	\$9,152	\$2,243	\$11,395	\$468	4.3%
FY 2016-2017	\$8,716	\$2,211	\$10,927	\$493	4.7%
FY 2015-2016	\$8,301	\$2,133	\$10,434	\$627	6.4%
FY 2014-2015	\$7,868	\$1,939	\$9,807	\$584	6.3%
FY 2013-2014	\$7,494	\$1,729	\$9,223	\$664	7.8%

Cost of Attendance at Colorado State University ⁷⁹

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

CSU	Base Resident Tuition	Mandatory Student Fees	Room & Board	TOTAL	\$ Increase Over Prior Year	% Increase Over Prior Year
FY 2018-2019 Proposed	\$9,426	\$2,281	\$12,426	\$24,133	\$764	3.3%
FY 2017-2018	\$9,152	\$2,243	\$11,974	\$23,369	\$808	3.6%
FY 2016-2017	\$8,716	\$2,211	\$11,634	\$22,561	\$823	3.8%
FY 2015-2016	\$8,301	\$2,133	\$11,304	\$21,738	\$947	4.6%
FY 2014-2015	\$7,868	\$1,939	\$10,984	\$20,791	\$894	4.5%
FY 2013-2014	\$7,494	\$1,729	\$10,674	\$19,897	\$1,158	6.2%



Peer Institution Tuition, Fees, Room & Board† - Academic Year 2017-18

Based on 12 credit hours per term

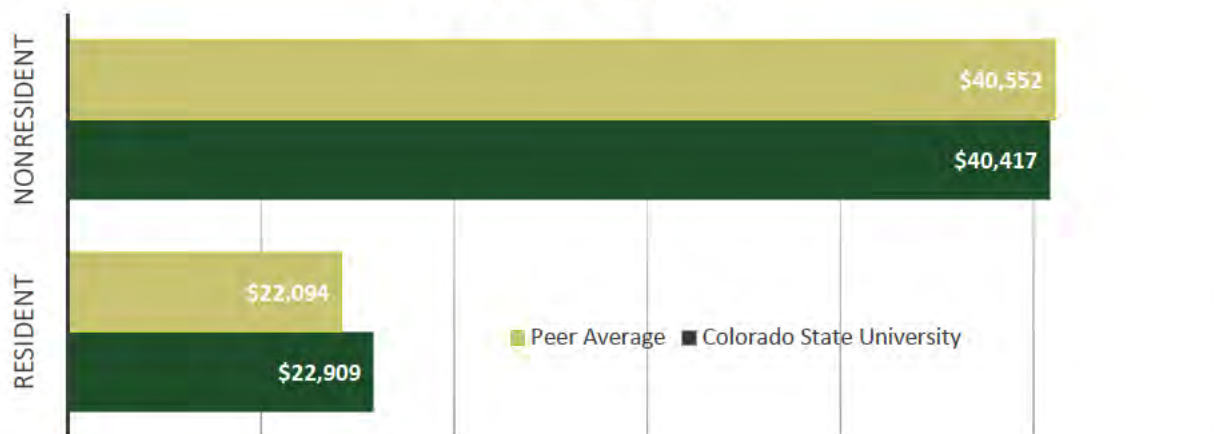
Institution	Tuition				Total	
	Resident	Nonresident	Fees	Room and Board [†]	Resident	Nonresident
Colorado State University	\$9,152	\$26,660	\$2,243	\$11,514	\$22,909	\$40,417
Iowa State University	\$7,456	\$21,292	\$1,180	\$10,531	\$19,167	\$33,003
Kansas State University	\$7,418	\$19,685	\$862	\$9,430	\$17,710	\$29,977
Michigan State University	\$11,568	\$31,524	\$60	\$10,576	\$22,204	\$42,160
North Carolina State U.	\$6,535	\$24,883	\$2,493	\$10,340	\$19,368	\$37,716
Oklahoma State University	\$5,900	\$20,937	\$2,838	\$9,840	\$18,578	\$33,615
Oregon State University*	\$7,320	\$22,389	\$1,722	\$11,910	\$20,952	\$36,021
Purdue University	\$9,208	\$28,010	\$784	\$10,258	\$20,250	\$39,052
Texas A & M University	\$9,882	\$35,986	\$0	\$10,368	\$20,250	\$46,354
U.C. Davis*	\$11,502	\$39,516	\$2,917	\$15,684	\$30,104	\$58,118
University of Colorado	\$10,248	\$34,382	\$2,070	\$13,998	\$26,316	\$50,450
University of Illinois, Urbana	\$12,036	\$28,156	\$3,832	\$11,308	\$27,176	\$43,296
University of Tennessee	\$11,110	\$29,300	\$1,860	\$10,344	\$23,314	\$41,619
Virginia Tech	\$11,093	\$28,273	\$2,137	\$8,806	\$22,036	\$39,820
Washington State University	\$9,884	\$24,516	\$1,255	\$10,755	\$21,894	\$36,526

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

† Room and Board includes max meal plan where applicable, in accordance with Common Data Set instructions

Peer Average \$9,369 \$27,775 \$1,847 \$11,011 \$22,094 \$40,552

CSU Vs. Peer average





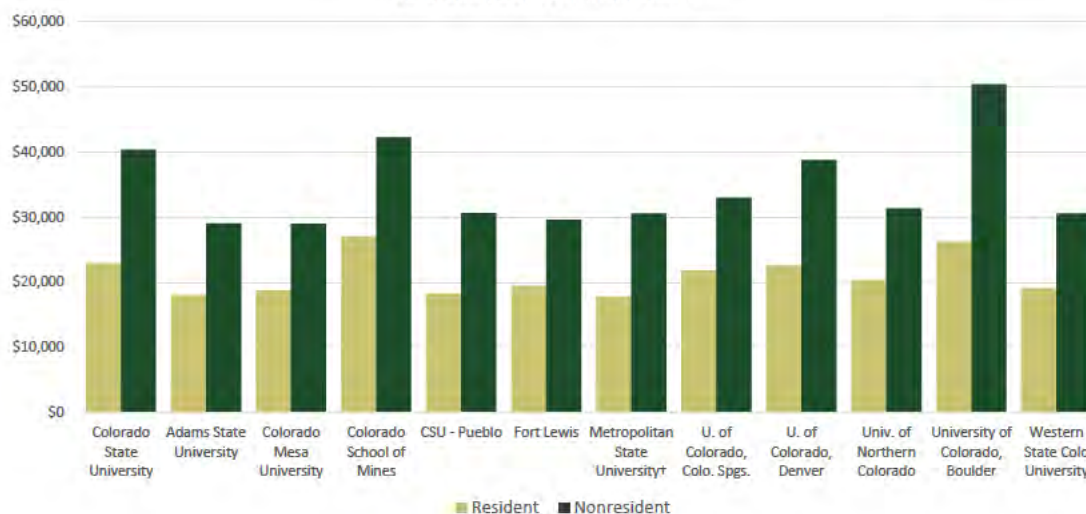
Colorado Four-Year Institution Tuition, Fees, Room and Board Academic Year 2017-18

Student Share After COF, based on 12 credit hours

Institution	Tuition				Total	
	Resident	Nonresident	Fees	Room and Board†	Resident	Nonresident
Colorado State University	\$9,152	\$26,660	\$2,243	\$11,514	\$22,909	\$40,417
Adams State University	\$5,736	\$16,752	\$3,704	\$8,630	\$18,070	\$29,086
Colorado Mesa University	\$6,480	\$16,728	\$698	\$11,575	\$18,753	\$29,001
Colorado School of Mines	\$12,936	\$28,176	\$2,216	\$11,897	\$27,049	\$42,289
CSU - Pueblo	\$6,164	\$18,530	\$1,908	\$10,210	\$18,282	\$30,648
Fort Lewis	\$6,720	\$16,872	\$1,511	\$11,268	\$19,499	\$29,651
Metropolitan State University†	\$6,062	\$18,859	\$1,290	\$10,440	\$17,793	\$30,590
U. of Colorado, Colo. Spgs.	\$6,888	\$18,072	\$1,566	\$13,400	\$21,854	\$33,038
U. of Colorado, Denver	\$7,776	\$23,928	\$1,402	\$13,440	\$22,618	\$38,770
Univ. of Northern Colorado	\$7,074	\$18,120	\$2,079	\$11,210	\$20,363	\$31,409
University of Colorado, Boulder	\$10,248	\$34,382	\$2,070	\$13,998	\$26,316	\$50,450
Western State Colo University	\$6,624	\$18,096	\$2,962	\$9,546	\$19,132	\$30,604

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

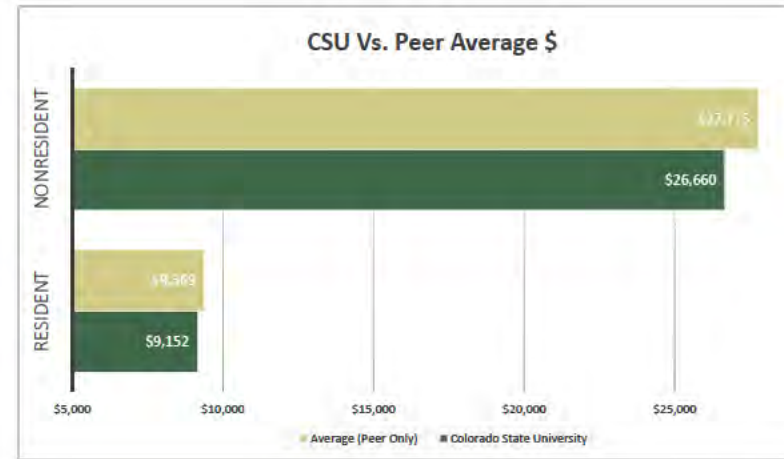
Colorado Four Year Institutions



Peer Institution, Tuition Only Academic Year 2016-17
Undergraduate tuition based on 12 credit hours

Institution	Tuition	
	Resident	Nonresident
Colorado State University	\$9,152	\$26,660
Iowa State University	\$7,456	\$21,292
Kansas State University	\$7,418	\$19,685
Michigan State University	\$11,568	\$31,524
North Carolina State U.	\$6,535	\$24,883
Oklahoma State University	\$5,900	\$20,937
Oregon State University*	\$7,320	\$22,389
Purdue University	\$9,208	\$28,010
Texas A & M University	\$9,882	\$35,986
U.C. Davis*	\$11,502	\$39,516
University of Colorado	\$10,248	\$34,382
University of Illinois, Urbana	\$12,036	\$28,156
University of Tennessee	\$11,110	\$29,300
Virginia Tech	\$11,093	\$28,273
Washington State University	\$9,884	\$24,516
Average (Peer Only)	\$9,369	\$27,775

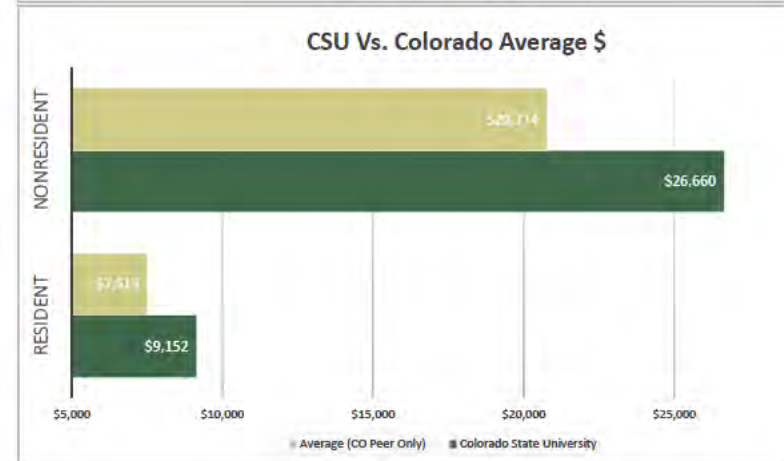
*Trimester system tuition and fees - AY based on Autumn/Fall, Winter, Spring quarters.



Colorado Four-Year Institution Tuition, Academic Year 2016-17 (student share after COF)

Institution	Tuition	
	Resident	Nonresident
Colorado State University	\$9,152	\$26,660
Adams State University	\$5,736	\$16,752
Colorado Mesa University	\$6,480	\$16,728
Colorado School of Mines	\$12,936	\$28,176
CSU - Pueblo	\$6,164	\$18,530
Fort Lewis	\$6,720	\$16,872
Metropolitan State College†	\$6,062	\$18,859
U. of Colorado, Colo. Spgs.	\$6,888	\$18,072
U. of Colorado, Denver	\$7,776	\$23,928
Univ. of Northern Colorado*	\$7,074	\$18,120
University of Colorado, Boulder	\$10,248	\$34,382
Western State Colo University	\$6,624	\$18,096
Average (CO Peer Only)	\$7,519	\$20,774

*UNC switched to define full-time tuition rate at 12 credit hours, from 13 last year. This explains a slight reduction in cost.



CSU-Pueblo

Colorado State University-Pueblo FY 19 Budget Schedules
Board of Governors Meeting May 2 and 3, 2018

Summary. Included in the following pages are the documents listed below. In brief, there are no substantive departures from the incremental E&G budget we have discussed since August 2017.

- tuition and fees increase summaries
- FY 19 Incremental Budget
- an enrollment summary (appendix)
- tuition rate schedules (appendix)
- proposed changes to differential tuition (appendix)
- mandatory student fee schedule (appendix)
- list of special course fees (appendix)
- residence hall and food plan rate proposals (appendix)
- cost of attendance summary (appendix)

Incremental Budget. The incremental budget includes \$2.1 million in net new revenue and expenses. The proposed expenses include \$1.0 million for salary increases, averaging 3.0% for classified staff, faculty, and administrative professionals. It also includes \$80k for faculty promotions. The remaining increases are attributable to mandatory costs and increases in fringe benefits.

Tuition Rates. Tuition rates are proposed to increase by 3.0%. This increase will apply to all students (residents, nonresidents, undergraduates, and graduate students). Discounts will remain in place for students taking more than 18 credit hours.

Cost of Attendance. The cost of attendance increase will increase by 2.8%. This figure includes room and board increases.

Enrollment Summary (appendix). CSU-Pueblo is projecting enrollment to be relatively flat compared with FY 18.

Mandatory Student Fees (appendix). Mandatory student fees are considered by the Student Fee Governing Board (SFGB), which forwards recommendations to the Associated Students Government (ASG) for deliberation. ASG recommends increases to the CSU-Pueblo President and the Board of Governors for final approval. The students approved an overall fee increase of \$2.90 per credit hour, which correlates with a 3.6% increase.

Course Fees (appendix). Course fees are governed by the University's Institutional Fee Plan, which the Board approved in August 2017. All course fees are initiated by the proposing unit in coordination with the appropriate Dean and reviewed by the curriculum committee of the college/school/center. They are reviewed by the Provost, the appropriate Dean, the Senior Student Services Officer, the two Academic Senators from the proposing unit's school or college, and the Vice President for Finance and Administration. They are referred to the University President and the Senior Student Services Officer for possible discussion with the SFGB and/or the ASG Senate. If approved by the President, they are submitted to the Board of Governors for consideration. The proposed course fees are estimated to increase overall revenue by approximately \$52,000.

Housing and Dining Rates. Housing rates will increase from 1.4% to 3.1%, depending upon the type of accommodation (triple, double, single, or apartment). The rates include a \$20 per semester activity fee. Dining service plans will increase by 3.0% or 3.1% depending upon the type of plan chosen.



Rate Increases

Tuition:

- Resident Undergraduate 3.0%
- Non-Resident Undergraduate 3.0%
- Resident Graduate 3.0%
- Non-Resident Graduate 3.0%

Fees/Increases:

- Mandatory Student Fees 3.6%
- Housing 2.6%
- Dining 3.0%
- Salaries: Faculty and Admin. Pro. 3.0% average
- State Classified 3.0% average

RUG	FY18	FY19	Change	% Change
*Tuition	6,164	6,349	185	3.0%
*Fees	1,908	1,978	70	3.6%
R&B	9,770	10,020	250	2.6%
Total	17,842	18,346	504	2.8%

NRUG	FY18	FY19	Change	% Change
*Tuition	18,530	19,086	556	3.0%
*Fees	1,908	1,978	70	3.6%
R&B	9,770	10,020	250	2.6%
Total	30,208	31,083	875	2.9%

RG	FY18	FY19	Change	% Change
*Tuition	7,103	7,316	213	3.0%
*Fees	1,908	1,978	70	3.6%
R&B	9,770	10,020	250	2.6%
Total	18,781	19,314	533	2.8%

NRG	FY18	FY19	Change	% Change
*Tuition	21,118	21,751	633	3.0%
*Fees	1,908	1,978	70	3.6%
R&B	9,770	10,020	250	2.6%
Total	32,796	33,749	953	2.9%

*Based on of 12 credit hours each fall and spring

Undergraduate Tuition Differential Rates			
	FY18 Rate/SCH	Increase	FY19 Rate/SCH
Business	31.48	0.95	32.42
CIS	31.48	0.95	32.42
Nursing	31.48	0.95	32.42
Engineering	31.48	0.95	32.42

Graduate Tuition Differential Rates			
	FY18 Rate/SCH	Increase	FY19 Rate/SCH
Athletic Training	N/A		146.86
Business	142.58	4.28	146.86
CIS	142.58	4.28	146.86
Nursing	142.58	4.28	146.86
Engineering	142.58	4.28	146.86
Doctor of Nursing	N/A	197.77	197.77

Special Course and Program Fees

Proposals for FY19	# of Proposals	Est. Revenue
New Fees	7	\$ 22,700.00
Changes to Existing Fees	33	\$ 30,640.00
Discontinued Fees	2	\$ (1,450.00)

FY19 Incremental E&G Budget - V.5.1

Colorado State University - Pueblo

Friday April 20 2018

		Proposed FY 19 Budget	February 2018		
		Tuition Rate = 3%	Tuition Rate = 3%		
		State = 11.4%	State = 8.4%	\$ Change	% Change
New Resources					
Tuition					
Undergraduate Rate Increase					
1	Resident	\$ 628,000	\$ 628,000	\$ -	
2	Non-Resident and WUE	234,000	234,000	-	
3	Graduate Rate Increase			-	
4	Resident	24,000	24,000	-	
5	Non-Resident and WUE	13,000	13,000	-	
6	Resident Teacher Education Program	8,000	8,000	-	
7	Differential Tuition	16,000	16,000	-	
8	Projected Enrollment Change = 0%	-	-	-	
9	Total Tuition	923,000	923,000	-	
10	Change in State Funding	1,890,000	1,390,000	500,000	36.0%
11	Transfer of Funds from Extended Studies	750,000	750,000	-	
12	Reduction due to one-time funds used in FY 18 (TBD) *	(1,100,000)	(1,100,000)	-	
13	Total New Resources	\$ 2,463,000	\$ 1,963,000	\$ 500,000	25.5%
Financial Aid					
		378,000	250,000	128,000	51.2%
14	Net New Resources	\$ 2,085,000	\$ 1,713,000	\$ 372,000	21.7%
New Expenses					
15	Multi-Year Central Investments in Strategic Initiatives	-	-	-	
16	Salary increases: Faculty and Administrative Professionals (3%)	780,000	780,000	-	
17	Salary increases: State Classified Employees (3%)	240,000	240,000	-	
18	Faculty Promotions	80,000	80,000	-	
19	Fringe Benefit Increase	475,000	475,000	-	
20	Mandatory Costs**	510,000	400,000	110,000	27.5%
21	Quality Enhancements	-	-	-	
22	Reallocation	-	-	-	
23	Total New Expenses	\$ 2,085,000	\$ 1,975,000	\$ 110,000	5.6%
24	Net	\$ -	\$ (262,000)	\$ 262,000	
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				
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				
33	** This line includes anticipated increases for the following expenses: utilities, statewide indirect costs, library subscriptions, sheriff's contract, payments to risk management (liability				

CSU-Pueblo Tuition Rate Increases

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Tuition	FY 2018 Rate	FY 2019 Rate	\$ Increase	% Increase
Resident, Undergraduate	\$6,164	\$6,349	\$185	3%
Non-Resident, Undergraduate	\$18,530	\$19,086	\$556	3%
Western Undergraduate Exchange Tuition	\$12,149	\$12,513	\$364	3%
Resident, Graduate	\$7,103	\$7,316	\$213	3%
Teacher Education, Resident Graduate	\$6,467	\$6,661	\$194	3%
Non-Resident, Graduate	\$21,118	\$21,751	\$633	3%

CSU-Pueblo Differential Tuition Rates

Per Credit Hour Tuition Differential	FY 2019 Proposed Undergraduate	FY 2019 Proposed Graduate
Business	\$32.42	\$146.86
Computer Science	\$32.42	\$146.86
Engineering	\$32.42	\$146.86
Nursing	\$32.42	\$146.86
Athletic Training		\$146.86
Doctor of Nursing Practice		\$197.77

Undergraduate Differential Tuition Increase of \$0.94/SCH

Graduate Differential Tuition Increase of \$4.28/SCH

New Proposed Graduate Differentials for Athletic Training and Doctor of Nursing Practice

CSU – Pueblo Tuition & Fee History

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Resident, Undergraduate (24 Credits)

Fiscal Year	Tuition	Mandatory Student Fees	Total Tuition & Fee	\$ Increase	% Increase
FY 2018-2019	\$6,349	\$1,978	\$8,327	\$255	3.2%
FY 2017-2018	\$6,164	\$1,908	\$8,072	\$457	8.4%
FY 2016-2017	\$5,815	\$1,800	\$7,615	\$431	6.0%
FY 2015-2016	\$5,486	\$1,698	\$7,184	\$388	5.7%
FY 2014-2015	\$5,188	\$1,608	\$6,796	\$436	6.9%
FY 2013-2014	\$4,894	\$1,466	\$6,360	\$0	0%

Cost of Attendance at CSU-Pueblo

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

CSU - Pueblo	Base Resident Tuition	Mandatory Student Fees	Room & Board	TOTAL	\$ Increase Over Prior Year	% Increase Over Prior Year
FY 2018-2019 Proposed	\$6,349	\$1,978	\$10,020	\$18,347	\$505	2.8%
FY 2017-2018	\$6,164	\$1,908	\$9,770	\$17,842	\$926	5.4%
FY 2016-2017	\$5,815	\$1,800	\$9,486	\$17,101	\$793	4.9%
FY 2015-2016	\$5,489	\$1,698	\$9,124	\$16,308	\$496	3.1%
FY 2014-2015	\$5,188	\$1,608	\$9,016	\$15,812	\$700	4.6%
FY 2013-2014	\$4,894	\$1,466	\$8,752	\$15,112	\$252	1.7%

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



Peer Institution Tuition, Fees, Room & Board† - Academic Year 2017-18

Based on 12 credit hours per term

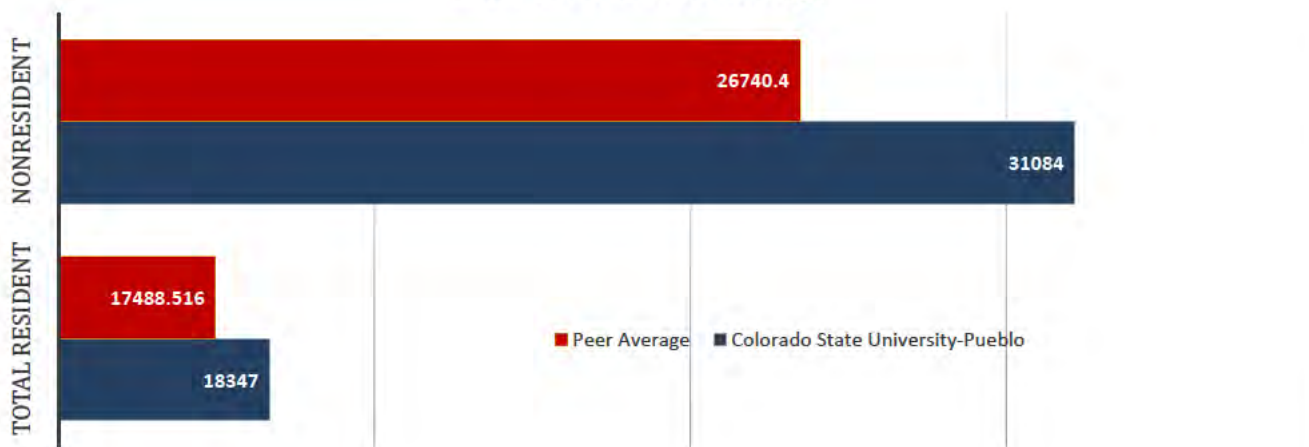
Institution	Tuition Resident	Nonresident	Fees	Room and Board†	Total Resident	Nonresident
<i>Colorado State University-Pueblo</i>	\$6,164	\$18,530	\$1,908	\$10,210	\$18,282	\$30,648
California State University-Stanislaus	\$5,742	\$15,246	\$1,664	\$9,766	\$17,172	\$26,676
Emporia State University	\$5,027	\$18,600	\$1,318	\$8,684	\$15,029	\$28,602
Midwestern State University	\$8,345	\$11,465	\$1,789	\$8,150	\$18,283	\$21,403
Missouri Western State College	\$4,899	\$10,105	\$718	\$8,102	\$13,720	\$18,926
University of Colorado-Colorado Springs	\$6,888	\$18,072	\$1,566	\$13,400	\$21,854	\$33,038
University of Michigan-Flint	\$10,338	\$20,586	\$432	\$9,937	\$20,707	\$30,955
University of South Carolina Upstate	\$11,040	\$22,368	\$480	\$8,334	\$19,854	\$31,182
University of Tennessee-Martin*	\$7,818	\$17,670	\$1,418	\$6,082	\$15,318	\$25,170
University of Texas-Tyler	\$6,214	\$16,198	\$1,080	\$9,398	\$16,692	\$26,676
Washburn University	\$6,744	\$15,264	\$1,320	\$8,192	\$16,256	\$24,776

† Room and Board includes max meal plan where applicable, in accordance with Common Data Set instructions

*Average of domestic and international nonresident

Peer Average \$7,306 \$16,557 \$1,179 \$9,005 \$17,489 \$26,740

CSU-Pueblo vs. Peer average



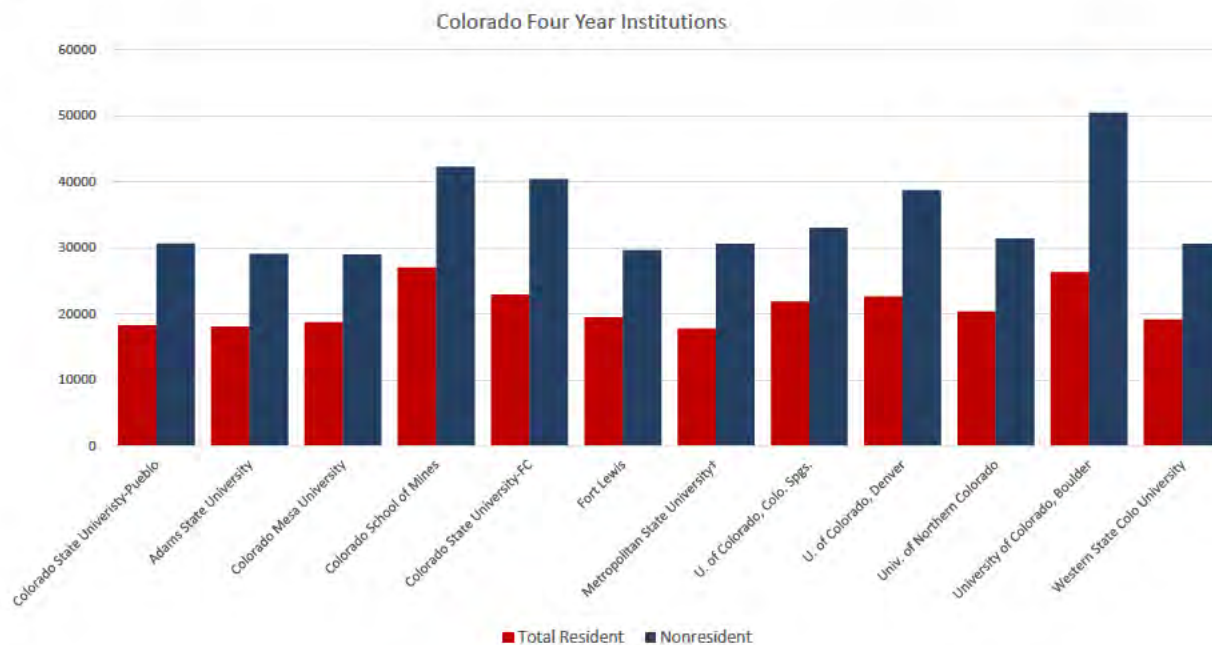


Colorado Four-Year Institution Tuition, Fees, Room and Board Academic Year 2017-18

Student share after COF, based on 12 credit hours per term

Institution	Tuition Resident	Nonresident	Fees	Room and Board†	Total Resident	Nonresident
<i>Colorado State University-Pueblo</i>	\$6,164	\$18,530	\$1,908	\$10,210	\$18,282	\$30,648
Adams State University	\$5,736	\$16,752	\$3,704	\$8,630	\$18,070	\$29,086
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CSU Global Campus

Colorado State University-Global Campus
 FY 2019 Budget Schedules
 Board of Governors Meeting
 May 2018

FY2018 Budget to FY2019 Budget

The following summary describes changes in the 2018-2019 E&G budget for Colorado State University-Global Campus (CSU-Global). The E&G budget categorizes new expenditures in the following areas:

- Student Tuition and Fees
- Student Support and Outreach
- Instruction and Academic Support
- Technology Operations and Innovation
- General & Administrative

Based on a projected increase in the number of students but no increase in the tuition rate from FY18, CSU-Global projects that total tuition revenue will increase by 3.38%. This increase is based on the expectation of 12,000 new students with a 2-year average re-enrollment rate increasing by 2.5% over FY 2016 rates. CSU-Global will maintain its tuition rates from previous fiscal periods at \$350 undergraduate per credit hour and \$500 graduate per credit hour while maintaining its no-fee student structure.

Instruction and Academic Support costs are expected to increase by 0.98% to accommodate the budgeted growth in enrollment. Academic Support costs are expected to increase by 29.88% to support planned 2.0 changes to existing programs, continued enhancements to library services and resources, and ongoing curriculum technology enhancements.

Expenditures in Student Support and Outreach are expected to increase by 10.0% due to the projected increase in the number of students served and strategic outreach activities; and 2.0 initiatives for expanded career services, improvements in technology, and enhanced student services.

Technology Operations and Innovation is expected to decrease by 6.31% due to the completion of FY2018 strategic initiatives in preparation for 2.0, and planned increased efficiency in the university's information technology infrastructure.

General & Administrative is expected to increase by 43.59% due to the increase in depreciation from the capitalized implementation costs of the university's information technology infrastructure resulting from FY2018 initiatives.

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



FY2018 Forecast to Proposed FY2019 Budget: Incremental Educational & General Budget

FY 2019
E&G

New Resources

Undergraduate - Retention Growth	-\$2,011,180
Undergraduate - New Student Enrollment Growth	\$12,132,216
Graduate - Retention Growth	\$3,115,330
Graduate - New Student Enrollment Growth	\$3,892,576
Total	\$17,128,942

New Expenses

Student Support and Outreach	\$6,159,043
Instruction & Academic Support	\$4,149,973
Technology Operations and Innovation	\$1,470,916
General & Administrative	\$424,625
Total	\$12,204,557

Net

Total	\$4,924,385
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Assumptions (Projections)

New student enrollment target projection	12,000
New Student Undergraduate/Graduate tuition rate per credit	\$350 / \$500
Undergraduate to Graduate ratio projection	72% / 28%



FY19 Incremental Educational & General Budget | As of April 2018

	April 2018	February 2018	Variance	
New Resources				
Undergraduate	\$3,208,055	\$6,456,872	(\$3,248,817)	1
<i>New Student Enrollment Growth</i>				
Graduate - Re-enrollment Growth	\$2,126,515	\$3,177,164	(\$1,050,649)	1
<i>New Student Enrollment Growth</i>				
Total	\$5,334,570	\$9,634,036	(\$4,299,466)	

New Expenses *				
Student Support and Outreach	\$3,278,817	\$3,002,644	\$276,173	2
Instruction & Academic Support	\$2,389,348	\$2,658,561	(\$269,213)	3
Technology Operations and Innovation	-\$539,532	\$820,282	(\$1,359,814)	4
General & Administrative	\$524,203	\$114,119	\$410,084	5
Total	\$5,652,835	\$6,595,606	-\$942,771	

Net				
Total*	-\$318,265	\$3,038,430		

Total Op Income Proj. April 2018 for FY18 = \$33,968,767 [32%] to Proj. Op Income FY19 = \$32,272,764 [30%] for FY19 CSUGC 2.0 and New Student Investment Above Standard*

- 1- Student Retention Holding Steady, Decreased # of Credits per Student than Projected
- 2- Increased Focus on Student Support and New Enrollment
- 3- Improved Efficiency in Course Scheduling
- 4-New IT Tool Costs Less Than Projected and Reclassification of IT Licenses and Depreciation
- 5-G&A Now Includes IT Licenses and Depreciation

* See Submitted FY19 Proposed Budget

Colorado State University-Global Campus
Statement of Revenues, Expenses, and Changes in Net Position
FY2019 Budget

	<u>Budget</u> <u>FY19</u>	<u>% of</u> <u>Revenue</u>	<u>Budget</u> <u>FY18</u>	<u>% of</u> <u>Revenue</u>
Operating Revenues				
Student Tuition and Fees	105,887,699.53	96.88%	102,424,340.08	97.34%
Other Operating Income	3,415,448.00	3.12%	2,798,279.13	2.66%
Total Operating Revenues	109,303,147.53	100.00%	105,222,619.21	100.00%
Operating Expenses				
Instruction	21,966,176.97	20.10%	21,753,038.92	20.67%
Academic Support	9,459,890.18	8.65%	7,283,680.66	6.92%
Student Services	36,057,494.32	32.99%	32,794,778.60	31.17%
Institutional Support	7,871,336.23	7.20%	8,547,865.39	8.12%
Operation and Maintenance of Plant	538,082.55	0.49%	529,054.48	0.50%
Depreciation	860,608.00	0.79%	345,433.24	0.33%
Scholarship and Fellowship	14,309,972.08	13.09%	13,348,667.80	12.69%
Total Operating Expenses	91,063,560.32	83.31%	84,602,519.07	80.40%
Operating Income	18,239,587.21	16.69%	20,620,100.14	19.60%
Nonoperating Revenues (expenses)				
Non-Program Income	55,831.00		56,250.00	
Investment Income	1,137,123.00		849,731.09	
Federal Nonoperating Grants and Contracts	14,309,972.08		13,348,667.80	
Net Nonoperating Revenues	15,502,926.08		14,254,648.89	
Income before other revenues, expenses, or transfers	33,742,513.29		34,874,749.03	
Other Revenues (Expenses), or Transfers				
Payments from (to) Governing Boards or Other Institution:	(28,681,136.29)		(724,056.00)	
Total Other Revenues (Expenses), or Transfers	(28,681,136.29)		(724,056.00)	
Increase (decrease) in Net Position	5,061,376.99		34,150,693.03	

CSU Global Campus Tuition Rate Increases

Tuition	FY 2018 New Student Per Credit Hour Rate	FY 2019 New Student Per Credit Hour Rate	\$ Increase	% Increase
Undergraduate	\$350	\$350	\$0	0%
Graduate	\$500	\$500	\$0	0%



PEER INSTITUTION COMPARISON

Institution Information	(IPEDS 2016-17 data)	
Institution Name	Tuition Only: Resident	Tuition Only: Nonresident
Univeristy of Florida Online	\$ 3,358	\$ 15,000
Thomas Edison State University	\$ 6,350	\$ 9,352
Southern New Hampshire University*	\$ 7,680	\$ 7,680
University of Maryland-University College	\$ 8,244	\$ 11,862
Colorado State University-Global Campus	\$ 8,400	\$ 8,400
Arizona State University - Tempe	\$ 9,684	\$ 25,784
Brandman University	\$ 12,000	\$ 12,000
Excelsior College*	\$ 12,240	\$ 12,240
Pennsylvania State University-World Campus	\$ 13,174	\$ 13,174
*Data not reported to IPEDS		

CSU System

Colorado State University-System
FY 19 Budget Schedules
Board of Governors Meeting
May 2 and 3, 2018

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

- Interest Earnings
- Salary and benefit rate Increases
- System Initiatives and Commitments

Incremental Budget. The incremental budget includes \$400,000 of new revenue in the form of interest earnings and new expenditures of \$934,479, resulting in \$534,479 in net new expenditures. The proposed expenses include salary and benefit rate increases, commitments and strategic initiatives.

Interest Earnings. Interest earnings are projected to be \$400k for FY19 based upon the earnings expected in conjunction with the System Reserves.

Salary and Benefit Increases. As with Colorado State University, the System Office is planning around an average 2.5% annual salary increase for Administrative Professional employees and 3% for State Classified employees. The net change in salaries and benefits is approximately \$29k. In addition to salary and benefit increases, this figure is reflecting the net impact of adding a position within the General Counsel's Office, the reallocation of the Todos Santos Special Project manager to International Programs within CSU, and the allocation of a vacant position to operating resources.

Strategic Initiatives and Commitments. The System will continue to sponsor and enter into strategic partnerships to promote and raise awareness of the CSU system and its campuses across the Denver metro area. The largest initiative continues to be National Western Center. The majority of the increase in the CSU System budget is due to the continuation of the System marketing and Denver initiatives, and production costs associated with the CSU System Magazine. These items were pilot programs in FY18 and due to their level of success are now a component of the System's base budget.

CSUS FY19 Budget Summary V 4.0.1

	<u>FY18</u>	<u>FY19</u>	<u>Change</u>	<u>Percent Change</u>	<u>Notes</u>
REVENUE:					
Interest Earnings	\$ -	400,000	400,000	100.0%	(A)
TOTAL REVENUE	\$ -	400,000	400,000	100%	
EXPENDITURES:					
CSUS Office of Board Secretary					
Salaries & Fringe	\$ -	-	-	0.0%	
Operating	239,200	239,200	-	0.0%	
CSUS Office of the Chancellor					
Salaries & Fringe	2,314,686	2,198,958	(115,729)	-5.0%	(B) (C) (E)
Operating	755,552	1,661,023	905,471	119.8%	(B) (D)
CSUS Office of General Counsel					
Salaries & Fringe	2,324,852	2,481,271	156,419	6.7%	(E)
Operating	400,419	400,419	(0)	0.0%	
CSUS Division of Internal Audit					
Salaries & Fringe	914,863	903,180	(11,683)	-1.3%	(E) (F)
Operating	59,085	59,085	-	0.0%	
TOTAL EXPENDITURES	\$ 7,008,657	7,943,135	934,479	13.33%	
NET EXPENDITURES	\$ 7,008,657	7,543,135	534,479	7.63%	
COSTS ALLOCATED TO CAMPUSES	\$ 6,101,689	6,755,944	654,255	10.72%	
COSTS ALLOCATED DIRECTLY TO CSU	906,968	787,192	(119,776)	-13.21%	
TOTAL	\$ 7,008,657	7,543,136	534,479	7.63%	
CAMPUS ALLOCATIONS					
CSU - Allocated	\$ 4,798,859	5,314,169	515,310	10.74%	
CSU - Direct	906,968	787,192	(119,776)	-13.21%	
CSU Pueblo - Allocated	502,610	556,502	53,892	10.72%	
CSU Global - Allocated	800,220	885,273	85,053	10.63%	
TOTAL	\$ 7,008,657	7,543,136	534,479	7.63%	

- Note A: Interest earnings relating to CSU System Reserve
- Note B: Transfer of Todos Santos Administrative Program to CSU International Programs and reallocation of Advancement Officer to oper
- Note C: Add remaining amount of funding for Vilsack's and base staff for CSU System Magazine (\$25k)
- Note D: Production costs associated with the CSU System Magazine, CSU System Marketing and the Denver Initiative
- Note E: Increase due to annual salary and benefit rate change
- Note F: Reorganization due to staffing changes. Number of staffing remained constant but salaries were adjusted.

One -Time Commitments FY 19:	
Office of the Chancellor	
Support for CAO (Cheryl Lovell)	\$ 120,000
Todos Santos CVMBS Position - Straatmann	143,360
Total Chancellor - CSU	\$ 263,360

Board of Governors of the Colorado State University System**Meeting Date: May 2-3, 2018****Action Item****MATTERS FOR ACTION:**

Approval of the FY 2018-2019 E&G operating budget incremental increases and expenditures along with approval of all tuition, tuition differentials, fees, fee policies and manuals, room and board, dining, and other rates and charges for Colorado State University, CSU – Pueblo, CSU Global Campus and the CSU System as appropriate to each unit.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve all proposed schedules, budgets, and rate/rate increases as listed in MATTERS FOR ACTION, and as presented in the Finance Committee presentation of the Board of Governors on May 2, 2018 for the 2018-2019 Fiscal Year

EXPLANATION:

Presented by Lynn Johnson, Vice President University Operations and Chief Financial Officer, Colorado State University

This action item represents the culmination of a yearlong discussion with the Board of Governors about the upcoming FY 2018-2019 financial structure for Colorado State University, CSU–Pueblo, CSU Global Campus and the CSU System. Adoption of the budgetary items are in accordance with past board policies and are required by various statutes or policies of the Colorado Commission on Higher Education (CCHE).

 Approved

 Denied

 Board Secretary

 Date

Agenda Item 10:
Adoption of the FY 2019 Combined Campuses
Capital Construction Priority List

Action Item

Capital Construction

Prioritization list for State/Cash Funded Projects

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

**Board of Governors of the
Colorado State University System
Meeting Date: May 2-3, 2018
Action Item**

MATTER FOR ACTION:

Approval of the FY 2019-2020 CSU System Combined Capital Construction Priority List for State Funded Construction Projects for CSU and CSU-Pueblo

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the attached FY 2019-2020 capital construction prioritization list for the CSU System.

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

EXPLANATION:

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

This action item reflects the yearly required approval by the Board of a prioritized combined capital construction list for consideration by the CCHE, OSPB, CDC and the Joint Budget Committee. This is an annually occurring Action Item that required Board approval and represents the official request for state funded capital projects for FY 2019-2020.

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

Approved

Denied

Board Secretary

Date

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

Priority	Funding	Project Name	Prior Funding	FY 19-20	FY 20-21	FY 21-22	FY 22-23	FY 23-24	Total State Funds	Total Cash Funds	Total Project Costs
1	State	CSU Shepardson Renovation and Addition	4,527,223	30,448,803					\$34,976,026		\$43,976,026
	Cash			9,000,000						\$9,000,000	(State & Cash)
2	State	CSU Anatomy-Zoology East		16,415,036					\$16,415,036		\$16,415,036
	Cash										(State only)
3	State	Chemistry B&C wing		24,951,150					\$24,951,150		\$24,951,150
	Cash										(State only)
4	State	CSU-Pueblo Technology Building Renovation & Addition		15,939,000					\$15,939,000		\$16,100,000
	Cash			161,000						\$161,000	(State & Cash)
5	State	CSU District Chiller Expansion			17,400,000				\$17,400,000		\$17,400,000
	Cash										(State only)
	State	CSU San Luis Research Station			7,500,000				\$7,500,000		\$7,500,000
	Cash										(State only)
	State	CSU-Pueblo Art/Music Building Renovation & Addition			17,820,000				\$17,820,000		\$18,000,000
	Cash				180,000					\$180,000	(State & Cash)
	State	NWC COP Debt Service		17,112,721	17,735,515	17,729,656	18,363,631	18,380,771	\$89,322,294		\$89,322,294
	Cash										(State only)
	State	NWC Animal Health Building		50,100,000					\$50,100,000		\$50,100,000
	Cash										(State only)
	State	CSU Education Building Revitalization				22,000,000			\$22,000,000		\$22,000,000
	Cash										(State only)
7	State	CSU-Pueblo Administration Building Renovation & Addition				15,000,000			\$15,000,000		\$15,000,000
	Cash										(State only)
	State	CSU Engineering Research Center Renovation					26,000,000		\$26,000,000		\$26,000,000
	Cash										(State only)
	State	CSU District Heating Plant #1 Replacement						38,000,000	\$38,000,000		\$38,000,000
	Cash										(State only)
	State	CSU Clark Building Revitalization			15,000,000	15,000,000	15,000,000		\$45,000,000		\$45,000,000
	Cash										(State only)
	State	NWC CSU Center					58,400,000		\$58,400,000		\$58,400,000
	Cash										(State only)
	State	CSU-Pueblo Administration Building Renovation & Addition				14,850,000			\$14,850,000		\$15,000,000
	Cash					150,000				\$150,000	(State & Cash)
	State	CSU-Pueblo Facilities Management Building Renovation & Addition					14,850,000		\$14,850,000		\$15,000,000
	Cash						150,000			\$150,000	(State & Cash)

State Funds Request for FY 19-20

\$ 154,966,710

**Board of Governors of the
Colorado State University System
Meeting Date: May 2-3, 2018
Action Item**

MATTER FOR ACTION:

Approval of the Amended FY 18-19 2-year Cash List for CSU

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the attached amended FY 2018-2019 2-year cash list for CSU.

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

EXPLANATION:

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

The 2-year cash list is being amended to request state approval for the following projects: Richardson Design Center Tenant Finish for \$2.6M, High Plains Campus Expansion (Rocky Ford) for \$2M, Western Campus Expansion (Orchard Mesa) for \$9.65M and Foothills Research Laboratory for \$25M. Program plans for these projects have previously been reviewed and approved by the Board of Governors.

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

Approved

Denied

Board Secretary

Date

CSU Fort Collins FY 18-19 2-Year Cash List Amendment

4/20/2018

Campus	Project Name	Cash Funds	BOG Program Plan Approval
CSU	Ricardson Design Center Tenant Finish	\$2.6M	Aug-16
CSU	High Plains Campus Expansion (Rocky Ford)	\$2.0M	Dec-17
CSU	Western Campus Expansion (Orchard Mesa)	\$9.65M	Dec-17
CSU	Foothills Research Laboratory	\$25.0M	Dec-17

Agenda Item 11:

Approval of Financing of Construction of Foothills
Campus Center for Vector-borne Infectious
Diseases Facility

Action Item

Project Development Agreement Update ¹¹¹

(Tetrad D/B/A – Colorado Nova Campus Developers LLC)

- Projects eligible for inclusion within PDA
 - Translational Medicine Institute (TMI)
 - Equine Veterinarian Teaching Hospital (eVTH)
 - Center for Vector-borne Infectious Diseases (CVID)
 - Lab Animal Facility South Campus
 - Infrastructure and Support Structures– Foothills and South Campus
 - VTH Community Practice and 2nd Year DVM Facility
 - CGMP addition

- Scope of Services
 - TMI – Design, Build, Operate and Maintain
 - eVTH - Design, Build, Operate and Maintain
 - CVID - Design, Build, Operate, Maintain & **Finance**

Board of Governors of the Colorado State University System**Meeting Date: May 2-3, 2018****Action Item****MATTERS FOR ACTION:**

Financing of Construction of Foothills Campus Center for Vector-borne Infectious Diseases facility by Master Developer under the Project Development Agreement

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the financing of the construction of the Foothills Campus Center for Vector-borne Infectious Diseases and related infrastructure by the Master Developer under the Project Development Agreement (PDA) in the amount of up to \$25,000,000 upon terms and conditions to be agreed upon by the University.

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

EXPLANATION:

Presented by Lynn Johnson, Vice President University Operations and Chief Financial Officer, Colorado State University

In February 2017, the Board authorized the University to enter into a Project Development Agreement (the "PDA") with Tetrad Property Group ("Master Developer") for the build-out of certain areas of the South Campus and Foothills Campus (the "Project"). The first phase is the construction of the TMI Building and the 48 stall equine research horse barn and related infrastructure on South Campus which is expected to be substantially complete by the end of 2018 or early 2019.

The second building to be constructed under the PDA is a Foothills Campus Center for Vector-borne Infectious Diseases ("CVID"). The program plan for CVID was approved by the Board on December 6, 2017. The Master Developer has proposed financing the construction of the CVID. The principal amount of the financing is \$25,000,000, and will carry a cost of financing similar to that which the University would be able to secure in the taxable market. Throughout the construction activities and period of financing, the University will retain ownership of the facility.

Approved

Denied

Board Secretary

Date

Appendix

FY 2019 Tuition and Differential Tuition Rate Schedules, Student Fees

Colorado State University
Board of Governors Meeting - May 2-3, 2018

COLORADO STATE UNIVERSITY
EDUCATION & GENERAL
PROPOSED BUDGET

2018-19
ENROLLMENT SUMMARY

	2016-17 Actual Enrollment	2017-18 Actual Enrollment	2018-19 Proposed Enrollment	2018-19 Increase (Decrease)
Main Campus				
Student FTE*				
<u>Resident</u>				
Graduate	1,483	1,486	1,456	-30
Undergraduate	16,410	16,181	16,401	220
Total	17,893	17,667	17,857	190
<u>Nonresident</u>				
Graduate	1,069	1,076	1,079	3
Undergraduate	5,967	6,345	6,525	180
Total	7,036	7,421	7,604	183
<u>Total FTE</u>				
Graduate	2,552	2,562	2,535	-27
Undergraduate	22,377	22,526	22,926	400
Total	24,929	25,088	25,461	373
Student Headcount**				
<u>Resident</u>				
Graduate	2,329	2,284	2,238	-46
Undergraduate	17,651	17,428	17,665	237
Total	19,980	19,712	19,903	191
<u>Nonresident</u>				
Graduate	1,633	1,640	1,645	5
Undergraduate	6,117	6,515	6,700	185
Total	7,750	8,155	8,345	190

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

**Fall Term - Source for Headcount SIS022DC

Colorado State University
Board of Governors Meeting - May 2-3, 2018

COLORADO STATE UNIVERSITY
EDUCATION & GENERAL
PROPOSED BUDGET

2018-19
ENROLLMENT SUMMARY

	2016-17 Actual Enrollment	2017-18 Actual Enrollment	2018-19 Proposed Enrollment	2018-19 Increase (Decrease)
Professional Veterinary Medicine				
Student FTE*				
Resident	551	545	540	-5
Nonresident	506	534	536	2
Total	1,057	1,079	1,076	-3
Student Headcount**				
Resident	296	293	290	-3
Nonresident	271	286	287	1
Total	567	579	577	-2

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

**Fall Term - Source for Headcount SIS022DC

Colorado State University
Board of Governors Meeting - May 2-3, 2018

COLORADO STATE UNIVERSITY
2018-19 ACADEMIC YEAR
TUITION RATE SCHEDULE

	Approved Tuition 2017-18			Proposed Tuition 2018-19		
	Resident	Nonresident	WICHE (PVM Only)	Resident	Nonresident	WICHE (PVM Only)
UNDERGRADUATE TUITION						
Part-time (Per credit charge 1-9, for 10-11 credit hours, see*)	\$415 70	\$1,333 00		\$428 20	\$1,366 30	
Full-time (12 or more total credit hours)*	\$4,575 90	\$13,330 10		\$4,713 20	\$13,663 40	
Western Undergraduate Exchange Program (WUE) Rate @ 15 credit hours Full-time (12 or more credit hours)	\$8,596 35			\$8,937 30		
College Opportunity Fund (COF) Resident Undergraduate per credit hour	\$77 00	n/a		\$83 00	n/a	

GRADUATE TUITION

Part-time (per credit charge, 1-8 credit hours)	\$550 90	\$1,350 60		\$567 40	\$1,391 10	
Full-time (9 or more total credit hours)	\$4,958 50	\$12,155 80		\$5,106 80	\$12,520 10	

	Approved Tuition 2017-18			Proposed Tuition 2018-19		
	Resident	Nonresident	WICHE (PVM Only)	Resident	Nonresident	WICHE (PVM Only)
PROFESSIONAL VETERINARY MEDICINE (PVM) TUITION						
Freshmen, Sophomores, and Juniors (per term)**	\$15,727 40	\$27,745 02	\$31,426 90	16,513 76	28,299 92	32,213 26
Seniors (per credit hour)	\$748 92	\$1,321 19	\$1,496 52	786 37	1,347 62	1,533 96

*FY19 calculated undergraduate rates for 10 to 12 credit hours:	10 SCH	11 SCH	12 SCH
Resident Undergraduate	4,140 30	4,426 80	4,713 20
Non-Resident Undergraduate	12,752 30	13,207 90	13,663 40
WUE Undergraduate	7,455 45	8,009 70	8,563 80

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

**PVM tuition does not include Nonresident/WICHE facilities and use charge assessments \$500 50 per term for non-sponsored students

COLORADO STATE UNIVERSITY
DIVISION OF CONTINUING EDUCATION
2018-19 ACADEMIC YEAR
TUITION RATE SCHEDULE

	Proposed Tuition per Credit 2017-18 Minimum	Proposed Tuition per Credit 2017-18 Maximum	Proposed Tuition per Credit 2018-19 Minimum	Proposed Tuition per Credit 2018-19 Maximum
<u>ON CAMPUS EXTENDED EDUCATION²</u>				
Undergraduate Instruction				
In-State	\$462		\$476	
Out-of-State	\$1,333 00		\$1,366 30	
Graduate Instruction				
In-State	\$624		\$605	
Out-of-State	\$1,350 60		\$1,391 10	
<u>UNDERGRADUATE¹</u>	\$462	\$917	\$476	\$936
<u>GRADUATE- Master's Degree¹</u>	\$530	\$1,778	\$568	\$1,831
<u>GRADUATE- PhD¹</u>	\$873	\$985	\$936	\$1,085
<u>OTHER¹</u>	\$61	\$106	\$61	\$130
Sponsored Contract Rates Annenberg				
<u>CUSTOM GRADUATE PROGRAMS :</u>				
Custom Discounted graduate rates (i.e. international offerings)	\$174	\$1,000	\$530	\$1,000

NOTES:

TUITION

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

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

Differential Tuition

FY19 Proposed Undergraduate Differential Tuition Rates per Student Credit Hour (SCH):

	Rate/SCH
Level I ³	\$55
Level II ⁴	\$72
Level III ⁵	\$95

³Level I:

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

⁴Level II:

- College of Natural Sciences - all course prefixes except CS, CT and MSE
- College of Veterinary Medicine and Biomedical Sciences - all course prefixes
- Other Course Prefixes: ANEQ, FSHN, FTEC, RRM, AM, DM, IDEA⁶, INTD, LIFE, HONR, ART, MU, TH, D, GEOL

⁵Level III:

- College of Business - all course prefixes
- College of Engineering - all course prefixes
- Other Course Prefixes: CON, CS, CT, DSCI⁶, HES, HDFS, MSE

⁶ New subject code beginning FA18

Student Fees

All students:

- Subject to the mandatory University Technology Fee of \$25 00 per student (Contract courses exempt)
- Option to pay university general student fees

All on-campus students are subject to:

- The University Facility Fee is \$20 75 per credit hour

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Undergraduate Differential Tuition Rates

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

Levels	FY18 Actual Per Credit Rates	FY19 Proposed Per Credit Rates	FY19 Change
1	\$53	\$55	\$2
2	\$70	\$72	\$2
3	\$93	\$95	\$2

Level I:

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

Level II:

College of Natural Sciences – all course prefixes except CS, CT and MSE
College of Veterinary Medicine and Biomedical Sciences – all course prefixes
Other Course Prefixes: ANEQ, FSHN, FTEC, RRM, AM, DM, IDEA², INTD, LIFE, HONR, ART, MU, TH, D, GEOL

Level III:

College of Business – all course prefixes
College of Engineering – all course prefixes
Other Course Prefixes: CON, CS, CT, DSCI², HES, HDFS, MSE

Comprehensive List of Rates by Course College and Prefix

Course College	Course Prefix	2018		2019		Increase/Decrease ¹		Levl Chg	Assessed To Class Level			
		Level	Rate	Level	Rate	\$	%		FR	SO	JR	SR
AG	AGED	1	53	1	55	2	3.8%	N	N	Y	Y	
AG	AGRI	1	53	1	55	2	3.8%	N	N	Y	Y	
AG	ANEQ	2	70	2	72	2	2.9%	N	N	Y	Y	
AG	AREC	1	53	1	55	2	3.8%	N	N	Y	Y	
AG	BSPM	1	53	1	55	2	3.8%	N	N	Y	Y	
AG	HORT	1	53	1	55	2	3.8%	N	N	Y	Y	
AG	LAND	1	53	1	55	2	3.8%	N	N	Y	Y	
AG	SOCR	1	53	1	55	2	3.8%	N	N	Y	Y	
BU	ACT	3	93	3	95	2	2.2%	N	Y	Y	Y	
BU	BUS	3	93	3	95	2	2.2%	N	Y	Y	Y	

Course College	Course Prefix	2018		2019		Increase/Decrease ¹		Levl Chg	Assessed To Class Level			
		Level	Rate	Level	Rate	\$	%		FR	SO	JR	SR
BU	CIS	3	93	3	95	2	2.2%		N	Y	Y	Y
BU	FIN	3	93	3	95	2	2.2%		N	Y	Y	Y
BU	MGT	3	93	3	95	2	2.2%		N	Y	Y	Y
BU	MKT	3	93	3	95	2	2.2%		N	Y	Y	Y
BU	REL	3	93	3	95	2	2.2%		N	Y	Y	Y
EG	ATS	3	93	3	95	2	2.2%		N	N	Y	Y
EG	BIOM	3	93	3	95	2	2.2%		N	N	Y	Y
EG	CBE	3	93	3	95	2	2.2%		N	N	Y	Y
EG	CIVE	3	93	3	95	2	2.2%		N	N	Y	Y
EG	ECE	3	93	3	95	2	2.2%		N	N	Y	Y
EG	EGSC	3	93	3	95	2	2.2%		N	N	Y	Y
EG	ENGR	3	93	3	95	2	2.2%		N	N	Y	Y
EG	MECH	3	93	3	95	2	2.2%		N	N	Y	Y
HS	AHS	1	53	1	55	2	3.8%		N	N	Y	Y
HS	AM	2	70	2	72	2	2.9%		N	N	Y	Y
HS	CON	3	93	3	95	2	2.2%		N	N	Y	Y
HS	DM	2	70	2	72	2	2.9%		N	N	Y	Y
HS	EDAE	1	53	1	55	2	3.8%		N	N	Y	Y
HS	EDCL	1	53	1	55	2	3.8%		N	N	Y	Y
HS	EDCO	1	53	1	55	2	3.8%		N	N	Y	Y
HS	EDCT	1	53	1	55	2	3.8%		N	N	Y	Y
HS	EDHE	1	53	1	55	2	3.8%		N	N	Y	Y
HS	EDOD	1	53	1	55	2	3.8%		N	N	Y	Y
HS	EDRM	1	53	1	55	2	3.8%		N	N	Y	Y
HS	EDUC	1	53	1	55	2	3.8%		N	N	Y	Y
HS	FACS	1	53	1	55	2	3.8%		N	N	Y	Y
HS	FSHN	2	70	2	72	2	2.9%		N	N	Y	Y
HS	FTEC	2	70	2	72	2	2.9%		N	N	Y	Y
HS	HDFS	2	70	2	72	2	2.9%		N	N	Y	Y
HS	HES	3	93	3	95	2	2.2%		N	N	Y	Y
HS	IDEA ²	0	0	2	72	72	100.0%	N	N	N	Y	Y
HS	INTD	2	70	2	72	2	2.9%		N	N	Y	Y
HS	OT	1	53	1	55	2	3.8%		N	N	Y	Y
HS	RRM	2	70	2	72	2	2.9%		N	N	Y	Y
HS	SOWK	1	53	1	55	2	3.8%		N	N	Y	Y
IU	AS	1	53	1	55	2	3.8%		N	N	Y	Y
IU	CM	1	53	1	55	2	3.8%		N	N	Y	Y
IU	ECOL	1	53	1	55	2	3.8%		N	N	Y	Y
IU	GES	1	53	1	55	2	3.8%		N	N	Y	Y
IU	GRAD	1	53	1	55	2	3.8%		N	N	Y	Y
IU	HONR	2	70	2	72	2	2.9%		N	N	Y	Y
IU	IE	1	53	1	55	2	3.8%		N	N	Y	Y
IU	IU	1	53	1	55	2	3.8%		N	N	Y	Y
IU	KEY	1	53	1	55	2	3.8%		N	N	Y	Y
IU	LIFE	2	70	2	72	2	2.9%		N	N	Y	Y
IU	MLSC	1	53	1	55	2	3.8%		N	N	Y	Y
IU	NB	1	53	1	55	2	3.8%		N	N	Y	Y
IU	PBHL	1	53	1	55	2	3.8%		N	N	Y	Y
LA	AMST	1	53	1	55	2	3.8%		N	N	Y	Y
LA	ANTH	1	53	1	55	2	3.8%		N	N	Y	Y
LA	ART	2	70	2	72	2	2.9%		N	N	Y	Y
LA	CO	1	53	1	55	2	3.8%		N	N	Y	Y

Course College	Course Prefix	2018		2019		Increase/Decrease ¹		Levl Chg	Assessed To Class Level			
		Level	Rate	Level	Rate	\$	%		FR	SO	JR	SR
LA	D	2	70	2	72	2	2.9%		N	N	Y	Y
LA	E	1	53	1	55	2	3.8%		N	N	Y	Y
LA	ECON	1	53	1	55	2	3.8%		N	N	Y	Y
LA	ETST	1	53	1	55	2	3.8%		N	N	Y	Y
LA	GR	1	53	1	55	2	3.8%		N	N	Y	Y
LA	HIST	1	53	1	55	2	3.8%		N	N	Y	Y
LA	INST	1	53	1	55	2	3.8%		N	N	Y	Y
LA	JTC	1	53	1	55	2	3.8%		N	N	Y	Y
LA	LARA	1	53	1	55	2	3.8%		N	N	Y	Y
LA	LB	1	53	1	55	2	3.8%		N	N	Y	Y
LA	LCHI	1	53	1	55	2	3.8%		N	N	Y	Y
LA	LEAP	1	53	1	55	2	3.8%		N	N	Y	Y
LA	LFRE	1	53	1	55	2	3.8%		N	N	Y	Y
LA	LGEN	1	53	1	55	2	3.8%		N	N	Y	Y
LA	LGER	1	53	1	55	2	3.8%		N	N	Y	Y
LA	LGRK	1	53	1	55	2	3.8%		N	N	Y	Y
LA	LITA	1	53	1	55	2	3.8%		N	N	Y	Y
LA	LJPN	1	53	1	55	2	3.8%		N	N	Y	Y
LA	LKOR	1	53	1	55	2	3.8%		N	N	Y	Y
LA	LLAT	1	53	1	55	2	3.8%		N	N	Y	Y
LA	LRUS	1	53	1	55	2	3.8%		N	N	Y	Y
LA	LSGN	1	53	1	55	2	3.8%		N	N	Y	Y
LA	LSPA	1	53	1	55	2	3.8%		N	N	Y	Y
LA	MU	2	70	2	72	2	2.9%		N	N	Y	Y
LA	PHIL	1	53	1	55	2	3.8%		N	N	Y	Y
LA	POLS	1	53	1	55	2	3.8%		N	N	Y	Y
LA	SOC	1	53	1	55	2	3.8%		N	N	Y	Y
LA	SPCM	1	53	1	55	2	3.8%		N	N	Y	Y
LA	TH	2	70	2	72	2	2.9%		N	N	Y	Y
LA	WS	1	53	1	55	2	3.8%		N	N	Y	Y
NR	ESS	1	53	1	55	2	3.8%		N	N	Y	Y
NR	F	1	53	1	55	2	3.8%		N	N	Y	Y
NR	FESA	1	53	1	55	2	3.8%		N	N	Y	Y
NR	FW	1	53	1	55	2	3.8%		N	N	Y	Y
NR	GEOL	2	70	2	72	2	2.9%		N	N	Y	Y
NR	NR	1	53	1	55	2	3.8%		N	N	Y	Y
NR	NRRT	1	53	1	55	2	3.8%		N	N	Y	Y
NR	RS	1	53	1	55	2	3.8%		N	N	Y	Y
NR	WR	1	53	1	55	2	3.8%		N	N	Y	Y
NS	AA	2	70	2	72	2	2.9%		N	N	Y	Y
NS	BC	2	70	2	72	2	2.9%		N	N	Y	Y
NS	BZ	2	70	2	72	2	2.9%		N	N	Y	Y
NS	CHEM	2	70	2	72	2	2.9%		N	N	Y	Y
NS	CS	3	93	3	95	2	2.2%		N	N	Y	Y
NS	CT	3	93	3	95	2	2.2%		N	N	Y	Y
NS	DSCI ²	0	0	3	95	95	100.0%	N	N	N	Y	Y
NS	MATH	2	70	2	72	2	2.9%		N	N	Y	Y
NS	MSE	3	93	3	95	2	2.2%		N	N	Y	Y
NS	NSCI	2	70	2	72	2	2.9%		N	N	Y	Y
NS	PH	2	70	2	72	2	2.9%		N	N	Y	Y
NS	PSY	2	70	2	72	2	2.9%		N	N	Y	Y
NS	STAA	2	70	2	72	2	2.9%		N	N	Y	Y

Course College	Course Prefix	2018		2019		Increase/Decrease ¹		Levl Chg	Assessed To Class Level			
		Level	Rate	Level	Rate	\$	%		FR	SO	JR	SR
NS	STAT	2	70	2	72	2	2.9%		N	N	Y	Y
VM	BMS	2	70	2	72	2	2.9%		N	N	Y	Y
VM	BTEC	2	70	2	72	2	2.9%		N	N	Y	Y
VM	ERHS	2	70	2	72	2	2.9%		N	N	Y	Y
VM	MIP	2	70	2	72	2	2.9%		N	N	Y	Y
VM	NB	2	70	2	72	2	2.9%		N	N	Y	Y
VM	TOX ²	0	0	2	72	72	100.0%	N	N	N	Y	Y
VM	VM	2	70	2	72	2	2.9%		N	N	Y	Y
VM	VS	2	70	2	72	2	2.9%		N	N	Y	Y

¹ Historically increased by Non-Resident undergraduate tuition rate; round to nearest whole number ~estimate.

² New subject code beginning FA18.

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**COLORADO STATE UNIVERSITY
2018-19 ACADEMIC YEAR
GRADUATE PROGRAM DIFFERENTIAL TUITION**

Program Name	Program Code	Major Code	Assessed	2017-18 Approved Charges	2018-19 Proposed Charges	Percent Change
MBA - EV			Credit Hour ¹	\$ 313	\$ 322	3%
MBA - EC			Credit Hour ¹	\$ 313	\$ 313	0%
MBA GSSE			Credit Hour ¹	\$ 313	\$ 313	0%
MBA GSSE	BUSA-GSZ-MBA		Credit Hour ²	\$ 125	\$ 125	0%
MBA Joint DVM			Credit Hour ¹	\$ 313	\$ 322	3%
Master of Accountancy			Credit Hour ¹	\$ 303	\$ 313	3%
Master of Finance (MFIN)			Credit Hour ¹	\$ 313	\$ 322	3%
Master of Computer Information Systems (MCIS)			Credit Hour ¹	\$ 313	\$ 322	3%
MS Business Administration			Credit Hour ¹	\$ 313	\$ 322	3%
Master of Management Practice			Credit Hour ¹	\$ 313	\$ 313	0%
All College of Engineering Graduate Programs ³			Credit Hour ⁴	\$ 110	\$ 110	0%
Masters of Education & Human Resource Studies, Counseling and Career Development	EHRS-CCZ-MED		Credit Hour	\$ 100	\$ 100	0%
Master of Occupational Therapy ⁵		OCTH	Semester	\$ 2,000	\$ 2,000	0%
MSW Social Work	SOWK-MSW		Credit Hour	\$ 115	\$ 115	0%
Masters in Art Leadership and Administration	ALDA-MALA		Semester	\$ 750	\$ 750	0%
MS Biomedical Sciences ⁶	BMSC-MS		Credit Hour	\$ 120	\$ 120	0%
MS Biomedical Sciences/RPTZ	BMSC-RPTZ-MS		Credit Hour	\$ 120	\$ 120	0%
MS Environmental & Radiological Health Sciences	TOXZ-MS		Credit Hour	\$ 120	\$ 120	0%
MS Microbiology-Immunology	MICR-MS		Credit Hour ¹	\$ 120	\$ 120	0%
Masters of Addiction Counseling	ADCN-MAC		Semester	\$ 2,000	\$ 2,000	0%
Masters of Applied Statistics	MAST-MAS		Semester	\$ 1,000	\$ 1,000	0%
Professional Science Master's in Natural Sciences	PSNS-MPSN		Semester	\$ 2,000	\$ 2,000	0%
Professional Science Master's in Natural Sciences, Zoo, Aquarium, and Animal Shelter Management Specialization	PSNS-ZZ-MPSN		Semester	\$ 2,000	\$ 2,000	0%
MS Materials Science and Engineering ⁷	MSEG-MS		Credit Hour	\$ 125	\$ 125	0%
Ph.D. in Materials Science and Engineering ⁷	MSEG-PHD		Credit Hour	\$ 125	\$ 125	0%
MS Conservative Leadership Through Learning	CNLR-MS		Semester	\$ 1,200	\$ 1,200	0%
MS Conservation Leadership, Global Specialization	CNLR-GLOZ-MS		Semester	\$ -	\$ 1,200	100%
Master Greenhouse Gas & Accounting	GGMA-MGMA		Semester	\$ 1,250	\$ 1,250	0%
Masters of Tourism Management	TRMG-MTM		Semester	\$ 1,200	\$ 1,200	0%
Master of Arts in Counseling and Career Development	CNCD-MA		Credit Hour ¹	\$ -	\$ 100	100%
Career Counseling Specialization	CNCD-CCNZ-MA		Credit Hour ¹	\$ -	\$ 100	100%
Clinical Mental Health Counseling Specialization	CNCD-MHCZ-MA		Credit Hour ¹	\$ -	\$ 100	100%
School Counseling Specialization	CNCD-SCCA-MA		Credit Hour ¹	\$ -	\$ 100	100%

* 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 Students on OCTH field work exempted.

⁶ Assessed only to Plan B students.

⁷ Assessed to Plan A and Plan B Masters and PhD programs, maximum of \$1,125 per semester

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COLORADO STATE UNIVERSITY
EDUCATION AND GENERAL
PROPOSED STUDENT FEE SCHEDULE
PER SEMESTER FOR ACADEMIC YEAR 2018-19
ON CAMPUS

	2017-18 Approved Fees	2018-19 Proposed Changes	2018-19 Proposed Fees	Percent Change
FULL TIME FEES (six or more credits)				
Associated Students of Colorado State University (ASCSU)	\$24.45	\$0.00	\$24.45	0.0%
Athletics				
Operations	\$109.85	\$0.69	\$110.54	0.6%
Debt Service	\$5.07	\$0.00	\$5.07	0.0%
Campus Recreation				
Student Recreation Center	\$66.11	\$7.06	\$73.17	10.7%
Facilities Debt Service	\$56.97	(\$4.33)	\$52.64	-7.6%
Recreational Sports Office	\$16.07	\$0.00	\$16.07	0.0%
CSU Health Network - Wellness Programs				
Medical Services	\$166.56	\$0.00	\$166.56	0.0%
Facilities Construction	\$35.03	\$0.00	\$35.03	0.0%
Counseling Services	\$46.48	\$1.77	\$48.25	3.8%
Lory Student Center				
Operations	\$106.31	\$4.76	\$111.07	4.5%
Facilities Construction/Renovations	\$76.21	\$0.00	\$76.21	0.0%
RamEvents	\$9.71	\$0.06	\$9.77	0.6%
Student Services				
Adult Learner & Veteran Services	\$7.49	\$0.00	\$7.49	0.0%
Career Center	\$31.22	\$1.33	\$32.55	4.3%
Committee for Disabled Student Accessibility	\$0.48	\$2.24	\$2.72	466.7%
Interpersonal Violence Response & Safety	\$4.25	\$0.07	\$4.32	1.6%
Off-Campus Life	\$5.54	\$0.00	\$5.54	0.0%
RamRide	\$6.07	\$0.00	\$6.07	0.0%
School of the Arts	\$14.59	\$0.21	\$14.80	1.4%
Student Leadership, Involvement & Community Engagement	\$18.16	\$0.50	\$18.66	2.8%
Student Legal Services	\$7.30	\$0.19	\$7.49	2.6%
Student Resolution Center	\$7.34	\$0.00	\$7.34	0.0%
Subtotal	\$821.26	\$14.55	\$835.81	1.8%
University Alternative Transportation Fee	\$26.23	\$4.27	\$30.50	16.3%
University Technology Fee	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee ¹	\$311.25	\$0.00	\$311.25	0.0%
TOTAL FEES FULL-TIME STUDENT	\$1,183.74	\$18.82	\$1,202.56	1.6%
PART TIME FEES (five or less credits)				
Adult Learner & Veteran Services	\$3.15	\$0.00	\$3.15	0.0%
Associated Students of Colorado State University (ASCSU)	\$10.27	\$0.00	\$10.27	0.0%
Career Center	\$31.22	\$1.33	\$32.55	4.3%
Committee for Disabled Student Accessibility	\$0.20	\$0.94	\$1.14	470.0%
Interpersonal Violence Response & Safety	\$1.79	\$0.02	\$1.81	1.1%
Lory Student Center				
Operations	\$44.65	\$2.00	\$46.65	4.5%
Facilities Construction/Renovations	\$32.01	\$0.00	\$32.01	0.0%
RamEvents	\$4.08	\$0.02	\$4.10	0.5%
Off-Campus Life	\$2.33	\$0.00	\$2.33	0.0%
RamRide	\$2.55	\$0.00	\$2.55	0.0%
Student Leadership, Involvement & Community Engagement	\$7.63	\$0.21	\$7.84	2.8%
Student Legal Services	\$3.07	\$0.08	\$3.15	2.6%
Student Resolution Center	\$7.34	\$0.00	\$7.34	0.0%
University Alternative Transportation Fee	\$11.02	\$1.79	\$12.81	16.2%
University Technology Fee ²	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee ¹	\$103.75	\$0.00	\$103.75	0.0%
TOTAL FEES PART-TIME STUDENT	\$290.06	\$6.39	\$296.45	2.2%

¹ Based on 15 credit hours Actual total charge will vary with the number of credit hours taken

² Based on 5 credit hours Actual total charge will vary with the number of credit hours taken

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COLORADO STATE UNIVERSITY
EDUCATION AND GENERAL
PROPOSED STUDENT FEE SCHEDULE
PER SEMESTER FOR ACADEMIC YEAR 2018-19
OFF-CAMPUS

	2017-18 Approved Fees	2018-19 Proposed Changes	2018-19 Proposed Fees	Percent Change
FULL TIME FEES (six or more credits)				
Adult Learner & Veteran Services	\$3.75	\$0.00	\$3.75	0.0%
Associated Students of Colorado State University	\$12.23	\$0.00	\$12.23	0.0%
Athletics				
Operations	\$0.00	\$0.00	\$0.00	0.0%
Debt Service	\$2.54	\$0.00	\$2.54	0.0%
Campus Recreation				
Student Recreation Center	\$0.00	\$0.00	\$0.00	0.0%
Facilities Debt Service	\$28.49	-\$2.17	\$26.32	-7.6%
Career Center	\$31.22	\$1.33	\$32.55	4.3%
Committee for Disabled Student Accessibility	\$0.24	\$1.12	\$1.36	466.7%
Interpersonal Violence Response & Safety	\$2.13	\$0.03	\$2.16	1.4%
Lory Student Center				
Operations	\$0.00	\$0.00	\$0.00	0.0%
Facilities Construction/Renovations	\$38.11	\$0.00	\$38.11	0.0%
Student Resolution Center	\$7.34	\$0.00	\$7.34	0.0%
	<u>\$126.05</u>	<u>\$0.31</u>	<u>\$126.36</u>	<u>0.2%</u>
Subtotal	\$126.05	\$0.31	\$126.36	0.2%
University Alternative Transportation Fee	\$13.12	\$2.13	\$15.25	16.2%
University Technology Fee ²	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee ¹	\$311.25	\$0.00	\$311.25	0.0%
	<u>\$475.42</u>	<u>\$2.44</u>	<u>\$477.86</u>	<u>0.5%</u>
TOTAL FEES FULL-TIME STUDENT	\$475.42	\$2.44	\$477.86	0.5%
PART TIME FEES (five or less credits)				
Adult Learner & Veteran Services	\$1.87	\$0.00	\$1.87	0.0%
Associated Students of Colorado State University	\$6.11	\$0.00	\$6.11	0.0%
Athletics Debt Service	\$1.27	\$0.00	\$1.27	0.0%
Campus Recreation Facilities Debt Service	\$14.24	-\$1.08	\$13.16	-7.6%
Career Center	\$31.22	\$1.33	\$32.55	4.3%
Committee for Disabled Student Accessibility	\$0.12	\$0.56	\$0.68	466.7%
Interpersonal Violence Response & Safety	\$1.06	\$0.02	\$1.08	1.9%
Lory Student Center				
Operations	\$0.00	\$0.00	\$0.00	0.0%
Facilities Construction/Renovations	\$19.05	\$0.00	\$19.05	0.0%
Student Resolution Center	\$7.34	\$0.00	\$7.34	0.0%
University Alternative Transportation Fee	\$6.56	\$1.07	\$7.63	16.3%
University Technology Fee ²	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee ¹	\$103.75	\$0.00	\$103.75	0.0%
	<u>\$217.59</u>	<u>\$1.90</u>	<u>\$219.49</u>	<u>0.9%</u>
TOTAL FEES PART-TIME STUDENT	\$217.59	\$1.90	\$219.49	0.9%

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

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

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COLORADO STATE UNIVERSITY
EDUCATION AND GENERAL
PROPOSED STUDENT FEE SCHEDULE
PER SEMESTER FOR ACADEMIC YEAR 2018-19
SUMMER SESSION ON CAMPUS

	2017-18 Approved Fees	2018-19 Proposed Changes	2018-19 Proposed Fees	Percent Change
FULL TIME FEES (six or more credits)				
Associated Students of Colorado State University (ASCSU)	\$15 89	\$0 00	\$15 89	0 0%
Athletics				
Facilities Debt Service	\$3 30	\$0 00	\$3 30	0 0%
Campus Recreation				
Student Recreation Center	\$42 97	\$4 59	\$47 56	10 7%
Facilities Debt Service	\$37 03	-\$2 81	\$34 22	-7 6%
Recreational Sports Office	\$10 45	\$0 00	\$10 45	0 0%
CSU Health Network - Wellness Programs				
Medical Services	\$108 26	\$0 00	\$108 26	0 0%
Facilities Construction	\$22 77	\$0 00	\$22 77	0 0%
Counseling Services	\$30 21	\$1 15	\$31 36	3 8%
Lory Student Center				
Operations	\$69 10	\$3 10	\$72 20	4 5%
Facilities Construction/Renovation	\$49 54	\$0 00	\$49 54	0 0%
Student Services				
Adult Learner & Veteran Services	\$4 87	\$0 00	\$4 87	0 0%
Career Center	\$20 29	\$0 87	\$21 16	4 3%
Committee for Disabled Student Accessibility	\$0 31	\$1 46	\$1 77	471 0%
Interpersonal Violence Response & Safety	\$2 76	\$0 05	\$2 81	1 8%
Off-Campus Life	\$3 60	\$0 00	\$3 60	0 0%
RamRide	\$3 95	\$0 00	\$3 95	0 0%
School of the Arts	\$9 48	\$0 14	\$9 62	1 5%
Student Leadership, Involvement & Community Engagement	\$11 80	\$0 33	\$12 13	2 8%
Student Legal Services	\$4 75	\$0 12	\$4 87	2 5%
Student Resolution Center	\$4 77	\$0 00	\$4 77	0 0%
Subtotal	\$456 10	\$9 00	\$465 10	2 0%
University Alternative Transportation Fee	\$17 05	\$2 78	\$19 83	16 3%
University Technology Fee ²	\$25 00	\$0 00	\$25 00	0 0%
University Facility Fee ¹	\$311 25	\$0 00	\$311 25	0 0%
TOTAL FEES FULL-TIME STUDENT	\$809 40	\$11 78	\$821 18	1 5%
PART TIME FEES (five or less credits)				
Adult Learner & Veteran Services	\$2 04	\$0 00	\$2 04	0 0%
Associated Students of Colorado State University (ASCSU)	\$6 67	\$0 00	\$6 67	0 0%
Career Center	\$20 29	\$0 87	\$21 16	4 3%
Committee for Disabled Student Accessibility	\$0 13	\$0 61	\$0 74	469 2%
Interpersonal Violence Response & Safety	\$1 16	\$0 02	\$1 18	1 7%
Lory Student Center				
Operations	\$29 02	\$1 30	\$30 32	4 5%
Facilities Construction/Renovations	\$20 81	\$0 00	\$20 81	0 0%
Off-Campus Life	\$1 51	\$0 00	\$1 51	0 0%
RamRide	\$1 66	\$0 00	\$1 66	0 0%
Student Leadership, Involvement & Community Engagement	\$4 96	\$0 13	\$5 09	2 6%
Student Legal Services	\$1 99	\$0 05	\$2 04	2 5%
Student Resolution Center	\$4 77	\$0 00	\$4 77	0 0%
University Alternative Transportation Fee	\$7 16	\$1 17	\$8 33	16 3%
University Technology Fee ²	\$25 00	\$0 00	\$25 00	0 0%
University Facility Fee ¹	\$103 75	\$0 00	\$103 75	0 0%
TOTAL FEES PART-TIME STUDENT	\$230 92	\$4 15	\$235 07	1 8%

¹ Based on 15 credit hours Actual total charge will vary with the number of credit hours taken

² Based on 5 credit hours Actual total charge will vary with the number of credit hours taken

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COLORADO STATE UNIVERSITY
EDUCATION AND GENERAL
PROPOSED STUDENT FEE SCHEDULE
PER SEMESTER FOR ACADEMIC YEAR 2018-19
SUMMER SESSION OFF CAMPUS

	2017-18 Approved Fees	2018-19 Proposed Changes	2018-19 Proposed Fees	Percent Change
FULL TIME FEES (six or more credits)				
Adult Learner & Veteran Services	\$2.43	\$0.00	\$2.43	0.0%
Associated Students of Colorado State University	\$7.95	\$0.00	\$7.95	0.0%
Athletics Debt Service	\$1.65	\$0.00	\$1.65	0.0%
Campus Recreation				
Facilities Debt Service	\$18.52	-\$1.41	\$17.11	-7.6%
Student Recreation Center	\$0.00	\$0.00	\$0.00	0.0%
Career Center	\$20.29	\$0.87	\$21.16	4.3%
Committee for Disabled Students Accessibility	\$0.16	\$0.73	\$0.89	456.3%
Interpersonal Violence Response & Safety	\$1.38	\$0.03	\$1.41	2.2%
Lory Student Center				
Operations	\$0.00	\$0.00	\$0.00	0.0%
Facilities Construction/Renovation	\$24.77	\$0.00	\$24.77	0.0%
Student Resolution Center	\$4.77	\$0.00	\$4.77	0.0%
	<u>Subtotal</u>	<u>\$81.92</u>	<u>\$82.14</u>	<u>0.3%</u>
University Alternative Transportation Fee	\$8.52	\$1.39	\$9.91	16.3%
University Technology Fee ²	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee ¹	\$311.25	\$0.00	\$311.25	0.0%
TOTAL FEES FULL-TIME STUDENT	\$426.69	\$1.61	\$428.30	0.4%
PART TIME FEES (five or less credits)				
Adult Learner & Veteran Services	\$1.22	\$0.00	\$1.22	0.0%
Associated Students of Colorado State University	\$3.97	\$0.00	\$3.97	0.0%
Athletics Debt Service	\$0.82	\$0.00	\$0.82	0.0%
Campus Recreation Facilities Debt Service	\$9.26	-\$0.70	\$8.56	-7.6%
Career Center	\$20.29	\$0.87	\$21.16	4.3%
Committee for Disabled Student Accessibility	\$0.08	\$0.36	\$0.44	450.0%
Interpersonal Violence Response & Safety	\$0.69	\$0.01	\$0.70	1.4%
Lory Student Center				
Operations	\$0.00	\$0.00	\$0.00	0.0%
Facilities Construction/Renovation	\$12.38	\$0.00	\$12.38	0.0%
Student Resolution Center	\$4.77	\$0.00	\$4.77	0.0%
University Alternative Transportation Fee	\$4.26	\$0.70	\$4.96	16.4%
University Technology Fee ²	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee ¹	\$103.75	\$0.00	\$103.75	0.0%
TOTAL FEES PART-TIME STUDENT	\$186.49	\$1.24	\$187.73	0.7%

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

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

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COLORADO STATE UNIVERSITY
PROFESSIONAL VETERINARY MEDICINE
PROPOSED STUDENT FEE SCHEDULE
PER SEMESTER FOR ACADEMIC YEAR 2018-19

	2017-18 Approved <u>Fees</u>	2018-19 Proposed <u>Changes</u>	2018-19 Proposed <u>Fees</u>	Percent <u>Change</u>
FRESHMEN, SOPHOMORES & JUNIORS				
Student Fees	\$821.26	\$14.55	\$835.81	1.8%
University Alternative Transportation Fee	\$26.23	\$4.27	\$30.50	16.3%
University Technology Fee	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee ¹	\$435.75	\$0.00	\$435.75	0.0%
PVM FEES Per Semester for FRESHMAN, SOPHOMORES & JUNIORS	\$1,308.24	\$18.82	\$1,327.06	1.4%
SENIORS (Per Academic Year):²				
Total Academic Year Student Fees ³	\$1,642.52	\$29.10	\$1,671.62	1.8%
Total University Alternative Transportation Fee	\$52.46	\$8.54	\$61.00	16.3%
Total Academic Year University Technology Fee ³	\$50.00	\$0.00	\$50.00	0.0%
Total Academic Year University Facilities Fee ⁴	\$871.50	\$0.00	\$871.50	0.0%
SENIORS Total Fees per Academic Year	\$2,616.48	\$37.64	\$2,654.12	1.4%
SENIORS (Average Per Semester):²				
Total Academic Year Student Fees ³	\$547.51	\$9.70	\$557.21	1.8%
Total University Alternative Transportation Fee	\$17.49	\$2.85	\$20.33	16.3%
Total Academic Year University Technology Fee ³	\$16.67	\$0.00	\$16.67	0.0%
Total Academic Year University Facilities Fee ⁴	\$290.50	\$0.00	\$290.50	0.0%
PVM SENIORS Total (Average Per Semester)³	\$872.16	\$12.55	\$884.71	1.4%

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

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

³ Academic Year includes two semesters of the approved fees.

⁴ Based on 42 credit hours per academic year. Actual total charge will vary with the number of credit hours taken.

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

MATTERS FOR ACTION:

Approval of Special Course Fees for FY 2018-2019

RECOMMENDED ACTION:

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

EXPLANATION:

Presented by Tony Frank, President

The recommendations for special course fees have been reviewed by the Special Course Fee Committee (chaired by the Vice Provost for Undergraduate Affairs) and the Provost and Executive Vice President. New, Changed, and Discontinued fees are listed on a separate sheet from the Comprehensive List of fees, which incorporates these changes. Each proposed fee meets the guidelines established by the Board of Governors. A summary of the proposed course fee requests for FY19 is highlighted below.

There have been 14 proposals for new special course fees, resulting in an estimated revenue increase of \$48,121.50.

There have been 56 proposals for changes to existing course fees, of which 7 are decreases, and a change to the one Program Fee. The total estimated maximum net impact of changes in existing fees is a revenue increase of \$80,525.67.

Discontinued course fees (25) will result in an estimated annual reduction in revenue of \$7,881.61.

The net impact of the addition of new course fees, changes in existing fees and fee cancellations is an estimated increase of \$120,765.56 in revenue.

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SPECIAL COURSE FEES - NEW FEES
 Fall 2018, Spring 2019, Summer 2019

Prefix	Course Number	Course Title	Requested Fee	Effective Term
NEW				
AA	100	Introduction to Astronomy	\$3.00	FA18
AN EQ	115	Applied Equine Behavior	\$142.66	FA18
AN EQ	200	Applied Horsemanship & Equitation	\$237.77	FA18
AN EQ	300N	Topics in Animal Sciences: Seedstock Merchandising	\$49.13	FA18
ART	170	Three-Dimensional Visual Fundamentals	\$35.00	FA18
ART	421	Art & Environment	\$25.00	FA18
ART	521	Art & Environment - Advanced Study	\$25.00	FA18
BZ	223	Plant Identification	\$12.00	FA18
ESS	120	Introduction to Ecosystem and Watershed Sciences	\$118.00	FA18
FTEC	351	Fermentation Microbiology Laboratory	\$85.50	FA18
GEOL	572	Advanced Structural Geology	\$52.10	FA18
GEOL	662	Field Geomorphology	\$33.03	FA18
HDFS	470B	Campus Connections - Mentoring At-Risk Youth	\$33.80	FA18
MIP	550	Microbial and Molecular Genetics Laboratory	\$75.00	FA18

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SPECIAL COURSE FEES - FEE CHANGES

Fall 2018, Spring 2019, Summer 2019

Prefix	Course Number	Course Title	Current Fee	Requested Fee	Effective Term
AN EQ	102	Introduction to Equine Sciences	\$28.20	\$35.44	FA18
AN EQ	105	Introduction to Large Animal Anatomy	\$150.00	\$105.69	FA18
AN EQ	201A	Preparation of Horses for Competition - Western	\$766.45	\$831.40	FA18
AN EQ	201B	Preparation of Horses for Competition - English	\$766.45	\$831.40	FA18
AN EQ	202	Safety in Horse Handling	\$75.00	\$98.83	FA18
AN EQ	203	Equine Management	\$156.65	\$204.16	FA18
AN EQ	315	Equine Behavior	\$55.00	\$65.36	FA18
AN EQ	320	Principles of Animal Nutrition	\$40.00	\$58.96	FA18
AN EQ	325	Equine Exercise Physiology	\$110.80	\$133.76	FA18
AN EQ	346	Equine Disease Management	\$44.00	\$63.50	FA18
AN EQ	351	Techniques in Therapeutic Riding	\$157.00	\$214.00	FA18
AN EQ	365	Principles of Teaching Therapeutic Riding	\$296.00	\$367.50	FA18
AN EQ	386B	Equine Practicum - Equine Reproductive Management	\$232.00	\$271.15	FA18
AN EQ	386C	Farrier Practicum	\$47.20	\$56.67	FA18
AN EQ	442	Riding Instructor Training	\$136.75	\$277.88	FA18
AN EQ	474	Swine System	\$300.00	\$261.85	FA18
AN EQ	476	Feedlot Systems	\$20.00	\$16.82	FA18
AN EQ	478	Beef Systems	\$45.00	\$71.09	FA18
AN EQ	486	Therapeutic Riding Instructor Practicum	\$65.39	\$89.17	FA18
ART	136	Introduction to Figure Drawing	\$50.00	\$105.67	FA18
ART	160	Two Dimensional Visual Fundamentals	\$7.00	\$14.44	FA18

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ART	260	Painting I	\$20.00	\$19.35	FA18
ART	361	Figure Painting	\$80.00	\$240.17	FA18
ART	461	Advanced Painting II	\$15.00	\$43.38	FA18
BC	404	Comprehensive Biochemistry Lab	\$100.00	\$150.00	FA18
BIOM/ CIVE	533	Biomolecular Tools for Engineers	\$66.33	\$66.33	FA18
BMS	305/531	Domestic Gross Animal Anatomy/ Domestic Animal Dissection	\$57.35	\$59.67	FA18
BZ	310	Cell Biology	\$28.00	\$31.50	FA18
BZ	311	Developmental Biology	\$19.00	\$21.96	FA18
CBE	101	Introduction to Chemical & Biological Engineering	\$26.56	\$51.58	FA18
CHEM	246	Fundamentals of Organic Chemistry Laboratory	\$48.88	\$51.50	FA18
CHEM	440	Advanced Organic Chemistry Lab	\$106.00	\$123.86	FA18
ECE	102	Digital Circuit Logic	\$25.00	\$142.00	FA18
ECE	251	Introduction to Microprocessors	\$12.00	\$42.00	FA18
EDCT	485	Student Teaching	\$80.00	\$140.00	FA18
EDUC	485B,C	Student Teaching	\$80.00	\$140.00	FA18
ESS	400	Global Perspectives on Sustainability	\$9.50	\$26.60	FA18
F	321	Forest Biometry	\$42.75	\$52.32	FA18
FTEC	422	Brewing Analysis & Quality Control	\$25.00	\$45.91	FA18
FW	400	Conservation Fish in Aquatic System	\$45.00	\$45.05	FA18
GEOL	150	Physical Geology for Scientists and Engineers	\$23.00	\$28.66	FA18
GEOL	154	Historical and Analytical Geology	\$37.00	\$29.00	FA18
GEOL	201	Field Geology of the Colorado Front Range	\$149.25	\$158.09	FA18

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GEOL	232	Mineralogy	\$45.00	\$55.76	FA18
GEOL	332	Optical Mineralogy	\$48.00	\$63.00	FA18
GEOL	401	Geology of the Rocky Mountain Region	\$140.00	\$160.07	FA18
GEOL	436	Geology Summer Field Courses	\$1,097	\$1,256.50	FA18
GEOL	454	Geomorphology	\$52.75	\$33.51	FA18
GEOL	652	Fluvial Geomorphology	\$63.35	\$33.05	FA18
HDFS	470A	Campus Connections: Youth Mentoring	\$17.33	\$32.14	FA18
LAND	454	Landscape Field Studies	\$381.00	\$414.00	FA18
LIFE	203	Introductory Genetics Laboratory	\$65.00	\$82.89	FA18
LIFE	212	Introductory Cell Biology Lab	\$45.00	\$60.00	FA18
NR	479	Restoration Case Studies	\$350.00	\$415.00	FA18
OT	686A	Fieldwork I: OT Process	\$58.00	\$58.00	FA18
OT	686D	Fieldwork I: Infancy to Young Adult	\$58.00	\$58.00	FA18

PROGRAM FEES - FEE CHANGES
Fall 2018, Spring 2019, Summer 2019

Prefix		Course Title	Current Fee	Requested Fee	Effective Term
MU		Music Program Fee	\$575.00	\$600.00	FA18

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SPECIAL COURSE FEES – DISCONTINUED FEES

Prefix	Course Number	Course Title	Current Fee	Requested Fee is \$0	Effective Term
ANTH	442	Ethnographic Field School	\$1,100.00	0.00	SU17
ART	235	Intermediate Drawing I	\$20.00	0.00	FA18
ART	335	Intermediate Drawing II	\$20.00	0.00	FA18
ART	336	Intermediate Drawing III	\$20.00	0.00	FA18
ART	360	Painting Methods and Materials	\$15.00	0.00	FA18
ART	375	Figure Modeling and Drawing	\$75.00	0.00	SU16
ART	435	Advanced Drawing I	\$20.00	0.00	FA18
ART	436	Advanced Drawing II	\$20.00	0.00	FA18
ART	460	Advanced Painting I	\$15.00	0.00	FA18
ART	496A	Group Study - Painting	\$25.00	0.00	FA18
BIOM/ MECH	525	Cell and Tissue Engineering	\$66.67	0.00	FA18
ECE	533	Biomolecular Tools for Engineers	\$66.33	0.00	FA09
EDCO	656	Counseling Assessment and Testing	\$36.75	0.00	FA18
EDUC	475	Elementary Music Methods II	\$35.00	0.00	FA17
EDUC	476	Choral Methods for Secondary School	\$35.00	0.00	FA17
EDUC	477	Instrumental Methods for Secondary School	\$35.00	0.00	FA17
ETST	208	Native American Art and Material Culture	\$16.00	0.00	FA17
F	326	Wildland Fire Behavior and Management	\$16.00	0.00	FA18
GEOL	672	Advanced Structural Geology	\$45.00	0.00	FA16
HIST	363	Colorado History	\$8.57	0.00	SP18
HIST	365	American West: Field Study	\$116.49	0.00	FA18
JTC	343	Advanced Television News Production	\$25.00	0.00	FA18

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LAND	366	Landscape Design Expression	\$32.00	0.00	SP18
LB	193	Concepts & Critical Thinking in Liberal Arts	\$10.00	0.00	FA18
TH	186	Theatre Practicum I	\$33.00	0.00	FA18

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SPECIAL COURSE AND PROGRAM FEES		
COMPREHENSIVE LIST as submitted to the BOG, May 2018		
<i>(Effective Fall 2018, Spring 2019, Summer 2019)</i>		
<i>Special Course Fees</i>		
<u>Course Number</u>	<u>Course Name</u>	<u>Fee Amount</u>
AA 100	Introduction to Astronomy	\$3.00
AGED 110	Agriculture Production Systems	\$45.94
AGED 220	Understanding Agricultural Education	\$15.60
AGED 240	Technical Tool Applications in Ag Education	\$55.00
AGED 241	Plumbing and Electrical Applications in Agriculture	\$25.00
AGED 244	Power, Structure, and Tech Systems in Ag Ed	\$100.00
AGED 320	Technology Lab for Ag Education	\$50.00
AGED 330	Program Design and Evaluation in Ag Literacy	\$16.14
AGED 420	Developing School-Based Ag Education Programs	\$52.33
AGED 430	Methods of Agricultural Literacy	\$16.14
AGED 440	Managing Experiences in Ag Ed Laboratories	\$50.00
AM 143	Introduction to Apparel Design	\$130.88
AM 241	Apparel Production	\$52.10
AM 341	Computer-Aided Apparel Production	\$16.59
AM 345	Draping Design	\$39.57
AM 375	Product Development II	\$45.17 - \$56.47
AM 421	Textile Product Quality Assessment	\$52.24
AM 446	Apparel Design and Production	\$242.33
AM 546	Theoretical Apparel Design	\$237.95
ANEQ 101	Food Animal Science	\$50.00
ANEQ 102	Introduction to Equine Science	\$35.44
ANEQ 105	Introduction to Large Animal Anatomy	\$105.69
ANEQ 115	Applied Equine Behavior	\$142.66
ANEQ 200	Applied Horsemanship & Equitation	\$237.77
ANEQ 201A	Preparation of Horses for Competition: Western	\$831.40
ANEQ 201B	Preparation of Horses for Competition: English	\$831.40
ANEQ 202	Safety in Horse Handling	\$98.83
ANEQ 203	Equine Management	\$204.16
ANEQ 204	Equine Facilities Management	\$47.00
ANEQ 249	Introduction to the Trail Riding Industry	\$483.00
ANEQ 250	Live Animal and Carcass Evaluation	\$100.00
ANEQ 286	Livestock Practicum	\$33.67

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ANEQ 300N	Topics in Animal Sciences: Seedstock Merchandising	\$49.13
ANEQ 300R	Topics in Animal Sciences: Calving and Calf Care	\$50.00
ANEQ 312	Animal Ultrasonography	\$200.00
ANEQ 315	Equine Behavior	\$65.36
ANEQ 320	Principles of Animal Nutrition	\$58.96
ANEQ 325	Equine Exercise Physiology	\$133.76
ANEQ 340	Horse Training and Sale Preparation I	\$600.00
ANEQ 341	Horse Training and Sale Preparation II	\$600.00
ANEQ 344	Principles of Equine Reproduction	\$25.00
ANEQ 346	Equine Disease Management	\$63.50
ANEQ 349	Packing and Outfitting	\$485.00
ANEQ 351	Techniques in Therapeutic Riding	\$214.00
ANEQ 365	Principles of Teaching Therapeutic Riding	\$367.50
ANEQ 386B	Equine Practicum-Equine Reproductive Management	\$271.15
ANEQ 386C	Equine Farrier Practicum	\$56.67
ANEQ 442	Riding Instructor Training	\$277.88
ANEQ 444	Equine Business Management	\$50.00
ANEQ 445	Foaling Management	\$25.00
ANEQ 470	Meat Processing Systems	\$100.00
ANEQ 474	Swine Systems	\$261.85
ANEQ 476	Feedlot Systems	\$16.82
ANEQ 478	Beef Systems	\$71.09
ANEQ 486	Therapeutic Riding Instructor Practicum	\$89.17
ANEQ 510	Bovine Reproductive Management	\$200.92
ANEQ 551	Field Necropsy	\$154.19
ANEQ 626	Animal Nutrition, Emissions, and Management	\$66.05
ANTH 121	Human Origins and Variation Laboratory	\$30.00
ANTH 275	Introduction to Forensic Anthropology	\$20.00
ANTH 373	Human Evolution	\$20.00
ANTH 460	Field Class in Archaeology	\$1,175.00
ANTH 465	Zooarchaeology	\$25.00
ANTH 470	Paleontology Field School	\$1,000.00
ANTH 660	Field Archaeology	\$1,175.00
AREC 224	Introduction to Agribusiness Entrepreneurship	\$15.00
AREC 412	Agricultural Commodities Marketing	\$25.00
ART 136	Introduction to Figure Drawing	\$105.67
ART 160	Two-Dimensional Visual Fundamentals	\$14.44
ART 170	Three-Dimensional Visual Fundamentals	\$35.00

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ART 230	Photo Image Making I	\$45.00
ART 240	Pottery I	\$70.00
ART 245	Metalsmithing and Jewelry I	\$60.00
ART 250	Fibers I	\$50.00
ART 255	Introduction to Graphic Design	\$15.00
ART 256	Introduction to Electric Art	\$60.00
ART 260	Painting I	\$19.35
ART 265	Printmaking I-Intaglio and Relief	\$80.00
ART 270	Sculpture I	\$50.00
ART 295C	Independent Study-Sculpture	\$12.00/credit
ART 295E	Independent Study-Metalsmithing and Jewelry	\$18.75/credit
ART 326	Art Education Studio	\$35.00
ART 330	Photo Image Making II	\$70.00
ART 331	Photo Image Making III	\$75.00
ART 340	Pottery II	\$70.00
ART 341	Pottery III	\$80.00
ART 345	Metalsmithing and Jewelry II	\$70.00
ART 346	Metalsmithing and Jewelry III	\$75.00
ART 350	Fibers II	\$70.00
ART 351	Fibers III	\$70.00
ART 355	Typography and Design Systems	\$55.00
ART 356	Illustration	\$55.00
ART 361	Figure Painting	\$240.17
ART 365	Printmaking II-Lithography	\$90.00
ART 366	Printmaking III-Studio Workshop	\$90.00
ART 370	Sculpture II	\$70.00
ART 371	Sculpture III	\$75.00
ART 392	Undergraduate Professional Practices Seminar	\$13.00
ART 421	Art & Environment	\$25.00
ART 430	Advanced Photo Image Making I	\$60.00
ART 431	Advanced Photo Image Making II	\$60.00
ART 440	Pottery IV	\$80.00
ART 441	Pottery V	\$80.00
ART 445	Metalsmithing and Jewelry IV	\$70.00
ART 446	Metalsmithing and Jewelry V	\$70.00
ART 450	Fibers IV	\$35.00
ART 451	Fibers V	\$35.00
ART 455	Advanced Typography and Design Systems	\$55.00

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ART 456	Advanced Illustration	\$55.00
ART 461	Advanced Painting II	\$43.38
ART 465	Printmaking IV-Studio Workshop	\$90.00
ART 466	Printmaking V-Studio Workshop	\$90.00
ART 470	Sculpture IV	\$55.00
ART 471	Sculpture V	\$55.00
ART 495B	Independent Study-Printmaking	\$25.00/credit
ART 495C	Independent Study-Sculpture	\$13.00/credit
ART 495D	Independent Study-Fibers	\$12.00/credit
ART 495E	Independent Study-Metalsmithing and Jewelry	\$18.75/credit
ART 495J	Independent Study-Pottery	\$23.00/credit
ART 495K	Independent Study-Photo Image Making	\$ 5.00/credit
ART 496B	Group Study-Printmaking	\$25.00/credit
ART 496C	Group Study-Sculpture	\$13.00/credit
ART 496D	Group Study-Fibers	\$12.00/credit
ART 496E	Group Study-Metalsmithing and Jewelry	\$18.75/credit
ART 496J	Group Study-Pottery	\$23.00/credit
ART 496K	Group Study-Photo Image Making	\$28.00
ART 521	Art & Environment - Advanced Study	\$25.00
ART 575B	Studio Problems-Printmaking	\$20.00/credit
ART 575C	Studio Problems-Sculpture	\$13.00/credit
ART 575D	Studio Problems-Fibers	\$12.00/credit
ART 575E	Studio Problems-Metalsmithing and Jewelry	\$18.75/credit
ART 675B	Studio Problems-Printmaking	\$20.00/credit
ART 675C	Studio Problems-Sculpture	\$13.00/credit
ART 675D	Studio Problems-Fibers	\$12.00/credit
ART 675E	Studio Problems-Metalsmithing and Jewelry	\$18.75/credit
ART 695B	Independent Study-Printmaking	\$20.00/credit
ART 695C	Independent Study-Sculpture	\$13.00/credit
ART 695D	Independent Study-Fibers	\$12.00/credit
ART 695E	Independent Study-Metalsmithing and Jewelry	\$18.75/credit
ART 699B	Thesis-Printmaking	\$20.00/credit
ART 699C	Thesis-Sculpture	\$13.00/credit
ART 699D	Thesis-Fibers	\$12.00/credit
ART 699E	Thesis-Metalsmithing and Jewelry	\$18.75/credit
BC 404	Comprehensive Biochemistry Laboratory	\$150.00
BIOM 300	Problem Based Learning Lab	\$179.63
BIOM 533	Biomolecular Tools for Engineers	\$66.33

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BMS 301	Human Gross Anatomy	\$94.30
BMS 302	Laboratory in Principles of Physiology	\$10.00
BMS 305	Domestic Gross Animal Anatomy	\$59.67
BMS 345	Functional Neuroanatomy	\$27.80
BMS 531	Domestic Animal Dissection	\$59.67
BMS 545	Neuroanatomy	\$27.80
BMS 575	Human Anatomy Dissection	\$94.30
BSPM 303A	Entomology Laboratory – General	\$26.42
BSPM 361	Elements of Plant Pathology	\$15.00
BSPM 365	Integrated Tree Health Management	\$11.00
BSPM 445	Aquatic Insects	\$79.64
BZ 105	Basic Concepts of Plant Life Laboratory	\$5.00
BZ 111	Animal Biology Laboratory	\$15.00
BZ 120	Principles of Plant Biology	\$5.00
BZ 212	Animal Biology-Invertebrates	\$20.00
BZ 214	Animal Biology-Vertebrates	\$32.21
BZ 223	Plant Identification	\$12.00
BZ 310	Cell Biology	\$31.50
BZ 311	Developmental Biology	\$21.96
BZ 330	Mammology	\$13.00
BZ 335	Ornithology	\$15.00
BZ 472	Stream Biology and Ecology Laboratory	\$13.00
BZ 474	Limnology	\$13.00
CBE 101	Introduction to Chemical and Biological Engineering	\$51.58
CBE 333	Chemical and Biological Engineering Lab I	\$108.67
CBE 443	Chemical and Biological Engineering Lab II	\$163.09
CHEM 104	Chemistry in Context Laboratory	\$9.72
CHEM 108	Fundamentals of Chemistry Laboratory	\$9.73
CHEM 112	General Chemistry Laboratory I	\$21.20
CHEM 114	General Chemistry Laboratory II	\$14.16
CHEM 246	Fundamentals of Organic Chemistry Laboratory	\$51.50
CHEM 334	Quantitative Analysis Laboratory	\$68.18
CHEM 344	Modern Organic Chemistry Laboratory	\$83.60
CHEM 345	Organic Chemistry I	\$23.34
CHEM 346	Organic Chemistry II	\$33.49
CHEM 431	Instrumental Analysis	\$50.00
CHEM 433	Clinical Chemistry	\$42.67
CHEM 440	Advanced Organic Chemistry Laboratory	\$123.86

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CHEM 462	Inorganic Chemistry Laboratory	\$103.00
CHEM 475	Physical Chemistry Laboratory I	\$50.00
CHEM 477	Physical Chemistry Laboratory II	\$50.00
CIVE 102	Introduction: Civil/Environmental Engineering	\$6.32
CIVE 103	Engineering Graphics and Computing	\$23.58
CIVE 301	Fluid Mechanics Laboratory	\$8.29
CIVE 302	Evaluation of Civil Engineering Materials	\$130.48
CIVE 356	Geotechnical Engineering Laboratory	\$140.14
CIVE 441	Water Quality Analysis and Treatment	\$67.85
CIVE 521	Hydrometry	\$28.50
CIVE 525	Water Engineering: International Development	\$45.00
CIVE 533	Biomolecular Tools for Engineers	\$66.33
CON 251	Materials Testing and Processing	\$13.00
CON 261	Construction Surveying	\$120.95
CON 351	Construction Field Management	\$41.00
D 120A-B	Dance Techniques I (Modern and Ballet)	\$72.00/credit
D 121A-B	Dance Techniques II (Modern and Ballet)	\$72.00/credit
D 220A-B	Dance Techniques III (Modern and Ballet)	\$72.00/credit
D 221A-B	Dance Techniques IV (Modern and Ballet)	\$72.00/credit
D 320A-B	Dance Techniques V (Modern and Ballet)	\$72.00/credit
D 321A-B	Dance Techniques VI (Modern and Ballet)	\$72.00/credit
D 330	Ballet Repertory Ensemble	\$144.00
D 420B	Dance Techniques VII-Ballet	\$72.00/credit
D 421B	Dance Techniques VIII-Ballet	\$72.00/credit
DM 400	U S Travel – New York City	\$900 - \$1915
DM 542	Advanced Computer-Aided Textile Design	\$233.94
ECE 102	Digital Circuit Logic	\$142.00
ECE 103	DC Circuit Analysis	\$288.68
ECE 202	Circuit Theory Applications	\$15.00
ECE 251	Introduction to Microprocessors	\$42.00
ECE 331	Electronics Principles I	\$15.00
ECE 332	Electronic Principles II	\$15.00
ECE 401	Senior Design Project I	\$40.00
ECE 402	Senior Design Project II	\$60.00
EDCT 485	Student Teaching	\$140.00
EDUC 485B	Student Teaching-Secondary	\$140.00
EDUC 485C	Student Teaching-Early Childhood	\$140.00
ERHS 230	Environmental Health Field Methods	\$75.00

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ERHS 547	Equipment and Instrumentation	\$50.00
ERHS 566	Forensic Toxicology	\$50.00
ERHS 567	Cell and Molecular Toxicology Techniques	\$60.00
ESS 120	Introduction to Ecosystem and Watershed Science	\$118.00
ESS 400	Global Perspectives on Sustainability	\$26.60
ESS 440	Practicing Sustainability	\$24.07
ESS 486	Ecosystem Practicum	\$230.00 - \$381.00
F 321	Forest Biometry	\$52.32
F 421	Forest Stand Management	\$35.00
F 430	Forestry Field Practices	\$135.00
FSHN 301	Food Principles and Applications Laboratory	\$45.00
FSHN 450	Medical Nutrition Therapy	\$35.00
FSHN 486a	Practicum: Counseling	\$20.00
FSHN 686a	Practicum: Counseling	\$20.00
FTEC 210	Science of Food Fermentation	\$45.00
FTEC 351	Fermentation Microbiology Laboratory	\$85.50
FTEC 422	Brewing Analysis and Quality Control	\$45.91
FTEC 430	Sensory Evaluation of Fermented Products	\$25.00
FTEC 460	Brewing Science and Technology	\$45.00
FW 111	Basic Outdoor Skills in FWCB	\$261.00
FW 204	Introduction to Fishery Biology	\$65.00
FW 301	Ichthyology Laboratory	\$18.50
FW 375	Field Wildlife Studies	\$412.00 - \$477.00
FW 400	Conservation of Fish in Aquatic Ecosystems	\$45.05
FW 401	Fishery Science	\$15.00
FW 402	Fish Culture	\$50.00
FW 405	Fish Physiology	\$27.00
FW 465	Managing Human-Wildlife Conflicts	\$146.77
FW 469	Conservation in Management of Large Mammals	\$295.00
FW 471	Wildlife Data Collection and Analysis	\$41.50
FW 477	Wildlife Habitat Use and Management	\$57.00
FW 605	Advanced Physiological Ecology of Fishes	\$27.00
FW 677	Wildlife Habitat Management	\$57.00
GEOL 121	Introductory Geology Laboratory	\$15.00
GEOL 150	Physical Geology for Scientists and Engineers	\$28.66
GEOL 154	Historical and Analytical Geology	\$29.00
GEOL 201	Field Geology of the Colorado Front Range	\$158.09
GEOL 232	Mineralogy	\$55.76

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GEOL 332	Optical Mineralogy	\$63.00
GEOL 344	Stratigraphy and Sedimentology	\$65.00
GEOL 364	Igneous and Metamorphic Petrology	\$20.00
GEOL 366	Sedimentary Petrology and Geochemistry	\$20.00
GEOL 372	Structural Geology	\$31.00
GEOL 376	Geologic Field Methods	\$82.00
GEOL 401	Geology of the Rocky Mountain Region	\$160.07
GEOL 436	Geology Summer Field Courses	\$1,256.50
GEOL 447	Mineral Deposits	\$31.25
GEOL 452	Hydrogeology	\$20.00
GEOL 454	Geomorphology	\$33.51
GEOL 492	Seminar	\$100 - \$120
GEOL 546	Sedimentary Basin Analysis	\$72.00
GEOL 572	Advanced Structural Geology	\$52.10
GEOL 652	Fluvial Geomorphology	\$33.05
GEOL 662	Field Geomorphology	\$33.03
HDFS 470A	Campus Connections - Youth Mentoring	\$32.14
HDFS 470B	Campus Connections - Mentoring At-Risk Youth	\$33.80
HDFS 500	Issues in Human Development and Family Studies	\$35.00
HDFS 520	Family Therapy Practice – Treatment Planning	\$42.81
HDFS 521	Family Therapy Practice – Common Factors	\$110.00
HDFS 620	Family Therapy Practice – Addictions	\$42.81
HDFS 621	Family Therapy Practice –Topics in Sexuality	\$110.00
HORT 100	Horticultural Science	\$12.12
HORT 221	Landscape Plants	\$22.80
HORT 232	Principles of Landscape Design	\$27.50
HORT 260	Plant Propagation	\$20.32
HORT 310	Greenhouse Management	\$21.00
HORT 321	Nursery Production and Management	\$73.00
HORT 322	Herbaceous Plants	\$35.75
HORT 344	Organic Greenhouse Management	\$51.00
HORT 345	Diagnosis and Treatment in Organic Fields	\$85.00
HORT450A-B	Horticulture Food Crops	\$37.00/subtopic
HORT450C-D	Horticulture Food Crops	\$38.92/subtopic
INTD 330	Lighting Design	\$11.84
INTD 476	Interior Design Project	\$95.25
IU 193	Freshman Seminar	\$30.00
JTC 211	Visual Communication	\$150.00

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JTC 335	Digital Photography	\$60.00
JTC 340	Digital Video Editing	\$85.00
JTC 341	TV News Writing, Reporting and Producing	\$30.00
JTC 345	Electronic Field Production	\$85.00
JTC 435	Documentary Video Production	\$85.00
JTC 440	Advanced Electronic Media Production	\$60.00
JTC 544	Corporate and Institutional Media Production	\$30.00
LAND 240	Fundamentals of Landscape Design Process	\$30.80
LAND 357	Omnibus Field Studies	\$30.00
LAND 360	Basic Landscape Design and Construction	\$15.13
LAND 361	Digital Methods	\$12.00
LAND 363	Advanced Landscape Site Engineering	\$13.00
LAND 376	Landscape Design and Visualization	\$427.69
LAND 446	Urban Design	\$9.00
LAND 454	Landscape Field Studies	\$414.00
LIFE 102	Attributes of Living Systems	\$15.85
LIFE 103	Biology of Organisms-Animals and Plants	\$17.00
LIFE 203	Introductory Genetics Laboratory	\$82.89
LIFE 206	Microbial Biology Laboratory	\$25.00
LIFE 212	Introductory Cell Biology Laboratory	\$60.00
MECH 200	Introduction to Manufacturing Processes	\$120.31
MECH 202	Engineering Design II	\$66.15
MECH 231	Engineering Experimentation	\$78.43
MECH 307	Mechatronics and Measurement Systems	\$141.93
MECH 324	Dynamics of Machines	\$65.31
MECH 331	Introduction to Engineering Materials	\$71.56
MECH 338	Thermal/Fluid Sciences Laboratory	\$60.93
MECH 417	Control Systems	\$84.50
MECH 425	Mechanical Engineering Vibrations	\$97.23
MECH 486A	Engineering Design Practicum I	\$130.00
MECH 486B	Engineering Design Practicum II	\$155.00
MECH 515	Advanced Topics in Mechanical Vibrations	\$97.23
MIP 550	Microbial and Molecular Genetics Laboratory	\$75.00
MU 100	Music Appreciation	\$35.00
MU 111	Music Theory Fundamentals	\$35.00
MU 204	Marching Band	\$35.00
MU 495H	Independent Study - Performance	\$275.00
MU 527 A-C	Conducting Seminar Levels 1-3	\$1,500.00

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NR 220	Natural Resources Ecology and Measurements	\$67.67
NR 300	Biological Diversity	\$2.50
NR 479	Restoration Case Studies	\$415.00
NRRT 350	Wilderness Leadership	\$47.00
NRRT 351	Wilderness Instructors	\$104.00
NRRT 401	Collaborative Conservation	\$22.40
NRRT 431	Protected Areas, Working Land and Livelihoods	\$44.00
OT 686 A	Fieldwork I: OT Process	\$58
OT 686 D	Fieldwork I: Infancy to Young Adult	\$58
OT 688 A-T	Fieldwork IIB	\$10 - \$75/subtopic
POLS 486A	Practicum-Legislative Politics	\$345.00
PSY 488	Field Placement	\$13.00
RRM 415	Catering Techniques and Culinary Arts	\$45.00
RRM 492	Seminar on Hospitality Management	\$50.00
RS 329	Rangeland Assessment	\$27.00
RS 432	Rangeland Measurements and Monitoring	\$51.00
RS 532	Rangeland Ecosystem Sampling	\$51.00
SOC 275	Introduction to Forensic Anthropology	\$20.00
SOCR 320	Forage and Pasture Management	\$15.85
SOCR 343	Composting Principles and Practices	\$20.48
SOCR 345	Diagnosis and Treatment in Organic Fields	\$85.00
SOCR 351	Soil Fertility Laboratory	\$50.00
SOCR 377	Geographic Information Systems in Agriculture	\$119.00
SOCR 421	Crop and Soil Management Systems II	\$38.00
SOCR 440	Pedology	\$80.00
SOCR 577	Principles/Components: Precision Agriculture	\$119.00
SOWK 488	Field Placement	\$50.00
SOWK 588	Field Placement	\$50.00
SOWK 688	Field Placement	\$50.00
TH 141	Introduction to Theatre	\$43.36
TH 153	Singing for Actors I	\$131.20
TH 160	Drawing for the Theatre	\$128.00
TH 161	Technical Theatre: Stagecraft	\$50.00
TH 163	Costume Construction for the Theatre	\$50.00
TH 241	Text Analysis for the Theatre	\$40.30
TH 253	Singing for Actors II	\$131.20
TH 264	Lighting Design for the Theatre	\$50.00
TH 265	Set Design I	\$50.00

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TH 266	Digital Media Design for Live Performance I	\$100.00
TH 267	Scenic Painting	\$100.00
TH 269	Theatrical Makeup	\$19.75
TH 365	Advanced Scenic Design	\$115.00
TH 401	Theatrical Design and Production Advanced Topics	\$100.00
TH 450	Professional Actor Preparation	\$153.67
WR 406	Seasonal Snow Environments	\$135.00
WR 417	Watershed Measurements	\$107.52
WR 419	Water Quality Laboratory for Wildland Managers	\$110.00
WR 440	Watershed Problem Analysis	\$15.74
WR 486	Watershed Field Practicum	\$347.00 - \$417.00
WR 575	Snow Hydrology Field Methods	\$130.00 - \$150.00

<i>Program Fees</i>		
MU	Undergraduate and graduate music majors and minors, per semester. Does not apply to the following students: online degree students, summers-only masters degree students, music therapy students in an internship off-campus, music education students who are student teaching off-campus, and music minors who are not actively enrolled in any lessons or ensembles.	\$600.00

SCF & Program Fee Revenue Change Report AY19 for Office of Budgets

College	Department	Course Prefix	Course Number	Current Fee Amt	Requested Fee Amt	Min \$ Change	Est. Annual Enrollment	Est. Change in Revenue	Account #
NEW FEES									
CNS	1875	AA	100	\$ -	\$3.00	\$3.00	636	\$ 1,908.00	
CAS	1171	ANEQ	115	\$ -	\$142.66	\$142.66	90	\$ 12,839.40	
CAS	1171	ANEQ	200	\$ -	\$237.77	\$237.77	45	\$ 10,699.65	
CAS	1171	ANEQ	300N	\$ -	\$49.13	\$49.13	25	\$ 1,228.25	
CLA	1770	ART	170	\$ -	\$35.00	\$35.00	160	\$ 5,600.00	
CLA	1770	ART	421	\$ -	\$25.00	\$25.00	16	\$ 400.00	
CLA	1770	ART	521	\$ -	\$25.00	\$25.00	4	\$ 100.00	
CNS	1878	BZ	223	\$ -	\$12.00	\$12.00	150	\$ 1,800.00	
WCNR	1476	ESS	120	\$ -	\$118.00	\$118.00	80	\$ 9,440.00	
HHS	1571	FTEC	351	\$ -	\$85.50	\$85.50	16	\$ 1,368.00	
WCNR	1482	GEOL	572	\$ -	\$52.10	\$52.10	5	\$ 260.50	
WCNR	1482	GEOL	662	\$ -	\$33.03	\$33.03	10	\$ 330.30	
HHS	1570	HDFS	470B	\$ -	\$33.80	\$33.80	48	\$ 1,622.40	
CVMBS	1682	MIP	550	\$ -	\$75.00	\$75.00	7	\$ 525.00	
								\$ 48,121.50	

CHANGES IN EXISTING FEES									
College	Department	Course Prefix	Course Number	Current Fee	Requested Fee Amt	Min \$ Change	Est. Annual Enrollment	Est. Change in Revenue	Account #
CAS	1171	AN EQ	102	\$28.20	\$35.44	\$7.24	150	\$ 1,086.00	2515900
CAS	1171	AN EQ	105	\$150.00	\$105.69	(\$44.31)	280	\$ (12,406.80)	2513600
CAS	1171	AN EQ	201A	\$766.45	\$831.40	\$64.95	10	\$ 649.50	2512900
CAS	1171	AN EQ	201B	\$766.45	\$831.40	\$64.95	10	\$ 649.50	2512900
CAS	1171	AN EQ	202	\$75.00	\$98.83	\$23.83	30	\$ 714.90	2512500
CAS	1171	AN EQ	203	\$156.65	\$204.16	\$47.51	30	\$ 1,425.30	2512600
CAS	1171	AN EQ	315	\$55.00	\$65.36	\$10.36	50	\$ 518.00	2513700
CAS	1171	AN EQ	320	\$40.00	\$58.96	\$18.96	90	\$ 1,706.40	2512110
CAS	1171	AN EQ	325	\$110.80	\$133.76	\$22.96	25	\$ 574.00	2512330
CAS	1171	AN EQ	346	\$44.00	\$63.50	\$19.50	90	\$ 1,755.00	2512320
CAS	1171	AN EQ	351	\$157.00	\$214.00	\$57.00	50	\$ 2,850.00	2512200
CAS	1171	AN EQ	365	\$296.00	\$367.50	\$71.50	10	\$ 715.00	2512130
CAS	1171	AN EQ	386B	\$232.00	\$271.15	\$39.15	25	\$ 978.75	2512800
CAS	1171	AN EQ	386C	\$47.20	\$56.67	\$9.47	25	\$ 236.75	2512340
CAS	1171	AN EQ	442	\$136.75	\$277.88	\$141.13	24	\$ 3,387.12	2512300
CAS	1171	AN EQ	474	\$300.00	\$261.85	(\$38.15)	11	\$ (419.65)	2512310
CAS	1171	AN EQ	476	\$20.00	\$16.82	(\$3.18)	33	\$ (104.94)	2512150
CAS	1171	AN EQ	478	\$45.00	\$71.09	\$26.09	35	\$ 913.15	2512510
CAS	1171	AN EQ	486	\$65.39	\$89.17	\$23.78	20	\$ 475.60	2513800
CLA	1770	ART	136	\$50.00	\$105.67	\$55.67	111	\$ 6,179.37	2570800
CLA	1770	ART	160	\$7.00	\$14.44	\$7.44	129	\$ 959.76	2570800
CLA	1770	ART	260	\$20.00	\$19.35	(\$0.65)	36	\$ (23.40)	2570800
CLA	1770	ART	361	\$80.00	\$240.17	\$160.17	9	\$ 1,441.53	2570800
CLA	1770	ART	461	\$15.00	\$43.38	\$28.38	7	\$ 198.66	2570800
CNS	1870	BC	404	\$100.00	\$150.00	\$50.00	75	\$ 3,750.00	2581000
COE	1376	BIOM/CIVE	533	\$66.33	\$66.33	\$0.00	15	\$ -	2532000
CVMB S	1680	BMS	305/531	\$57.35	\$59.67	\$2.32	160	\$ 371.20	2560100
CNS	1878	BZ	310	\$28.00	\$31.50	\$3.50	350	\$ 1,225.00	2583100
CNS	1878	BZ	311	\$19.00	\$21.96	\$2.96	165	\$ 488.40	2580400
COE	1370	CBE	101	\$26.56	\$51.58	\$25.02	170	\$ 4,253.40	2530710
CNS	1872	CHEM	246	\$48.88	\$51.50	\$2.62	572	\$ 1,498.64	2581500

CNS	1872	CHEM	440	\$106.00	\$123.86	\$17.86	28	\$ 500.08	2581500
COE	1373	ECE	102	\$25.00	\$142.00	\$117.00	200	\$ 23,400.00	2530600
COE	1373	ECE	251	\$12.00	\$42.00	\$30.00	125	\$ 3,750.00	2530300
HHS	1588	EDCT	485	\$80.00	\$140.00	\$60.00	20	\$ 1,200.00	2565100
HHS	1588	EDUC	485B,C	\$80.00	\$140.00	\$60.00	105	\$ 6,300.00	2565100
WCNR	1476	ESS	400	\$9.50	\$26.60	\$17.10	60	\$ 1,026.00	2578910
WCNR	1472	F	321	\$42.75	\$52.32	\$9.57	37	\$ 354.09	2549000
HHS	1571	FTEC	422	\$25.00	\$45.91	\$20.91	22	\$ 460.02	2558260
WCNR	1474	FW	400	\$45.00	\$45.05	\$0.05	24	\$ 1.20	2544800
WCNR	1482	GEOL	150	\$23.00	\$28.66	\$5.66	50	\$ 283.00	2541000
WCNR	1482	GEOL	154	\$37.00	\$29.00	(\$8.00)	50	\$ (400.00)	2546200
WCNR	1482	GEOL	201	\$149.25	\$158.09	\$8.84	16	\$ 141.44	2546300
WCNR	1482	GEOL	232	\$45.00	\$55.76	\$10.76	65	\$ 699.40	2547900
WCNR	1482	GEOL	332	\$48.00	\$63.00	\$15.00	40	\$ 600.00	2540100
WCNR	1482	GEOL	401	\$140.00	\$160.07	\$20.07	30	\$ 602.10	2546700
WCNR	1482	GEOL	436	\$1,097.00	\$1,256.50	\$159.50	40	\$ 6,380.00	2546000
WCNR	1482	GEOL	454	\$52.75	\$33.51	(\$19.24)	45	\$ (865.80)	2540700
WCNR	1482	GEOL	652	\$63.35	\$33.05	(\$30.30)	30	\$ (909.00)	2544100
HHS	1570	HDFS	470A	\$17.33	\$32.14	\$14.81	250	\$ 3,702.50	2566400
CAS	1173	LAND	454	\$381.00	\$414.00	\$33.00	7	\$ 231.00	2510430
CNS	1870	LIFE	203	\$65.00	\$82.89	\$17.89	150	\$ 2,683.50	2581100
CNS	1870	LIFE	212	\$45.00	\$60.00	\$15.00	220	\$ 3,300.00	2581200
WCNR	1472	NR	479	\$350.00	\$415.00	\$65.00	16	\$ 1,040.00	2548600
HHS	1573	OT	686A	\$58.00	\$58.00	\$0.00	50	\$ -	2571810
HHS	1573	OT	686D	\$58.00	\$58.00	\$0.00	50	\$ -	2571820
CLA		MU	Program Fee	\$575.00	\$600.00	\$25.00	660	\$ 16,500.00	
								\$ 80,525.67	

CANCELLATIONS									
College	Department	Course Prefix	Course Number	Current Fee	Requested Fee Amt	Min \$ Change	Est. Annual Enrollment	Est. Change in Revenue	Account #
CLA	1787	ANTH	442	\$1,100.00	0	(\$1,100.00)	0	\$ -	2579420
CLA	1770	ART	235	\$20.00	0	(\$20.00)	115	\$ (2,300.00)	2570800
CLA	1770	ART	335	\$20.00	0	(\$20.00)	30	\$ (600.00)	2570800
CLA	1770	ART	336	\$20.00	0	(\$20.00)	12	\$ (240.00)	2570800
CLA	1770	ART	360	\$15.00	0	(\$15.00)	15	\$ (225.00)	2570800
CLA	1770	ART	375	\$75.00	0	(\$75.00)	0	\$ -	2570800
CLA	1770	ART	435	\$20.00	0	(\$20.00)	12	\$ (240.00)	2570800
CLA	1770	ART	436	\$20.00	0	(\$20.00)	12	\$ (240.00)	2570800
CLA	1770	ART	460	\$15.00	0	(\$15.00)	15	\$ (225.00)	2570800
CLA	1770	ART	496A	\$25.00	0	(\$25.00)	20	\$ (500.00)	?
COE	1376	BIOM/ MECH	525	\$66.67	0	(\$66.67)	15	\$ (1,000.05)	2532100
		ECE	533	\$66.33	0	(\$66.33)	0	\$ -	
HHS	1588	EDCO	656	\$36.75	0	(\$36.75)	25	\$ (918.75)	2565310
CLA	1778	EDUC	475	\$35.00	0	(\$35.00)	0	\$ -	2579700
CLA	1778	EDUC	476	\$35.00	0	(\$35.00)	0	\$ -	2579700
CLA	1778	EDUC	477	\$35.00	0	(\$35.00)	0	\$ -	2579700
CLA		ETST	208	\$16.00	0	(\$16.00)	0	\$ -	?
WCNR	1472	F	326	\$16.00	0	(\$16.00)	35	\$ (560.00)	2542900
WCNR	1482	GEOL	672	\$45.00	0	(\$45.00)	0	\$ -	2548000
CLA	1776	HIST	363	\$8.57	0	(\$8.57)	33	\$ (282.81)	2571120
CLA	1776	HIST	365	\$116.49	0	(\$116.49)	0	\$ -	2571100
CLA	1785	JTC	343	\$25.00	0	(\$25.00)	0	\$ -	2578400
CAS	1173	LAND	366	\$32.00	0	(\$32.00)	5	\$ (160.00)	2516900
CLA	1701	LB	193	\$10.00	0	(\$10.00)	6	\$ (60.00)	2500500
CLA	1778	TH	186	\$33.00	0	(\$33.00)	10	\$ (330.00)	2579840
								\$ (7,881.61)	



CSU-Pueblo 2018-19 Enrollment Summary*

	2016-2017 Actual Enrollment	2017-2018 Actual Enrollment	2018-2019 Proposed Enrollment	2018-2019 Increase (Decrease)
Student FTE				
<u>Resident</u>				
Graduate	135.6	133.1	135.1	2.0
Undergraduate	<u>2 935.8</u>	<u>2 782.8</u>	<u>2 832.7</u>	<u>49.9</u>
Subtotal	3,071.4	2,915.9	2,967.8	51.9
<u>Nonresident</u>				
Graduate	26.3	31.0	20.7	(10.3)
Undergraduate	<u>506.9</u>	<u>527.4</u>	<u>484.7</u>	<u>(42.7)</u>
Subtotal	533.2	558.4	505.4	(53.0)
<u>Total FTE</u>				
Graduate	161.9	164.1	155.7	(8.4)
Undergraduate	<u>3,442.7</u>	<u>3,310.2</u>	<u>3,317.3</u>	<u>7.1</u>
Total	3,604.6	3,474.3	3,473.0	(1.3)
 Student headcount				
<u>Resident</u>				
Graduate	226.0	203.0	217.1	14.1
Undergraduate	<u>3,430.0</u>	<u>3,238.0</u>	<u>3,295.0</u>	<u>57.0</u>
Subtotal	3,656.0	3,441.0	3,512.1	71.1
<u>Nonresident</u>				
Graduate	30.0	34.0	28.8	(5.2)
Undergraduate	<u>556.0</u>	<u>580.0</u>	<u>534.1</u>	<u>(45.9)</u>
Subtotal	586.0	614.0	562.9	(51.1)
Total headcount				
Graduate	256.0	237.0	245.9	8.9
Undergraduate	<u>3 986.0</u>	<u>3 818.0</u>	<u>3 829.1</u>	<u>11.1</u>
Total	4,242.0	4,055.0	4,075.0	20.0

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



**CSU-Pueblo
2018-19 Academic Year
Tuition Rate Schedule***

	Approved Tuition 2017-18		Proposed Tuition 2018-19	
	Resident	Nonresident	Resident	Nonresident
<u>UNDERGRADUATE TUITION</u>				
Student Share per credit hour	\$ 256.83	\$ 772.07	\$ 264.53	\$ 795.23
College Opportunity Fund (COF) Stipend	\$ 77.00	N/A	\$ 83.00	N/A
Published Rate per credit hour ¹	\$ 333.83	\$ 772.07	\$ 347.53	\$ 795.23
<u>WESTERN UNDERGRADUATE EXCHANGE PROGRAM (WUE)</u> <i>(AK, AZ, CA, HI, ID, MT, ND, NM, NV, OR, SD, UT, WA, WY, and the Commonwealth of the Northern Marina Islands)</i> <i>OTHER STATE PROGRAMS (FL, KS, NE, OK, TX)</i>				
Published Rate per credit hour	N/A	\$ 500.75	N/A	\$ 521.30
<u>TEACHER EDU. PROG. GRADUATE TUITION</u>				
Published Rate per credit hour	\$ 269.48	\$ 879.91	\$ 277.56	\$ 906.31
<u>ALL OTHER GRADUATE PROGRAM TUITION</u>				
Published Rate per credit hour	\$ 295.95	\$ 879.91	\$ 304.83	\$ 906.31
<u>DIFFERENTIAL UNDERGRADUATE TUITION (per credit hour)</u>				
Business Program	\$ 31.48	\$ 31.48	\$ 32.42	\$ 32.42
Computer Information Science Program	\$ 31.48	\$ 31.48	\$ 32.42	\$ 32.42
Engineering Program	\$ 31.48	\$ 31.48	\$ 32.42	\$ 32.42
Nursing Program	\$ 31.48	\$ 31.48	\$ 32.42	\$ 32.42
<u>DIFFERENTIAL GRADUATE TUITION (per credit hour)</u>				
Athletic Training Program	N/A	N/A	\$ 146.86	\$ 146.86
Business Program	\$ 142.58	\$ 142.58	\$ 146.86	\$ 146.86
Computer Information Science Program	\$ 142.58	\$ 142.58	\$ 146.86	\$ 146.86
Engineering Program	\$ 142.58	\$ 142.58	\$ 146.86	\$ 146.86
Nursing Program	\$ 142.58	\$ 142.58	\$ 146.86	\$ 146.86
Doctor of Nursing Practice Program	N/A	N/A	\$ 197.77	\$ 197.77

*In order to facilitate CSU-Pueblo's participation in certain tuition driven programs, the University may extend the use of tuition allowances, discounts, or program-related awards.
1 Includes undergraduate resident instruction courses provided at Colorado Springs Tower location by Extended Studies.



CSU-Pueblo Tuition Rate Increases

Tuition	FY 2018 Rate	FY 2019 Rate	\$ Increase	% Increase
Resident, Undergraduate	\$6,164	\$6,349	\$185	3.0%
Non-Resident, Undergraduate	\$18,530	\$19,086	\$556	3.0%
Western Undergraduate Exchange (WUE): AK, WA, OR, CA, HI, ID, NV, MT, ND, SD, WY, UT, NM, AZ, CO.	\$12,149	\$12,513	\$364	3.0%
Other Preferred States (OPS): TX, OK, KS, NE, FL				
Resident, Graduate	\$7,103	\$7,316	\$213	3.0%
Teacher Education, Graduate	\$6,467	\$6,661	\$194	3.0%
Non-Resident, Graduate	\$21,118	\$21,751	\$633	3.0%



**COLORADO STATE UNIVERSITY-PUEBLO
EXTENDED STUDIES
TUITION RATE SCHEDULE*
FOR ACADEMIC YEAR 2018-19**

EXTENDED STUDIES CASH FUNDED PROGRAMS

Independent Study
Concurrent Enrollment
Senior to Sophomore

Tuition 2017-18 Resident	
\$	185.00
\$	145.10
\$	58.00

Proposed Tuition 2018-19	
\$	185.00
\$	149.45
\$	60.00

Teacher Education
Teacher Education Program
Professional Development Workshops
Per Continuing Education Unit (CEU)
Per Continuing Education Credit (CEC)
Online Undergraduate Courses
Online Graduate Courses
Custom Courses (study abroad or international studies)

\$	58.00
\$	185.00
\$	58.00
\$	55.00
\$	25.20
\$	347.20
\$	387.60
	N/A

Minimum	Maximum
\$ 39.00	\$ 58.00
\$ 185.00	\$ 225.00
\$ 60.00	\$ 300.00
\$ 56.50	\$ 300.00
\$ 26.00	\$ 200.00
\$ 300.00	\$ 550.00
\$ 345.00	\$ 850.00
\$ 300.00	\$ 850.00

*Subject to University fees.

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



**CSU-Pueblo
2018-19 Academic Year
Differential Tuition Rates**

FY19 Rates Effective Fall Term 2018

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

DIFFERENTIAL UNDERGRADUATE TUITION (per credit hour)

	FY 18 Actual Per Credit Rates		FY 19 Proposed Per Credit Rates		Percent Change
	Resident	Nonresident	Resident	Nonresident	
Business Program	\$ 31.48	\$ 31.48	\$ 32.42	\$ 32.42	3.0%
Computer Information Science Program	\$ 31.48	\$ 31.48	\$ 32.42	\$ 32.42	3.0%
Engineering Program	\$ 31.48	\$ 31.48	\$ 32.42	\$ 32.42	3.0%
Nursing Program	\$ 31.48	\$ 31.48	\$ 32.42	\$ 32.42	3.0%

DIFFERENTIAL GRADUATE TUITION (per credit hour)

	FY 18 Actual Per Credit Rates		FY 19 Proposed Per Credit Rates		Percent Change
	Resident	Nonresident	Resident	Nonresident	
Athletic Training Program	N/A	N/A	\$ 146.86	\$ 146.86	new rate
Business Program	\$ 142.58	\$ 142.58	\$ 146.86	\$ 146.86	3.0%
Computer Information Science Program	\$ 142.58	\$ 142.58	\$ 146.86	\$ 146.86	3.0%
Engineering Program	\$ 142.58	\$ 142.58	\$ 146.86	\$ 146.86	3.0%
Nursing Program	\$ 142.58	\$ 142.58	\$ 146.86	\$ 146.86	3.0%
Doctor of Nursing Practice Program	N/A	N/A	\$ 197.77	\$ 197.77	new rate

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



CSU-Pueblo Differential Tuition Rates Academic Year 2018-2019

Per Credit Hour Tuition Differential	FY 2017 Per Credit Hour Rate	FY 2018 Per Credit Hour Rate	FY 2019 Per Credit Hour Rate
Undergraduate - Business	\$29.70	\$31.48	\$32.42
Undergraduate - Computer Information Systems	\$29.70	\$31.48	\$32.42
Undergraduate - Engineering	\$29.70	\$31.48	\$32.42
Undergraduate - Nursing	\$29.70	\$31.48	\$32.42
Graduate - Athletic Training ¹	N/A	N/A	\$146.86
Graduate - Business	\$134.51	\$142.58	\$146.86
Graduate - Computer Information Systems	\$134.51	\$142.58	\$146.86
Graduate - Engineering	\$134.51	\$142.58	\$146.86
Graduate - Nursing	\$134.51	\$142.58	\$146.86
Graduate - Doctor of Nursing Practice ²	N/A	N/A	\$197.77

With the exceptions of Athletic Training and Doctor of Nursing Practice, differential rates increased by 3%



CSU-Pueblo Tuition and Fee History

Resident Full-time Undergraduate Student
(12 credit hours, fall and spring semesters)

Fiscal Year	Tuition	Mandatory Student Fees	Total Tuition and Fees	\$ Increase	% Increase
FY 2018-2019	\$6,349	\$1,978	\$8,327	\$255	3.2%
FY 2017-2018	\$6,164	\$1,908	\$8,072	\$457	8.4%
FY 2016-2017	\$5,815	\$1,800	\$7,615	\$431	6.0%
FY 2015-2016	\$5,486	\$1,698	\$7,184	\$388	5.7%
FY 2014-2015	\$5,188	\$1,608	\$6,796	\$436	6.9%
FY 2013-2014	\$4,894	\$1,466	\$6,360	\$0	0.0%



**COLORADO STATE UNIVERSITY-PUEBLO
EDUCATION AND GENERAL
PROPOSED STUDENT FEE SCHEDULE
PER SEMESTER FOR ACADEMIC YEAR 2018-19**

	2017-18 Approved Fees	Proposed Changes ²	2018-19 Proposed Fees	Percent Change
MANDATORY FEES¹				
Athletics Fee				
Operations	\$13.65	\$0.35	\$14.00	2.6%
Student Facility Fee				
Debt Service				
Recreation Center	\$7.25	\$0.00	\$7.25	0.0%
Student Center	\$15.75	\$0.00	\$15.75	0.0%
Child Care Discount Fee				
Operations	\$0.20	\$0.00	\$0.20	0.0%
Child Care Student Discount	\$0.20	\$0.00	\$0.20	0.0%
Student Recreation Fee				
Operations	\$10.45	\$0.13	\$10.58	1.2%
Technology Fee	\$7.25	\$0.00	\$7.25	0.0%
Student Health Fee				
Operations of Health Ctr	\$3.75	(\$0.35)	\$3.40	-9.3%
Operations of Counseling Ctr	\$3.55	\$1.55	\$5.10	43.7%
Alcohol & Other Drugs Prevention	\$0.70	(\$0.70)	\$0.00	-100.0%
Student Center Fee				
Operations	\$3.75	\$1.00	\$4.75	26.7%
Student Affairs	\$13.00	\$0.52	\$13.52	4.0%
Military & Veterans Success Center	\$0.00	\$0.40	\$0.40	N/A
Total Mandatory Fees	\$79.50	\$2.90	\$82.40	3.6%

¹ Per Credit Hour



**COLORADO STATE UNIVERSITY-PUEBLO
PARKING PROPOSED RATES PER SEMESTER
FOR ACADEMIC YEAR 2018-19**

	2017-18 Rate	Proposed Changes	2018-19 Proposed Rate	Percent Change
<u>PARKING PERMITS¹</u>				
Academic Year: (Fall, Spring, Summer)				
Student				
Permanent Decal	\$100.00	\$0.00	\$100.00	0.0%
Hanging Decal	\$100.00	\$0.00	\$100.00	0.0%
Resident	\$100.00	\$0.00	\$100.00	0.0%
Green Vehicle Decal Discount	\$80.00	\$0.00	\$80.00	0.0%
Motorcycle Discount	\$40.00	\$0.00	\$40.00	0.0%
Concurrent High School Student	\$8.33 / Mo.	\$0.00	\$8.33 / Mo.	0.0%
¹ Rates are reduced by 50% for spring and summer semesters.				
Faculty / Staff per month rates				
Full time	\$12.00	\$0.00	\$12.00	0.0%
Part Time / Adjunct	\$5.00	\$0.00	\$5.00	0.0%
Green Vehicle Decal Discount	\$9.60	\$0.00	\$9.60	0.0%
Reserved Parking Space	\$30.00	\$0.00	\$30.00	0.0%



CSU-Pueblo Course, Program and Department Fees
Fall 2018, Spring 2019, and Summer 2019

S = per student / CH = per credit	Fees for FY18			Proposed Fees for FY19			Net Cost Change FY18 to FY 19
	Course Fee	Program Fee	Department Fee	Course Fee	Program Fee	Department Fee	
ART¹							
Studio Fee (141)	\$25.00/S			\$25.00/S			
Graphic Art (281,381, 481)	\$25.00/S				\$25.00/CH		\$25.00/CH
Sculpture Art (116, 233, 333, 433,533)	\$25.00/S				\$25.00/CH		\$25.00/CH
Ceramics Art (247, 347, 397, 447, 497, 547)	\$25.00/S				\$25.00/CH		\$25.00/CH
Painting Art (115, 234, 334, 434)	\$25.00/S				\$35.00/CH		\$35.00/CH
Printmaking Art (270, 370, 470, 570)	\$25.00/S				\$45.00/CH		\$45.00/CH
Drawing Art (242,342,442,542)	\$25.00/S				\$50.00/CH		\$50.00/CH
Photography Art (276, 376, 476)					\$35.00/CH		\$35.00/CH
Digital Art (274, 374, 474)					\$35.00/CH		\$35.00/CH
BIOLOGY							
All Biology courses (except BIOL 294, 394, 494)		\$10.00/CH			\$10.00/CH		
Science Learning Fee (100, 100L, 112, 121, 121L, 171, 181, 181L, 182, 182L, 183, 184, 201, 201L, 202, 202L, 203, 206, 206L, 220, 223, 223L, 224, 224L)		\$5.00/CH			\$5.00/CH		
CHEMISTRY							
All Chemistry courses		\$10.00/CH			\$10.00/CH		
Science Learning Fee (101, 101L, 111, 111L, 121, 121L, 122, 122L, 125, 125L, 150, 160, 160L, 211, 211L, 221, 221L, 260, 260L, 301, 301L, 302, 302L)		\$5.00/CH			\$5.00/CH		
Laboratory budget supplement (101L, 111L, 121L, 122L, 125L, 150, 160L, 211L, 221L, 260L, 292, 301L, 302L, 317L, 323, 401L, 412L, 419L, 460L, 492, 501L, 512L, 519L, 560L, 592, 599)		\$10.00/CH			\$10.00/CH		
PHYSICS							
Science Learning Fee (110, 110L, 140, 140L, 145, 145L, 150, 201, 201L, 202, 202L, 221, 221L, 222, 222L)		\$5.00/CH			\$5.00/CH		
COMPUTER INFORMATION SYSTEMS							
CIS Program Fee (100, 103, 104, 105, 150, 171, 185, 240, 271, 289, 311, 315, 350, 356, 359, 360, 401, 402, 411, 432, 450, 461, 462, 481, 482, 490, 491, 493, 498, 550, 560, 562)		\$6.50/CH			\$6.50/CH		
ENGLISH COMPOSITION (101 THRU 102)							
Developmental Writing Skills (099)	\$15.00/S			\$15.00/S			
EXERCISE / HEALTH							
EXHPR high cost field trips (EXHP 105L, EXHP 205L) ²		\$100.00/CH			\$160.00/CH		\$60.00/CH
EXHP high cost program (Methods of Secondary PE, 478, 578)		\$100.00/S			\$100.00/S		
Water Safety Instructor Certification (276L)		\$30.00/S			\$30.00/S		
ATHLETIC TRAINING							
Athletic Training Program (AT 260, 301, 501) ³					\$15.00/CH		\$15.00/CH
CPR/AED for the Professional Rescuer (231, 233, 234)	\$30.00/S			\$30.00/S			
Emergency Care (AT 234) ⁴				\$30.00/S			\$30.00/S
AT 379 Athletic Training Practicum II	\$80.00/S			\$80.00/S			
Athletic Training Field Experience (419)	\$90.00/S			\$90.00/S			
Clinical Experience II, III, IV (AT 420, 421, 422) ⁵				\$90.00/S			\$90.00/S
488 BOC Test Prep	\$30.00/S			\$30.00/S			
MUSIC							
Music Applied Brass courses (170, 172, 173, 174, 270, 272, 273, 274, 370, 372, 373, 374, 390, 392, 393, 394, 460, 462, 463, 464, 480, 482, 483, 484, 573)							
Music Applied Guitar courses (130, 178, 179, 278, 279, 378, 379, 398, 399, 468, 469, 488, 489)							
Percussion Program (175, 275, 375, 395, 465, 485, 572)		\$145.00/CH			\$145.00/CH		
Music Applied Piano/Organ courses (125, 176, 177, 229, 276, 277, 376, 377, 396, 397, 466, 467, 486, 487)							
Music Applied Strings courses (160, 161, 162, 163, 260, 261, 262, 263, 360, 361, 362, 363, 380, 381, 382, 383, 445, 446, 447, 448, 470, 471, 472, 473, 570)		\$145/CH			\$145/CH		

S = per student / CH = per credit	Fees for FY18			Proposed Fees for FY19			Net Cost Change FY18 to FY 19
	Course Fee	Program Fee	Department Fee	Course Fee	Program Fee	Department Fee	
Music Applied Voice courses (169, 269, 369, 389, 459, 479, 574)							
Music Applied courses (339, 348, 438, 439) ⁵		\$145.00/CH			\$145.00/CH		
Music Applied Woodwind courses (164, 165, 166, 167, 168, 171, 264, 265, 266, 267, 268, 271, 364, 365, 366, 367, 368, 371, 384, 385, 386, 387, 388, 391, 449, 455, 456, 457, 458, 461, 474, 475, 476, 477, 478, 481, 571)		\$145.00/CH			\$145.00/CH		
Brass Ensemble Program (114, 214, 314, 414)							
Chamber Ensemble Program (121, 221, 321, 421)							
Choir Program (102, 108, 109, 202, 208, 209, 302, 308, 309, 402, 408, 409, 502, 509)							
Collaborative Ensemble Program (104,204,304,404)							
Piano Ensemble Program (142, 242, 342, 442)							
Guitar Ensemble Program (132, 136, 232, 236, 332, 336, 432, 436)							
Jazz Ensemble Program (154, 254, 354, 454)							
Marching and Pep Band (131, 135, 230, 330, 331, 430, 530, 531)							
Mariachi Ensemble Program (115, 215, 315, 415)							
Percussion Ensemble Program (124, 224, 324, 424)		\$25.00/CH			\$25.00/CH		
Special Topics (291)							
Special Topics (491)							
Independent Study (495)							
Special Topics (591)							
Seminar (593)							
String Orchestra Program (144, 244, 344, 444)							
Music Symposium Program (101, 201, 301, 401)							
Wind Ensemble Program (112, 212, 312, 412, 512)							
Woodwind Ensemble Program (134, 234, 334, 434)							
Music Education Program (113, 127, 152, 223, 227, 233, 243, 252, 253, 306, 340, 358, 359, 440, 501, 513, 523, 540, 543, 545, 550, 553, 559, 560) ⁷							
Music Core Curriculum Program (100, 103, 105, 118, 120, 150, 151, 203, 210, 211, 250, 251, 280, 281, 285, 303, 305, 323, 346, 347, 350, 355, 357, 420)		\$5.00/CH			\$5.00/CH		
Music Core Curriculum Program (110, 180, 310, 351, 352, 353, 410)		\$5.00/CH			\$5.00/CH		
Department Of Music / CHASS			\$3.50/CH			\$3.50/CH	
NURSING							
All Nursing students			\$220.00/S			\$220.00/S	
PSYCHOLOGY							
Physiological Psychology Laboratory (331L)	\$31.00/S			\$31.00/S			
Perception Laboratory (334L)	\$32.60/S			\$32.60/S			
RECREATION							
REC (114L, 116L, 117L)		\$55.00/CH			\$55.00/CH		
REC high cost program (118L)		\$100.00/CH			\$100.00/CH		
REC high cost program (112L, 113L, 322)		\$100.00/CH			\$100.00/CH		
REC high cost program (270)		\$100.00/CH			\$100.00/CH		
REC Orientation (102, 103, 104, 105, 370, 570)		\$200.00/CH			\$200.00/CH		
REC low cost field trips (360, 560, 569)		\$30.00/CH			\$30.00/CH		
Challenge Course Leadership (249)	\$15.00/S			\$15.00/S			
SOCIAL WORK / HUMANITIES							
Field Placement I (488)	\$35.00/S			\$35.00/S			
Field Placement II (489)	\$35.00/S			\$35.00/S			
Social Justice in the U.S. (SW 491) ⁸				\$1283.49/S			\$1,200 - \$1,500*
Social Work Practicum I-IV (SW 588, 589, 688, 689)				\$35.00/S			\$35.00/S
POLITICAL SCIENCE							
All Political Science students		\$2.00/S			\$2.00/S		
TEACHER EDUCATION							
ED (487, 488, 489, 594) ⁹	\$100.00/S			\$100.00/S			
ECE (486) ¹⁰				\$100.00/S			\$100.00/S

1 Removed course fee for 482; changed course fee to program fee for Graphic Art, Sculpture Art, Ceramics Art, Painting Art, Printmaking Art, and Drawing Art courses listed. Added new program fees for Photography Art and Digital Art courses listed.

2 Changed from \$100.00 to \$160.00 program fee.

3 AT 279 changed to 301.

4 New program fee for Emergency Care.

5 New course fee for Clinical Experience II, II, IV.

6 Removed program fee for 345.

7 Changed courses from 240, 258, 259 to 340, 358, 359.

8 New course fee for actual associated travel costs in range provided.

9 Added course fee for 594.

10 New course fee.



FY2018 Forecast to Proposed FY2019 Budget: Incremental Educational & General Budget

163

As of April 2018

FY 2019
E&G

New Resources

Undergraduate - Re-enrollment Growth	-\$2,011,180
Undergraduate - New Student Enrollment Growth	\$12,132,216
Graduate - Re-enrollment Growth	\$3,115,330
Graduate - New Student Enrollment Growth	\$3,892,576
Total	\$17,128,942

New Expenses

Student Support and Outreach	\$6,159,043
Instruction & Academic Support	\$4,149,973
Technology Operations and Innovation	\$1,470,916
General & Administrative	\$424,625
Total	\$12,204,557

Net

Total	\$4,924,385
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Assumptions (Projections)

New student enrollment target projection	12,000
New Student Undergraduate/Graduate tuition rate per credit	\$350 / \$500
Undergraduate to Graduate ratio projection	72% / 28%

FY 2019 Charges for Technology Report and Charges for Technology Manual – Colorado State University Only

Colorado State University

Charges for Technology Report for Fiscal Year 2018

MATTERS FOR ACTION:

Charges for Technology Report for FY 18

RECOMMENDED ACTIONS:

None – Information item only.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

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

Appended are: 1) a schedule of the per semester Charges for the current fiscal year, and those proposed for next fiscal year, 2) summary budget information for FY 18, 3) explanations for significant carryover from FY 17, and 4) requests for significant carry forward into FY 19.

Also, attached is the current Charges for Technology manual that contains the uniform policies by which the Charges for Technology program in each of the colleges is governed.

No increases in the Charges are proposed, nor are any changes to the manual proposed. Thus, no formal action is required, and this is as an information item only.

Charges for Technology Report for Fiscal Year 2018

1. Schedule of Charges for Technology – Fiscal Years 18 and 19

The table below contains the schedule of the per-semester Charges for Technology in place during the current fiscal year, FY 18, and proposed charges for FY 19. No increase has been requested by any college, thus no action is required.

CSU Charges for Technology – FY 18 and FY 19		
College/Program	FY 18 Charge per Semester^{1,2,3,4}	FY 19 Charge per Semester^{1,2,3,4}
Agricultural Sciences	\$86.15	\$86.15
Business	\$103.00	\$103.00
Engineering	\$170.00	\$170.00
Health & Human Sciences	\$71.00	\$71.00
Intra-University Option	\$38.50	\$38.50
Liberal Arts	\$57.30	\$57.30
Natural Sciences	\$94.50	\$94.50
Veterinary Medicine & Biomedical Sciences	\$90.00	\$90.00
Warner College of Natural Resources	\$94.50	\$94.50

Notes:

¹ Resident and non-resident students pay the same Charge.

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

³ Graduate students in the Colleges of Natural Sciences and Veterinary Medicine and Biomedical Sciences are not assessed a Charge.

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

2. Academic Year 2017-2018 (FY 18) Charges for Technology Budget Summary

College Charges for Technology budgets for FY 18 are provided in the table below.

College/Unit	FY 17 Carry Forward into FY 18	FY 18 Projected Revenue	FY 18 Projected Expenses	FY 19 Projected Carry Forward
Intra-University	\$6,397	\$160,966	\$161,489	\$5,874
Agricultural Sciences	\$29,980	\$256,830	\$232,164	\$54,646
Business	\$64,958	\$534,746	\$506,034	\$93,670
Engineering	\$533,802	\$968,822	\$1,450,000	\$52,624
Health & Human Sciences	\$39,299	\$711,801	\$670,022	\$81,078
Liberal Arts	\$44,231	\$485,000	\$479,231	\$50,000
Natural Sciences	\$340,912	\$702,200	\$1,021,112	\$22,000
Veterinary Medicine	\$17,315	\$144,375	\$141,123	\$20,567
Warner College of Natural Resources	\$111,425	\$311,010	\$369,075	\$53,360
Assistive Technology Resource Center	\$15.00	\$31,641 ¹	\$30,381 ¹	\$1,275
Totals	\$1,188,334	\$4,275,750	\$5,030,250	\$435,094

Note:

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

2.1 Rationale for Significant Carry Over from FY 17 into FY 18

The total carry over for all colleges from FY 17 into FY 18 was \$1,188,334. This carry over amount represents a combination of carry forward for large, special projects, changes in expected pricing, and invoices not clearing before the June 30th deadline.

Engineering, Natural Sciences, and Warner College of Natural Resources had the largest carry over amounts, representing 82% of the carry over total. Engineering replaced major systems infrastructure, conducted major software upgrades, and effected lab improvements which required a significant carry over into FY 18. Natural Sciences used its carry over into FY 18 to help equip the new Biology building with essential computing infrastructure that was provided over the late summer months. Warner College of Natural Resources carry over into FY 18 was used toward equipment and software for a new computer lab in the new addition to the Michael Smith Natural Resources that is under construction, and will require additional carry over into FY 19.

2.2 Significant Carry Forward from FY 18 into FY 19

The total anticipated carry forward for all colleges from FY 18 into FY 19 is projected to be \$435,094. The carry forward represents funding for special, targeted projects and purchases that will take place over the summer semester. More details are provided below for the colleges with the largest carry over projections.

Business – Requests a carry forward of \$93,670 for summer projects including Rockwell Room 37 data cable installation, new display in Rockwell-North, infrastructure for new printers in Rockwell-West, and interactive wayfinding.

Agricultural Sciences – Requests a carry forward of \$54,646 to fund half of the cost of infrastructure for a High Performance Computing Linux cluster in the summer months.

Health and Human Sciences– Requests a carry forward amount of \$81,078 to fund a new computer lab in the new Richardson Design Center building.

Liberal Arts – Requests a carry forward amount of \$50,000 to pay for lab upgrades in the summer months.

Warner College of Natural Resources – Requests a carry forward of \$53,360 for instructional technology in classrooms for the new addition to the Michael Smith Natural Resources building.

The total of all carry over requests into FY 19 is much less than was carried over into FY 18, representing less than ten percent of the total projected CFT revenue.

Charges for Technology Manual

Colorado State University

April 2017

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Rationale for Charges for Technology

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

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

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

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

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

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

Revenue

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

Strategic Planning within Each College and throughout the University

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

University Charges for Technology (UCFT) Committee

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

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

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

Establishment of a College Technology Committee

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

Responsibilities of the College Technology Committee

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

Continuation of Charges for Technology

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

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

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

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

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

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

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

Distribution of Funds

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

Refunds

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

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

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

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

Proposal for Expenditures

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

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

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

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

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

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

Allowable Uses of Funds

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

1. Student hourly compensation

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

2. Non-Student employee compensation

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

3. Examples of allowable purchases of computer hardware and software

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

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

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

4. Examples of allowable purchases of other instructional equipment

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

5. Examples of allowed purchases of laboratory and other supplies

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

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

6. Maintenance

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

7. Furnishings

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

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

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

Non-Allowable Uses of Funds

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

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

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

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

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

Basis of the Charges for Technology for Undergraduate Students

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

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

Basis of the Charges for Technology for Graduate Students

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

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

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

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

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

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

Format for the Annual Charges for Technology Report

The information requested for the report includes:

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

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

Responsibility for this Document

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

Appendix A

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

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

Colleges may assess charges for technology to summer students.

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

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

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

FY 2019 Room and Board Rates

Colorado State University
Board of Governors Meeting - May 2 -3, 2018

COLORADO STATE UNIVERSITY
HOUSING SYSTEM
RESIDENCE HALL PROPOSED RATES PER SEMESTER
FOR ACADEMIC YEAR 2018-19

<u>RESIDENCE HALLS</u> ¹	2017-18	2018-19	2018-19	Percent
	Approved Rate	Proposed Change	Proposed Rate	Change
Standard Room	\$2,789	\$84	\$2,873	3.0%
Suite	\$3,270	\$98	\$3,368	3.0%
Suite Hall Designed Single	\$3,680	\$110	\$3,790	3.0%
Summit Suite	\$3,584	\$108	\$3,692	3.0%
Summit Suite Designed Single	\$4,585	\$138	\$4,723	3.0%
Towers 3 Room Occupied by Two	\$3,609	\$108	\$3,717	3.0%
Towers Designed Single	\$3,495	\$105	\$3,600	3.0%
Academic Village Double or Quad Suite	\$3,680	\$110	\$3,790	3.0%
Academic Village Suite Designed Single	\$4,798	\$144	\$4,942	3.0%
Parmelee or Braiden Loft Suite	\$3,584	\$108	\$3,692	3.0%
Parmelee or Braiden Loft Designed Single	\$4,585	\$138	\$4,723	3.0%
Laurel Village Double Community Style	\$3,069	\$92	\$3,161	3.0%
Laurel Village Single Community Style	\$3,845	\$115	\$3,960	3.0%
Laurel Village Double Suite Private Bath	\$3,680	\$110	\$3,790	3.0%
Laurel Village Single Suite Private Bath	\$4,798	\$144	\$4,942	3.0%
Laurel Village Suite Quad	\$4,585	\$138	\$4,723	3.0%
Laurel Village Suite Single	\$4,585	\$138	\$4,723	3.0%
Additional charge for Double as Single	\$750	\$0	\$750	0.0%
Additional charge for Triple as Double	\$300	\$0	\$300	0.0%

<u>Dining Services Meal Options</u> ²	2017-18		2018-19	Meal Plan
	Approved Rate	RamCash	Proposed Rate	Only % Incr
Any 21	\$2,968	\$150	\$3,109	5.00%
Any 14	\$2,717	\$150	\$2,845	5.00%
Any 10	\$2,346	\$150	\$2,346	0.00%
U Plan for upperclass residents - 5 meals per week	\$1,370	\$150	\$1,370	0.00%

<u>CSU Mountain Campus Summer Sessions</u>	2017-18	2018-19	2018-19	Percent
	Approved Rate	Proposed Change	Proposed Rate	Change
Student Room & Board (NR220 26 days)	\$1,014	\$26	\$1,040	2.6%
Student Room & Board (F230 - 12 days)	\$468	\$12	\$480	2.6%
Faculty Cabins (26 days)	\$650	\$26	\$676	4.0%
Faculty Cabins (12 days)	\$300	\$12	\$312	4.0%

¹ Rates include technology fees.

Required deposit is transferrable to apartment applications.

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

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

The Any 21 meal plan can be upgraded to an any meal, any time (up to 12 meals per day) for \$330 per semester

$\$2,968 - \$150 = \$2,818$; $\$2,818 \times 1.05 = \$2,959$; $\$2,959 + \$150 = \$3,109$

Colorado State University
Board of Governors Meeting - May 2 -3, 2018

COLORADO STATE UNIVERSITY
HOUSING SYSTEM
APARTMENT PROPOSED MONTHLY RATES
FOR ACADEMIC YEAR 2018-19

<u>APARTMENTS</u> ¹	2017-18 Monthly Rates	2018-19 Proposed Monthly Rates	Percent Change
<u>Single Student Apartments</u>			
International House 1-bedroom	\$795	\$825	3.8%
International House 2-bedroom share	\$550	\$585	6.4%
International House 2-bedroom	\$1,100	\$1,160	5.5%
Aggie Village South 2-bedroom share	\$550	\$585	6.4%
University Village @ 1500 2-bedroom share	\$525	\$550	4.8%
University Village @ 1500 2-bedroom share ²	\$550	\$585	6.4%
University Village @ 1500 2-bedroom share by 3	\$405	n/a	
University Village @ 1600 2-bedroom share	\$550	\$585	6.4%
University Village @ 1600 2-bedroom share ²	\$610	\$640	4.9%
University Village @ 1600 2-bedroom share by 3	\$450	\$475	5.6%
Aggie Village studio	\$980	\$1,040	6.1%
Aggie Village 1-bedroom	\$1,075	\$1,135	5.6%
Aggie Village 2-bedroom	\$760	\$790	3.9%
Aggie Village 2-bedroom shared by 4	\$405	\$420	3.7%
Aggie Village 3-bedroom	\$700	\$720	2.9%
Aggie Village 4-bedroom	\$680	\$710	4.4%
<u>Student Family Apartments</u>			
Aggie Village South 2-bedroom	\$775	\$815	5.2%
University Village @ 1500 2-bedroom	\$795	\$825	3.8%
University Village @ 1600 2-bedroom	\$935	\$970	3.7%
University Village @ 1600 3-bedroom	\$1,040	\$1,080	3.8%
University Village @ 1700 2-bedroom	\$975	\$1,010	3.6%
University Village @ 1700 3-bedroom	\$1,075	\$1,135	5.6%

¹ Apartment rates include utilities and internet.

Required deposit is transferrable to residence hall applications.

² Rate for the larger bedroom in the apartment.



**COLORADO STATE UNIVERSITY-PUEBLO
HOUSING SYSTEM
RESIDENCE HALL PROPOSED RATES PER SEMESTER
FOR ACADEMIC YEAR 2018-19**

	2017-18 Approved Rate	Proposed Changes	2018-19 Proposed Rate	Percent Change
<u>RESIDENCE HALLS & APARTMENTS¹</u>				
Crestone, Culebra and Greenhorn Halls²				
Shared Bedroom - Semi Suite / Double with Shared	\$2,915	\$65	\$2,980	2.2%
Shared Bedroom - Triple with Shared	\$1,950	\$50	\$2,000	2.6%
Shared Bedroom - Triple with Private	\$2,165	\$65	\$2,230	3.0%
Shared Double (small) / Single with One Bath	\$2,400	\$60	\$2,460	2.5%
Shared Bedroom Suite / Double with One Bath	\$3,305	\$95	\$3,400	2.9%
Private Bedroom Suite / Single with Shared Bath	\$3,690	\$110	\$3,800	3.0%
Single Room / Private Bath	\$3,872	\$53	\$3,925	1.4%
Single Room / Private Bath - Accommodation	\$0	\$0	\$2,980	N/A
UVWS Apartments²				
Private bedroom	\$2,980	\$85	\$3,065	2.9%
Shared bedroom	\$1,945	\$55	\$2,000	2.8%
<u>DINING SERVICE MEAL PLAN OPTIONS</u>				
Unlimited	\$2,190	\$65	\$2,255	3.0%
17 Meals + \$50	\$1,970	\$60	\$2,030	3.0%
14 Meals + \$110	\$1,970	\$60	\$2,030	3.0%
12 Meals + \$150	\$1,970	\$60	\$2,030	3.0%
10 Meals + \$100 ³	\$1,270	\$38	\$1,308	3.0%
<u>Meal Blocks / meals with Dining Dollars⁴</u>				
10 meals + \$25	\$97	\$3	\$100	3.1%
25 meals + \$50	\$229	\$7	\$236	3.1%
50 meals + \$100	\$457	\$14	\$471	3.1%
<u>Dining Dollar Plans⁵</u>				
Plan 1	\$500	\$0	\$500	0.0%
Plan 2	\$1,000	\$0	\$1,000	0.0%

3 Plan is available to upper class residents.

4 Plans are available to commuter students.

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

FY 2019 Cost of Attendance

Colorado State University
Board of Governors Finance Meeting - May 2-3, 2018
Final

Cost of Attendance

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

	Base Resident Tuition (Student Share) ¹	Mandatory Student Fees ²	Room and Board Charge ³	TOTAL	Increased cost over prior year	
					Cost	Percentage
FY2018-19 Proposed	\$9,426	\$2,281	\$12,426	\$24,133	\$764	3.3%

FY2017-18 and Prior Tuition and Fees

					Cost	Percentage
Actual FY2017-18	\$9,152	\$2,243	\$11,974	\$23,369	\$808	3.6%
Actual FY2016-17	\$8,716	\$2,211	\$11,634	\$22,561	\$823	3.8%
Actual FY2015-16	\$8,301	\$2,133	\$11,304	\$21,738	\$947	4.6%
Actual FY2014-15	\$7,868	\$1,939	\$10,984	\$20,791	\$894	4.5%
Actual FY2013-14	\$7,494	\$1,729	\$10,674	\$19,897	\$1,158	6.2%
Actual FY2012-13	\$6,875	\$1,684	\$10,180	\$18,739	\$1,165	6.6%
Actual FY2011-12	\$6,307	\$1,645	\$9,622	\$17,574	\$1,161	7.1%
Actual FY2010-11	\$5,256	\$1,639	\$9,518	\$16,413	\$669	4.2%
Actual FY2009-10	\$4,822	\$1,436	\$9,486	\$15,744	\$769	5.1%
Actual FY2008-09	\$4,424	\$1,390	\$9,162	\$14,976	\$1,487	11.0%
Actual FY2007-08	\$4,040	\$1,319	\$8,130	\$13,489	\$1,442	12.0%
Actual FY2006-07	\$3,466	\$1,191	\$7,390	\$12,047	\$1,491	14.1%
Actual FY2005-06	\$3,381	\$1,121	\$6,054	\$10,556	\$1,000	10.5%

¹ Base Tuition, Student portion only - does not include differential tuition charges.

² Mandatory Fees include General Fees, the University Technology Fee, University Facilities Fee and Alternative Transportation Fee

³ Housing based on a "Suite" room and "Any 14" Meal Plan



FY 2018-19

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

CSU-Pueblo	Base Resident Tuition	Mandatory Student Fees	Room & Board	TOTAL	\$ Increase Over Prior Year	% Increase Over Prior Year
FY 2018-2019 Proposed	\$6,349	\$1,978	\$10,020	\$18,347	\$505	2.8%
FY 2017-2018	\$6,164	\$1,908	\$9,770	\$17,842	\$926	5.4%
FY 2016-2017	\$5,815	\$1,800	\$9,486	\$17,101	\$793	4.9%
FY 2015-2016	\$5,486	\$1,698	\$9,124	\$16,308	\$496	3.1%
FY 2014-2015	\$5,188	\$1,608	\$9,016	\$15,812	\$700	4.6%
FY 2013-2014	\$4,894	\$1,466	\$8,752	\$15,112	\$252	1.7%

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

FY 2019-2020 Capital Construction Project Lists

4/11/2018

CSU FORT COLLINS 5 YEAR CAPITAL CONSTRUCTION PLAN
FY 20-24 State Request--Capital Construction Funds

Priority	Funding	Project Name	Prior Funding	FY 19-20	FY 20-21	FY 21-22	FY 22-23	FY 23-24	Total Project Cost	BOG Program Plan APPROVAL
1	State CCF	Shepardson Renovation and Addition-2 phases	\$4,527,223	\$30,448,803					\$43,976,026	5/17
	Cash			\$9,000,000						
2	State CCF	Anatomy-Zoology East		\$16,415,036					\$16,415,036	10/17
	Cash	Revitalization								
3	State CCF	Chemistry B&C wing		\$24,951,150					\$24,951,150	10/17
	Cash	Revitalization								
	State CCF	NWC COP debt service		\$17,112,721	\$17,735,515	\$17,729,656	\$18,363,631	\$18,380,771	\$89,322,294	
	Cash									
	State NWC COP	NWC Animal Health Building		\$50,100,000					\$50,100,000	pending
	Cash									
	State CCF	District Chiller #1 Expansion			\$17,400,000				\$17,400,000	pending
	Cash									
	State CCF	San Luis Valley Research Station			\$7,500,000				\$7,500,000	pending
	Cash									
	State CCF	Education Building				\$22,000,000			\$22,000,000	pending
	Cash		Revitalization							
	State CCF	Engineering Research Center Renovation					\$26,000,000		\$26,000,000	pending
	Cash									
	State CCF	District Heating Plant #1 Replacement						\$38,000,000		pending
	Cash									
	State CCF	Clark Building Revitalization			\$15,000,000	\$15,000,000	\$15,000,000		\$45,000,000	pending
	Cash									
	State NWC COP	NWC CSU Center-placeholder, tbd					\$58,400,000		\$58,400,000	pending
	Cash									
	Total State CCF			\$71,814,989	\$32,400,000	\$37,000,000	\$41,000,000	\$38,000,000	\$220,214,989	
	Total State NWC COP			\$50,100,000	\$0	\$0	\$58,400,000	\$0	\$108,500,000	
	Total Cash			\$9,000,000	\$0	\$0	\$0	\$0	\$9,000,000	
	Total 5 year plan								\$337,714,989	



CSU-Pueblo 2018-19 Draft 5-Year Capital Construction Plan

Priority	Funding	Project Name	Prior Funding	FY 18-19	FY 19-20	FY 20-21	FY 21-22	FY 22-23	Total State Funds	Total Cash Funds	Total Project Cost
1	State Cash	Technology Building Renovation & Addition		\$15,939,000 \$161,000					\$15,939,000	\$161,000	\$16,100,000
2	State Cash	Art/Music Building Renovation & Addition			\$17,820,000 \$180,000				\$17,820,000	\$180,000	\$18,000,000
3	State Cash	Administration Building Renovation & Addition				\$14,850,000 \$150,000			\$14,850,000	\$150,000	\$15,000,000
4	State Cash	Facilities Management Building Renovation & Addition					\$14,850,000 \$150,000		\$14,850,000	\$150,000	\$15,000,000

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.

Strategy	<u>Mission Projection</u> Rapidly respond to the market through innovation and research	<u>Mission Delivery</u> Leverage academic and operational expertise across the System to create stronger programs, improve student success and create efficiencies	<u>Mission Alignment</u> Deliberately engage with a diverse array of partners to ensure our work brings critical value to the community				
Work Areas	<ul style="list-style-type: none"> National Western Center Lifelong Learning Todos Santos 	<table border="0"> <tr> <th data-bbox="1059 674 1421 725"><u>Academic</u></th> <th data-bbox="1431 674 1758 725"><u>Operational</u></th> </tr> <tr> <td data-bbox="1059 731 1421 1119"> <ul style="list-style-type: none"> Innovation in Learning Systems Student enrollment Faculty Exchanges Program Collaboration </td> <td data-bbox="1431 731 1758 1119"> <ul style="list-style-type: none"> ERP Systems IT Integration Administrative Operations </td> </tr> </table>	<u>Academic</u>	<u>Operational</u>	<ul style="list-style-type: none"> Innovation in Learning Systems Student enrollment Faculty Exchanges Program Collaboration 	<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
<u>Academic</u>	<u>Operational</u>						
<ul style="list-style-type: none"> Innovation in Learning Systems Student enrollment Faculty Exchanges Program Collaboration 	<ul style="list-style-type: none"> ERP Systems IT Integration Administrative Operations 						
Outcomes	Student Success, Fiscal Strength, Community Impact						
System	Institutional Strategic Plans						



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.

Mission Projection

Strategy

Rapidly respond to the market through innovation and research

Work Areas

- **National Western Center**
NWC Authority Board
Water Resources Center
Water in the West Symposium
Animal Health Building
- **Todos Santos**



WATER IN THE WEST

SYMPOSIUM

WaterintheWest2018

COLORADO STATE UNIVERSITY





WATER IN THE WEST
SYMPOSIUM

#WaterintheWest20



Irrigation Innovation Consortium

Initial Founding Members

COLORADO STATE UNIVERSITY
 TEXAS A&M AGRILIFE RESEARCH
 Water & Food
 RUBICON™
 FRESNO STATE
 Irrigation ASSOCIATION™
 Northern Water
 K-STATE Research and Extension
 HUNDSAY™
 COLDRADO STATE UNIVERSITY
 in partnership with the U.S. Department of Agriculture Agricultural Research Service
 supported by a \$5 million grant from EFAR the Foundation for Food and Agriculture Research



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 Delivery

Leverage academic and operational expertise across the System to create stronger programs, improve student success and create efficiencies

Work Areas

Operational

- IT Integration
 - Ad Hoc Student Information System (SIS) Strategic Directions Taskforce
- Industry Partnerships Council (IPC)

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

Section 5

Colorado State University Reports

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

Michael Wells

Student Representative-CSU Fort Collins Campus

To the Board and the CSU System:

I want to sincerely thank you all for making this a memorable semester. I am proud of the accomplishments and the reflections that have taken place. And it needs to be noted that all the accomplishments listed below were achieved as a team – each individual branch had some amazing initiatives that combined truly showed our strengths. That being said, none of this could be done without your continued support in us and the shared governance model. We could not survive without the environment you all put forth for us and we are grateful that we can keep serving the students.

Accomplished Goals:

- *Accountability report* – Each branch has put together, and is continuing to put together, accountability reports for work this year. These reports, detailed in my handouts, highlight SFRB, Senate, Executive, and internal budgets. While these have proven useful, they can be improved by taking in an external audit as well.
- *Day at the capitol* – Over 25 civically minded students could travel with some ASCSU members to the state capitol. There, they had a meet and greet with legislators and toured the building. This event encourages future civic engagement from students and highlighted opportunities for students to get more involved. This event was led up by our Director of Governmental Affairs Anthony Taylor.
- *Zero Waste Symposium, Earth Week, Recycled Art Day* - Environmental Affairs Director Madelyn Royal worked with her department, ASCSU Senate, ATFAB, and other student sustainability groups to put on these events this semester. These events promote green messaging on campus, and provide educational works to students on how to be more sustainable.
- *Know your Strength, Mental Health Week, Ramped Up Week*. – Our Health department worked on these events among other mental and physical health committees. Leading up to finals week there will be another push for messaging around maintaining mental health. Ramped up week is a large part of this effort.
- *Opioid Legislature* – The Senate, led by Speaker Brown, passed legislature in partnership with the CSU Health Network to subsidize Narcan for availability at the health center. Both the RHA and ASCSU bodies declared the need for solutions to the opioid problem plaguing our country.

- *SFRB 1.59% increase* – Vice President Wise had a smooth transition with fee areas, indicated by the boards passing of a 1.59% increase – roughly \$18. This is one of the lowest increases in years, and highlights the competency of our student led fee review process. 203
- *Whiteboards and Transparency efforts* – One initiative Cole and myself had was to install whiteboards in the office so that students could see what ASCSU was working on at any time. The whiteboards would have a timeline of our events, and showcase our initiatives and processes. While this did not get installed in time for us this semester, it will be in the office for the next administration. As well, we continue to update our websites, and run pages in the collegian to highlight our processes and fee system.
- *Constitutional changes* – We have essentially rewritten our constitution, making changes to our impeachment process, structural breakdown, and elections policies amongst others. Senator Connor Cheadle worked with Jason Johnson and other CSU administrators as well as our internal leadership throughout this process. While the communication was rocky at the start, we feel confident that these changes will help progress problems we have faced internally.
- *Records up to date* – Our records have continued to be updated and are projected to be completed by June 1st – the end of our term. We are taking feedback from students about the information they want to see on our site – including social media and a more fleshed out contact page.
- *Arts Festival* – Monday April 30th will be our first annual Arts Fest. It will take place on the Plaza and will include performances from not only students but staff and faculty as well. There will be free food and we are hoping that student engagement will be high

Goals to be completed/work for incoming ASCSU:

- *Online students* – While we started ideas this year to help with online students, we have yet to make significant implementations. This coming administration can make efforts to implement online access to our resources such as bill writing, and general student feedback on policies
- *Funded Elections* – Currently a barrier to entry for our student government is that a student must self-fund their \$1,250 election. With rising costs of tuition, we want to make it affordable to have a voice on campus. We worked with Jason Johnson to determine if it is legal to provide funding for student government elections and it appears we could make this a reality. Problems yet to be faced are the process for following CSU procurement and monitoring of funds
- *Increased connection to students* – Like our need to connect with online students, we have received feedback to have better connection with the general student body. Through heightened social media presence and a push to use the websites resources we may be able to get more student input.

**Report by the Faculty Representative from CSU – Fort Collins to the Board of Governors
May 3-4, 2018 Fort Collins CO.**

Respectfully submitted by Prof. Margarita Maria Lenk, CSU Faculty Representative to the Board of Governors. There has been three Faculty Council meetings since February 2018.

Faculty at Colorado State University at Fort Collins continue to work on **high impact learning and course innovations**. 2018 CSU Unity day, CSU Remembers, MURALS, Undergraduate Research and Celebrate CSU awards events and ceremonies were lovely.

Celebrate CSU honored many faculty, staff and students for their outstanding service and accomplishments. The faculty have voted to award Richard Eykholt with the Harry Rosenberg Distinguished Service Award at the May Faculty Council meeting (secret until then).

Faculty Council has passed the following items (specifics for each passed motion are available on the Faculty Council website):

- All UCC curriculum and program changes passed
- All revisions to the Graduate and Professional Bulletin passed
- All revisions to the Academic Faculty and Administrative Professional manual passed. Of particular note are the changes to the status, contracts, and promotional paths for non-tenure track faculty. Department voting rights, while still determined by each department's code, for the NTT faculty are now highly recommended for all matters other than tenure-related decisions in the manual.
- All open faculty service positions were filled with nominations and passed

Faculty Council continues to work on revisions to the instrument of student course evaluations for professor feedback as well as their usefulness for faculty teaching effectiveness evaluations by department heads and chairs. The most likely next step is to have both the old instrument and the new LENS and instructor evaluation forms used in parallel next fall.

Faculty have requested a survey of the faculty and CSU students about how INTO has impacted the learning environment at CSU, from both teaching and learning perspectives.

Faculty have requested a report of the E&G allocations to the colleges over the past five years by \$ amounts and % compared to the Department allocations in order to determine if the provost's increased E&G funding is "trickling down" to the department, especially to the departments who have increased enrollments.

CSU-Fort Collins Fabulous Faculty Factoids will be orally shared at the Board meeting.

COLORADO STATE UNIVERSITY PRESIDENT'S REPORT

Board of Governors of the Colorado State University System
May 3, 2018

I. TEACHING AND LEARNING: ASSURE EXCELLENCE IN ACADEMIC PROGRAMS

A. CSU, partners christen new state-of-the-art teaching brewery at Ramskeller

A state-of-the-art teaching brewery in Colorado State's Ramskeller, featuring a brewhouse donated by Molson Coors, was unveiled April . CSU Alumna Jeannie Miller shepherded the gift. Miller retired as Molson Coors' vice president of global technical governance and innovation after more than three decades with the Denver-based brewing corporation. In addition to Molson Coors, organizations that contributed in-kind gifts include NSI, Malisko, Rockwell Automation, Hoffman, Atlas Copco Compressors, Argelith Ceramic Tiles, Corosys Kellerworks, Georg Fischer COOL-FIT, New Belgium Brewing Company, Dewco Controlled Fluid Systems, Kathinka Engineering, NFT Automation, Panduit, Pentair, Rexel Automation Solutions, U.S. Engineering Company Innovations, Burkert Fluid Control Systems, Belden, WB Tray, the Irving Brown family, and Spectrum Controls. The brewery is a project of the Fermentation Science and Technology program in the Department of Food Science and Human Nutrition, which is part of CSU's College of Health and Human Sciences.

B. CSU professor named one of the nation's Emerging Scholars

Albert Bimper, CSU associate professor of ethnic studies and a senior associate athletic director for diversity and inclusion, was named by *Diverse: Issues in Higher Education* as one of its 15 Emerging Scholars across the nation. Bimper has had a notable influence in Ram athletics, where he has worked to create transformative learning opportunities while fostering an environment in which a commitment to diversity and inclusion is the standard. Bimper's contributions include helping to boost the John Mosley Student-Athlete Mentoring Program, a collaboration between athletics and the Black/African Cultural Center that pairs current student-athletes with former CSU athletes who graduated and entered the work force; overseeing the Denver Broncos Sports Management Institute, an academic program that gives students a chance to learn about the sports management industry; and establishing the Green and Global program, an outreach program that gives student-athletes a rare chance to do service learning in another country.

C. CSU launches first data science major in the region launched

Colorado State University is launching a new major in data science, starting fall 2018. The program is the first of its kind in the entire Rocky Mountain region to help the state and the world meet the ever-increasing need for data scientists. The major will offer 10 new dedicated data science courses – ranging from data wrangling to data graphics and visualization to a group capstone project. It also will give majors a broad foundation in computer science, mathematics, and

statistics. The new program is housed as an interdisciplinary major in the College of Natural Sciences and is currently enrolling incoming first-year students for the first cohort.

D. CSU again ranks in Top 10 for Peace Corps volunteers

For the fourth year in a row, Colorado State University ranks in the top 10 on the Peace Corps' annual list of Top Volunteer-Producing College and Universities. The list, announced in February, places CSU at No. 10 among large American colleges and universities. The number of CSU alumni serving in the Peace Corps rose from 54 in 2017 to an all-time high 58 in 2018. CSU has long been considered the original home of the Peace Corps because researchers Pauline Birky-Kreutzer and Maurice Albertson in the 1960s published a feasibility study that helped lead to the creation of the international development organization. Since then, 1,699 alumni from CSU have traveled abroad to serve as volunteers. CSU ranks No. 11 among all-time top volunteer-producing schools.

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

A. CSUnite brings campus together

Nearly 3,000 students, faculty, staff, and community members came together March 29 to march, to cheer, to reflect, and to listen during CSUnite: No Place 4 H8. CSUnite was a walk and community gathering to demonstrate support for members of the campus community impacted by acts of racism and white supremacy and to demonstrate solidarity in support of CSU's values and principles. The 90-minute event featured faculty, staff, and student speakers who addressed hate-related incidents that have shaken the campus community. CSU is guided by the principles of inclusion, integrity, respect, service and social justice – the university's Principles of Community. The event was initiated by the President's Multicultural Student Advisory Committee and organized with the involvement of every campus division and Athletics. People of all viewpoints and ideologies were encouraged to participate.

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

A. Laser-heated nanowires produce micro-scale nuclear fusion with record efficiency

Nuclear fusion, the process that powers our sun, is happening at a smaller scale in a Colorado State University laboratory. Using a compact but powerful laser to heat arrays of ordered nanowires, CSU scientists and collaborators have demonstrated micro-scale nuclear fusion in the lab. They have achieved record-setting efficiency for the generation of neutrons – chargeless sub-atomic particles resulting from the fusion process. Their work is detailed in a paper published in *Mach* in the journal *Nature Communications*, and is led by Jorge Rocca, University Distinguished Professor in electrical and computer engineering and physics. The paper's first author is Alden Curtis, a CSU graduate student. In their *Nature Communications* experiment, the team produced a record number of neutrons per unit of laser energy – about 500 times better than experiments that use conventional flat targets from the same material.

B. CSU study: One-third of young adults have ridden with an impaired driver

A new study led by Kaigang Li, an assistant professor in CSU's Department of Health and Exercise Science, indicates that riding with an impaired driver is prevalent among emerging adults, with 33 percent of recent high school graduates reporting the risky behavior at least once in the previous year. In addition, the study shows that young adults are more likely to ride with a driver impaired by marijuana than a driver who is drunk. The research, published in the March issue of the *Journal of Studies on Alcohol and Drugs*, is one of the first to ask about what specific substance was used by the driver and who the driver was.

C. First IVF bison calf joins NoCo herd

Eight bison – four calves and their mothers – were released in mid-March on public lands in Northern Colorado, bringing the total number of animals in the Laramie Foothills Bison Conservation Herd to 44. A 10-month-old calf known as IVF 1 was among the newcomers. She is the first bison calf conceived using in vitro fertilization, or IVF, at Colorado State University. IVF 1 is also the first bison calf in the world to be conceived using reproductive material from animals removed from the Yellowstone National Park population. This technology, which used frozen and stored reproductive material to produce the calf, could have implications for other species and for assisted breeding programs around the globe, said Jennifer Barfield, a reproductive physiologist with the CSU Animal Reproduction and Biotechnology Laboratory. Following the recent death of the last known male northern white rhino, scientists have been seeking ways to avoid extinction of this species, and stored reproductive material could play an important role in that effort, she said.

IV. RESEARCH AND DISCOVERY: IMPROVE DISCOVERY CAPABILITIES

A. Energy Institute team earns \$1.2M to study natural gas engine efficiency

A team of researchers from Colorado State University's Energy Institute received a \$1.2 million grant from the U.S. Department of Energy's Office of Energy Efficiency and Renewable Energy to look at making natural gas engines as efficient as diesel engines in the same class. Specifically, the researchers will develop medium- and heavy-duty, on-road natural gas engines that are as efficient as traditional diesel engines often used in long-haul 18-wheeler trucks, garbage trucks, and delivery trucks. The team includes Associate Professor Daniel Olsen, Assistant Professor Bret Windom, and Professor Anthony Marchese, all in the Department of Mechanical Engineering.

B. Researcher aims to help beekeepers with new knowledge to improve pollinator health

Arming Colorado's beekeepers with new knowledge to improve pollinator health is the goal of Arathi Seshadri, a Colorado State University assistant professor in the Department of Soil and Crop Sciences. Seshadri and her team of CSU researchers in March received a \$488,000 Pollinator Health Fund grant awarded by the Foundation for Food and Agriculture Research, a nonprofit established through bipartisan congressional support in the 2014 Farm Bill, to study the impact of

phytochemicals and nutritional diversity on stress resilience and colony health of honey bees. Seshadri will study the impact of nutrition and metabolic capacity on honeybee health.

C. \$1.8M from DOE supports innovative waste heat recovery system

Todd Bandhauer, director of the Interdisciplinary Thermal Science Lab at the Colorado State University Energy Institute and assistant professor in mechanical engineering, has received a \$1.8 million grant to develop a commercially viable turbo-compression cooling system for ultra-low temperature waste-heat recovery. “Waste heat” is the heat that radiates from running motors. According to the U.S. Department of Energy, an estimated 20 percent to 50 percent of industrial energy input is lost as waste heat. Bandhauer’s system takes waste heat generated in mechanical processes and transforms it into cold water that can be used in down-the-line industrial processes. This system represents a major advance in the field because it is able to take waste heat in the lower temperature range and recover it – something that traditionally researchers have struggled to do.

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

A. CSU, PSD formalize longstanding educational partnership

A decades-long relationship between Colorado State University and Poudre School District has been formalized as a partnership between the two stalwarts of educational excellence in Northern Colorado. The partnership, announced March 26 during a ceremony at CSU’s on-campus stadium, will create educational opportunities for both K-12 and CSU students, and add even more facets to a relationship between Larimer County’s two largest employers. CSU has long been the preferred destination for PSD students, with more graduates from the four largest high schools (Fort Collins, Fossil Ridge, Poudre and Rocky Mountain) choosing their home university over any other college. CSU last year provided more than \$3.7 million in institutional aid to PSD students and is exploring even more scholarship opportunities for 2019 and beyond. PSD will provide teaching, learning, and service opportunities for CSU students through interactions with the district’s students.

B. CSU student-athletes, first-generation students share their stories

A sixth-grade visit day sponsored by CSU Athletics, the Division of Enrollment and Access, and the Division of External Relations brought Lincoln Junior High School’s entire sixth-grade class of 220-plus students to campus Feb. 26 to learn about the college experience by exploring campus highlights with first-generation college student volunteers and student-athletes. The event was the largest of its kind featuring Poudre School District students ever hosted by CSU.

C. Communication Studies hosts third annual ACT Human Rights Film Festival

The third annual ACT Human Rights Film Festival opened April 5 with an evening dedicated to student filmmakers from around the West. This year, ACT highlights included a new Festival Pass, two U.S. premieres, six Colorado premieres, more than 15 international film guests, encore

screenings, and a closing night concert featuring musicians from the film “RUMBLE: The Indians Who Rocked the World.” ACT, led by the Department of Communication Studies, showcases the most critically acclaimed and recently released international documentary films that explore a range of human rights themes, including democracy in crisis, immigration, war, gender rights, race and class in America, occupational health, and climate change.

D. Final lap for CSU’s EcoCAR after four years of work

CSU student engineers will bring an Aggie-orange Chevrolet Camaro to Arizona and California to embark on the final lap of a grueling four-year journey. Following a series of judged events May 10-22, a winner will be crowned for EcoCAR 3, one of the nation’s premier Advanced Vehicle Technology Competitions. It is the third such competition sponsored by the Department of Energy and General Motors and managed by Argonne National Laboratory. Selected back in 2014, 16 university teams were given a brand-new 2016 Chevrolet Camaro and tasked with converting it into a more environmentally friendly vehicle, using all the latest green technologies, without sacrificing performance. EcoCAR 3 pushes for innovation, demands showroom-ready cars at the end, and engages experienced students ready to become industry leaders. CSU’s revamped Camaro is a P2 parallel hybrid plug-in electric vehicle. It has an inline four-cylinder engine that is coupled with a racing clutch to a 150-kilowatt electric motor. This combination gives the car 380 engine horsepower, with the added ability to run in electric-only mode. Using clean-burning E85 ethanol fuel, the car has a combined range of 200 miles – a 30- to 35-mile-per-gallon equivalent.

VII. RESOURCES AND SUPPORT: EXPAND FUNDRAISING

A. Gift from Jorgensen Labs leaves family legacy at CSU

A generous gift from a family of long-time CSU supporters has established the Jorgensen Laboratories, Inc. Chair in Clinical Sciences in the College of Veterinary Medicine and Biomedical Sciences. The gift comes from Norm Jorgensen, who is vice president for marketing at Jorgensen Labs; his brother Hans, who is company president; and brother-in-law Earle Sethre, administrative vice president. The endowment will support a faculty position in Emergency and Critical Care at the James L. Voss Veterinary Teaching Hospital. It will enable the Clinical Sciences Department to recognize a faculty member with a track record of significant contributions to the field of veterinary medicine and strong potential to make a lasting impact on animal health.

B. Major Gift Report

	March 2018		FY18 (July - March)		FY17 (July - March)	
	Amount	Count	Amount	Count	Amount	Count
Contributions	\$9,417,026	5,718	\$73,963,554	31,087	\$99,692,173	34,623
Irrevocable Planned Gifts	-	-	\$257,736	6	\$22,887,089	6
Revocable Gifts and Conditional Pledges	\$1,436,661	8	\$21,843,082	67	\$26,386,915	76
Payments to Commitments Prior to Period	(\$5,938,113)	613	(\$18,326,346)	1,329	(\$19,853,234)	1,391
Total Philanthropic Support	\$4,915,573	5,376	\$77,738,026	30,777	\$129,112,943	34,235
Private Research	\$1,936,460	17	\$23,354,591	143	\$26,015,326	150
Net Private Support	\$6,852,033	5,393	\$101,092,617	30,890	\$155,128,269	34,367

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\$5,500,000 planned gift to support the *Dr. Delbert A. Osguthorpe Family Fund*, College of Veterinary Medicine & Biomedical Sciences

\$3,500,000 revocable commitment to support the *Caninekids Outfitters Cancer Research Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$3,000,000 revocable commitment to support the *L. Carl and Wilma G. Bailey University Chair Endowment*, College of Business

\$900,000 revocable commitment to support the *Rudy and Kay Garcia Graduate Fellowship Endowment*, Warner College of Natural Resources

\$650,000 revocable commitment to support the *Forest and Range Excellence in Innovation Fellowship Endowment*, Warner College of Natural Resources

\$482,000 gift to support *SoGES - Research*, Research & Interdisciplinary Programs

\$362,000 in gifts to support the *Veterinary Teaching Hospital Renovation*, College of Veterinary Medicine & Biomedical Sciences

\$350,000 revocable commitment to support *One Cure*, College of Veterinary Medicine & Biomedical Sciences

\$300,000 in gifts designated as \$200,000 to support *CSU Extension Outreach and Community Service*, and \$100,000 to support *College of Health and Human Sciences Outreach*, College of Health and Human Sciences

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

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

\$225,000 gift to support the *CVMBS-Research Sponsored*, College of Veterinary Medicine & Biomedical Sciences

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

\$200,000 revocable commitment designated as \$90,000 to support the *Engineering College Scholars*, College of Engineering; \$60,000 to support the *James C. Linden Fellowship Endowment*, College of Engineering; and \$50,000 to support the *Dr. Vincent Murphy Chemical*

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Engineering Scholarship Endowment, College of Engineering

\$200,000 revocable commitment designated as \$100,000 to support the *Athletic Discretionary fund*, Athletics; and \$100,000 to support the *College of Business*, College of Business

\$200,000 gift to support *Hydrocarbon Research - Department of Civil Engineering*, College of Engineering

\$194,120 gift to support *Geosciences*, Warner College of Natural Resources

\$133,101 planned gift with gift designation pending

\$125,000 revocable commitment designated as \$41,667 to support the *Animal Cancer Center*, College of Veterinary Medicine & Biomedical Sciences; \$41,667 to support *Jessy's Leash of Love*, College of Veterinary Medicine & Biomedical Sciences; and \$41,667 to support *Elliott's Long Paw Scholars*, College of Veterinary Medicine & Biomedical Sciences

\$113,000 revocable commitment to support the *Sandi Williams Scholarship Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$100,000 gift to support the *Atmospheric Science Hurricane Research Program*, College of Engineering

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

VIII. RESOURCES AND SUPPORT: NURTURING HUMAN CAPITAL

A. Leslie Taylor named Vice President for Enrollment and Access

Longtime CSU employee Leslie Taylor has been named Vice President for Enrollment and Access. Over the past 21 years, Taylor has worked as an academic counselor in Athletics, and as a team leader in admissions and web communications. Most recently, she has served in a dual role as assistant vice president of enrollment communications, reporting to both the Enrollment and Access Division and the Vice President for External Relations. Taylor's diverse background, institutional knowledge, strong professional capabilities, and deep devotion to CSU were chief among the reasons Provost Rick Miranda named Taylor to the position.

B. APC, CPC and Faculty Council to present findings of Employee Voice Survey

The Administrative Professional Council, Classified Personnel Council, and Faculty Council hosted an employee forum April 25 to present the findings of their Employee Voice Survey and the councils' preliminary recommendations to the University based on those findings. The 11-question survey was emailed to Colorado State University staff and faculty in Spring 2017. Council leadership then worked with Department of Statistics faculty for guidance in processing the data. More than 2,000 employees responded to the survey: 1,094 administrative

professionals, 504 state classified, and 412 faculty. Several questions captured demographic data such as gender, race, ethnicity, years employed at CSU, and appointment status. The councils say several themes emerged from the survey data including a lack of feeling valued, employee retention, and impacts to quality of life. The availability of affordable housing was among five leading factors causing financial angst for employees. Many employees reported experiencing significant stress due to housing costs, and some shared how high housing costs were forcing them to live farther from campus, adding to their commute and creating additional quality-of-life barriers. Other common themes centered around increasing costs of health care, child care, and elder care; parking; and growing debt from credit cards and student loans.

C. CSU student named nation's Student Employee of the Year

Mechanical Engineering senior Tom Walker, who works as data acquisition and analysis coordinator for RamRide, CSU's safe-ride home program, has been selected as the national Student Employee of the Year by the National Student Employment Association. It is believed to be the first time a CSU student has received this honor. Walker's nominators wrote that he consistently took the initiative to tackle issues he identified in his position, including coding a program that would estimate wait times based on the day of the week, number of patrons in the ride, and the rider's number in the queue.

IX. RESOURCES AND SUPPORT: INCREASING AWARENESS

A. Rams sign one of nation's largest college stadium naming rights agreements with Public Service Credit Union

Colorado State University April 19 announced one of the largest collegiate athletic venue naming agreements in history, a \$37.7 million deal that will help launch an ambitious re-branding initiative by the new stadium sponsor and official credit union partner, Public Service Credit Union. The agreement, which when added to the \$20 million given in 2016 to name Sonny Lubick Field, brings the total naming rights revenues at Colorado State to \$57 million for the stadium. This is comparable to the \$69 million United Airlines Memorial Coliseum at University of Southern California and the \$41 million Alaska Airlines Field at Husky Stadium at the University of Washington. Public Service Credit Union is a not-for-profit, state-chartered, member-owned financial cooperative that has been in business since 1938.

B. Ajay Menon honored with Top Choice Award from Colorado Livestock Association

The Colorado Livestock Association in April awarded College of Agricultural Sciences Dean Ajay Menon its Top Choice Award. The Top Choice Award is given by CLA to those who have demonstrated a commitment to improving livestock agriculture in Colorado. CLA said it honored Menon for his contributions to CSU and his efforts to make the College of Agricultural Sciences world class.

C. CSU president featured at Colorado higher educational forum

CSU President Tony Frank joined leaders from three other Colorado universities at the State of Higher Education Forum April 4 at the History Colorado Center in Denver. Frank, University of Colorado Chancellor Phil DiStefano, Metro State President Janine Davidson and University of Denver Chancellor Rebecca Chopp discussed their institutions' successful business partnerships, changes that need to happen to be more nimble and agile, and how higher education is meeting the needs of industry.

D. CSU icon Walter Scott, Jr. awarded 2018 Founders Day Medal

Walter Scott, Jr., who graduated from CSU in 1953 with a degree in engineering, received the 2018 Founders Day Medal. The medal, first awarded in 2010, honors CSU's very best of the best for their contributions to the University and the world. Scott's greatest gift to CSU came in 2016, when he donated \$53.3 million to support infrastructure, faculty chairs, and student scholarships in engineering. As a result, the college he loves now bears his name: The Walter Scott, Jr. College of Engineering.



Y Cross Ranch Endowment 2017-2018 Impact

Many thanks to the Patten-Davis Foundation for providing academic and hands-on learning support to our undergraduate and graduate students in the College of Agricultural Sciences, College of Veterinary Medicine and Biomedical Sciences, and Warner College of Natural Resources. Your recipients are studying in programs related to animal agriculture, ranching, and sustainable plant-animal systems. Please enjoy this brief overview of incredible Y Cross Ranch support and its impact on students and agriculture at CSU, in Colorado, and beyond in this second year of utilization.

Y Cross Ranch-Davis Scholarship - This is a full tuition scholarship which supports a Colorado and/or Wyoming undergraduate student who truly excels and demonstrates extraordinary merit and potential to serve the animal agriculture industry.

Name	Class	Major(s); Minor(s); Concentration(s)
Taylor Horton	Senior	Animal Science; None; None
Shelbylynn Enke	Junior	Animal Science; Agricultural Business; None

Y Cross Ranch/WCNR Scholarships - These scholarships support undergraduate and graduate students in the Warner College of Natural Resources by integrating animal agriculture and natural resource management disciplines.

Name	Class	Major(s); Minor(s); Concentration(s)
Kaitlyn Ammerlaan	Senior	Ecosystem Science & Sustainability; Conservation Biology; None
Margaret Armistead	Masters	Natural Resources Stewardship; None; Rangeland Ecosystems
Victoria Crowe	Masters	Natural Resources Stewardship; None; Rangeland Ecosystems
Theresa Demaree	Senior	Fish, Wildlife & Conservation Biology; Entomology; Wildlife Biology
Kira Deming	Senior	Ecosystem Science & Sustainability; Spanish; None
Spencer Good	Senior	Rangeland Ecology; Rangeland Ecology; Global Environmental Sustainability
Alex Olsen-Mikitowicz	Senior	Watershed Science; Mathematics; None
Rafael Reyna	Masters	Natural Resources Stewardship; None; Rangeland Ecology & Management
Spencer Rhea	Junior	Watershed Science and Political Science; None; Environmental Politics & Policy
Korissa Straub	Junior	Ecosystem Science & Sustainability, Watershed Science; None
Acacia Sublette	Senior	Natural Resources Management minors; Global Environmental Sustainability; Rangeland Ecology; Conservation Biology; None
Sean Uhle	Senior	Rangeland Ecology; None; Restoration Ecology

Y Cross Ranch-CAS Scholarships - These scholarships support undergraduate and graduate students in the College of Agricultural Sciences who are enrolled in programs leading to a degree and career in animal agriculture.

Name	Class	Major(s); Minor(s); Concentration(s)
Monique Archibegue	Freshman	Animal Science; None; None
Samantha Beck	Senior	Animal Science; None; None

Anne Beckham	Senior	Equine Science; Agricultural Business; None
Michaela Bethard	Senior	Animal Science; None; None
Billie Bukoski	Sophomore	Animal Science; None; None
Morgan Cobb	Senior	Animal Science; None; None
Madison Comes	Senior	Animal Science; None; None
Sara Crim	Junior	Animal Science; None; None
Cara Donovan	Senior	Animal Science; None; None
Katie Feighner	Junior	Equine Science; Biomedical Sciences; None
Hailie Fine	Junior	Animal Science; None; None
Jenna Frink	Senior	Animal Science, Agricultural Business; None; None
Kayla Frink	Junior	Animal Science, Agricultural Business; None; None
Diane Hanson	Senior	Animal Science, Agricultural Education; Agricultural Business; Agricultural Literacy
Madessa Hoffer-Dye	Senior	Animal Science; Business Administration; None
Stephanie Johnson	Sophomore	Animal Science; Biomedical Sciences; None
Johnathan Kelley	Junior	Animal Science; None; None
Madeline Lasewicz	Junior	Animal Science; Agricultural Literacy; None
Brady Linnell	Senior	Animal Science, Agricultural Business; None; None
Diana Litzenberger	Freshman	Animal Science; Agricultural Literacy; None
Andrew Livingston	Senior	Animal Science; None; None
Jordan Marsh	Senior	Animal Science; None; None
Dillon Martin	Senior	Business Administration; None; Information Systems
Lindsey McPeake	Senior	Animal Science; None; None
Jordan Nall	Sophomore	Animal Science; None; None
Brady Nelson	Sophomore	Animal Science; None; None
Morgan Offutt	Junior	Equine Science; Technical & Sci Communication; None
Terrel Platt	Senior	Animal Science, Agricultural Business; Spanish; None
Allie Powell	Junior	Animal Science; Agricultural Literacy; None
Michael Pugrad-Costanza	Senior	Animal Science; None; None
Holden Ramey	Senior	Animal Science, Agricultural Business; None; None
Payton Randle	Junior	Animal Science; None; None
Kylie Roberts	Freshman	Animal Science; None; None
Jordan Roggen	Senior	Animal Science, Equine Science; None; None
Chad Russell	Senior	Mathematics, Animal Science; None; General Mathematics
Elizabeth Sage	Freshman	Animal Science; None; None
Conrad Schelkopf	Senior	Animal Science; None; None
Michael Semler	Senior	Animal Science, Agricultural Business; None; None
Mallory Swanson	Sophomore	Animal Science; None; None
Victoria Teegarden	Sophomore	Animal Science; None; None
Landon Verbeek	Sophomore	Agricultural Business, Animal Science; None; None
Lauren Walley	Junior	Equine Science; Business Administration; None
Sheridon Wolf	Junior	Animal Science; Agricultural Business; None
Elizabeth Wreford-Smith	Senior	Equine Science; None; None
YanQing Xu	Junior	Animal Science, Biochemistry; None; General Biochemistry
Shelbylynn Enke	Junior	Animal Science; Agricultural Business; None
Taylor Horton	Senior	Animal Science; None; None

Y Cross Ranch-CAS Internship/Education Awards – Funds from these awards are used to support students as they participate in high impact internship and education opportunities related to animal agriculture. Supported activities include sending a graduate student to the International Congress on Meat Science and Technology to present research and a tour of participating freshmen to visit large animal livestock facilities.

Y Cross Ranch-CAS Assistantships – Support through research and teaching assistantships for graduate students studying animal agriculture in the College of Agricultural Sciences.

Name	Class
Brittney Bullard	PhD
Kayla Rink	Masters
Nicole Jones	Masters
Miranda Culbertson	PhD
Kailee Reed	Masters
Isabelle Kunz	Masters
Colton Atkins	PhD
Luke Fuerniss	Masters
Cody Gifford	PhD
Caitlin Horne	Masters
Kaysie Jennings	PhD
Helen Kline	PhD
Sushil Paudyal	PhD
Arquimides Reyes	PhD
Dana Wagner	PhD
Carla Weissend	PhD
Hugo F. da Costa Santos	PhD

Y Cross Ranch-CVMBS Assistantships – Support through research and teaching assistantships for graduate students in the College of Veterinary Medicine and Biomedical Sciences.

Name	Class	Area of Study
Elizabeth Johnstone	Masters	Animal Science Masters-DVM Program
Kevin Ruiz	Masters	Animal Science Masters-DVM Program

For questions, please contact James Pritchett, Executive Associate Dean in the College of Agricultural Sciences at (970) 491-6274 or james.pritchett@colostate.edu.

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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
Antonelli, Lara	Health Netowrk Medical	01/01/18	01/09/18
Antonelli, Lara	Health Netowrk Medical	03/12/18	03/16/18
Au Yong, Jo Anne	Clinical Sciences	12/29/17	Unknown
Balderama, Cencia	CEMML	12/29/17	Unknown
Bayless, Rosemary	Clinical Sciences	01/26/18	01/31/18
Bayless, Rosemary	Clinical Sciences	02/01/18	02/28/18
Bayless, Rosemary	Clinical Sciences	03/01/18	03/31/18
Bontadelli, Johnna	Health Network Medical	03/05/18	03/26/18
Bowden, Helen	Health Network Counseling	01/01/18	01/01/18
Brothers, Cecilia	CEMML	02/17/18	08/17/18
Carlson, Mary	Natural Resource Ecology Laboratory	02/01/18	Unknown
Clark, Marcy	Health Network Counseling	01/01/18	01/05/18
Clark, Marcy	Health Network Counseling	03/14/18	03/15/18
Cooper, Leroy	Honors Program	01/01/18	05/15/18
Cropp, Catherine	Health Network Medical	03/12/18	03/16/18
Cross, Tony	CEMML	02/19/18	04/14/18
Dallas, Tiffany	Admissions	05/01/18	05/31/18
De Bruyne, Scott	CEMML	02/12/18	Unknown
DeLaTorre, Alyssa	Helath Network Counseling	01/15/18	01/19/18
Demers, Dorothy	Health Network Counseling	01/01/18	01/12/18
Demers, Dorothy	Health Network Counseling	01/01/18	01/16/18
Demers, Dorothy	Health Network Counseling	01/01/18	01/01/18
Demers, Dorothy	Health Network Medical	03/15/18	03/15/18
Dickason, Karen	Health Network Counseling	02/15/18	02/20/18

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NAME	DEPARTMENT	FROM	TO
Elffner, Terri	Health Network Medical	01/02/18	01/31/18
Elffner, Terri	Health Network Medical	02/14/18	02/28/18
Elffner, Terri	Health Netowrk Medical	03/02/18	03/30/18
Evans, Steven	CEMML	11/01/17	11/08/17
Fox, Elizabeth	Information Systems	02/01/18	02/28/18
Fox, Elizabeth	Information Systems	03/01/18	03/31/18
Fox, Elizabeth	Information Systems	04/01/18	04/30/18
Freed, David	Journalism and Media Communication	01/01/18	05/15/18
Galase, Nicole	CEMML	02/22/18	02/22/18
Galase, Nicole	CEMML	02/26/18	02/26/18
Galase, Nicole	CEMML	03/01/18	03/31/18
Galase, Nicole	CEMML	03/01/18	03/31/18
Gerlitzki, Elizabeth	Health Network Medical	01/01/18	01/09/18
Gerlitzki, Elizabeth	Health Network Medical	03/12/18	03/16/18
Gimbel, Jennifer	Colorado Water Inst	03/12/18	Unknown
Harding, Marie	Women & Gender Advocacy Center	Unknown	Unknown
Harding, Marie	Women & Gender Advocacy Center	01/22/18	01/31/18
Held, Marie	CEMML	02/01/18	02/28/18
Hoening, Mark	Health Netowrk Medical	01/02/18	01/30/18
Hoening, Mark	Health Network Counseling	02/02/18	02/27/18
Hoening, Mark	Health Network Medical	03/02/18	03/30/18
Holschbach, Mary	Biomedical Sciences	03/14/18	03/15/18
Holschbach, Mary	Biomedical Sciences	03/20/18	03/21/18
Hopkinson, Peter	CEMML	02/05/18	Unknown
Isaacson, Lily	CEMML	03/26/18	03/28/18
Jeffryes, Melissa	Health Network Counseling	01/02/18	01/02/18
Koonce, Brittany	COB Academic Support	05/01/18	05/30/18
Koonce, Brittany	COB Academic Support	06/01/18	06/07/18
Liu, Tao	Physics	04/04/18	Unknown
Long, Heidi	CEMML	12/01/17	12/31/17
Lucas, Rachel	Health Network Counseling	01/02/18	01/02/18
Mann, Bruce	Student Leadership, Involv. & Comm Engagement	12/01/17	12/21/17
Mann, Bruce	Student Leadership, Involv. & Comm Engagement	12/28/17	12/29/17
Mann, Bruce	Student Leadership, Involvement & Community Eng	01/01/18	01/18/18
Mann, Bruce	Student Leadership, Involvement, & Comm Eng	02/19/18	02/19/18
Mann, Bruce	Student Leadership, Involvement, & Comm Eng	02/21/18	02/28/18

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NAME	DEPARTMENT	FROM	TO
Matthews, Jon	Health Network Medical	12/06/17	12/06/17
Matthews, Jon	Health Network Medical	12/13/17	12/13/17
Matthews, Jon	Health Network Medical	12/20/17	12/20/17
Matthews, Jon	Health Network Medical	01/03/18	01/03/18
Matthews, Jon	Health Network Medical	01/08/18	01/08/18
Matthews, Jon	Health Network Medical	01/17/18	01/17/18
Matthews, Jon	Health Network Medical	01/24/18	01/24/18
Matthews, Jon	Health Network Medical	01/31/18	01/31/18
Matthews, Jon	Health Network Counseling	02/07/18	02/07/18
Matthews, Jon	Health Network Counseling	02/14/18	02/14/18
Matthews, Jon	Health Network Counseling	02/21/18	02/21/18
Matthews, Jon	Health Network Counseling	02/28/18	02/28/18
Matthews, Jon	Health Network Medical	03/07/18	03/07/18
Matthews, Jon	Health Network Medical	03/14/18	03/14/18
Matthews, Jon	Health Network Medical	03/21/18	03/21/18
Matthews, Jon	Health Network Medical	03/28/18	03/28/18
McGrew, Ashley	Micro, Immunology & Pathology	02/01/18	02/09/18
Merkel, Helene	CEMML	04/01/18	Unknown
Meyer, Joseph	CEMML	02/14/18	Unknown
Miller, Lisa	Health Network Counseling	01/01/18	01/15/18
Morse, Emily	Health Network Medical	01/02/18	01/26/18
Morse, Emily	Health Network Medical	02/01/18	02/22/18
Morse, Emily	Health Network Medical	03/02/18	03/30/18
Nelson, Rachel	Health Network Medical	01/02/18	01/17/18
Nelson, Raechel	Health Network Medical	03/12/18	03/16/18
Nolan, Catherine	CEMML	02/19/18	04/20/18
Oswell, Forrest	Student Legal Services	12/28/17	12/29/17

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NAME	DEPARTMENT	FROM	TO
Pergolotti, Mackenzi	Occupational Therapy	03/19/18	Unknown
Pinard, Christpher	Clinical Sciences	03/08/18	04/03/18
Pope, Jane	CEMML	02/14/18	Unknown
Ross, Abigail	Health Network Medical	01/24/18	01/24/18
Ross, Carly	Communications & Creative Services	01/11/18	01/12/18
Sanley, Mariann	Health Network Counseling	02/23/18	02/23/18
Scholl, Amy	School of Music, Theatre and Dacne	01/01/18	05/15/18
Schwartzkopf, Joel	Health Network Medical	01/04/18	01/04/18
Schwartzkopf, Joel	Health Network Medical	01/08/18	01/18/18
Schwartzkopf, Joel	Health Network Medical	01/04/18	01/04/18
Schwartzkopf, Joel	Health Network Medical	01/08/18	01/08/18
Schwartzkopf, Joel	Health Network Medical	03/12/18	03/12/18
Seabough, Kathryn	Clinical Sciences	02/23/18	03/30/18
Shepherd, David	CEMML	03/07/18	03/20/18
Stanley, Mariann	Health Network Counseling	01/01/18	01/05/18
Stanley, Mariann	Health Network Counseling	03/12/18	03/16/18
Stein, Holly	Geosciences	03/01/18	06/30/18
Sternlieb, Faith	Ecosystem Science and Sustainability	03/01/18	08/31/18
Strong, Kathleen	Health Network Counseling	01/01/18	01/05/18
Sullivan, Julie	Ethnic Studies	01/01/18	Unknown
Sullivan, Julie	CEMML	02/01/18	Unknown
Sullivan, Julie	Ethnic Studies	03/01/18	03/31/18
Therkelsen, Chase	Health Network Medical	01/01/18	01/05/18
Truex, Michelle	Health Network Counseling	01/02/18	01/02/18
Velez, Marielys	CEMML	01/01/18	01/15/18
Velez, Marielys	CEMML	01/16/18	01/31/18
Velez, Marielys	CEMML	02/01/18	02/16/18
Venable, Esther	Languages, Literature, & Cultures	01/01/18	05/15/18
Vesty, Jill	Health Network Medical	01/01/18	01/09/18
Vesty, Jill	Health Network Medical	03/12/18	03/16/18
Watson, Sarah	Fort Collins Diag Lab	12/08/17	12/08/17
Watson, Sarah	Fort Collins Diag Lab	12/11/17	12/13/17
Watson, Sarah	Fort Collins Diag Lab	12/20/17	12/21/17
Whitesell, Julie	Health Netowrk Medical	01/02/18	01/09/18
Whitesell, Julie	Health Netowrk Medical	01/02/18	01/09/18
Whitesell, Julie	Health Network Medical	03/12/18	03/16/18
Williams, Patricia	CEMML	02/14/18	Unknown

Section 6

*Academic and Student Affairs
Committee*

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA
May 2, 2018

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

Assigned Staff: Dr. Rick Miranda, Chief Academic Officer

I. New Degree Programs

Colorado State University

- None

Colorado State University-Global Campus

- Undergraduate Certificate in Fundraising
- Undergraduate Certificate in Web Application Development
- Undergraduate Certificate in Digital Marketing
- Graduate Certificate in Strategic Digital Information Marketing

Colorado State University-Pueblo

- BS in Criminology

II. Miscellaneous Items

Colorado State University

- Emeritus Request Summary for AY17-18
- Sabbatical Revision Summary for AY17-18
- Faculty Manual – Section C.2.1.3.2
- Faculty Manual – Section C.2.1.9.3
- Faculty Manual – Section C.2.1.9.6
- Faculty Manual – Section E.1
- Faculty Manual – Section E.2
- Faculty Manual – Section K.10.6.5
- Revised Student Code of Conduct

Colorado State University-Global Campus

- None

Colorado State University-Pueblo

- Accreditation Schedule for AY 2018-2019
- Emeritus Request Summary for AY 17-18

III. Campus Reports

- Co-Curricular Initiatives in Support of Student Learning

Board of Governors of the Colorado State University System
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Consent Item

MATTERS FOR ACTION:

Undergraduate Certificate in Fundraising

RECOMMENDED ACTION:

Moved that the Board of Governors approve the request from Colorado State University- Global Campus to approve the Undergraduate Certificate in Fundraising.

EXPLANATION:

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

In this undergraduate, standalone certificate (18 credits), students will develop the ability to lead fundraising efforts in nonprofit organizations, maximizing the ability of the organization's leaders to obtain private, corporate, and government funding. Students will develop strategies to oversee fundraising campaigns and events, and develop skills to solicit donations for nonprofit organizations. Coursework will prepare students to solicit funding from a variety of sources, design promotional materials, and promote awareness of an organization's strategic goals and financial needs. In addition, students will be prepared to use 21st century technology skills to leverage nonprofit-organization financial growth. Finally, students will develop communication and organizational skills, public relations skills, and general business-management skills. CSU-Global graduates with this certificate would work in nonprofit organizations, research and healthcare companies, social services organizations, and government and political positions.

CIP Code: 44.0000

CSU-Global Campus
Undergraduate Certificate in Fundraising

Board of Governors of the Colorado State University System

Meeting Date: May 2, 2018

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This proposal serves as a request for approval for undergraduate-level Certificate in Fundraising.

Title: Fundraising

Degree Type: Certificate

STEM: No

Recommended CIP Code: 44.0000

Program Chair/Program Manager: Dr. Sheila A. Schmitz, PC/Dr. Anthony Contento, PM

Name and Bio of Faculty Champion:

Dr. Sheila Schmitz: Program Chair, B.S. in Applied Social Sciences and B.S. in Human Services programs

Dr. Schmitz spent 30 years of her career in the nonprofit sector, in various leadership positions. She served the latter half of it as the CEO for a multi-service human-services organization in a major metropolitan area near Chicago, IL. Her responsibilities included raising funds for the organization. Dr. Schmitz has extensive experience in fundraising and, among her achievements, was able to raise funds to establish a \$3 million foundation for the organization. During her tenure, she trained several staff members to perform fundraising activities that included a special-event coordinator, grant writer, and fundraising specialist.

Overview of Certificate in Fundraising:

In this certificate, students will develop the ability to lead fundraising efforts in nonprofit organizations, maximizing the ability of the organization's leaders to obtain private, corporate, and government funding. Students will develop strategies to oversee fundraising campaigns and events, and develop skills to solicit donations for nonprofit organizations. Coursework will prepare students to solicit funding from a variety of sources, design promotional materials, and promote awareness of an organization's strategic goals and financial needs. In addition, students will be prepared to use 21st century technology skills to leverage nonprofit-organization financial growth. Finally, students will develop communication and organizational skills, public relations skills, and general business-management skills. CSU-Global graduates with this

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specialization/certificate would work in nonprofit organizations, research and healthcare companies, social services organizations, and government and political positions.

The certificate option would provide non-degree seeking students the opportunity to receive the benefits of this program, as well.

Courses	Required to earn Title IV Certificate	Required to earn Specialization
HSM300	X	
COM312	X	X
COM321	X	X
PMG370	X	X
MKG380	X	X
SOC460	X	X
	18 credits	15 credits

Description:

In this certificate, students will develop the ability to lead fundraising efforts in nonprofit organizations, maximizing the ability of the organization's leaders to obtain private, corporate, and government funding. Students will develop strategies to oversee fundraising campaigns and events, and develop skills to solicit donations for nonprofit organizations. Coursework will prepare students to solicit funding from a variety of sources, design promotional materials, and promote awareness of an organization's strategic goals and financial needs. In addition, students will be prepared to use 21st century technology skills to leverage nonprofit-organization financial growth. Finally, students will develop communication and organizational skills, public relations skills, and general business-management skills. CSU-Global students with this certificate would work in nonprofit organizations, research and healthcare companies, social services organizations, and government and political positions.

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Certificate Outcomes:

- 1 Foster philanthropy among organizational communities.
- 2 Demonstrate effective fundraising practices and strategies.
- 3 Implement frameworks to cultivate and retain donors.
- 4 Integrate financial analysis, forecasting, budgeting, and reporting for fundraising.
- 5 Secure, negotiate, and manage grant awards from funding sources.
- 6 Create a comprehensive communications plan to meet fundraising goals.

Prerequisite & Foundational Coursework:

It is suggested, but not required, that students have a minimum of an Associate's degree.

Courses/Course Learning Outcomes:

HSM300 Introduction to Human Services (EXISTING, Additional course required for certificate program)

This course provides students with an overview of the human services field -- including major theoretical models of human services delivery and the roles and responsibilities of human services workers. Students explore human services occupations, professional organizations, and community resources, as well as ethical and legal issues.

Course Outcomes:

1. Identify and analyze the contributions to human services made by sociology, psychology, and anthropology.
2. Identify different types of diversity, and describe the challenges presented by diversity issues in human services.
3. Describe the medical model and the public health model of human services delivery, and explain why it is important for human services professionals to understand and use both models.
4. Explore the historical development of human services.
5. Identify ways that the human services professional can continue to develop professionally while avoiding encapsulation and burnout.
6. Summarize the influence of law, diversity, and technology on codes of ethics.

COM312 Public Relations Techniques (EXISTING)

This course introduces the basic principles associated with writing in a variety of styles and to multiple publics. Students learn how to construct specialized written documents, such as backgrounders, biographies, pitch letters, and news releases. Students will also learn the features of effective design and the many design options that exist.

Course Outcomes

1. Understand proper writing styles, with sensitivity to the requirements of different situations, media, and publications.

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2. Demonstrate competence in writing mechanics and grammar, headlines, labels, and structure, as well as in the ability to express information clearly to the audience.
3. Develop understanding of the news and the nuances of how it is defined by a wide variety of media: general news publications and broadcast outlets, specialized trade publications, websites, blogs, and internal communications.
4. Employ persuasive writing techniques and knowledge of when to apply them in public relations contexts.

COM321 Campaign and Event Planning (EXISTING)

This course introduces the systematic process of researching, planning, conducting, and evaluating the major elements of both campaigns and events. The course focuses on establishing campaign and event goals, objectives, strategies, and tactics. Students will also analyze public relations campaigns locally, nationally, and internationally.

Course Outcomes

1. Understand the unique aspects of social and entertainment event planning, including weddings, community events, large- and small-scale concerts, and other potential media events.
2. Understand the unique aspects of political event planning, including campaigns, campaign events, theoretical approaches to speech writing, working with security, messaging through visual communication, and other potential political events.
3. Demonstrate the basic aspects of event technical production -- e.g. stage management, lighting, sound, staging, schedules, production advances, dealing with production crews, and other related concepts.
4. Apply methods of communication, organization, and leadership that will help professionals in event planning and management.
5. Evaluate the basic overall methods for planning, management, and executing an event from beginning.

PMG 370 Fundraising and Grantwriting (EXISTING)

This course explores federal, state, and private funding for human services programs, with the emphasis on developing skills to secure funding for human services organizations. Students will learn to use various tools to research and identify possible funding sources for human services organizations. Students will develop essential skills to create grants and proposals for funding.

Course Outcomes:

1. Demonstrate knowledge of a comprehensive development plan.
2. Apply fundraising strategies and principles in a human services program.
3. Apply research skills to identify funding sources.
4. Analyze key components of the grant-writing process.
5. Demonstrate effective grant-writing skills.
6. Create a human-services grant proposal.

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MKG380 Social Media Marketing (EXISTING)

This course provides the student with conceptual frameworks of how social media is strategically used in a marketing plan. It examines the use of popular social media platforms that include those that are well-established as well as emerging forms, such as email marketing, mobile marketing, gaming, and location-based mediums. Additionally, this course provides a basic understanding of how to measure the effectiveness of, and assess ethical issues associated with, social media marketing.

Course Outcomes:

1. Compare traditional marketing techniques to social media techniques.
2. Examine the rules of engagement for social media marketing.
3. Evaluate different types of social media platforms: social networks, micro blogs, content sharing, content creation, and video marketing.
4. Examine use of content marketing: publishing articles, white papers, and e-books.
5. Analyze mobile marketing on social media platforms.
6. Assess the ethical relationship between social media monitoring, customer trust, and data governance.

SOC460 Community Development (EXISTING)

This course examines the various facets of community-resource development and management. Emphasis is on planning and management strategies to guide nonprofit organizations in community-development projects, programs, and efforts. Course Outcomes:

1. Define the concept of community.
2. Analyze the role of community leadership.
3. Evaluate the impact that urban, suburban, and rural environments have on social interactions.
4. Assess the impact of socioeconomic and cultural factors that have no crime rates within communities.
5. Evaluate the impact of globalization on communities in the United States.
6. Examine the opportunities and challenges of working in diverse groups.
7. Define how current changes in the U.S. healthcare system impact communities.

Mission Appropriateness:

The CSU-Global Campus mission is to advance the success of nontraditional adult learners in a global society through degree programs characterized by academic excellence, innovative delivery technologies, and strong stakeholder engagement. CSU-Global's ability to provide a certificate program in fundraising will allow it to continue its affordable cost, accessibility, and high-quality market positioning, and will benefit adult students in Colorado and beyond. These students appreciate the online program format that allows them the flexibility to manage their personal and professional commitments while earning a quality degree. As a public online university, CSU-Global provides adult learners with the ideal alternative to current institutions offering fundraising certifications and specializations.

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Rationale for offering certificate:

Offering a certificate in fundraising provides students with the opportunity to learn the specific knowledge associated with fundraising while adding to their current knowledge and skills in a realistic timeframe. A January 2013 article was published in an industry journal (see link 1 below), in which the authors discussed the challenge nonprofit leaders face in fundraising. They discussed the high turnover and instability of these positions, as well as the challenge in finding qualified candidates. A study entitled the “National Study of Challenges Facing Nonprofit Fundraising,” funded by CompassPoint and the Evelyn and Walter Haas, Jr. Fund (see link 2 below), supported these observations. The findings in this study also suggested that development directors often lacked fundraising skills. Finally, an article found at the NonProfit Hub (see link 3 below) discussed three of the biggest struggles for nonprofits: retaining donors, the sustainability of funding, and limited resources. It is crucial that nonprofit executives have qualified fundraising professionals to help them address these challenges.

Link 1:

<https://philanthropynewsdigest.org/news/nonprofits-face-entrenched-fundraising-challenges-study-finds>

Link 2: <https://www.giarts.org/sites/default/files/Underdeveloped-National-Study-of-Challenges-Facing-Nonprofit-Fundraising.pdf>

Link 3: <https://nonprofithub.org/fundraising/3-of-the-biggest-struggles-for-nonprofits-and-how-to-overcome/>

Rationale for Offering Unique Model - Stackable to CSU-Global Programs:

It is not unusual for nonprofit organizations to hire people with degrees in marketing or management to perform fundraising duties. These organizations provide little training, and people in these positions often struggle to perform the duties assigned. Students who are interested in fundraising will pursue this certificate to either enhance their ability to get a job or to develop skills necessary to do their jobs.

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Course Title	Credit towards Program Core	Credit towards Specializations
HSM300 Introduction to Human Services	BSHS, BSIPS	
COM312 Public Relations Techniques	BSIPS	Public Relations
COM321 Campaign and Event Planning	BSIPS	Public Relations
PMG370 Fundraising and Grantwriting	BSHS, BSIPS	Public Administration, Public and Non-Profit Management
MKG380 Social Media Marketing	BSMK, BSIPS	
SOC460 Community Development	BSAS, BSHS, BSIPS	Project Management, Public and Non-Profit Management

Evidence of Student Demand:

There are 741 active students, in both the BSAS and BSHS programs, suggesting a strong interest. In addition, this certificate will provide additional opportunities for students in both the marketing and communications programs. The certificate offers students an opportunity to gain skills that will help them get jobs in the nonprofit fundraising sector, providing them with a chance to do work that will be socially and financially rewarding.

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Industry leader names, titles and bios who have reviewed the proposal:

John Burgess: Former Chief Executive Officer of The New Foundation, currently Chief Operating Officer at Brighter Way Institute

April Balhizer: Social Worker ER/Behavioral Health at Silver Cross Hospital

Jane Ukelja: Chief Development Officer, Guardian Angel Community Services

Industry Leader Feedback:

John Burgess is one of CSU-Global's industry analysts. He currently serves as the fundraising professional for a nonprofit dental clinic in Scottsdale, AZ. He has a 35-year history as a CEO of a nonprofit organization. He stated that the proposal was "...interesting for certain positions. I'm especially thinking of small-program leaders who may be starting down a management track at their agency...there are a lot of entry-level fundraising positions where the incumbent doesn't have a clue. Having a non-degreed certificate might separate the candidate from the pack."

April Balhizer is a CSU-Global's industry analyst. She currently serves as a social worker in a nonprofit community hospital and was previously a Chief Operating Officer. She has 20 years of experience in the nonprofit sector, with 15 years in a leadership position. She supports the certificate.

Jane Ukelja serves as a development director for a nonprofit organization. She has served in this position for eight years. She was hired into her position with a degree in marketing and does not have nonprofit or fundraising experience. She stated that if the certificate program had been available to her, she would have pursued it. She was especially interested in the social media marketing course, and commented that this course would fill a serious gap in the training available to her in her role.

Faculty Testimonials:

Dr. Sara Sutler Cohen: Lead Faculty, B.S. Applied Social Sciences

Dr. Sutler Cohen is very excited at the prospect of this certificate. She says that experience with grant writing and fundraising can be invaluable in the job market for students in the Social Sciences. The ability to gather funding and navigate the grant-writing process is skills that will set our students apart from other candidates.

Dr. Erik Muenks: Lead Faculty, B.S. Human Services

Dr. Muenks is very positive about this certificate. He says that fundraising and grant searches are a daily duty for anyone involved in Human Services Management. Most graduates spend the first

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few years of their careers learning these skills, but our students will have the opportunity to learn these skills before they start their first positions.

Job & Compensation Outlook – Current and Future (10yrs):

According to the Bureau of Labor Statistics (2018), fundraisers make \$54,130 per year and require a bachelor's degree. No prior work experience is required in a related occupation, and no on-the-job training is required. The profession is expected to increase by 13,200 positions by 2026 – 15 percent faster than the average career growth. Employment growth is expected to be driven by the continued need of several types of organizations to raise money and the continued need of nonprofit organizations to collect donations to run their operations. Many nonprofit organizations are focusing on cultivating an online presence and are increasingly using social media for fundraising activities. As a result, social media platforms have created new avenues for fundraisers to connect with potential donors and to spread their organization's message.

Total Development Cost:

This proposed certificate comprises all existing courses and is stackable toward a specialization. No additional library or tutoring services are required. As such, there are no development costs associated.

Course Number	Course Title	Estimated Development Cost
HSM300	Introduction to Human Services	0
COM312	Public Relations Techniques	0
COM321	Campaign and Event Planning	0
PMG370	Fundraising and Grant writing	0
MKG380	Social Media Marketing	0

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SOC460	Community Development	0
Total Cost	0	

Competitive Analysis

CSU-Global certificate tuition (18 credits) = \$6,300

Syracuse University offers a certificate program in government management and leadership.

Major U.S. competitive programs, titles & pricing:

- Indiana University, Bloomington: Graduate Certificate in Philanthropic Studies. Twelve credits for a total cost of \$11,604.
- Indiana Purdue University: Fundraising Certificate. Twelve credits for a total cost of \$6,580.

CSU System competitive programs, titles, pricing, and positioning:

None.

CO competitive programs, titles & pricing:

After searching through CU, UCCS, Regis, CTU, MSU, and other CO organizations, no other similar programs were identified.

CCCS Associate programs and titles that would allow for transfer towards Bachelor's degree completion:

Certificate, AAS, AS, AA, and BAS in Business Management and Administration.
Certificate, AAS, AS, AA, and BAS in Government and Public Administration.

Student Population and Profile:

Students interested in this program are those who are either working in, or interested in working in, the fundraising department of a nonprofit organization. Students getting this certificate are those who desire to fill the gaps in nonprofit organization's fundraising departments. The certificate program is ideal for students who do not desire to obtain a degree but would like to upskill so that they can obtain a job in a fundraising position.

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3-5 Year Enrollment Projections

	Year 1	Year 2	Year 3	Year 4	Year 5	Five-Year Total
Student Headcount	5	10	20	30	40	105
FTE	3	5	12	16	22	58
Graduates	0	0	10	15	20	45

CSU-Global Undergraduate Admissions Requirements:

Applicants interested in pursuing a certificate or specialization at CSU-Global Campus must submit an application and pay the required application fee to be considered for admission. Applicants must also submit official transcripts from each postsecondary institution attended.

An offer of admission may be granted to applicants who have earned an Associate of Arts or an Associate of Science degree from a regionally accredited college or university OR to high school graduates (or GED equivalent) who have completed more than 12 transferable semester hours of credit from a regionally accredited college or university. Students with less than 30 semester hours of credit will be required to complete general education coursework before starting their major program.

After admission and receipt of official transcripts, evaluations of transferable credit will be completed. Each applicant must disclose all previous college experience on his or her application or be subject to delay of admission, loss of credit, rejection of application, and/or cancellation of enrollment. Colorado law requires an assessment of college-level and high school performance for applicants who graduated from high school (or equivalent) after spring 2008 or have fewer than

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30 transferable semester hours of credit at the time of application. High school transcripts may be required.

Faculty Resources – Current and Required:

We currently have the faculty needed for this program, as we are using existing courses.

Library Resources:

We currently have the resources needed for this program, as we are using existing courses.

Facilities, Equipment, and Technology – Current and Required:

None.

Certification Alignment:

The Certified Fundraising Executive (CFRE) credential was first awarded in 1981. In June 2013, the CFRE became the first globally recognized credential for fundraising professionals. Students wishing to become certified must work in fundraising for several years, have documented continued education, and pass an exam. Our specialization/certificate would meet the requirements for continued education.

Budget Summary:

This certificate program relies on existing courses from three programs. As such, there will be negligible costs associated with program development.

Financial Projections

Tuition projections are based on a rolling enrollment of five to 10 students required to take five courses.

	Year 1	Year 2	Year 3	Year 4	Year 5	Five-Year Total
Gross Revenue	42,000	84,000	168,000	268,000	336,000	898,000
Total Costs	0	0	0	0	0	0
Net Income	41,900	84,000	168,000	268,000	336,000	897,900

Projected Launch: 2019/2020 academic year.

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MATTERS FOR ACTION:

Undergraduate Certificate in Web Application Development

RECOMMENDED ACTION:

Moved that the Board of Governors approve the request from Colorado State University- Global Campus to approve the Undergraduate Certificate in Web Application Development.

EXPLANATION:

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

The undergraduate, standalone certificate (18 credits) in Web Application Development will provide a comprehensive stackable certificate in coding providing students with relevant industry coding principles and skills tied to professional careers. Coding using MySQL, JavaScript and PHP are included. Through this certificate CSU-Global looks to fill the rising need for web application developers as consumer demand continues to trend upward. Students enrolled in this certificate will be prepared to apply problem-solving solutions in the design and development of front-end and back-end web applications using JavaScript and PHP languages and become proficient in Python. Students will acquire a working knowledge of HTML programming and JavaScript through their development of web applications.

CIP Code: 11.0801

CSU-Global Campus
Undergraduate Certificate in Web Application Development

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This proposal serves as a request for approval for Certificate in Web Application Development

Title: Web Application Development

Degree Type: Certificate

STEM: Yes

Recommended CIP Code: 11.0801

Program Chair/Program Manager: Charles Lively, PC / Darlene Jaffke, PM

Name and Bio of Faculty Champion:

Dr. Charles Lively, Program Chair-BSIT

Dr. Charles Lively is the Program Chair for CSU-Global's Bachelor's Degree in Information Technology and Master's Degree in Information Technology Management programs. Dr. Lively holds a Ph.D. and M.S. in Computer Engineering from Texas A&M University and a B.S.E. in Computer Engineering with a minor in Mathematics from Mercer University.

In his career, Dr. Lively has worked as a Technical Advisor to The Go! Generation, and as a Software Engineer at IBM and Primoris Services, which has enabled him to stay abreast of the latest engineering trends and issues in technology and software development.

Overview of Certificate in Web Application Development:

This *stackable* certificate in coding provides participants with the desired industry coding skills of MySQL, JavaScript and PHP as well as professional career training. Students will apply tools necessary to design and develop content used on the web. With consumer demand trending up, web application creation and design will be a continuously growing field.

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Courses	Required to earn Certificate	Required to earn Specialization
ITS330/BIT330 Web Design and Development	x	x
ITS335/BIT335 Human Computer Interaction	x	x
ITS340/BIT340 Introduction to Programming with JavaScript	x	x
ITS345/BIT345 Web Development Principles with PHP	x	x
ITS410/BIT410 Database Management	x	x
ITS320/BIT320 Basic Programming	x	
	18 credits	15 credits

Description:

The undergraduate level Certification in Web Application Development provides students with the skills necessary to design and create web applications. Students will be prepared to apply broad problem-solving solutions in the design and development of front-end and back-end web applications using programming languages and database technologies.

Outcomes

1. Explain user interface requirements for a given web application.
2. Demonstrate designing a web application.
3. Develop user requirements in the creation of a web application.
4. Create a database to support a web development problem.
5. Acquire technical skills in programming web applications.
6. Acquire technical skills to pursue a position as a web application developer.

Prerequisite & Foundation Coursework:

None

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Courses/Course Learning Outcomes:

ITS/BIT330 Web Design and Development

This course offers an introduction to design principles, practices, processes, and technologies associated with web design. Students will gain an understanding of HTML programming, cascading style sheets, and JavaScript. Students will explore the effect of web compliance and accessibility standards on web design.

Course Outcomes:

1. Demonstrate the ability to create a website using HTML and cascading style sheets.
2. Examine accessibility as it relates to web design and technology.
3. Identify usability constraints as it relates to web design and technology.
4. Utilize cascading style sheets to position elements on a web page.
5. Apply basic usability and user-centered design principles.

ITS/BIT335 Human Computer Interaction

This course provides an introduction to Human-Computer Interaction (HCI) theories. Students will gain an understanding of the components required to design, evaluate, and implement an interactive computing system. The course will introduce concepts related to human psychology and perception, computer and interface system design, and system analysis.

Course Outcomes:

1. Explain human computer interaction and interaction theory.
2. Identify cognitive factors that influence a user-centered design.
3. Describe user requirements for a user-centered design.
4. Evaluate the complexity of a user interface design.
5. Communicate design principles for a user-centered design.
6. Discuss trends in human computer interaction to create a user-centered design.

ITS/BIT340 Introduction to Programming with JavaScript

In this course, students will learn object-oriented programming concepts using the JavaScript language. Students will demonstrate the ability to apply concepts of software design, encapsulation, and testing using JavaScript. Students will apply the JavaScript language in the creation of interactive web applications.

Course Learning Outcomes:

1. Apply programming concepts using JavaScript.
2. Discuss different JavaScript programming environments.
3. Create web applications using JavaScript.
4. Demonstrate the ability to use the document object model using JavaScript.

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5. Identify best practices in using JavaScript for Web application development.

ITS/BIT345 Web Development Principles with PHP

In this course, students will demonstrate the ability to create web applications using the PHP scripting language. Students will be able to develop database-driven web applications using an appropriate database. Students will gain the knowledge necessary to create client and server web application components.

Course Learning Outcomes:

1. Discuss the concepts associated with web servers and web clients in Web Application Development.
2. Create server-side scripts using PHP.
3. Demonstrate connecting to a database using PHP.
4. Identify design principles for creating web-based applications for a service.
5. Construct a web-application with server-side and client-side components.

ITS/BIT410 Database Management

This course teaches students to design, implement, and use database management systems. Students gain a working knowledge available of software packages, concepts of query languages, software integration, and database performance optimization. Students will also learn fundamentals of structured query language (SQL) used for such vocations as business analytics and reporting. Access to a Windows-based operating system is required for this class.

Course Learning Outcomes:

1. Identify MySQL installation steps.
2. Show how to configure a MySQL database.
3. Demonstrate how to store data in a MySQL table.
4. Examine the steps required to modify data in MySQL tables.
5. Establish how to connect to MySQL from a Python script.
6. Justify steps to improve the performance of a MySQL database query.

ITS/BIT320 Basic Programming

This course provides students with a detailed overview of fundamental programming, design, and testing concepts using Python. Students are introduced to the fundamentals of Python scripting and will become proficient in writing modular Python classes. At the core of class method development, students will write Python methods using lists, dictionaries, conditional logic, and looping controls.

Course Learning Outcomes:

1. Configure Python 3 on a personal computer and use pip to install Python packages.
2. Explain terminology used in programming and the tasks performed by a programmer.

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3. Develop applications using variables, constants, selection structure, and repetition structure.
4. Construct applications using function procedures, string manipulation, arrays, sequential access files, classes and objects.
5. Build applications used to plot and visualize data.
6. Use inheritance to develop object-based Python applications.
7. Identify Python programming exceptions

Mission Appropriateness:

Completion of this certificate will equip participants with the necessary skills to obtain an entry-level web-development position. CSU Global would be considered an industry provider of employees that are quickly and effectively trained in the skills that the IT and MIS fields are demanding. This aligns with Global 2.0 goals to bring innovative, engaging and interactive educational opportunities forward. The development of this certificate pushes CSU-Global to the forefront of the IT and MIS industry with respect to industry needs.

Rationale for offering Certificate:

- Data from the Bureau of Labor Statistics projects that the job market for web developers will continue to grow at a rate of 27% and current median pay of \$66,139 per year (Web Developer – Summary).
- JavaScript has recently been touted as the most popular programming language for entry-level developers (Ramel). In addition, JavaScript is considered the top scripting language to utilize in developing server-side scripts (Vaughan-Nichols).
- Over the past five years, there has been an increased emergence in coding and programming certificates primarily due to the fact that the industry has placed a significant value in their employees obtaining these skills.
- Participants are paying large tuitions for comparable certificates and the demand exceeds the supply. This provides CSU Global with a great opportunity, both financially and educationally.

Rationale for Offering Unique Model - Stackable to CSU-Global Programs:

Students will earn college credits upon completion of this certificate. These college credits can be applied to multiple undergraduate degree program requirements at CSU-Global. This represents a significant incentive for participants to return as students and ultimately become graduates in these programs. See below for details.

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Course Title	Credit towards Program Core	Credit towards Specializations
BIT330/ITS330 Web Design and Development	x	Web Application Development
BIT335/ITS335 Human Computer Interaction	x	Web Application Development
BIT340/ITS340 Introduction to Programming with JavaScript		Web Application Development
BIT345/ITS345 Web Development Principles with PHP		Web Application Development
BIT410/ITS410 Database Management	x	Information Technology Operations Web Application Development
BIT320/ITS320 Basic Programming	x	

Evidence of Student Demand:

As society continues to consume information in greater amounts, the demand for web developers will also increase. It is evident that both consumers and businesses are becoming more reliant on technology supporting the increased demand for overall software developers.

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Web design and programming with python and javascript are three of the top areas of interest expressed by students at CSU-Global. Frequently, students are looking to transfer courses from other institutions and further expand on the foundational knowledge obtained.

Industry leader names, titles, and bios (3) who have reviewed the proposal:

Jared West, IT and Project Manager, East-West Partners, jwest@ewpartners.com

Bio: Mr. Jared West is an Operations and Project Manager at East-West Partners. Mr. West is a certified Project Manager (PMP) and has been affiliated with East-West Partners in various roles since 2007.

Mike Steinke, IT Manager, City of Wheatridge, CO, MSteinke@ci.wheatridge.co.us

Bio: Mr. Michael Steinke serve as the IT Manager for the City of Wheat Ridge. Mr. Steinke has served as an IT Manager since 2005 and has a varied background in IT support and infrastructure management. Mr. Steinke has an MBA from the University of Phoenix and a BA from San Diego State University - California State University.

Peter Dellgren, Enterprise Architect, Long View Consulting, peter.dellgren@lvs1.com

Bio: Mr. Peter Dellgren serves as a Application Practice Lead and Enterprise Architect for Long View Consulting. Previous experiences have seen Mr. Dellgren serve as the IT Director for Nelnet Diversified Solutions and Operations Manager at Lockheed Martin.

Randy Kuehntopp, VP IT Services, Mental Health Partners, rkuehntopp@gmail.com

Bio: Mr. Randy Kuehntopp serves as the Vice President of Information Technology Services at Mentor Health Partners. Mr. Kuehntopp has serviced previously as the IT Director for Colorado Imaging Associates and a Sr. Solutions Engineer for Wellpoint/Anthem Blue Cross and Blue Shield.

Industry leader feedback:

The IT programmatic advisory board, comprised of the above industry leaders, concurs that the Programming Certificate would be a benefit to CSU-Global and to the IT industry. It will enable students to gain the requisite knowledge needed to enter positions as web application developers in a growing field.

Randy Kuehntopp

Mr. Kuehntopp has mentioned that skills related to web design and application development are in high demand. A Web Application Certificate would be beneficial in further allowing for prospective developers to learn these skills through the high-quality curriculum offered at CSU-Global.

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Mike Steinke

Mr. Steinke is a champion of incorporating web design and application development skills into the IT curriculum. Incorporating skills that include javascript, css, and python will further improve the skillset of potential employees. The Web Application Certificate offers an avenue to allow students to obtain these skills.

Peter Dellgren

Mr. Dellgreen encourages CSU-Global to create an appropriate avenue for providing students with Web Application development skills. CSU-Global has the opportunity to provide students with the skills required in this area.

Jared West

Mr. West has mentioned that Web Application development is one of the most sought-after positions in the IT industry. CSU-Global has the opportunity to provide students with these needed skills through a certificate that will expose students to the rigor and quality of CSU-Global IT courses.

Faculty Testimonials:

Dr. Denise Eggersman - Lead Faculty

Dr. Denise Eggersman is a current part-time faculty and Lead Faculty for the BSIT program. Dr. Eggersman has provided feedback that including a web development certificate would provide a boost to the quality of the current IT program. Specifically, incorporating python and javascript will give students an edge in better understanding web application development principles.

Dr. Charles Beverley - Lead Faculty

Dr. Charles Beverley is a Lead Program Faculty for the BSIT and MITM program at CSU-Global. Dr. Beverley has provided feedback that the track of courses provided in our Web Application Certificate will enable students to gain a strong understanding of core principles associated with Web Design and Application development. Dr. Beverley believes that the Web Application Certificate will expose students to top full-stack technologies, including, HTML5 and CSS, javascript, python, and MySQL.

Job & Compensation Outlook – Current and Future (10yrs):

The demand for software developers and programmers will increase by more than 24 percent from 2016 to 2026 with over 302,500 new jobs (BLS, 2018). In order to partially meet this demand, CSU-Global has worked to launch a certificate in web application development.

Industry demand has been evaluated through CSUGlobal contracted market research and through industry career growth projections.

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Demand projections and market research for positions aligned with this field are listed below:

x Jobs for **Software Developers** are expected to grow by 24 percent (much faster than average) from 2016-2026 with over 302,500 new jobs and an average salary of \$102,280 (BLS 2018)

x Jobs for **Web Developer** are expected to grow by 15% (Much faster than average) from 2016-2026 with over 24,400 new jobs and an average salary of \$66,130 (BLS 2018)

Total Development/Facilitation Cost:

Course Number	Course Title	Estimated Development Cost
BIT/ITS330	Web Design and Development	\$10,400
BIT/ITS335	Human Computer Interaction	\$10,400
BIT/ITS340	Introduction to Programming with Javascript	\$10,400
BIT/ITS345	Web Development Principles with PHP	\$10,400
BIT/ITS410 (existing course)	Database Management	\$0
BIT/ITS320 (existing course)	Basic Programming	\$0
Other Costs	Description	Estimated Cost
Conversion from ITS courses to bootcamp format (both parts)	Basic Conversion of ITS courses to BIT format. Includes CQPM, MMD, PC, Finisher, Copywriter, ID (PT).	\$5,970

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Instructor Facilitation	Per course: \$300/participant @10 = \$3,000 \$3,000/course @ 3 courses	\$9,000
Instructor Facilitation	Per course: \$300/participant @10 = \$3,000 \$3,000/course @ 3 courses (includes instructor rates for practicum days)	\$9,000
Total Cost	\$65,570	

Competitive Analysis (fully online programs):

Currently, there are a number of online and immersive (in-person) certificates that are being offered at a national level. The demand exceeds the supply with respect to program offerings.

CSU-Global Certificate tuition = \$7,250

Major U.S. competitive programs (titles & pricing) for certificate:

General Assembly, <https://generalassemb.ly/>

Web Development and Android Development Immersive Courses

15 weeks duration; Cost: \$13,500

CodeCraft, <https://www.codecraftschool.com/>

Part-Time UX Design

20-weeks duration; Cost: \$8,900

Galvanize, <https://www.galvanize.com>

Web Development Bootcamp, 24-weeks duration; Cost: \$21,000

CSU System competitive programs, titles, pricing, and positioning:

None

CCCS Associate programs and titles that would allow for transfer towards Bachelor's degree completion:

Certificate-None

3-5 Year Enrollment Projections

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	Year 1	Year 2	Year 3	Year 4	Year 5	Five Year Total
Student Headcount	10	15	15	15	15	70
FTE	1	1	1	1	1	5
Graduates	10	15	15	15	15	70

CSU-Global Undergraduate Admissions Requirements:

Applicants interested in pursuing a certificate at CSU-Global must submit an application and pay the required application fee to be considered for admission. Applicants must also submit official transcripts from each postsecondary institution attended.

An offer of admission may be granted to applicants who have earned an Associate of Arts or an Associate of Science degree from a regionally accredited college or university OR to high school graduates (or GED equivalent) who have completed more than 12 transferable semester hours of credit from a regionally accredited college or university. Students with less than 30 semester hours of credit will be required to complete general education coursework before starting their major program.

After admission and receipt of official transcripts, evaluations of transferable credit will be completed. Each applicant must disclose all previous college experience on his or her application or be subject to delay of admission, loss of credit, rejection of application, and/or cancellation of enrollment. Colorado law requires an assessment of college-level and high school performance for applicants who graduated from high school (or equivalent) after Spring 2008 or have fewer than 30 transferable semester hours of credit at the time of application. High School transcripts may be required.

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Faculty Resources – Current and Required:

Current resources such as the course development team include curriculum manager, ID, CE, editors, and production team. Faculty resources for execution of the Certificate (bootcamp format) will include the Program Chair-IT (Charles Lively) supported by his two full-time leads. Additionally, one faculty facilitator and the career services coordinator.

Library Resources:

The Colorado State University-Global Campus Library provides a comprehensive offering of online resources and support for all CSU-Global academic programs. The online library is open 24/7 to accommodate the scheduling needs of students and faculty members. Current library resources and services include:

- Online journal article databases in various subject areas
- Lynda.com
- Harvard Business cases and simulations
- CSU System joint resources
- eBook databases
- Government information
- General reference material, such as online dictionaries, encyclopedias, almanacs, etc.
- Article reserve for additional required readings
- Interlibrary loan for articles CSU-Global does not own
- Library tutorials and videos
- Tools for effective writing, online learning, and time management
- Virtual reference service – 24/7
- Print book catalogs
- APA resources for undergraduates, graduates, and capstone project needs
- Library houses capstone projects by invitation
- Library training sessions (Customized library sessions, individual sessions, and open sessions)

Due to the depth of current CSU-Global library resources, there are no new required resources for the Bachelor of Science in Computer Science.

Facilities, Equipment, and Technology – Current and Required:

As a fully online university, CSU-Global utilizes Schoology for its electronic learning environment. Schoology also provides hosting services that allow for optimum scalability/uptime and serves as the university's delivery system to provide:

- Automatic posting of assignment grades

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- Asynchronous participation and flexibility of access through several universally used web browsers, wherever there is an internet connection
- Course learning objectives and assessments
- Access to plagiarism software
- Consistency in course design and features

The LMS includes threaded discussion forums, group communication tools, group email, and announcements for integrated asynchronous communication. This software provides students and instructors with real-time interaction options that can be recorded and replayed to enhance interaction and student learning including video conferencing, live lectures, group meetings, polling, and white-boarding.

CSU-Global provides access to 24/7 live tutoring and technical support, library database and academic resources, career information and services, and student feedback and surveys. This includes Adobe Suite Applications: Illustrator, InDesign, Photoshop, C++, C#, Python, CSS, HTML, JavaScript, PHP, SQL, Windows 7/10 and Linux. To monitor student learning, CSU-Global Campus uses two cycles of assessment Waypoint software to store data. Rubrics are incorporated in each online classroom to measure and assess student performance in discussion board activities, mastery exercises, critical thinking assignments, and portfolio projects. The assessment process and faculty dialog are maintained in Taskstream, a web-based assessment tool designed to manage quality improvement processes.

Certification Alignment:

Undergraduate Certificate in Web Application Development.

Budget Summary:

The proposition of running a Certificate annually produces a very favorable revenue model. The only costs associated after year 1 development is the facilitator stipends. Course revisions associated with industry changes will be included in the natural revision process as these certificate courses are cross-listed to program courses. Year 3 to 5 gross revenue also assumes no rate increase, which can be considered as the Certificate becomes more well-known.

Financial Projections

	Year 1	Year 2	Year 3	Year 4	Year 5	Five Year Total
Gross Revenue	\$72,500*	\$150,000*	\$150,000	\$150,000	\$150,000	\$672,500

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Total Costs	\$58,970	\$22,500	\$22,500	\$22,500	\$22,500	\$148,970
Net Income	\$13,530	\$127,500	\$127,500	\$127,500	\$127,500	\$523,530

*Year 1 Gross Revenue

Participant Fees (Part 1)	\$5,500 @ 10 participants= \$55,000	\$27,500
Participant Fees (Part 2)	\$4,500 @ 10 participants	\$45,000
Gross Revenue		\$72,500

**Year 2 Gross Revenue

Participant Fees (Part 1)	\$5,500 @ 15 participants	\$82,500
Participant Fees (Part 2)	\$4,500 @ 15 participants	\$67,500
Gross Revenue		\$150,000

Projected Launch: Spring, 2019

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MATTERS FOR ACTION:

Undergraduate Certificate in Digital Marketing

RECOMMENDED ACTION:

Moved that the Board of Governors approve the request from Colorado State University- Global Campus to approve the Undergraduate Certificate in Digital Marketing.

EXPLANATION:

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

The undergraduate, standalone Certificate (21 credits) in Digital Marketing is designed for undergraduate students who would like to broaden their academic background in digital marketing and develop the knowledge and skills associated with creating a successful and effective digital marketing strategy. In this certificate program, students will embrace the contribution of digital marketing in the overall marketing campaign using email, websites, social media, mobile marketing, video marketing and display advertising that works to further enhance an organization's competitive advantage. Students will gain an improved understanding of the application of digital metrics through SEM, SEO, and PPC, as well as the measurement and predictive analysis techniques for marketers.

CIP Code: 52.1401

CSU-Global Campus
Undergraduate Certificate in Digital Marketing

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This proposal serves as a request for approval for undergraduate-level Certificate in Digital Marketing.

Title: Digital Marketing

Degree Type: Undergraduate Certificate

STEM: No

Recommended CIP Code: 52. 1401

Program Chair/Program Manager: Dr. Jason Geesey, PC / Dr. Darlene Jaffke, PM

Name and Bio of Faculty Champion: Dr. Jason Geesey: Program Chair, Marketing

Dr. Geesey currently serves as the Program Chair, Marketing. He obtained his doctorate degree in Business Administration with an emphasis in Marketing from Argosy University and earned a master's degree in Business Administration from Azusa Pacific University. Besides Dr. Geesey's collegiate teaching experience, his background also includes review and assessment coordination responsibilities as well as course development for multiple universities and colleges.

Dr. Geesey's professional background includes 15 years as a professional business and marketing consultant focusing on startups and business development opportunities. He also worked as a product manager for a large U.S. construction rentals company and held general management positions.

Overview of Certificate in Digital Marketing:

The addition of an undergraduate level Certificate in Digital Marketing provides students with an understanding of digital marketing and helps them develop the skills associated with creating a successful and effective digital marketing campaign. It embraces the contribution of digital marketing in the overall marketing campaign incorporates the use of email, websites, social media, mobile marketing, video marketing and display advertising that works to further enhance an organization's competitive advantage. The goal is to improve the application of digital metrics in understanding the targeted customer through SEM, SEO, and PPC, as well as the measurement and predictive analysis techniques for marketers.

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Courses	Required to earn Title IV Certificate	Required to earn Specialization
MKG310 Introduction to Marketing	x	x
MKG340 Product & Brand Management	x	
MKG420 Digital Marketing	x	x
MKG370 Website and Content Marketing	x	x
MKG380 Social Media Marketing	x	x
MKG400 International & Multicultural Marketing	x	
MKG430 Market Research Through Digital Metrics & Analytics	x	x
	21 credits	15 credits

Description:

The undergraduate-level Certificate in Digital Marketing provides students with a working knowledge of digital-marketing skills leading to the compilation of an effective digital marketing campaign. Students will obtain a working knowledge of the use of email, websites, social media, mobile marketing, video marketing and display advertising, as well as SEM, SEO and PPC.

Outcomes:

1. Apply current digital theory in the field of marketing.
2. Explain the impact of global competition, market forces and other external factors on the success and failure of specific digital marketing initiatives.
3. Use digital marketing research tools and predictive analytics tools.

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4. Demonstrate analytical and critical-thinking skills with direct application to business/marketing environments through technology.

Prerequisite & Foundation Coursework:

No prerequisite or foundational coursework is required.

Courses/Course Learning Outcomes:

MKG310 Introduction to Marketing (EXISTING)

This course provides a general introduction to marketing principles and policies. Topics presented include marketing functions, price policies and controls, distribution channels, merchandising, and market research as well as competitive practices and government regulations, product development, and integration of marketing using digital technology are presented. Students also gain a basic understanding of the 4Ps (product, place, price, promotion), and current issues.

Course Outcomes:

1. Explain what marketing is and how it differs from selling and advertising.
2. Identify a target market for a specific product using segment variables to maximize long-term sales and profits.
3. Compare pricing strategies based on cost, demand, competition, and customer needs.
4. Design the marketing communication mix for a specific product, including digital content.
5. Explain the role of marketing channels.
6. Explore ethical matters as they pertain to marketing.
7. Prepare a marketing plan suitable for corporate/industry presentation.

MKG340 Product & Brand Management (EXISTING)

This course provides an analysis of product and brand management as applied to goods and services. Students will be prepared to create value to targeted customers via ideation, planning/design, and implementation of successful product and brand development strategies. Brand elements will be analyzed for effectiveness.

Course Outcomes:

1. Students will understand the difference between product and brand-management roles and responsibilities.
2. Analyze the steps in the strategic brand-management process.
3. Assess elements that create effective brands.
4. Develop strategies for new product introduction, as well as managing products over their life cycle.
5. Evaluate brand and product performance.

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6. Identify legal, ethical, and technological product/brand issues in domestic and global business environments.

MKG420 Digital Marketing (EXISTING)

This course provides the student with a theoretical and application-oriented understanding of the internet marketplace and its role in an overall marketing strategy. The course examines the vital daily functions a company performs with regards to digital marketing, including email marketing, social media, mobile marketing, video marketing, and display advertising.

Additionally, this course provides a basic understanding of how to measure the effectiveness of and assess ethical issues associated with digital marketing.

Course Outcomes:

1. Apply the principles of branding, customer-lifetime value, and customer retention to digital marketing.
2. Understand how digital practices support a mix of an organization's domestic and global marketing strategies plus communications.
3. Describe how a company uses various tools including email, display advertising, video, and social media — as part of an overall marketing strategy.
4. Evaluate the use of mobile marketing and mobile apps as an emerging marketing force.
5. Analyze how digital-marketing efforts are evaluated using search engine optimization, social media metrics, lead generation, and other methods.
6. Assess the challenges with privacy, security, and ethics associated with digital marketing.

MKG370 Website and Content Marketing (NEW)

This course examines content marketing through the use of internet tools such as websites, search engines, mobile platforms and video/image-based marketing. It further examines how popular website development tools are used to create engaging and interactive websites.

Additionally, the course reviews search engine marketing (SEM) leading to search engine optimization (SEO) and pay-per-click advertising (PPC).

Course Outcomes:

1. Describe how websites as a source of e-marketing and the use of mobile platforms have changed the way consumers shop.
2. Analyze SEM, SEO and PPC strategies to optimize marketing efforts.
3. Apply the use of content marketing through creative, copy and video/image-based marketing.
4. Differentiate website tools used in website design and development.
5. Assess the value to a company of web analytics and optimization.
6. Evaluate legal and ethical issues associated with e-marketing.

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MKG380 Social Media Marketing (NEW)

This course provides the student with a conceptual framework for how social media is strategically used in a marketing plan. It examines the use of popular well-established social media platforms as well as emerging forms to include email marketing, mobile marketing, gaming, and location-based mediums. Additionally, this course provides a basic understanding of how to measure the effectiveness of, and assess ethical issues associated with, social media marketing.

Course Outcomes:

1. Compare traditional marketing techniques to social media techniques.
2. Examine the rules of engagement for social media marketing.
3. Evaluate different types of social media platforms: social networks, micro blogs, content sharing, content creation, and video marketing.
4. Examine use of content marketing: publishing articles, white papers, and E-books.
5. Analyze mobile marketing on social media platforms.
6. Assess the ethical relationship between social media monitoring, customer trust and data governance.

MKG400 International & Multicultural Marketing (EXISTING)

This course provides a conceptual framework for marketing internationally using both traditional and digital marketing methods. Students explore development of international marketing programs as well as the various macro-environmental factors that affect decision-making in an international setting. Additionally, a multicultural view of marketing will look at differences across diverse consumer segments to influence future consumption.

Course Outcomes:

1. Identify and demonstrate knowledge of the dynamics of the world economy, of major national markets; and political, social, and cultural environments.
2. Analyze global buyer behavior, competition, and marketing research using an array of information and data obtained through both traditional and digital research methods.
3. Define the issues companies face regarding controllable and uncontrollable factors that affect the development of global-marketing strategies.
4. Describe the issues pertaining to the adaptation of products and services to global markets and the capability to develop global product strategies.
5. Assess the key factors affecting the complex management of global pricing policies and demonstrate the capability to design a global pricing strategy.
6. Illustrate global-distribution systems and methods for selecting, locating, and managing channel members.
7. Analyze how to develop a global promotion strategy given cross-cultural differences using both traditional and digital marketing strategies.

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8. Discuss key external factors that influence global advertising; demonstrate effective corporate communication sensitive to global, cultural differences.

MKG430: Market Research Through Digital Metrics & Analytics (NEW)

This course relates traditional market research concepts to the digital marketing platform through the use of SEM, SEO and PPC towards web optimization. The course reviews measurement and predictive analytics for marketers. Additionally, this course reviews Google Analytics and Google Adwords in a marketing application.

Course Outcomes:

1. Compare traditional market research techniques to digital techniques.
2. Examine marketing analytics, including data collection, analysis, assessment, and the use of big data.
3. Evaluate measurement techniques used within the digital interface.
4. Relate digital marketing research to the predictive-analytics models.
5. Assess the ethical relationship between brands, customer trust and data governance.

Mission Appropriateness:

This certificate aligns with CSU-Global's commitment to providing students with the most current, relevant skills aligned to industry requirements. Through this certificate, students will acquire digital marketing skills and a working knowledge of digital tools that are a necessity in the field of marketing today.

Rationale for offering undergraduate-level Certificate:

- It is predicted that there will be over 150,000 digital marketing jobs by 2020
- The demand for digital marketing professionals will rise 38 percent in 2018
- Encourages enrollment of marketing degree program
- Keeps CSU-Global relevant amongst competing universities that offer a digital marketing degree/specialization.
- The certificate offers flexibility to current undergraduate degree programs such as: Management, Communications, Information Technology, and Management Information Systems
- The certificate enhances current Marketing degree program
- Enhances alignment with American Marketing Association

Rationale for Offering Unique Model - Stackable to CSU-Global Programs:

Students will earn college credits while completing this certificate. These college credits can be applied to a number of different undergraduate degree program requirements at CSU-Global. This represents a significant incentive for participants to return as students and ultimately graduate from these programs. See below for details.

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Course Title	Credit towards Program Core	Credit towards Specializations
MKG310 Introduction to Marketing	BSACT, BSBM, BSMK	BMGT, HTM, MKG
MKG340 Product and Brand Management	BSMK	MKG
MKG420 Digital Marketing	BSMK	
MKG370 Website and Content Marketing		
MKG380 Social Media Marketing		
MKG400 International & Multi-Cultural Marketing	BSMK	INTB
MKG430 Market Research Through Digital Metrics & Analytics		

Evidence of Student Demand:

Student demand coincides with the large number of institutions (varying regional locations) that are offering certificate or similar offering. This addition is necessary in keeping CSU-Global's Marketing program relevant and growing.

According to the Bureau of Labor Statistics the demand for digital marketers will outpace the number of graduates from current digital marketing programs. This provides evidence that is reinforced by the number of competing institutions offering a digital-marketing program. In fact, the industry is seeking specific marketing certificates in areas such as digital, social media, and research. Thus, many students are seeking institutions that provide these certifications and certificates to meet industry needs. The traditional marketing degree is considered broad in scope and, as evidenced by competing institutions, are providing certificates.

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Both for-profit and nonprofit organizations are in huge demand for digital-marketing experts as many current marketing professionals are returning to academia to obtain digital-marketing skill sets. The certificate will complement the program and encourage students to earn a degree that is not only current, but that is highly sought after.

Industry leader names, titles, and bios who have reviewed the proposal:

Carrie Drake, Director of Marketing, OG Systems

Jean Borman, Lead Associate, Booz, Allen, Hamilton

Industry leader feedback:

Carrie Drake

The relevance of including digital marketing within a marketing curriculum is significant. Differentiation of our program is through the inclusion of digital marketing tools providing students with a “working knowledge” of digital-marketing skills to increase workplace efficiency and marketability.

Jean Borman

In today’s world, the push is towards a lean approach in marketing. In other words, increase the marketing efforts at lower costs or get more marketing with less dollars. Target marketing as a whole is more important now than ever before. Understanding how to reach people where they are is a requirement to be a successful marketer in today’s world. All of this can be accomplished more efficiently with digital marketing.

Faculty Testimonials:

Dr. Rodney Hagedorn - Lead Faculty

In today’s highly competitive market a certificate in digital marketing will help individuals reach their professional goals within the ever-changing industry. This is a great way to refresh or upgrade a professional’s career in a rapidly changing market without having to earn a second degree.

Leon Chickering - Lead Faculty

Leon adds that placing the emphasis in the digital space is a difference maker for those choosing a certificate to enhance their marketing degree. This has been a trend as many companies are offering tuition reimbursement rather than training their staff.

Alan Christopher - Adjunct Faculty

As an adjunct faculty for several institutions, all of my social media and digital-marketing courses are typically at full capacity. These courses are popular amongst non-marketing majors

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and relate to the current generation. Additionally, there is a large demand for adjunct instructors with digital or social media marketing expertise.

Job & Compensation Outlook – Current and Future (10yrs):

The demand for digital marketing professionals is expected to continue to grow rapidly as the use of data analytics in marketing expands. Furthermore, digital-marketing manager salaries are expected to average between \$83,015 and \$119,106 by the end of 2018. (Job Pulse, 2018).

Total Development Cost:

Course Number	Course Title	Estimated Development Cost
MKG370	Website Content & Marketing	\$10,400
MKG380	Social Media Marketing	\$10,400
MKG340	Marketing Research through Digital Metrics & Analytics	\$10,400
Other Costs	Description	Estimated Cost
New Library Database	None additional	\$0
Tutoring	None additional	\$0
Custom Multimedia Development	Creation of two custom interactive multimedia videos per course	\$7,000
Total Cost		\$38,200

Competitive Analysis (fully online programs):

CSU-Global certificate tuition (21 credits) = \$7,350

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Major U.S. competitive programs (titles & pricing)

CONCENTRATIONS IN DIGITAL (Alignment with our certificate):

Arizona State University (Online)

Marketing B.S. with a concentration in Digital and Integrated Marketing Communications

- Fall 2017/Spring 2018 Tuition (6 credit hours)
- Resident: \$3,060
- Non-Resident: \$3,510

Azusa Pacific University (Online)

Management BA with a concentration in Digital Marketing

- Fall 2017/Spring 2018 Tuition (15 credit hours)
- Resident: \$6,750
- Non-Resident: \$3,510

CSU System competitive programs, titles, pricing, and positioning:

None.

CCCS Associate programs and titles that would allow for transfer towards Bachelor's degree completion:

Arapahoe Community College

Certificate in Business Administration

AAS in Business Administration - General Business

AAS in Business Administration - Management

AAS in Business Administration - Marketing

Community College of Aurora

Certificate in Business Administration

Certificate in Computer Information Systems

AA in Business Administration

AA in Communications

AAS in Computer Information Systems

Community College of Denver

Certificate in Business

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Certificate in Communications

Certificate in Information Systems

AA in Business

AA in Communications

AAS in Computer Information Systems

Student Population in and Profile:**3 to 5 Year Enrollment Projections Certificates**

	Year 1	Year 2	Year 3	Year 4	Year 5	Five Year Total
Student Headcount	5	15	20	25	35	100
FTE	3	5	12	16	20	56
Graduates	0	3	10	15	20	48

CSU-Global Undergraduate Admissions Requirements:

Applicants interested in pursuing a certificate at CSU-Global Campus must submit an application and pay the required application fee to be considered for admission. Applicants must also submit official transcripts from each postsecondary institution attended.

An offer of admission may be granted to applicants who have earned an Associate of Arts or an Associate of Science degree from a regionally accredited college or university OR to high school graduates (or GED equivalent) who have completed more than 12 transferable semester hours of

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credit from a regionally accredited college or university. Students with less than 30 semester hours of credit will be required to complete general education coursework before starting their major program.

After admission and receipt of official transcripts, evaluations of transferable credit will be completed. Each applicant must disclose all previous college experience on his or her application or be subject to delay of admission, loss of credit, rejection of application, and/or cancellation of enrollment.

Faculty Resources – Current and Required:

CSU-Global Campus currently has six faculty members with backgrounds in digital marketing. Their cumulative knowledge will serve as sufficient resources for both the development and initial roll-out of the certificate. Once demand increases, additional faculty will need to be recruited.

Library Resources:

Due to the depth of current CSU-Global library resources, there are no additional resources required.

Facilities, Equipment, and Technology – Current and Required:

Current facilities, equipment and technology will adequately support this specialization.

Certification Alignment:

Undergraduate Certificate in Digital Marketing.

Budget Summary:

This certificate program relies on adding three new courses for the marketing program and utilizing four existing courses from the existing program. As such, there will be negligible costs associated with program development.

The assumptions behind these predictions are that student enrolments will be five in the first year, 15 in the second, 20 in the third, 25 in the fourth, and 35 in the fifth. The current per-credit cost is \$467 for undergraduate tuition, with a total of \$9,807 per student. Students are required to complete 21 credits for this program and will complete the certificate in one year based on these calculations. The net income is 25 percent of the overall revenue.

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Financial Projections

	Year 1	Year 2	Year 3	Year 4	Year 5	Five Year Total
Gross Revenue	\$49,035	\$147,105	\$195,140	\$245,175	\$343,245	\$979,700
Total Costs	\$38,200	\$0	\$0	\$0	\$0	\$38,200
Net Income	\$10,835	\$147,105	\$195,140	\$245,175	\$343,245	\$941,500

Projected Launch: Winter, 2019

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MATTERS FOR ACTION:

Graduate Certificate in Strategic Digital Information in Marketing

RECOMMENDED ACTION:

Moved that the Board of Governors approve the request from Colorado State University- Global Campus to approve the Graduate Certificate in Strategic Digital Information in Marketing.

EXPLANATION:

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

The graduate, standalone certificate (21 credits) in Strategic Digital Information in Marketing is aimed at graduate students who would like to acquire the necessary strategic digital marketing knowledge resulting from the significant changes in marketing techniques. The focus will be on current advances in marketing including digital, internet, mobile and e-commerce strategies as they integrate with traditional marketing practices. The certificate will also provide knowledge in the methodologies involved with the effective use of the data analytics in marketing. Providing the mid-level manager with this knowledge will increase their leadership effectiveness and assist in achieving their goal of reaching global audiences.

CIP Code: 52.1303

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CSU-Global Campus
Graduate Certificate in Strategic Digital Information Marketing



Title: Strategic Digital Information in Marketing

Degree Type: Graduate Certificate

STEM: No

Recommended CIP Code: 52.1401

Program Chair/Program Manager: Dr. Jason Geesey, PC / Dr. Darlene Jaffke, PM

Name and Bio of Faculty Champion:

Dr. Jason Geesey: Program Chair-Marketing

Dr. Geesey currently serves as the Program Chair-Marketing. He obtained his doctorate degree in Business Administration with an emphasis in Marketing from Argosy University and earned a master's degree in Business Administration from Azusa Pacific University. Besides Dr. Geesey's collegiate teaching experience, his background also includes review and assessment coordination responsibilities as well as course development for multiple universities and colleges.

Dr. Geesey's professional background includes fifteen years as a professional business and marketing consultant focusing on startups and business development opportunities. He also worked as a product manager for a large US construction rentals company and held general management positions.

Overview of Certificate in Strategic Digital Information:

The addition of a graduate level Certificate in Strategic Digital Information in Marketing provides students with the necessary knowledge and tools to function in leadership roles within the marketing field. The focus will be on current advances in marketing including digital, internet, mobile and e-commerce strategies as they integrate with traditional marketing practices.

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The certificate will also provide knowledge in the methodologies involved with the effective use of data analytics in marketing. Providing the mid-level manager with this knowledge will increase their leadership effectiveness and assist in achieving their goal of reaching global audiences.

Courses	Required to earn Certificate	Required to earn Specialization
MKG500 Marketing Management	x	x
ORG502 Effective Organizations- Theory and Practice	x	
ECN500 Global Economics	x	
MIS500 Foundations of Data Analytics	x	
MKG510 Strategic Analysis of IMC & Digital Marketing	x	x
MKG520 Management of Market Research & Digital Analytics	x	x
MKG530 Global Brand & Product Management	x	x
	21 credits	12 credits

Description:

The Graduate level Certificate in Strategic Digital Information in Marketing provides students with the foundation and framework for a leadership role in marketing. The focus will be on the development of leadership skills in the marketing discipline and brings skills up-to-date with current digital strategies that integrate with traditional marketing practices to remain relevant in today's rapidly changing markets (domestic and global). Additional emphasis will be on the

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integration of digital technologies with product and brand management concepts in maximizing focus on the preferred target market while maintaining brand preference in the industry.

Outcomes:

1. Construct traditional and digital marketing strategies that align with the marketing mix to establish and/or maintain global and industry competitive advantage.
2. Describe effective brand and product management leadership strategies.
3. Contrast digital and traditional market research.
4. Create strategic recommendations through digital analytics and traditional marketing

Prerequisite & Foundation Coursework

None

Courses/Course Learning Outcomes:

MKG500: Marketing Management (NEW)

This course examines the strategic management, implementation, and control of marketing programs within an organization. Students conduct analysis of the internal and external environment with respect to both the controllable and uncontrollable market variables. Students will apply the marketing mix to complex business decisions while maximizing reach to the target market.

Course Outcomes:

1. Explore the influence of internal and external environmental factors on marketing strategies.
2. Analyze how competitor actions and changes in the industry impact an organization.
3. Examine market segmentation, target marketing and value proposition through customer relationship management (CRM).
4. Summarize product and brand management within an organization.
5. Explain positioning, differentiation, and competitive advantage as it relates to the marketing mix and to solving complex business challenges.
6. Describe pricing and distribution strategies.
7. Discuss key promotional aspects in managing advertising, personal selling, and public relations while most effectively reaching the target market.

ORG502: Effective Organizations-Theory and Practice

In this course, students gain an understanding of managing operational and strategic issues in public and private organizations facing accelerated social, economic, and technological changes. Students will examine organizational theory, strategic thinking and management, and theories guiding decision making, leadership, organizational culture, and change management.

Course Outcomes:

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1. Apply leadership and management theories to identified business problems.
2. Analyze the structures and functions of businesses operating in a global economy.
3. Assess the relationship between effective leadership, strategy, culture, management, and organizational success.
4. Explore and evaluate the core principles, processes, and paradigms of effective management including operations management, decision models, communication skills, and management control.
5. Utilize decision models and processes in identifying and exploring business problems and construct and apply problem-solving strategies to applied business problems.

ECN500: Global Economics

This course applies and examines classical economic knowledge of international trade and finance to inform decision making in the areas of business, management, and policy. Topics such as classical trade theory, barriers to trade, regulatory policies, gross domestic product, and international banking are explored.

Course Outcomes:

1. Develop perspective on national, international, and global institutions of business and finance.
2. Examine economic claims and arguments in a broad social and political context.
3. Apply economic thinking to business and policy decision making.
4. Use appropriate economic theories to describe changes in the economic environment.
5. Apply economic theories of public policy to extrapolate the impact these policies will have on businesses.

MIS500: Foundations of Data Analytics

This course introduces students to the methodologies, techniques, and tools most commonly used in data analytics. These foundational methods are from the fields of statistics, operations research, and information systems. Topics include techniques and tools for visualization, inference, forecasting, optimization, simulation, and data mining.

The emphasis is on exposing the student to the techniques and software tools that are used in the industry and will be leveraged throughout the rest of the program.

Course Outcomes:

1. Describe and evaluate the landscape of data science and analytics including their history, purpose, application in business, and skill sets needed to be a data scientist.
2. Assess the business issues that data science and analytics can address and resolve.
3. Apply various tools, coding languages, and analytics techniques for business decision making through descriptive, predictive, and prescriptive analytics.
4. Investigate how to extract, transform, integrate, load, and access large data sets, and articulate analytical conclusions and recommendations in written and visual formats.

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MKG510: Strategic Analysis of IMC & Digital Marketing (NEW)

This course provides the student with a managerial and theoretical understanding of the internet marketplace and its role in an overall marketing strategy. The course examines the vital daily functions a company performs with regard to digital marketing and how integrated marketing communications is utilized for improving customer retention, service, and relationships. Additionally, this course provides a basic understanding of the legal and ethical implications associated with digital marketing.

Course Outcomes:

1. Illustrate how a coordinated marketing mix-campaign effectively utilizes integrated marketing communications.
2. Discuss the importance of maintaining a consistent integrated marketing communications promotional program within an organization.
3. Examine the effectiveness of digital marketing techniques in reaching and maintaining a high level of customer relationship management (CRM).
4. Describe the financial implications of using digital marketing techniques in the overall marketing program.
5. Assess the legal and ethical implications of traditional- and digital-marketing methods.

MKG520: Management of Market Research & Digital Analytics (NEW)

This course explores current market-research methods through both traditional and digital methodologies. Management and analysis of vast amounts of available data through digital analytics will be emphasized. Examination of how using research and analytics can positively impact overall organizational effectiveness.

Course Outcomes:

1. Describe how traditional- and digital-marketing techniques work collaboratively to solve complex business challenges.
2. Summarize big data concepts and the use of individualized, interactive, and real-time marketing tools.
3. Explain how digital analytics and measurement can enhance domestic and global strategic-planning.
4. Analyze how the use of digital metrics & analytics impact the relationship with customers.
5. Assess the ethical relationship between brand management, consumer privacy, and data governance.

MKG530: Global Brand & Product Management (NEW)

This course examines present-day strategies for implementing product and brand campaigns in domestic and global markets. Students will analyze the management of segmenting, targeting, and positioning brands to diverse consumers and markets through the use

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of technology. In addition, students will evaluate and apply ethics to global products and brands for competitive advantage.

Course Outcomes:

1. Examine the differences for managing domestic versus global brands and products.
2. Utilize SWOT and PEST tools to enhance global brands and products.
3. Explain differing strategies for effectively launching a new global product.
4. Analyze how to create and manage a global product strategy that will create long-term brand equity.
5. Discuss legal, ethical, and technology product/brand issues related to global brands and products.

Mission Appropriateness:

The CSU-Global mission is to advance the success of nontraditional adult learners in a global society through degree programs, specializations and certificates characterized by academic excellence, career driven objectives, innovative delivery technologies and strong stakeholder engagement. Offering a certificate further extends current marketing and digital thought to adult students in Colorado and beyond. As a public online university, CSU-Global provides adult learners with a cost-effective, flexible alternative to adult students looking to advance their marketing management and digital marketing knowledge and skillset.

Rationale for offering graduate level certificate in Strategic Information in Marketing:

- Demand for Marketing Managers in the U.S. will grow 9% between now and 2024
- There were over 249,600 marketing management positions in 2016.
- Job progression into middle management marketing careers require a graduate level degree.
- Predicted increase in popularity of graduate level marketing certificates as mid-level managers look for relevant certificates that will modernize their resumes.
- Certificate will be attractive as mid-level managers look for technology and digital knowledge that were not available during the past 5 years.
- Certificate enhances current Undergraduate Marketing degree program.
- Enhances alignment with American Marketing Association.

Rationale for Offering Unique Model - Stackable to CSU-Global Programs:

Students will earn college credits towards a total of six courses upon completion of this certificate. These college credits can be applied to current and proposed degree program requirements at CSU-Global. This represents a significant incentive for participants to return as students and ultimately graduate from these programs.

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Evidence of Student Demand:

- Technology and digital methods have transformed the marketing world exponentially. Students need to maintain this updated marketing education in order to stay relevant.
- The use of data analytics is critical in every field, including marketing. Marketing leadership needs this knowledge in order to effectively operate their marketing departments.
- A graduate level certificate provides mid-level managers with digital marketing knowledge that may not have been in existence when they were in their undergraduate programs.

Industry leader names, titles, and bios who have reviewed the proposal and their comments:

Carrie Drake, Director of Marketing; OG Systems
Jean Borman, Lead Associate; Booz, Allen, Hamilton

Industry leader feedback:

Carrie Drake

Digital marketing is a skill set that is critically in demand within today's small, medium and large corporations. Currently, the industry acknowledges the value of CSU-Global providing a graduate level certificate in Strategic Digital Information in Marketing.

Jean Borman

In today's world, the push is towards a lean approach in marketing. As a result, a larger percentage of marketing professionals are returning to academia to obtain a skill set in digital marketing and using the certificate they earn for organizational advancement. Mid-level management positions including Product Manager and Marketing Manager positions require knowledge of these digital technologies.

Faculty Testimonials:

Dr. Rodney Hagedorn - Lead Faculty

A certificate in marketing will help individuals reach their professional goals within the industry especially with CSU-Global's emphasis in the digital space. This is a great way to refresh or upgrade a mid-career professional as certificates are preferred due to the rapidly changing trends in the digital marketplace.

Leon Chickering - Lead Faculty

Leon concurs with Dr. Hagedorn but adds that the emphasis in the digital space is a difference maker for those choosing a certificate to enhance their previous degree.

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Job & Compensation Outlook – Current and Future (10yrs):

The demand for Marketing Managers is forecasted to grow 9% between now and 2024 in the U.S. Currently there were over 249,600 marketing management positions in 2016 and the outlook is very promising for those in this field.

The predicted increase in graduate level marketing certificates will rise in the next 10 years as mid-level managers look for relevant certificates that will modernize their resumes.

Compensation for marketing managers are high as the median income ranges from \$100,000 - \$130,000. The median income for college instructors start at \$45,000.

Total Development Cost:

Course Number	Course Title	Estimated Development Cost
MKG500	Marketing Management	\$10,400
MKG510	Strategic Analysis of IMC & Digital Marketing	\$10,400
MKG520	Management of Market Research & Digital Analytics	\$10,400
MKG530	Global Brand & Product Management	\$10,400
Other Costs	Description	Estimated Cost
New Library Database	No additional database is necessary.	\$0
Tutoring	No additional tutoring services is necessary	\$0
Total Cost		\$41,600

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Competitive Analysis (fully online programs):

CSU-Global certificate tuition (21 credits) = \$10,500

Major U.S. competitive programs (titles & pricing)

Harvard University (Online)

Marketing

- Fall 2017 /Spring 2018 Tuition (15 credit hours)
 - Online \$13,500

University of Central Florida (Online)

Marketing Hospitality

- Fall 2017 /Spring 2018 Tuition (9 credit hours)
 - Online \$18,760

Pennsylvania State University – World Campus

Marketing Analytics

- Fall 2017 /Spring 2018 Tuition (12 credit hours)
 - Online \$11,160

Liberty University (Online)

Marketing

- Fall 2017 /Spring 2018 Tuition (9 credit hours)
 - Online: \$5,535

CSU System competitive programs, titles, pricing, and positioning:

None

CCCS Associate programs and titles that would allow for transfer towards Bachelor's degree completion:

None

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3 to 5 Year Enrollment Projections

	Year 1	Year 2	Year 3	Year 4	Year 5	Five Year Total
Student Headcount	5	15	25	30	35	105
FTE	3	5	13	17	22	60
Graduates	0	1	12	20	20	53

CSU-Global Graduate Admissions Requirements:

Standard graduate student admissions requirements as stated in the catalog.

Faculty Resources – Current and Required:

CSU-Global currently has sufficient staff with terminal degrees in marketing and an academic and practitioner background in marketing management and leadership. This will provide sufficient resources for both the development and initial roll-out of the graduate level certificate.

Library Resources:

Facilities, Equipment, and Technology – Current and Required:

Current library facilities, equipment and technology will provide necessary resources for students and faculty involved with this specialization.

Certification Alignment:

Graduate Certificate in Strategic Marketing.

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Budget Summary:

This certificate program relies on adding four new courses from the Marketing program and utilizing three existing courses from the MIS and MSM. As such, there will be negligible costs associated with program development.

Financial Projections:

The assumptions behind these predictions are that student enrolments will be 5 the first year, 15 the second, 25 the third, 30 the fourth, and 35 the fifth. The current per credit cost is \$500 for graduate tuition generating a total expense of \$10,500 per student. Students are required to finish 21 credits for this program and will complete the certificate in one year based on these calculations.

	Year 1	Year 2	Year 3	Year 4	Year 5	Five Year Total
Gross Revenue	\$52,500	\$157,500	\$262,500	\$315,000	\$367,500	\$1,155,000
Total Costs	\$41,600	\$0	\$0	\$0	\$0	\$41,600
Net Income	\$10,900	\$157,500	\$262,500	\$315,000	\$367,500	\$1,113,400

Projected Launch: Winter, 2019

Board of Governors of the Colorado State University System
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 Consent Item

MATTERS FOR CONSENT:

New Degree Program: BS in Criminology.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Humanities and Social Sciences to establish a new BS in Criminology. If approved, this degree will be effective in fall 2018.

EXPLANATION:

Presented by Bruce C. Raymond, Interim Provost and Executive Vice President for Academic Affairs, CSU-Pueblo.

The proposed Bachelor of Science degree in Criminology emphasizes the importance of research-based knowledge, theoretically informed practice, critical analysis and ethical decision-making. Students are strongly encouraged to engage in experiential learning through courses and in the internship program with placements in criminal justice, juvenile justice, victim advocacy, and community-based agencies.

The criminology major prepares students for careers in the adult and juvenile justice systems – including law enforcement and criminal investigation, the courts, probation and parole, corrections, non-profit community based agencies, and victim services – or for graduate and professional programs in criminology, criminal justice, sociology, law, or legal and justice studies.

1. Brief Overview of Proposed Program

- Name of Major/Program: **Criminology**
- Degree type: **BS**
- Recommended CIP code: **45.0401**
- Department/School: **Department of Sociology and Criminology**
- College: **College of Humanities and Social Sciences**
- Current number of students enrolled in program: **200**

2. Mission Appropriateness

Mission: 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.

As a regional comprehensive institution we are dedicated to serving the professional and educational needs of Southern Colorado. The proposed Major in Criminology replaces the Criminology Emphasis within the existing Sociology Major and satisfies a regional need for professionals to work in various correctional and law enforcement entities.

3. Rationale for the Criminology Major

For several years there has been a high level of student interest in the criminology emphasis in the Sociology Major. Since the criminology emphasis was created in the 1990's, approximately 3/4 of all sociology majors have completed it. At the beginning of AY 2017-2018, 200 of 266 declared sociology majors were sociology (criminology) students.

Offering a Criminology Major to replace the sociology major with a criminology emphasis, will allow the department to better align the criminology curriculum and requirements with the academic and career interests of the sociology/criminology student. Students currently in the program support the proposed major and it's expected that the majority of students in the criminology emphasis will change their major to criminology.

In recent years an increasing number of sociology departments have begun to offer majors in both sociology and criminology and is an optimal time to make this change at Colorado State University-Pueblo. With increasing numbers of students expressing interest in jobs requiring an academic background in criminology, it's important for CSU-Pueblo to provide quality programs grounded in the social sciences and liberal arts that can prepare individuals for successful careers in a range of criminal justice and community settings.

4. CSU System and State Positioning

Other schools in Colorado offer degrees in either Criminology and/or Criminal Justice. These degree programs are common and serve both regional and state-wide populations.

Criminal Justice Programs in the CSU-System: Colorado State University-Global, Colorado State University (Ft Collins)

Criminology and/or Criminal Justice Programs in Colorado: University of Northern Colorado, Colorado Mesa University, Colorado Technical University, Regis University, University of Colorado-Denver, Metropolitan State University Denver, University of Colorado-Boulder, University of Colorado-Colorado Springs

5. Special Undergraduate Admissions standards

None

6. Curriculum and Program Outcomes

Criminology examines the making of laws, the nature and extent of crime and criminality, and efforts to control crime. The criminology program provides students with a strong foundation in sociological theory and research to foster a comprehensive and contextual understanding of crime and justice in society and the capacity to think critically and creatively about what does and doesn't work in current crime control efforts. The organizations and institutions developed to respond to crime, in particular the criminal justice system, will be examined along with the related concepts of law and justice. Courses focus on the social construction or definitions of crime, the causes of crime and delinquency, and on the origin, nature, and consequences of societal reactions to criminal offending, including practices in both public and private justice agencies. Students pursuing careers in traditional criminal justice fields, such as policing, probation & parole, corrections and reintegration, will develop a strong foundation to work and effect social change in these fields. Criminology majors interested in careers in legal advocacy, community activism and social research will have the skills and knowledge enabling them to become transformational leaders in their profession.

The criminology curriculum emphasizes the importance of research-based knowledge, theoretically informed practice, critical analysis and ethical decision-making. Students are strongly encouraged to engage in experiential learning through courses and in the internship program with placements in criminal justice, juvenile justice, victim advocacy, and community-based agencies.

The criminology major prepares students for careers in the adult and juvenile justice systems – including law enforcement and criminal investigation, the courts, probation and parole, corrections, non-profit community based agencies, and victim services – or for graduate and professional programs in criminology, criminal justice, sociology, law, or legal and justice studies.

Student Learning Outcomes

Upon completion of a BA or BS degree in Criminology:

- Students will be able to comprehend and criticize the major theoretical perspectives that inform modern criminological thought. Specifically, students will be able to (a) show what these perspectives have in common and how they differ and (b) critique these different perspectives in terms of their explanatory strengths and weaknesses for purposes of understanding what each reveals and obscures about the subjects of criminological inquiry.
- Students will learn to apply a range of research methods in conjunction with criminological theory in order to explain and analyze complex social relations and organization, including crime, victimization, social control, law enforcement, courts, corrections, and victim services. Specifically, students will be able to demonstrate that they can: (a) identify, define, and give examples of various methods used in criminological research on issues related to crime, law and justice, and (b) recognize and interpret research methodologies used in criminological literature.

- Students will learn to apply social analysis to substantive criminal justice issues and diverse social concerns relevant to law, crime, and justice in contemporary society, including such areas as race, gender, power, inequality, and globalization. Specifically, they will be able to apply criminological theories and methods in these substantive areas in order to understand social problems impacting crime and to inform relevant policy and practice decisions, including crime-specific policy.
- Students will be able to engage in critical thinking about various aspects of social life and organization, with emphasis on deviance, crime, social control, and community and government organizations and institutions that respond to criminal victimization and offending behavior.

Curriculum

Students must complete all the major degree requirements. In addition, students must complete the foreign language requirement as specified in the Academic Policies section of the University Catalog. This requirement includes completion of the second level of a foreign language or completion of FL 100 and ANTHR/ENG 106, or completion of the first and second level of American Sign Language.

Social Science General Education Requirement for a BA or BS Criminology major

SOC 101 Introduction to Sociology

General Requirements

*Completion of 36 credit hours of criminology coursework is required for the major. All criminology majors will work with a faculty advisor who will assist in the selection of courses to complete academic requirements.

*A minimum grade of C is required in all courses counting toward the criminology major.

Core Requirements

CRIM Courses	Titles	Credits
CRIM 101	Introduction to Criminology	3
CRIM 205	Research Methods	3
CRIM 310	Social & Cultural Theory	3
TOTAL CORE		9

A total of 27 credit hours of criminology electives are required for the major, including a minimum of 18 credit hours of upper-division electives. Electives accepted toward the major can include a maximum of 6.0 credit hours of anthropology and/or sociology. These courses must be approved by a sociology faculty advisor.

CRIM Electives

CRIM Courses	Titles	Credits
CRIM 203	Criminal Justice System	3
CRIM 212	The Forensics of Bones	3
CRIM 261	Cannabis and Society	3
CRIM 291	Special Topics	VAR
CRIM 303	Crime and Deviance	3
CRIM 304	Race and Crime	3
CRIM 305	Women and Crime	3
CRIM 306	Delinquency & Juvenile Justice	3
CRIM 321	Cross-Cultural Perspective on Crime	3
CRIM 353	Penology	3
CRIM 354	Urban Sociology	3
CRIM 357	Immigration	3
CRIM 359	Community Corrections	3
CRIM 361	Cannabis Policy	3
CRIM 374	Crime in Film	3
CRIM 405	Law and Society	3
CRIM 407	Family Violence	3
CRIM 409	Victimology	3
CRIM 410	Structural and Elite Crime	3
CRIM 411	Police and Society	3
CRIM 413	Patterns of Homicide	3
CRIM 414	Serial Murder	3
CRIM 415	Forensic Criminology	3
CRIM 417	Forensics & Homicide Investigations	3
CRIM 418	Crime, Drugs and Social Policy	3
CRIM 422	Terrorism and Mass Murder	3
CRIM 424	Organized Crime	3
CRIM 425	Gangs in Contemporary America	3
CRIM 426	Violence and Rioting	3
CRIM 453	Inside-Out Prisoner Exchange	3
CRIM 455	Hate Crime	3
CRIM 491	Special Topics	VAR
CRIM 492	Independent Research	VAR
CRIM 494	Field Experience	VAR
CRIM 495	Independent Study	VAR
TOTAL ELECTIVES		36

7A. Potential Collaborations CSU-System

Not at present

7B. Potential Collaborations Non-CSU-System

Our students have access to a variety of learning opportunities in connection to our location in Southern Colorado, Within 50 miles of campus, students have access to large numbers of correctional facilities giving learning opportunities such as internships and access to professionals.

8-10. Faculty resources, Library resources; Facilities, equipment, and technology

No additional resources beyond those currently available are necessary for the change from an Emphasis in Criminology with in the Sociology Major to a stand-alone Major in Criminology.

11. Potential Collaborations

See above (7A and 7B)

12. Budget

No additional resources beyond those currently available are necessary for the change from an Emphasis in Criminology with in the Sociology Major to a stand-alone Major in Criminology.

REPORT ITEM:

Report: Emeritus Rank Designations Approved for Academic Year 2017-2018

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

The faculty members and administrative professionals approved for emeritus status have met the qualifications to be awarded the status of Emeritus as set forth in the CSU Academic Faculty and Administrative Professional Manual.

These recommendations have been reviewed at the Department, College, and University levels and have received approval at each level. As delegated by the Board of Governors, Dr. Tony Frank, President, has approved all of these emeritus designations.

Board of Governors of the Colorado State University System
Meeting Date – May 3, 2018
Report Item

Colorado State University
Emeritus Rank Designations Approved in Academic Year 2017-2018

College of Agricultural Sciences

Ken Barbarick, Professor – Soil and Crop Sciences
Tom Holtzer, Professor – Bioagricultural Sciences and Pest Management
Harrison Hughes, Professor – Horticulture and Landscape Architecture
Merlyn Paulson, Professor – Horticulture and Landscape Architecture
Barbara Wallner, Assistant Professor – Horticulture and Landscape Architecture
Steve Wallner, Professor – Horticulture and Landscape Architecture

College of Business

Jim Francis, Professor – Center for Professional Development and Business Research
Tom Ingram, Professor – Marketing
William Mister, Professor - Accounting

Walter Scott, Jr. College of Engineering

Bogusz Bienkiewicz – Civil and Environmental Engineering
Ramchand Oad, Professor – Civil and Environmental Engineering
Howard Siegel – Electrical and Computer Engineering

College of Health and Human Sciences

John Avens, Professor – Food Science and Human Nutrition
Catherine Kennedy, Associate Professor – Health and Exercise Science
Linda Kuk, Associate Professor – School of Education

College of Liberal Arts

Linda Frickman, Director – Art and Art History
Kirk Hallahan, Professor – Journalism and Media Communication
Kathleen Pickering, Professor – Anthropology
Ann Magennis, Professor - Anthropology
Philip Risbeck, Professor – Art and Art History
Bruce Ronda, Associate Dean and Professor – English

College of Natural Sciences

Barbara Bernstein, Senior Research Scientist/Scholar – Biochemistry and Molecular
Biology
James Bieman, Professor – Computer Science
Larry Bloom, Professor – Psychology
Adele Howe, Professor – Computer Science
Siu Au Lee, Professor – Physics
Stephen Lundeen, Professor – Physics
Raymond Robinson, Associate Professor - Physics
Georgeann Venis, Director – Dean's Office

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A-Young Woody, Research Professor – Biochemistry and Molecular Biology

College of Veterinary Medicine and Biomedical Sciences

Terry Campbell, Professor – Clinical Sciences

Roger P. “Page” Dinsmore, Associate Professor – Clinical Sciences

William Farland, Professor – Environmental and Radiological Health Sciences

David Gilkey, Associate Professor – Environmental and Radiological Health Sciences

Edward Hoover, Professor – Microbiology, Immunology, and Pathology

Josie Traub-Dargatz, Professor – Clinical Sciences

Warner College of Natural Resources

Daniel Binkley, Professor – Ecosystem Science and Sustainability

Kurt Fausch, Professor – Fish, Wildlife, and Conservation Biology

Richard Knight, Professor – Human Dimensions of Natural Resources

James Zeidler, Senior Research Scientist/Scholar

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College of Agricultural Sciences

Ken Barbarick, Professor Soil and Crop Sciences

Upon his retirement, Dr. Barbarick had more than 38 years of service to CSU. Throughout his career, Dr. Barbarick made many contributions to Colorado State and to soil science through his teaching and service. He has taught Introductory Soil Science, Soil Chemistry, Environmental Agronomy and Soil Fertility. His research focuses on recycling sewage biosolids and other waste materials in soils. He is a Fellow in the American Society of Agronomy, Soil Science Society of America, and National Association of College and Teachers of Agriculture. He served in numerous editorial positions with the American Society of Agronomy, including Editor-in-Chief. He was President of the American Society in 2012. He has received several national awards including the USDA-NASULGC Food and Agriculture Sciences Excellence in Teaching Award (2004), Soil Science Education Award from the Soil Science Society of America (1991) and the Agronomic Resident Education Award from the American Society of Agronomy (1990). In 2016, he received the American Society of Agronomy Distinguished Service Award.

After retiring, Professor Barbarick will be available to the Department of Soil and Crop Sciences as an occasional guest lecturer and faculty mentor.

Tom Holtzer Bioagricultural Sciences and Pest Management

Dr. Holtzer joined Colorado State University in 1988 as a Professor and Head of the Entomology Department. Eight years later, he guided the department through a merger with Plant Pathology and Weed Science to form the Bioagricultural Sciences and Pest Management (BSPM) Department, which he successfully led for the next 19 years. His service as department head remains evident in many aspects of the department today. One significant example of this is that the majority of current BSPM faculty, who are themselves talented educators and well-known scientists, were hired during the time that Dr. Holtzer guided the department.

During the 27 years that Dr. Holtzer served as a department head, he also contributed to campus and to scientific and educational endeavors in many other ways. For example, he led many search committees, served on the governing board of the Entomological Society of America, and served as the Co-Director of the Western Region Integrated Pest Management Center. Post-retirement, he will be providing service and is currently on the policy review committee of the Western Region IPM Center.

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Harrison Hughes
Horticulture and Landscape Architecture

Dr. Hughes is a horticulturalist and has been an educator of both undergraduate and graduate students for 43 years. His career at CSU began in 1976. He has worked extensively in the education of students in general horticulture, fruit crop production, plant propagation, tissue culture, plant breeding, and germplasm preservation. He has advised approximately 1000 undergraduate students including international students from Chile, Columbia, Indonesia, Kenya, Kuwait, Indonesia, and Morocco. Dr. Hughes advised 43 graduate students including students from Cameroon, Egypt, India, Mexico, Morocco, Oman, Pakistan, Tunisia, Taiwan, Libya, and Saudi Arabia. He has received numerous awards over the years for both his teaching and his advising.

He served a total of 30 years as an advisor for the HORT Club at CSU, including the year they won the Outstanding Club at the American Society of Horticultural Science (ASHS). He has hosted visiting scientists from Brazil, Egypt, and Saudi Arabia. Dr. Hughes has been an invited speaker and/or moderator to five international meetings in Kenya, Morocco, Namibia, and the United Arab Emirates. He was on the scientific committees of three of those international meetings. He is the United States representative to the Date Palm Global Network.

Dr. Hughes has served on numerous departmental, college, and university committees including the department curriculum committee, Faculty Council, the University Benefits Committee, Scholastic Standards Committee, and the Undergraduate Research and Creativity Committee. He directed the internship program in Horticulture for 25 years and facilitated the placement of approximately 600 students in agencies and industry during this time.

Dr. Hughes has published more than 40 refereed journal articles and presented with graduate students over 100 posters and oral presentations at ASHS, International Plant Tissue Culture and other regional, national, and international meetings.

Merlyn Paulson, Professor
Horticulture and Landscape Architecture

Professor Paulson served as a faculty member in Landscape Architecture from 1975 until his retirement on January 31, 2018. In 1975, CSU recruited Dr. Paulson to initiate its program in landscape architecture, where he led a diverse faculty in achieving full accreditation and attracting a large student body. Since that time, he has worked toward programmatic excellence in teaching, research, service, and promotion of CSU in the community, state, and nation. In 1995, Harvard University's Department of Landscape Architecture named Merlyn Paulson among its "75 Distinguished Alumni of the first 100 years".

Professor Paulson's research and technical service are rooted in finding fluid and harmonious interactions between large-scale energy infrastructure and existing ecological patterns at both site and regional scales. His methods for GIS spatial analysis and environmental simulation have

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been at the leading edge for more than 40 years. Highlights of his research and technical service include the: US Dept. of the Interior, BLM-Alaskan Outer Continental Shelf and Coastal Zone Energy-related Resource Management Methodology; and the Flight 93 Crash Site and National Memorial Park studies, including a presentation of his Flight 93 property analysis and planning solutions for the proposed Flight 93 National Memorial Park to the George W. Bush Flight 93 Commission. His recent and current federal renewable energy infrastructure and sensitive ecology management works on private and public lands in the mountain and desert states are known for their leading edge technology, logical methods, and tangible results.

Dr. Paulson's excellence in teaching is most evidenced by the many alumni who are with leading firms throughout the USA and the UK and who have attended globally preeminent graduate schools. His teaching prowess was recognized by the First CSU Alumni Association Honor Faculty Award for the College of Natural Resources in 1982 and a CAS Shepardson Teaching Award in 1997. His excellence in outreach is evidenced by works for both private lands and public properties. Outreach through technical service has been a significant source of Dr. Paulson's continuing education, building on professional principles, methods, and skills for teaching and research promotion of CSU. His technical expertise is evident throughout the western states, Alaska, British Columbia, Pennsylvania, Virginia, West Virginia, and Wisconsin for the National Park Service, Bureau of Land Management, and the US Forest Service.

Dr. Paulson has served on elected and volunteer committees and service roles throughout his career. Since coming to CSU in 1975 Professor Paulson has sought available roles and always been agreeable with appointments that promote the well-being of the university, college, department, program, faculty, students, and alumni.

**Barbara Wallner, Assistant Professor
Horticulture and Landscape Architecture**

Dr. Wallner has served in CSU's Department of Horticulture and Landscape Architecture since 2008. Prior to that, she was on the faculty of CSU's School of Education. She has served in several roles while in HLA. She has been an advisor and mentor to graduate students in the Master of Agriculture (MAGR) and Master of Agricultural Extension Education (MAEE) programs, teaching upper-level AGRI courses, and serving as Community and Education Coordinator for Crops for Health.

Dr. Wallner has had a distinguished career as evidenced by the nearly 100 graduate students she advised through the MAGR and MAEE degrees and the more than 100 students she mentored through Teacher Licensure and Principal Licensure through the School of Education. She is highly committed to CSU students and stakeholders.

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**Steve Wallner, Professor
Horticulture and Landscape Architecture**

Dr. Wallner has served in CSU's Department of Horticulture and Landscape Architecture as Associate Professor/Professor from 1979-1988 and again as Professor and Department Head from 1995-2016 and as Professor in his final year.

Dr. Wallner has had a distinguished career as evidenced by his selection as a Fellow of the American Society of Horticultural Science in 1996. His area of expertise is plant physiology, specifically, freeze damage in horticultural crops, and he has more than 50 scientific journal articles published on this topic.

College of Business

**James Francis
Center for Professional Development and Business Research**

Dr. G. James (Jim) Francis retired after 47 ½ years with the College of Business. He joined the College as an Assistant Professor of Management in 1970, was promoted to Associate Professor in 1974, and to Full Professor in 1981. He authored and co-authored two books and over 40 articles and professional papers. He taught 14 different courses for the department, with his primary teaching assignments focusing upon Business Strategy and Organization Behavior.

He was the Principal Investigator for over \$7 million of contracts and grants. Jim was the founding director of the Institute of Transportation Management, the Center for Professional Development and Business Research, and the Beverage Business Institute. His service to the Department and College included serving as the Chair of the Department of Management for ten years and as an at-large-representative to the Faculty Council, as well as representing CSU to the Colorado Commission of Higher Education. While Chair of the Department, he collaborated with the College of Engineering and the Department of Health and Exercise Science to help create the M.S. in Engineering Management and the M.S. in Sports Management respectively. He was the advisor/mentor to the Black Business Scholars and the local chapter of Sigma Iota Epsilon.

At the University level, Professor Francis has been the NCAA Faculty Athletics Representative for 17 years and has served on numerous standing committees and search committees, including chairing searches for an Athletic Director and football coach. In his role as FAR he has been Chair of the WAC and MW conference joint councils and served on the NCAA Council and the Board of Directors of the College Football Association where he was the Secretary Treasurer. Dr. Francis was also the Chair of the Executive Committee and President of the Mountain-Pacific Sports Federation. He chairs the scholarship appeal committee and is a member of the Committee on Academic Integrity. He is an ex-officio member of the Faculty Council Committee on Intercollegiate Athletics.

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Professor Francis applied his knowledge of business and management as an owner/operator of two small businesses and as a consultant to both internal and external stakeholders. Internally, he consulted for Experiment Stations and the College of Agriculture. External constituents with whom he consulted included AT&T, Johns-Manville, Coors, Dun and Bradstreet, Hewlett-Packard, 1st National Bank, Wal-Mart, and Woodward Governor. He is currently the President of Sigma Iota Epsilon, the national honorary of the Academy of Management.

Tom Ingram **Marketing**

Professor Thomas Ingram has given twenty-two years of service to Colorado State University, including ten years as the Chair for the Department of Marketing and two years as Associate Dean in the College of Business. Before commencing his academic career, Tom worked in sales, product management, and sales management with ExxonMobil.

Professor Ingram has received numerous awards for contributions to sales research and teaching, including the Lifetime Achievement Award from the American Marketing Association Selling and Sales Management Special Interest Group. He has also been honored as the Marketing Educator of the Year by Sales and Marketing Executives International, as a Distinguished Sales Educator by the University Sales Center Alliance, and as the first recipient of the Mu Kappa Tau National Marketing Honor Society Recognition Award for Outstanding Scholarly Contributions to the Sales Discipline. Tom has served as the Editor of *Journal of Personal Selling and Sales Management*, Chair of the SMEI Accreditation Institute, and as Editor of the *Journal of Marketing Theory and Practice*.

His published work has appeared in *Journal of Marketing*, *Journal of Marketing Research*, *Journal of Personal Selling and Sales Management*, and *Journal of the Academy of Marketing Science*, among others. One of his co-authored articles, which appeared in the *Journal of Marketing*, was recognized by the American Marketing Association Selling and Sales Management Special Interest Group as one of the “Top Ten Articles of the 20th Century” in the sales discipline. Professor Ingram and his co-authors have published more than twenty books, including *Sell*, 5th ed. and *Sales Management: Analysis and Decision-Making*, 9th ed.

William Mister **Accounting**

Professor Mister has given twenty-nine years of service to Colorado State University, including numerous roles within the College and University. Professor Mister served as the Chair for the Department of Accounting and Taxation, now known as the Department of Accounting for four years. He also served as the Department of Accounting representative on the University Faculty Council, the Department of Accounting Scholarship Committee, and as the College of Business Representative on Faculty Governance. In addition, Professor Mister has served on various search committees including the College of Business Dean search and the College of Business Associate Dean Search.

College of Engineering

Bogusz Bienkiewicz Civil and Environmental Engineering

Dr. Bienkiewicz has been a Professor of Civil Engineering since 1996. During his tenure at CSU, he taught a multitude of courses including undergraduate courses (freshman design, freshman computer programming and visualization, engineering mechanics-statistics and dynamics, mechanics of materials, and structural analysis); and graduate courses in fluid mechanics (analytical, experimental, numerical, transport phenomena) and in structural engineering (wind engineering, advanced topics in wind effects on structures, mechanical vibrations, random vibrations, structural dynamics, and earthquake engineering).

His research has been focused on fundamental and applied studies in wind engineering and applied fluid mechanics. Most of this work was of experimental nature and was carried out in the CSU Wind Engineering and Fluids Laboratory. Both graduate and undergraduate students were involved in this research. Research involved collaboration with research centers, practitioners and students from various academic institutions in the US and overseas (e.g. Korea and Japan). His pertinent research contributions include: development of computer-aided techniques for laboratory modeling of turbulent flows, atmospheric boundary-layer wind, wind loading, wind-induced response of flexible structures and mitigation of wind effects on structures via auxiliary damping devices and passive/active structural response control; development and application of advanced techniques for signal processing/pattern recognition in analysis and modeling of wind effects on buildings and structures.

Ramchand Oad Civil and Environmental Engineering

Dr. Oad began his career at CSU in 1982 as a Research Assistant Professor and rose through the tenured ranks over the years obtaining the rank of Professor in 1997. His professional career has focused on promoting economic welfare through sustainable development and management of water resources for agriculture. At Colorado State University, Dr. Oad has taught and mentored both undergraduate and graduate level students for the last 30 years. In addition to teaching and research at CSU, Dr. Oad has worked with the office of the State Engineer, Cities of Colorado Springs and Denver, and North Colorado and Central Colorado Conservancy Districts on several issues related to water management. Dr. Oad led a comprehensive ten-year effort with the Middle Rio Grande Conservancy District and Interstate Stream Commission in New Mexico, to improve their planning and management of the Rio Grande River basin (2000-2010). This included on-the-job education of staff, developing decision-support systems for better water management in the river basin, and modernizing their irrigation water delivery system with the overall objective of promoting efficient water use for irrigation and other societal needs.

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Dr. Oad had extensive work experience in many developing countries where he has worked as consultant for the World Bank, Asian Development Bank and the USAID. He has long-term resident work experience in the Middle East and several Asian countries including Egypt, Pakistan, and Indonesia. He worked as a consultant for the Nile River Basin Initiative program of the World Bank to develop projects for promoting more efficient use of water and ecosystem conservation (1999-2000). Most recently (2002-03), Dr. Oad worked as the team leader to assess Water Allocation and Information Management in the Nile River water resource system of Egypt.

Dr. Oad is a member of the United States Committee on Irrigation and Drainage, the International Commission on Irrigation and Drainage, and the International Water Management Institute. He has over 150 publications to his credit. Some of his many awards include: George T. Abell Award; Diplomat, Water Resources Engineer from the American Academy of Water Resource Engineers; American Society of Agricultural Engineers Outstanding Faculty Member; and College of Engineering Award of Excellence.

Howard Siegel **Electrical and Computer Engineering**

Professor H.J. Siegel has been a tenured full professor at Colorado State University since 2001. Prior to that, he held a tenured professor position at Purdue University in the Department of Electrical and Computer Engineering. His research interests are in parallel processing, heterogeneous computing, and resource management in computing systems, energy aware computing, and smart grids. During his entire appointment at CSU, he held the George T. Abell Chair Distinguished Professor of Electrical and Computer Engineering, and was the Founding Director of the Information Science and Technology Center (ISTeC), a university-owned organization for promoting and enhancing CSU's research, education, and outreach activities pertaining to the design and innovative application of computer, communication, and information systems. He has co-authored over 40 published technical papers that have been cited over 16,000 times. Dr. Siegel was elected Fellow of the IEEE, "for contributions to the analysis and design of interconnection networks for highly parallel processors" in January 1990, and Fellow of the ACM, "in recognition of outstanding technical and professional achievements in the field of information technology" in January 1998. He is author of "*Interconnection Networks for Large-Scale Parallel Processing: Theory and Case Studies*" published by Lexington Books in 1985, with second edition in 1990.

College of Health and Human Sciences

John Avens **Food Science and Human Nutrition**

Dr. Avens has been a faculty member at CSU since 1967 and a Full Professor in the Department of Food Science and Human Nutrition since 1984. His research focused on food science and applied microbiology. In this capacity, Dr. Avens coordinated research activities

that involved contamination of food containers by airborne bacteria, identification of microbiological indices to compare food preparation and delivery systems in school lunch programs, analysis of food service delivery systems used in providing nutrition services to the elderly, metabolism of flavor compounds in brewing yeast, and the use of sweet corn as an ingredient in brewing beer. His research efforts resulted in a large array of scholarly publications that included books, proceedings, journal articles, and professional presentations.

Dr. Avens made exceptional contributions in teaching and instruction. He pioneered active student engagement in the classroom. His teaching efforts resulted in multiple awards and recognition including the CSU Alumni Best Teacher Award, Favorite Faculty by the Department of Residence Life, and Honorary Brewmaster by the Anheuser-Busch Foundation. Dr. Avens also played a critical role in the development and success of the Fermentation Science and Technology undergraduate major. He was heavily involved in administrative, university, and professional service throughout his career.

Catherine Kennedy
Health and Exercise Science

Dr. Kennedy served as Assistant Professor (1985-1989) and Associate Professor (1989-2017) in the Department of Health and Exercise Science. She was the Director of the Health Promotion track in HES from 1986-2016 and served as Assistant Department Head from 2006-2016. Over her 32+ years as a faculty member, Dr. Kennedy taught 13 different courses, 9 of which she created.

In addition to the sheer quantity of teaching, Dr. Kennedy won both the CHHS and CSU Outstanding Teaching Awards in 2004. To recognize Dr. Kennedy's dedication to student success in the form of advising and mentoring she was awarded both the College and CSU Outstanding Advising awards in 1991. HES has a team of Academic Success Coordinators who provide exceptional advising to more than 1,400 undergraduate majors. Naturally, Dr. Kennedy was instrumental in launching and providing ongoing oversight of that program. Recognizing the breadth and depth of her contributions to CSU over the course of 32 years, Dr. Kennedy receive the 2016 Oliver P. Pennock Distinguished Service Award.

A partial list of Dr. Kennedy's other awards follows: John Cermack Advising Award 2001, Colorado State Board of Agriculture Outstanding Teaching Award Runner-up 2004; Minority Service Award 1996; Larimer County Outstanding Community Diversity Service Award 1995; Outstanding Service Award International Association for Worksite Health Promotion 1994.

Overall, Dr. Kennedy's prodigious contributions in the areas of Teaching, Advising, Service and Administration have made a marked positive difference to many thousands of CSU students, as well as to her fellow faculty and staff.

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Linda Kuk, Associate Professor
School of Education

Dr. Kuk has contributed to Colorado State University for more than ten years and served most recently as an associate professor. She served in the role of Vice President for Student Affairs for just over five years.

In addition to her work as Vice President for Student Affairs, Dr. Kuk has developed an outstanding Higher Education Leadership doctoral program. Her work on this program has led to two recent tenure-line hires in the specialization she built from an idea to a nationally recognized program. Her HEL program had around 100 applicants for 12 positions this past year.

College of Liberal Arts

Linda Frickman
Art and Art History

Arriving at CSU in 1988, Linny Frickman has played several roles including as an instructor in the Department of Art and Art History, Director of the Clara Hatton Gallery, and Founding Director of the Gregory Allicar Museum. Holding the rank of Senior Lecturer in the Art History faculty, she has played a crucial role in the creation of a curriculum that supports learning in the areas of her expertise, contemporary art. In recognition of her teaching, she has received the CLA Distinction in Teaching and the Innovation in Service Learning awards. She has, through the force of her own patient, yet determined personality, brought forward and realized the concept of a university art museum, culminating in the creation of the Gregory Allicar Museum. Whether creating travelling exhibitions, curating the establishment of an eclectic permanent collection, renovating space, and the cultivating over \$5 million in external support, Linny has left a lasting legacy that will benefit the university, its alumni, and the community in perpetuity. Her work has twice been recognized by the College of Liberal Arts through its Distinction in Advancement Award and, most recently, by the campus-wide Spirit of Philanthropy Award from the Division of Advancement.

Kirk Hallahan
Journalism and Media Communication

During his twenty-one years at CSU, Dr. Hallahan has made strong and lasting contributions to the university through his research, teaching, and service.

He was initially hired at CSU as an assistant professor in 1996. Through his numerous peer-reviewed articles and presentations, Dr. Hallahan has earned a national reputation for research and his professional work in public relations, with a particular emphasis on strategic communications, issues, and crisis communication. His academic contributions have been

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recognized through three major national awards: Institute for Public Relations (2001), the PRSA Foundation (2007), and the AEJMC Public Relations Division (2009).

Dr. Hallahan has a distinguished record of teaching. As senior instructor in public relations, he was charged with leading instructional and curricular efforts in both graduate and undergraduate programs. His contributions to CSU and to his discipline were recognized by the Educator of the Year Award from the Public Relations Society of America in 2010.

Dr. Hallahan's service to the university included an appointment as Special Assistant to the President, University Grievance Officer, and Vice Chair and Parliamentarian of the Faculty Council. For these and other contributions, he was awarded the Oliver Pennock Distinguished Service Award in 2015.

Ann Magennis **Anthropology**

Dr. Magennis became a faculty member in the Department of Anthropology in 1991. Over the past twenty-six years, Dr. Magennis has made significant contributions to the department and university. She has trained a significant number of MA students, contributed articles and book chapters concerned with the demographics and health status of a handful of North American skeletal populations, including but not limited to important Mayan and 19th century Euro-American collections. As one of two biological anthropologists, Dr. Magennis was required to teach a broad selection of key classes in biological anthropology, many of those outside her research area of bio-archaeology. The service expectations related to keeping human evolution and human osteology laboratories up to date and sufficiently 'stocked' for student use, taking a lead role in NAGPRA mandated repatriation of our Native American materials, as well as the tremendous amount of 'invisible' service that Dr. Magennis undertook over the years has defined her as a key member of the department.

Kathleen Pickering **Anthropology**

Dr. Pickering was trained as a cultural anthropologist and during her twenty-year service at CSU has demonstrated leadership in her field through her research in the relationship of local institutions to the larger political and cultural systems. Through her twenty-five peer-reviewed publications, books, and fieldwork, she has at once explored particular human interactions in specific places like the Pine Ridge and Rosebud Indian Reservations and the effect of globalization. The value of her work has been recognized through external support from several national and international organizations, including the NSF and the Kellogg and Anna E. Casey Foundations. In addition to her research, Dr. Pickering has a distinguished record of service. She has led her department as Chair, served as Associate Director in SoGES, and held the position of Vice Provost for Undergraduate Affairs. In 2013, she was awarded the Omer Stewart Award for Applied Anthropology from the High Plains Society for Applied Anthropology.

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Philip Risbeck
Art and Art History

Starting as an instructor, Phil Risbeck was promoted to Assistant Professor in 1968 and has risen through the tenured ranks, ultimately being awarded the status of University Distinguished Professor in 2012. In the world of studio art, achievements are often measured through solo exhibitions, presence of work in major public and private collections, and publications of an artist's work in catalogues, histories, and exhibition reviews; in Professor Risbeck's case his research and creative accomplishments measured by this criteria are numerous and truly world class. This is evident, too, in the numerous international awards and distinctions he has received, particularly for his contributions in poster design.

Co-founder and co-director of the Colorado International Invitational Poster Exhibition (CIPE), Professor Risbeck has, through his teaching and service, significantly advanced CSU's reputation as a place for creative research and learning. In addition to his status as University Distinguished Professor, he has been awarded nearly every major award for service and professional achievement that the University and the College can bestow, including the John M. Stern Award for Distinguished Service and the Distinguished Faculty Award from the CSU Alumni Association.

Bruce Ronda
English and College of Liberal Arts

Since his arrival at Colorado State University in 1991, Professor Ronda has played a leading role in the academic life of the college and the university, as Director of the American Studies Program, as chair of the Department of English, as interim director for the interdisciplinary LEAP, and as Associate Dean of the College of Liberal Arts. Over this twenty-six year period, Professor Ronda has authored three widely praised books focusing on the role of Transcendentalism in American culture, an acclaimed edition of *The Letters of Elizabeth Palmer Peabody*, and numerous peer-reviewed essays in top-journals in his field. His latest monograph, which will appear later this year, has impressed advanced readers as an enduring contribution for its monumental command of material and its magisterial overview of the field reflecting his life-long study. His teaching similarly manifests this breadth of knowledge and command of his field; most importantly, it reflects the generosity, graciousness, and wisdom of Professor Ronda's personality. The same personal characteristics define his service. Twice awarded the Oliver P. Pennock Award for distinguished service to the university, Dr. Ronda recently won the John N. Stern Prize for life-long achievement from the College of Liberal Arts.

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College of Natural Sciences

Barbara Bernstein Biochemistry and Molecular Biology

Dr. Bernstein came to CSU in 1977 as a Research Associate in the Department of Physiology and Biophysics. In 1979, she joined Prof. Bamburg's group in the Department of Biochemistry (now the Department of Biochemistry and Molecular Biology) and has since been promoted to Research Assistant Professor in 1993, to Research Associate Professor in 2005, and to Senior Research Scientist (equivalent to a Research professor) in 2008. During this time, she has been instrumental in helping Prof. Bamburg's lab establish itself as one of the world's experts in neuroscience and the biochemistry of neurodegenerative diseases. She has served as the Supervisor of the Fluorescence Imaging Center in the department, which helps maintain critical microscopy instrumentation and training students and research staff to properly use this instrumentation.

Since joining Prof. Bamburg's laboratory, Dr. Bernstein has published 31 peer-reviewed papers, including a first author review in *Trends in Cell Biology* published in 2010 that is recognized by Thompson-Reuters Web of Science as "Highly Recognized" (in the top 1% of cited papers published in Molecular Biology and Genetics in that year). She has given two invited talks at national and international meetings and is co-author on 24 abstracts for presentations. Finally, Dr. Bernstein was Principal Investigator on a grant from the March of Dimes, served as Interim PI on three NIH grants during sabbaticals taken by Prof. Bamburg, and was co-PI on a major grant from the NIH, along with two seed grants from CSU.

Dr. Bernstein has given guest lectures in several courses offered within the department and in the neuroscience program and has mentored undergraduate and graduate students and postdoctoral associates. She has provided service on committees in the department, in the College of Natural Sciences, and at CSU. She has also provided service to the profession as a reviewer of manuscripts and grant proposals.

James Bieman Computer Science

Professor Bieman joined the Department of Computer Science at Colorado State University in 1989 and was promoted to Professor in 2002. His main research has been in Software Engineering. He most recently served as Graduate Director for the Computer Science Department in FY17. He has published more than 100 scholarly articles as well as a popular textbook. His publications have garnered more than 10,000 citations, and his H-index is 37. Microsoft Research produced a ranking of top authors in Software Engineering a couple of years ago, and Professor Bieman ranked 103 in the world in that ranking.

He has contributed to interdisciplinary research projects at CSU. His work on the SAXS project involved researchers in the Departments of Biochemistry, Statistics, and Mathematics. He

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helped to develop support for high-level abstractions to lower the effort required to implement efficient software for scientific computing applications. Another contribution was the development of technology to validate the software. His work on the Dengue Decisions Support System project involved researchers in the Department of Microbiology, Immunology, and Pathology.

Professor Bieman was the Editor-in-Chief of the Software Quality Journal from 2001-2009. He has twice served as the General Chair for the IEEE-CS International Software Metrics Symposium. He has served for more than 20 years on the IEEE-CS Technical Council on Software Engineering (1992-2014) and is the Founding Chair for the IEEE-CS TCSE Committee on Quantitative Methods (1992-2014).

**Larry Bloom, Professor
Psychology**

Professor Bloom served Colorado State University for over 40 years. He received his doctoral degree in Clinical Psychology from the University of Kansas in 1975 and was hired into the Department that same year. During his time, he was a valued faculty member of the APA accredited doctoral program in Counseling Psychology. As a research scholar, Professor Bloom published primarily in the area of stress and anxiety, including techniques for managing/reducing stress and anxiety. He amassed 24 publications and has a WOS h-index of 11.

As a faculty member, Professor Bloom taught a variety of core courses in Psychology. He is widely sought after as an instructor for PSY 228 (Psychology of Human Sexuality), a service course that enrolls over 150 students each semester. Professor Bloom receives high student evaluations for all of his courses. He is well respected within the Department as an excellent classroom instructor. Professor Bloom is also heavily involved with the KEY academic community, teaching one of their seminars. Professor Bloom wishes to continue teaching the KEY course in his retirement and will be involved in transitioning PSY 228 to a new instructor.

Professor Bloom served two terms as the Director of Psychological Services Center (PSC) in the Department for a total of 13 years. This is a key service role that involves managing the community mental health service that helps train all of our graduate students. PSC provides a critical mental health outreach role to the Colorado community.

**Adele Howe
Computer Science**

Professor Howe received her BSE in computer science and engineering from the University of Pennsylvania in 1983, and completed her Ph.D. in 1992 at the University of Massachusetts. It was in that year she joined the Department of Computer Science, continuing her work in artificial intelligence and focusing on autonomous agents, planning systems, human-centered computing, as well as search and combinatorial optimization.

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She was a stalwart champion for diversity in computer science and worked tirelessly to recruit women and under-represented minorities into the department. She believed in high quality education for everyone and worked on restructuring undergraduate courses, as well as coaching graduate students to become effective scholars.

Over her career, Professor Howe was bestowed an NSF CAREER Award in 1996; was a member of the U. S. Defense Science Study Group from 2000-2001; earned a Faculty Excellence in Undergraduate Teaching Award from the College of Natural Sciences in 2008-2009; was selected as a College of Natural Sciences Professor Laureate from 2010-2013; sat on the Executive Council of the Association for the Advancement of Artificial Intelligence (AAAI) from 2010-2013; became a Fellow of the Association for the AAAI in 2015; and was awarded the Inaugural International Conference on Automated Planning and Scheduling (ICAPS) Distinguished Service Award in 2016.

Although her accolades as an effective teacher and researcher are many, it is her caring heart and kindness people will always remember.

Siu Au Lee **Physics**

Prof. Lee has had a distinguished career at CSU. She has participated in a wide variety of research efforts in Atomic, Molecular, and Optical (AMO) Physics. Her experimental expertise is distinguished in part by an excellent ability to perform spectroscopy and laser manipulation of atoms with technical and scientific interest whose properties require laser light that is technologically challenging to produce and use. She has had research programs involving laser cooling and manipulation of atoms, atom interferometry, nanolithography, precision measurement, and quantum computing. This last effort was initiated by a \$1.3M Keck Foundation Grant. Her contributions earned her election as a fellow of the American Physical Society and the Optical Society of America and she is widely recognized in the AMO community.

In addition to her research accomplishments, Prof. Lee has been a valuable and award-winning teacher in the department. She has taught courses at every undergraduate and graduate level. She has been instrumental in making several courses in the department what they are today through her efforts and technical and teaching skill. Prof. Lee has also been a conscientious and effective member of the department with regard to overall citizenship and service assignments. To choose a prominent example from recent years, she has been a truly excellent chair of the graduate admissions committee. Overall, she has participated in most of the possible service assignments in the department. She has a record of notable service to the professional community as well that includes, among many other things, a term as an NSF grant officer and multiple leadership positions in professional communities as typified by her chairpersonship of the Four Corners Section of the American Physical Society.

Stephen Lundeen
Physics

Prof. Lundeen has had a distinguished career at both CSU and prior institutions. His research has focused on precision measurements of the properties of ionic cores using Rydberg electrons. Prof. Lundeen developed and used a highly original spectroscopic technique that measures fundamental atomic structure parameters of a wide variety of ions. Understanding these atomic structure parameters in detail is a challenge for state-of-the-art atomic theory and so his measurements provide benchmarks for evaluating the success of such theories. The fundamental properties that were measured also serve as useful inputs into quantum chemistry calculations. Prof. Lundeen has an admirable record of publications, Ph.D. production, and external funding. His contributions earned him election as a fellow of the American Physical Society.

In addition to his research accomplishments, Prof. Lundeen has been a valuable teacher in the department. His particular expertise in experiment design, optics, and lasers has brought value to the courses he has taught over the years. He has been a conscientious and effective member of the department with regard to service assignments. In particular, he has been an excellent chair of the graduate advising committee, heading faculty search committees, and providing mentoring to faculty members early in their careers. He has a record of notable service to his professional community as well.

Raymond Robinson, Associate Professor
Physics

Professor Robinson's most notable contributions to the Department of Physics have been through his teaching. When undergraduate physics majors are asked to name the top professors they had in the department, Professor Robinson's name is invariably listed. He brings a passion, care, and excellence to teaching that the students immediately relate to. He has the skill to have incredibly high expectations for performance without inducing discouragement or complaints.

Professor Robinson's research has been centered on plasma physics and, in particular, the plasma physics of Hall thrusters. Over the past several years, Professor Robinson's activities in this regard have been mostly through communicating with colleagues about design and operation questions. He has served as an associate chair of teaching in the department for over a decade, has served on faculty council and on curriculum committees, and has been involved in numerous department committees.

Georgeann Venis
Dean's Office, College of Natural Sciences

Ms. Venis joined Colorado State University in 1987 where her first position was with the Veterinary Teaching Hospital (VTH). At the time of her arrival, the VTH was in the red. Her business acumen in the VTH Business Office brought the budget back into the black

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over several years by moving the 15-day payment due date out to 30 days, along with an increase to the State maximum in interest charges. This was certainly an increase in financial resources with permanent impact. After nearly nine years at the VTH, she was recruited by the College of Natural Sciences to manage the dean's office. Over the years, Georgeann managed the office, supported the dean, and served as an EO coordinator for literally hundreds of searches. She participated as a member of the CSU Activities Board for over 10 years (including co-chair and chair positions), the University Commencement Committee, the University Grievance Panel, the Sexual Harassment Committee, the Brand Marketing Committee, and the Administrative Professional Council, where she also served as treasurer. She helped institute, with Dr. Tom Gorrell, the assignment of post-doctoral fellows as Administrative Professionals and created the first standard post-doc offer letter. In 2006, Georgeann proposed the Endowed Chair Emeritus title, approved by the Provost's Office. She also worked with Dr. Tom Gorrell on the original Conflict of Interest form. She chaired the CNS Pandemic Flu Committee, submitting the 2007 plan and suggested the Practical Strategies for Improved Critical Thinking POI, which was instituted in 2011 and is still viable. Georgeann also designed the University's standard prototype for historical building markers on campus.

A-Young Woody
Biochemistry and Molecular Biology

A-Young came to CSU in 1975 as a research team with her husband, Robert Woody (Professor Emeritus). They worked exceptionally well together in the area of *E. coli* and T7 RNA polymerases: A-Young as the experimental biochemist and Robert as a theoretical biophysical chemist. Their focus was to elucidate the RNA polymerase reaction mechanism by biochemical, molecular biological, and biophysical techniques.

It's important to note that these were the early days of molecular biology and it was of great fortune that A-Young was a visiting scientist at the Department of Biochemistry, St. Mary's Hospital, University of London from 1981-1982, where molecular biology was at its height. She learned molecular biology techniques and, upon returning to CSU, initiated site-directed mutagenesis on the conserved amino acids identified through homology alignment and characterized several T7 RNA polymerase mutants by kinetic analysis, circular dichroism and calorimetry. Besides the important research discoveries that A-Young has made in her 25 publications, it is important to note that many of her papers have student co-authors and A-Young was instrumental in their training as well.

She contributed to the instructional mission of Biochemistry and Molecular Biology by teaching laboratories in Protein Purification and Fluorescence Spectroscopy. She retired in 2004 as a Senior Research Scientist, and gave a seminar entitled "A Biochemist's Journey" to the department. The story began with a brave young girl traveling from Korea on her own to America to attend Berkeley, where she earned a Bachelor's degree in 1959. Her desire to understand how enzymes work motivated her to study chymotrypsin catalysis

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using rapid kinetics for her doctorate, which was awarded from Cornell in 1964.

Since retiring, she continues to expand her horizons, has been following epigenetics, learning about the universe and evolution, and coming to biochemistry seminars when possible to follow progress in that department.

College of Veterinary Medicine and Biomedical Sciences

Terry Campbell Clinical Sciences

Dr. Terry Campbell joined the Clinical Sciences department in the College of Veterinary Medicine and Biomedical Sciences at Colorado State University in 1996 as an Associate Professor specializing in zoological medicine. His service in the CSU Veterinary Teaching Hospital involved responsibility for the exotic animal and wildlife cases. The service included provision of intensive care for the Rocky Mountain Raptor Center and Landry's Downtown Aquarium (formerly Ocean Journey aquarium) in Denver. His teaching responsibilities included daily rounds with senior veterinary students and clinical-based education.

In Dr. Campbell's 30 plus years of experience in exotic animal medicine, his research interests focused on exotic animal cytology, hematology, and plasma biochemistry. He is the co-author of *Exotic Animal Hematology and Cytology*, 4th edition, the definitive hematologic and cytological reference for all veterinarians and researchers working with avian and exotic animals. Dr. Campbell is the co-author of *Clinical Cases in Avian & Exotic Animal Hematology & Cytology*, a hands-on guide chronicling nearly 100 clinical cases. Dr. Campbell has served on a number of professional committees including as Research Committee Chairman and Editorial Committee member of the Association of Avian Veterinarians, Scientific Editor for the Journal of the Association of Avian Veterinarians, and Advisory Council Member of the Teton Raptor Center.

Page Dinsmore Clinical Sciences

Dr. Dinsmore received his DVM from Purdue University in 1982 and became a Diplomate of the American Board of Veterinary Practitioners in Food Animal Specialty in 1987. He joined the faculty at Colorado State University in July of 1989 as an Assistant Professor in the Food Animal Medicine section (which has since changed its name to Livestock Medicine and Surgery).

During his career, Dr. Dinsmore contributed to the training of veterinary students, graduate students and residents, published numerous articles on both clinical cases and research findings and was instrumental in establishing the contract dairy model for support of the dairy field service.

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Dr. Dinsmore also served on numerous college and department committees including 3 terms as Chair of the Veterinary Admissions Committee, 3 terms on the Graduate Education Committee, 2 terms as Head of the Food Animal/Livestock section, the College Scholastic Standards Committee, the Biomedical Sciences Curriculum Committee and from 1996-1999 he served on the Department Computer Committee.

In addition, Dr. Dinsmore served in leadership roles in national veterinary organizations including the American Board of Veterinary Practitioners (ABVP) where he was a member of the organizing committee for the Dairy Practice Specialty. After that he continued his service with ABVP serving as Food Animal Regent, Vice-President, President-Elect and President and lastly as the Chair of the Residency Committee from 2005-2009.

William Farland **Environmental and Radiological Health Sciences**

Dr. Farland began his appointment at CSU in October of 2006 as a Professor in the Department of Environmental and Radiological Health Sciences and Vice President for Research. Prior to coming to CSU, Dr. Farland's 27-year federal career was characterized by a commitment to the development of national and international approaches to research, testing, and assessment of the fate and effects of environmental agents.

Dr. Farland has admirably served the department, the college, the University, and the profession. He was extremely effective working as a member of the CSU senior leadership in advancing science and research, working closely with the faculty and administration. He actively participated in new faculty hires, matching funds on innovative grant proposals, start-up businesses and increased our federal partners and public-private partnerships. He chaired the Council of Research Associate Deans for seven years and was instrumental in international research efforts in Viet Nam and China. He has provided service to ERHS and CVMBS by consulting on the Colorado School of Public Health, the One Health Initiative, and the development of the Analytical Toxicology Lab. Recently, he worked with the Flint Animal Cancer Center to successfully approach the Aspen Cancer Conference about a 2017 session related to companion animal cancers. He provided service to the profession through his six year Chairmanship of the National Academies' Standing Committee on Emerging Science for Environmental Health Decisions, an outstanding contribution to the profession. He participated in Academies' board meetings and report reviews as Chair of the Board on Environmental Studies and Toxicology. For over 20 years, he has participated in professional meetings of the Society of Toxicology and chaired their Task Force on the Toxic Substances Control Act Reauthorization, which was passed by Congress and signed by the President in June 2016.

Dr. Farland has been a driving force for research at CSU and in the College since joining CSU in 2006. During his tenure as VP for Research, CSU research expenditures grew on average by over \$10 million per year. He launched and nurtured the Superclusters in Infectious Disease, Cancer, and Clean Energy. He managed the development and supported University-level facilities like IDRC and the Powerhouse Energy campus, with their interdisciplinary research

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space and business incubators. He was influential in the University hiring top-notch research faculty, acquiring new instruments, and the building and enhancing core and specialized facilities. He assisted the University greatly in adapting to the changing landscape of federal assistance and procurement practices and compliance issues.

Dr. Farland continues to serve on executive-level committees and advisory boards at the state and federal level. He is currently the Chair of the National Academies of Science, Engineering and Medicine's Board on Environmental Studies and Toxicology. He serves as an Associate Editor for *Toxicological Sciences*, is a member of the Editorial Board of *Current Opinions in Toxicology*, and reviews manuscripts for *Environmental Health Perspectives*. He is a Trustee and Vice-Chair of the Board for the Toxicology Education Foundation. In his retirement, he will continue to teach, publish, and serve as a consultant and reviewer in environmental toxicology and risk assessment.

**David Gilkey, Associate Professor
Environmental and Radiological Health Sciences**

Dr. Gilkey began at CSU in July 2001 as a lecturer in Environmental and Radiological Health Sciences and then joined the faculty as a Special Appointment Assistant Professor. Dr. Gilkey was promoted to Associate Professor in 2008 and converted to a tenure line in 2009. He was awarded tenure in 2013.

He served as the Director of the Environmental Health bachelor's degree program until December 2015. He served as the Interim Vice Provost for Undergraduate Affairs from January – June, 2016 and then returned to ERHS. He has served as University Appeals Officer and Chair of the Special Course Fee Committee. Dr. Gilkey was appointed to the Colorado School of Public Health in 2008 in the Environmental and Occupational Health specialization. He has also served as affiliate faculty of the Human Performance Clinical Research Laboratory in the Department of Health and Exercise Science. He served as Associate Director and then Director of Continuing Education for the Mountain and Plains Education and Research Center (MAPERC) for several years.

**Edward Hoover
Microbiology, Immunology, and Pathology**

Dr. Hoover arrived at Colorado State University in 1982 as the new Head of the Department of Pathology. He was recruited as a renowned expert in feline retrovirology. His work provided the basis of the commercial feline leukemia vaccine that turned the tide on this insidious pathogen. Over the last 25 years, we have seen FeLV diminish from a major cause of morbidity and mortality in cats to a diagnosis that is remarkable in its rarity. Dr. Hoover was sought out by leaders in the retrovirus field and these collaborations resulted in the application of new molecular techniques to identify the pathogenic determinates of the common FeLV subtypes. In addition, he identified a new FeLV isolate that was associated with immunodeficiency rather than oncogenesis. After the discovery of Feline Immunodeficiency

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Virus, Dr. Hoover again made numerous seminal discoveries regarding the pathogenesis, transmission, and molecular virology that led the field not only for FIV in cats but SIV in macaques. Of course, there were also direct implications for HIV infection in humans as well. In the last 10+ years, Dr. Hoover has again achieved what would be a lifetime of work for most others through his investigations of chronic wasting disease in cervids and the etiologic prion agent. His current work has considerable implications for both animals and humans and crosses the spectrum of prion diseases and diseases of protein misfolding.

Throughout his esteemed career, Dr. Hoover has followed his intuition to investigate pathogens of veterinary and human concern. He has masterfully employed innovative technology alongside classical techniques to make key discoveries that have led the scientific community. As a result, he has been sought after to give presentations, review manuscripts, serve on study sections, and advise organizations. All the while, he remains humble and driven. Amazingly, he has achieved this while serving in key leadership roles. As department head (three times), he has guided the faculty to new levels of excellence, again using his remarkable intuition to choose the right people and make the best decisions.

Dr. Hoover has served as Ph.D. mentor for 27 students including 25 veterinarians. Twelve of his students are now ACVP board certified pathologists. His trainees are literally scattered coast-to-coast at academic institutions, biomedical companies, and federal organizations. In addition to excellent training and mentorship, Dr. Hoover has been committed to developing training programs. He is the principal investigator on a National Institutes of Health T32 training grant titled ‘Biomedical Training for Veterinarians’, now renewed for a third 5-year funding period. He has served as mentor on 14 individual NIH training awards and has guided many faculty advisors and their trainees to similar success with their own NIH grants. He has had more than 230 peer-reviewed manuscripts published, more than 7100 citations of his work, served as reviewer for more than 30 scientific journals, provided continuous service on numerous study sections and scientific advisory boards since 1987, and garnered more than \$40 million in extramural research funding as principal or co-investigator.

Josie Traub-Dargatz Clinical Sciences

Dr. Traub-Dargatz has been a faculty member at Colorado State University since November of 1983. She has served CSU in many ways over the years including as an Equine Internal Medicine Specialist in the veterinary teaching clinics, publishing both clinical case material and research findings, and teaching veterinary students and residents. She left the clinical role a number of years ago in order to develop her expertise and service as Equine Commodity Specialist at USDA: APHIS Center for Epidemiology and Animal Health (CEAH), subject matter expert for State Animal Health Officials, and to be a resource on equine infectious disease control for the equine industry and veterinary profession.

Dr. Traub-Dargatz served in leadership roles in several national veterinary organizations including as a member of the board of directors for the American Association of Equine

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Practitioners (AAEP) and as an active member of the United States Animal Health Association (USAHA) Infections Diseases of Horses Committee (IDOHC). In serving on the AAEP board, she provided input that shaped the association's policy. As a member of the USAHA Infectious Diseases of Horses Committee (IDOHC) subcommittee, she served as part of a core group that developed detailed guidelines for control of Equine Herpesvirus, which was published in 2014. These guidelines serve as an ongoing resource to regulatory veterinarians in all states. Through her role with CEAH and activities in the area of equine infectious disease control, she has developed a local, national and international reputation for her expertise in the areas of veterinary biosecurity, equine infectious disease epidemiology, and disease control strategies. Most of her time in recent years has been dedicated to being the equine subject matter expert to CEAH.

Dr. Traub-Dargatz serves as an ad hoc subject matter expert to State Animal Health Officials on topics of equine infectious disease and disease control across many states including Colorado. She also serves as a resource on equine infectious diseases to the staff at the American Horse Council, the primary group representing equine owners in advocating for the equine industry in Washington D.C.

She has served as a role model for women within the college and the Department of Clinical Sciences by being the first female faculty member hired in large animal section and the first woman to be promoted to full professor in the Department of Clinical Sciences.

Dr. Traub-Dargatz has been the advisor to graduate students and a mentor to veterinary, master of public health, and equine sciences students as well as to junior faculty at CSU.

Warner College of Natural Resources

Daniel Binkley Ecosystem Science and Sustainability

Dr. Binkley joined the faculty at CSU in 1987. During his time at CSU he held the positions of Associate Professor, Professor, Director of the Graduate Degree Program in Ecology (14 years), and Director of the Colorado Forest Restoration Institute (4 years).

He has developed at least a dozen courses and taught them numerous times over the 29 years, impacting a several thousand CSU Students. Dr. Binkley advised several dozen M.S. and Ph.D. students in forest science and ecology and brought in over \$2M in external funding. He published more than 100 journal articles and several books. Dr. Binkley also launched two very successful programs within CSU (GDPE and CFRI).

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Kurt Fausch
Fish, Wildlife, and Conservation Biology

Dr. Kurt Fausch was a full professor in the Department of Fish, Wildlife, and Conservation Biology. He has been a faculty member in the department since 1982. His accomplishments in teaching, research, and service have been exemplary. During his career, he taught cutting-edge undergraduate and graduate-level courses in fish ecology and conservation and advanced ecology. He conducted cutting-edge research that greatly influenced how we manage and conserve stream ecosystems for fish and their habitats. His reach and impact has truly been international with over 100 peer-reviewed journal articles and book chapters, an edited volume, and, in 2010, recognized as an ISI Highly Cited Researcher for the Plant and Animal Science Category. He willingly provided service to the department, college, and university, serving on key committees and supporting GDPE as acting Director for a year.

His list of awards and invited presentations/plenary talks is impressive (over 170 since 1990). He was the inaugural recipient of the 2008 International Fisheries Science Prize from the World Council of Fisheries Societies and in 2016 received the Award of Excellence, the American Fisheries Society's highest honor. He is extremely proud of the numerous Graduate Students, Postdoctoral Fellows, and Undergraduate Honors Students that he has mentored, many in key faculty and agency positions. He is equally proud of his involvement in a documentary film and a book project in the later portion of his career. He was the key grant writer and executive producer for the 2007 documentary film, *Riverwebs*, which has reached over 100 million viewers through numerous outlets, including PBS. One version of *Riverwebs* was created for professional and lay audiences and several versions have been tailored for use by teachers. Finally, in 2015, his book, *For the Love of Rivers: A Scientist's Journey*, was published. Using his many international collaborations with stream ecologists and the tragic loss of one of his closest Japanese colleagues, the book uncovers the "strong hidden connections between rivers and their surrounding forests...and why humans would want to conserve them". The book has received positive reviews and won the 2015 Sigurd F. Olson Nature Writing Award for Adult Literature; a fitting legacy to a career well played and moving to extra innings!

Richard Knight
Human Dimensions of Natural Resources

Dr. Richard Knight began his career at Colorado State University in January of 1987. He works at the intersection of land use and land health in the American West. A professor of wildlife conservation at Colorado State University, he received his graduate degrees from the University of Washington and the University of Wisconsin. While at Wisconsin, he was an Aldo Leopold Fellow and conducted his research at Aldo Leopold's farm, living in "The Shack". Before becoming an academic, he worked for the Washington Department of Game developing the nongame wildlife program.

Presently, he sits on a number of boards including the Colorado Cattlemen's Agricultural Land Trust, the Quivira Coalition, the Science Board of the Malpai Borderlands Project, the Diablo

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Trust, Resources First Foundation, Ranchers Stewardship Alliance, Tejon Ranch Conservancy Science Advisory Panel, Colorado Land Library, and The Nature Conservancy's Colorado Council. He is on the Board of Editors for both *Conservation Biology*, and for *Ecological Applications*. He was selected by the Ecological Society of America for the first cohort of Aldo Leopold Leadership Fellows which focus on leadership in the scientific community, communicating with the media, and interacting with the business and corporate sectors. In 2007, Colorado State University honored him with the Board of Governors Excellence in Undergraduate Teaching Award. Dr. Knight is a five-time recipient of the students' choice for Outstanding Faculty Member in the Warner College of Natural Resources. He is a two-time recipient of the Jack Cermak Distinguished Service Award. In 2008, he was a recipient of the Colorado Book Award for an anthology. He has published 125 articles in peer-reviewed journals and over 60 book chapters.

**James Zeidler, Senior Research Scientist/Scholar
CEMML**

Dr. Jim Zeidler has been employed by CSU since July 1999. As CEMML's chief cultural resources specialist, he conducted and supervised planning level surveys, compliance inventories, and National Register eligibility assessments for historic and prehistoric archaeological resources and historic buildings and structures; Native American consultation; historic context studies; cultural resources data management and analysis; spatial data analysis; predictive archaeological modeling; and the development of Integrated Cultural Resource Management Plans. He also applies scientific research to archaeological resource management, predictive modeling, and geoarchaeology. He co-directs the Military Cultural Heritage Advocacy Group, which supports cultural property protection awareness training for the Department of Defense worldwide. This group assists active-duty military personnel deployed in overseas locations in complying with the 1954 Hague Convention for the protection of cultural property during armed conflicts. He actively engaged in graduate-level teaching and student mentoring throughout his tenure at CSU. He is an adjunct faculty member in the Departments of Anthropology and History and has taught courses in heritage resource management and cultural resources management. He has served on at least 6 Ph.D. Committees and 11 M.A. committees.

During his tenure at CSU, he was an author of 10 monographs or technical reports, more than 30 peer-reviewed articles, and almost 90 professional papers and posters. He is Series Co-editor at Brill Academic Publishers, Leiden, The Netherlands of the book series *Heritage and Identity: Issues in Cultural Heritage Protection*. Jim was a co-recipient of a 2007 Partnership Commendation from the Advisory Council on Historic Preservation for his efforts to raise awareness within the Department of Defense on Cultural Property Protection issues in US military operations in foreign countries, particularly in the Middle East. Furthermore, he is a co-recipient of a 2009 Department of Defense Citation for Meritorious Achievement for CEMML's support to the Cultural Resources Management Program at Fort Drum, New York.

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REPORT ITEM:

Report: Sabbatical Revisions Approved for Academic Year 2017-2018

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

The recommendations for changes to sabbatical leaves previously approved for 2017-2018 are listed below. These revisions are reviewed at the Department, College, and University levels and have received approval at each level. The requests have been evaluated and judged appropriate with strict adherence to CCHE guidelines.

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Colorado State University
Sabbatical Leave Revisions Academic Year 2017-2018

College of Agricultural Sciences

Kelly Curl	Horticulture and Landscape Architecture	Change Fall 2018 to Fall 2019
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College of Liberal Arts

Kathleen Pickering	Anthropology	Cancel Fall 2017
Kyle Saunders	Political Science	Change Fall 2018 to Spring 2019

Stephan Weiler	Economics	Cancel Fall 2017
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College of Natural Sciences

Charles Henry	Chemistry	Cancel Fall 2018
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College of Veterinary Medicine and Biomedical Sciences

David Gilkey	Environmental and Radiological Health Sciences	Cancel Fall 2017
Nicole Ehrhart	Clinical Sciences	Change Fall 2018 to Spring 2018

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Consent Item

MATTERS FOR ACTION:

2017-18 Academic Faculty and Administrative Professional Manual Revisions:
Section C.2.1.3.2 Ex Officio Members

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to
the Colorado State University Academic Faculty and Administrative
Professional Manual, Section C.2.1.3.2 *Ex Officio* Members

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:

A long-standing aspect of the Code has invested the Chairs of the Standing Committees as voting *ex officio* members of Faculty Council. In that capacity, the Chairs of Standing Committees can speak for motions introduced by their Standing Committees followed by supporting those motions by a vote.

Specialized Standing Committees deal with issues for which there is significant variation in the interests across the Colleges and the Libraries. In those cases, the faculty representatives of specialized Standing Committees have an important responsibility to represent the interests of their respective Colleges and the Libraries. That responsibility should carry over to Faculty Council meetings, where the members should be able to speak for or against motions introduced by their specialized Standing Committee, supported by a vote for or against the motions. In that role, the faculty representatives on specialized Standing Committees can provide information about the interest, support, and opposition of their Colleges and the Libraries during Faculty Council considerations.

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The Committee on Non-Tenure Track Faculty (CoNTTF) is currently the only specialized standing committee and it has nine non-tenure track faculty members.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2017-2018

C.2.1.3.2 *Ex Officio* Members (last revised May 3, 2018)

Chairpersons of Faculty Council regular ~~and specialized~~ standing committees, serving as the official representatives of the standing committees to the Faculty Council, shall be *ex officio* voting members of Faculty Council. Faculty representatives of Faculty Council specialized standing committees, serving as the official representatives of their respective colleges and the Libraries on the specialized committee and before Faculty Council, shall be *ex officio* voting members of Faculty Council.

The immediate past Chairperson of Faculty Council shall be an *ex officio* non-voting member of the Faculty Council for one (1) year immediately following the expiration of his or her term as Chairperson of the Faculty Council.

The President of the University, the Provost, the Vice Presidents, the Vice Provosts, the Deans of the Colleges and the Libraries, and the Chair of the Administrative Professional Council shall be seated on the Faculty Council as *ex officio* non-voting members.

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Consent Item

MATTERS FOR ACTION:

2017-18 Academic Faculty and Administrative Professional Manual Revisions:
Section C.2.1.9.3 Membership and Organization

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to
the Colorado State University Academic Faculty and Administrative
Professional Manual, Section C.2.1.9.3 Membership and Organization

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2017-2018 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

Some Chairpersons of Standing Committees have been unaware that they may designate a substitute from their committee to attend Faculty Council meetings. This needs to be stated in both sections of the Code in which the chairpersons are designated as *ex officio* voting members of Faculty Council.

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 Consent Item

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
 REVISIONS AND ADDITIONS – 2017-2018

C.2.1.9.3 Membership and Organization (last revised ~~May 3, 2017~~ May 3, 2018)

The membership of each standing committee is specified to fit the functions of that committee. The Chair of the Committee on Non-Tenure-Track Faculty (or designee on the CoNTTF), administrators, administrative professionals, classified staff, undergraduate student members representing the Associated Students of Colorado State University (ASCSU) and graduate student members representing the University Graduate Student Council shall be authorized for certain standing committees. Faculty membership on specialized standing committees shall be limited to regular full-time, regular part-time, transitional, and non-tenure track faculty members who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above. Faculty membership on regular standing committees shall be limited to regular full-time, regular part-time, and transitional faculty members who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above. A member of a standing committee who becomes ineligible shall cease to hold this position.

Each standing committee shall have a chairperson whose term of office is twelve (12) months beginning July 1. Each standing committee chairperson shall be elected by and from the membership of that committee. After members of standing committees are elected, as specified in Section C.2.1.9.4, the continuing and newly elected members of each standing committee, other than the Executive Committee, shall meet and elect a committee chairperson for the coming term before May 15. The committee members who are being replaced may attend this meeting, and they may speak, but they shall not cast votes for the new chairperson. However, if a newly elected committee member is unable to attend the meeting, then he or she may allow the committee member that he or she is replacing to cast a vote for the chairperson in his or her place.

Standing committees are expected to consult regularly with those administrators, members of the faculty, or others who can provide

information necessary for effective deliberation. Each standing committee may name *ex officio* or associate members who are expected to attend committee meetings regularly. The appointments shall be reviewed by the standing committee annually. Each standing committee shall identify in its annual report to the Faculty Council its *ex officio* and associate members and others with whom it has regularly conferred. All *ex officio* and associate members shall be non-voting, unless otherwise specified.

Standing committees shall convene subcommittees as needed to consider specific issues or perform specific tasks. These subcommittees shall exist to serve the standing committees. A subcommittee of a standing committee shall be chaired by a member of that committee, but may draw other members from throughout the University as appropriate.

The Chairperson of Faculty Council shall be an ex officio, non-voting member of each standing committee of the Faculty Council.

Unless otherwise specified in the committee's operating procedures, for transacting business at standing committee, a quorum is defined as a simple majority of the voting members.

The elected chairperson of the standing committee shall serve as an ex officio voting member of the Faculty Council for the duration of his or her term as chairperson. The chairperson may designate a committee member to substitute as *ex officio* voting member provided prior notice is given to the Chairperson of Faculty Council.

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MATTERS FOR ACTION:

2017-18 Academic Faculty and Administrative Professional Manual Revisions:
Section C.2.1.9.6 Specialized Standing Committees: Membership and Function

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to
the Colorado State University Academic Faculty and Administrative
Professional Manual, Section C.2.1.9.6 Specialized Standing Committees:
Membership and Function

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:

During the intervening years since the CoNTTF was established, the numbers of non-tenure-track faculty have increased in all colleges and the Libraries. Because non-tenure-faculty issues vary significantly across the Colleges and the Libraries, each such unit needs direct representation on CoNTTF. Issues affecting non-tenure-track faculty often affect students and students should have a role in consideration of motions affecting non-tenure-faculty.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
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C.2.1.9.6 Specialized Standing Committees: Membership and Function

a. *Committee on Non-Tenure-Track Faculty* (last revised *May 3, 2018*)

~~The membership of the Committee on Non Tenure Track Faculty shall be comprised as follows:~~

~~1. One (1) non tenure track faculty member (senior teaching, special, temporary, or multi year research appointment) shall be selected from each unit among the colleges and the Libraries for which there exists a formal committee representing non tenure track faculty members. Each such committee shall provide one (1) or more nominees for this position to the Committee on Faculty Governance for possible inclusion on the ballot.~~

~~2. If fewer than six (6) units from among the colleges and the Libraries have such committees, then additional non tenure track faculty members shall be selected to provide a total of six (6) non tenure track faculty members. These nominations shall be sought from the University community by the Committee on Faculty Governance.~~

~~3. Two (2) regular faculty members shall be selected from two (2) different units from among the colleges and the Libraries. The Committee on Faculty Governance shall provide nominees for these two (2) positions after calling for volunteers.~~

The Committee on Non-Tenure-Track Faculty shall consist of one (1) non tenure-track faculty member (senior teaching, special, or multi-year research appointment) from each college and the Libraries, two (2) regular faculty members elected from the Colleges and the Libraries, one (1) undergraduate student, and one (1) graduate student.

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The duties of this specialized standing committee shall be to recommend to the Faculty Council:

1. Policies defining the general responsibilities of non-tenure-track faculty to the University, college, and department.
2. Policies related to the standing of non-tenure-track faculty.

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MATTERS FOR ACTION:

2017-18 Academic Faculty and Administrative Professional Manual Revisions:
Section E.1 Definition of Faculty

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to
the Colorado State University Academic Faculty and Administrative
Professional Manual, Section E.1 Definition of Faculty

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:

1. In Section E.1 it has been emphasized that all faculty should enjoy the benefits of academic freedom.
2. Additional faculty appointments have been added to be consistent with what is outlined in Section E.2.
3. C.R.S. 23-31 104 is not consistent with the faculty appointment types so has been deleted.

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

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E.1 Definition of Faculty (*last revised ~~May 2, 2007~~ May 3, 2018*)

The faculty includes all personnel who carry academic rank (professor, associate professor, assistant professor; master instructor, senior instructor, instructor; and faculty affiliate) and ~~additional personnel as defined by C.R.S. 23-31-104~~ the University President. All faculty members shall have the academic freedom enjoyed by tenured faculty members, regardless of the type of appointment.

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MATTERS FOR ACTION:

2017-18 Academic Faculty and Administrative Professional Manual Revisions:
Section E.2 Types of Faculty Appointments

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.2 Types of Faculty Appointments. The revisions to Section E.2 regarding contract faculty apply to those contracts that are entered into or renewed after the effective date of this resolution, and do not modify existing faculty contracts.

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:

Overall, the changes identified lead to clarification of faculty appointments within Section E.2 of the *Academic Faculty and Administrative Professional*.

- (1) The term “regular faculty”, although historically tied to funding source, suggests that other faculty appointments are “irregular”. Tenured and tenure track faculty member as appointment types are currently defined in Section C.2.3.3. Combining full-time and part-time for faculty who are on the tenure-track allows consistency in the definition for all faculty appointments.
- (2) The category of “senior teaching appointment” is problematic across colleges as an appointment type and has been eliminated. Persons with this appointment type are given the option of having the rank of senior instructor or being allowed to keep their current rank.

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- (3) Formalizing a “contract faculty appointment” supports a commitment by the University to ongoing employment via readiness to offer multi-year contracts and offers greater protection for faculty. A one-year notice of the possibility of an expiration of contract is not a guarantee of non-renewal of the contract.
- (4) A continuing appointment type allows maximum flexibility for departments and colleges with uncertainty in course enrollment while providing a pathway toward contract appointment for the faculty.
- (5) The adjunct appointment is defined to better represent common use of faculty in this role – a faculty member who contributes for one or two courses or a limited number of semesters. This appointment is “at will” without a contract and further allows flexibility to departments in temporarily expanding their faculty ranks to cover critical needs.
- (6) Minor changes to transitional appointments were made for consistency within the document.
- (7) Titles (e.g., clinical professor) are not addressed in the Manual, so any current title being used can continue to be used by departments and colleges.

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

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E.2 Types of Faculty Appointments (last revised ~~June 21, 2011~~ May 3, 2018)

E.2.1 Basic Types of Faculty Appointments (last revised ~~August 2, 2013~~ May 3, 2018)

Six (6) basic types of appointments exist for members of the faculty. They are ~~regular full time, regular part time, senior teaching, special, temporary, tenured faculty, tenure-track faculty, contract faculty, continuing faculty, adjunct faculty, and faculty on and~~ transitional appointments. Only faculty members holding ~~either regular full time or regular part time~~ tenure-track appointments at the time of consideration are eligible to acquire tenure. ~~Full time is defined as the academic year or a minimum of nine (9) months. Faculty members with either senior teaching or special appointments may be eligible for multi year contracts. Faculty members who do not have multi year contracts and are not eligible for tenure are hired “at will” and are subject to termination by either party at any time. Section D.5.6 regarding the termination of “at will” appointments shall apply to “at will” faculty appointments. See Section E.3 for details of other types of faculty appointments. The major characteristics of the various basic types of appointments are as follows.~~

Full-time is defined as the academic year or a minimum of nine (9) months. Part-time is defined as any fraction of time less than one hundred (100) percent, but not less than fifty (50) percent of full-time.

The major characteristics of the various types of appointments are as follows.

E.2.1.1 ~~Regular Full Time~~ Tenured Appointments (last revised ~~June 21, 2011~~ May 3, 2018)

The usual type of academic appointment is regular full time. A tenured faculty appointment may be either full-time or part-time. If a tenured faculty member is tenured only for part-time service, additional employment may be arranged each year between the faculty member and the department. Responsibilities and salaries are scaled appropriately to the portion of time worked.

If a tenured faculty member changes to a contract, continuing, or adjunct appointment, he or she must relinquish tenure and retire from the University. A tenured faculty member who wishes to gain emeritus/emerita status must apply prior to the time he or she relinquishes tenure and retires.

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The following conditions apply to a which distinguish a regular full-time tenured faculty appointment are:

- a. ~~Regular full-time appointments are~~It is limited to the ranks of assistant professor, associate professor, and professor.
- b. There is no specified ending date ~~for a regular full-time appointment with tenure.~~
- c. ~~An individual with a regular full-time appointment who serves satisfactorily for a specified period is eligible to acquire tenure (see Section E.10).~~
- dc. ~~Faculty with regular full-time appointments~~The faculty member shall have full voting rights at departmental and college faculty meetings and ~~are is~~ eligible to serve on departmental and college committees.
- ed. ~~For this type of appointment, e~~Enrollment in a retirement program is mandatory. ~~Holders of regular full-time appointments are~~The faculty member is eligible for other fringe benefits and privileges (see Sections F and G and the *Academic Faculty and Administrative Professional Benefits and Privileges Handbook*), and for sabbatical leave (see Section F.3.4).

E.2.1.2 Regular Part-Time Tenure-Track Appointments *(last revised June 21, 2011 May 3, 2018)*

A tenure-track faculty member may be either full-time or part-time. The six (6) year time limit for acquisition of tenure applies for both full-time and part-time appointments (see Section E.10.4.c). Criteria, procedures, and regulations for promotion, tenure, and salary for part-time appointments are subject to the rules governing full-time appointments. If a contract, continuous or adjunct faculty member is given a tenure-track faculty appointment, an appropriate amount of credit may be given for this prior service.

The following conditions apply to a tenure-track faculty appointment:

~~Regular part-time appointments may be made for any fraction of time less than one hundred (100) percent, but not less than fifty (50) percent of full-time.~~

- a. ~~Regular part-time appointments are~~It is limited to the ranks of assistant professor, associate professor, and professor.
- b. There is no specified ending date ~~for regular part-time appointments with tenure.~~

~~c. Criteria, procedures, and regulations for promotion, tenure, and salary are subject to the rules governing regular full time appointments. Responsibilities and salaries are scaled appropriately to the portion of time worked. A person holding a regular part time appointment may be tenured only for half time (0.5) service, although additional employment may be arranged each year between the faculty member and the department. The six (6) year time limit for acquisition of tenure applies to this type of appointment as well as to the regular full time appointment (see Section E.10.4.e).~~

~~db. Faculty with regular part time appointments~~The faculty member shall have full voting rights at departmental and college faculty meetings and ~~are~~ is eligible to serve on departmental and college committees.

~~ec. Enrollment in the~~a retirement program is mandatory for holders of regular part time appointments. Holders of regular part time appointments areThe faculty member is eligible for all other fringe benefits and privileges (see Sections F and G and the *Academic Faculty and Administrative Profession Benefits and Privileges Handbook*), but not for sabbatical leaves (see Section F.3.4). However, time spent on a tenure-track appointment does count towards the accumulation of service for sabbatical leave.

~~E.2.1.3 Senior Teaching Appointments~~ (new section August 2, 2013)

~~Senior teaching appointments may be either full time or part time. Part time is defined as less than full time, but at least half time (0.5). The granting of a senior teaching appointment shall follow the procedures in Section E.11. Faculty on senior teaching appointments have the following distinguishing characteristics:~~

~~a. Senior teaching appointments are “at will” and are subject to termination by either party at any time unless the faculty member has a multi-year contract, in which case the terms of the contract shall stipulate its ending date. Upon the expiration date of the contract, employment as a senior teaching appointment faculty member reverts to an ‘at will’ appointment, unless the multi-year contract is renewed by written agreement of both parties.~~

~~b. There is no specified ending date for a senior teaching appointment.~~

~~c. Faculty members on senior teaching appointments shall have effort distributions with at least fifty (50) percent of the effort being in the category of teaching and advising and at least five (5) percent of the effort being in the category of service.~~

~~d. Faculty members on senior teaching appointments shall participate in annual reviews and the annual salary exercise in the same manner as faculty~~

~~with regular full-time and regular part-time appointment.~~

~~e. Faculty members on senior teaching appointments are not eligible for tenure (see Section E.10.4).~~

~~f. Department and college codes shall specify the voting rights of faculty members with senior teaching appointments and their eligibility to participate on departmental and college committees. The standard expectation is that faculty members on senior teaching appointments shall be included fully, except with regard to personnel matters involving regular faculty members, including the department chair.~~

~~g. If a tenured faculty member changes positions to a senior teaching appointment, he or she must relinquish tenure and retire from the University. A tenured faculty member who wishes to gain emeritus/emerita status, must apply prior to the time he or she relinquishes tenure and retires.~~

~~h. Faculty members on senior teaching appointments are required to enroll in the retirement program and are eligible to participate in other benefits offered by the University as described in the *Academic Faculty and Administrative Professional Benefits and Privileges Handbook* and in Sections F and G of the *Manual*. They are not eligible for sabbatical leave.~~

E.2.1.43 Special Contract Faculty Appointments *(last revised May 8, 2015 May 3, 2018)*

~~Special Contract faculty appointments may be either full-time or part-time. Part-time is defined as any fraction less than one hundred (100) percent of full-time. The distinguishing features of this type of appointment are:~~

~~Contract faculty appointments for research may be offered only for research performed for the University. In this case, the unit or department must document that the multi-year contract or extension is necessary for the hiring or retaining of the faculty member.~~

~~The following conditions apply to a contract faculty appointment:~~

- ~~a. Special appointments are “at will” and are subject to termination by either party at any time unless the faculty member has a multi-year contract for research or teaching, in which case the terms of the contract shall stipulate its ending date. Upon the expiration date of the contract, the multi-year contract may be renewed by written agreement of both parties. If it is not renewed, one of the following outcomes occurs: 1) For special appointment faculty who were originally at will and entered into a multi-year contract, employment as a special appointment faculty member reverts to at will. 2) For special appointment faculty who were originally hired with a multi-year~~

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~~contract, the appointment may be converted to an at will appointment upon agreement of both parties. Otherwise, employment is terminated upon expiration date of the contract.~~

~~a. All special appointment multi-year contracts carries an shall have a specified ending date as specified in the contract and a term of at least two (2) years. At least one (1) year prior to the expiration of the contract, the faculty member shall either be given a new contract or informed that the current contract may be allowed to expire. Otherwise, special appointments need not carry specified ending dates, but an ending date indicating the point in the future when the funding and/or appointment is expected to terminate should be included when known. In that situation, the inclusion of a specified ending date on an appointment form or other such documentation does not create a minimum or fixed duration of appointment.~~

~~e. Faculty members on special appointment are not eligible for tenure (see Section E.10.4). If the contract is allowed to expire, the employment as a contract faculty appointment shall be converted to employment as a continuing faculty appointment, without loss of rank, unless the contract is renewed by written agreement of both parties.~~

~~db. The Faculty members on special appointments shall receive a salary and shall participate in annual reviews and the annual salary exercise in the same manner as tenured faculty with senior teaching, regular full time, and regular part time appointments.~~

~~ec. Department and college codes shall specify the voting rights of contract faculty and their eligibility to participate on departmental and college committees. The standard expectation is that contract faculty shall have full voting rights in the governance of their department and college with the exception of decisions relating to tenure and will be eligible to serve on departmental and college committees. The effort distributions of faculty members on special appointments shall be specified in the appointment letter. While the effort distribution in the case of special appointments may include all three (3) areas of teaching, research, and service, often it is focused in one (1) area, such as teaching or research.~~

~~f. Offer letters for special appointment faculty should be written following the format and content provided on the Provost's website.~~

~~g. Multi-year contracts for research may be offered only for research performed for the University. The unit or department must document that the multi-year contract or extension is necessary for the hiring or retaining of the faculty member.~~

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~~h. If a tenured faculty member changes positions to a special appointment involving a multi-year contract, he or she must relinquish tenure and retire from the University. A tenured faculty member who wishes to gain emeritus/emerita status, must apply prior to the time he or she relinquishes tenure and retires.~~

~~i. Special appointment faculty are required to enroll. Enrollment in the retirement program is mandatory. The faculty member is and are eligible to participate in for other fringe benefits and privileges offered by the University as described (see Sections F and G in the *Academic Faculty and Administrative Professional Benefits and Privileges Handbook*), and in Section F and G of the *Administrative and Faculty Manual*. They are not eligible but not for sabbatical leave (see Section F.3.4).~~

e. A contract faculty member who has at least twelve (12) semesters of employment, or a combined twelve (12) semesters between contract or continuing appointments (or sooner at the discretion of the department) becomes eligible for funding for release time in order to pursue scholarly development. Once such funding has been granted, the faculty member becomes eligible for such funding again after another twelve (12) semesters of such employment. A request for such funding shall be submitted in writing by the faculty member to the department head. This request shall include details regarding the type of scholarly development and the amount of funding requested. The department head shall respond in writing with an approval or denial of the request. In the case of a denial of the request, the reasons for the denial shall be stated in writing in the response.

E.2.1.4 Continuing Faculty Appointments (new section xxx)

Continuing faculty appointments may be either full-time or part-time. The following conditions apply to a continuing faculty appointment:

- a. There is no specified ending date.
- b. The appointment is “at will” and is subject to termination by either party at any time. Section D.5.6 regarding the termination of “at will” appointments shall apply to “at will” faculty appointments.
- c. The faculty member shall participate in annual reviews and the annual salary exercise in the same manner as tenured faculty.
- d. Department and college codes shall specify the voting rights of contract faculty and their eligibility to participate on departmental and college committees. The standard expectation is that continuing faculty shall have full voting rights in the governance of their department and college with the

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exception of decisions relating to tenure, and will be eligible to serve on departmental and college committees.

e. Enrollment in a retirement program is mandatory. The faculty member is eligible for other fringe benefits and privileges (see Sections F and G and the *Academic Faculty and Administrative Professional Benefits and Privileges Handbook*), but not for sabbatical leave (see Section F.3.4).

f. A continuing faculty member who has at least twelve (12) semesters of employment, or a combined twelve (12) semesters between contract or continuing appointments (or sooner at the discretion of the department) becomes eligible for funding for release time in order to pursue scholarly development. Once such funding has been granted, the faculty member becomes eligible for such funding again after another twelve (12) semesters of such employment. A request for such funding shall be submitted in writing by the faculty member to the department head. This request shall include details regarding the type of scholarly development and the amount of funding requested. The department head shall respond in writing with an approval or denial of the request. In the case of a denial of the request, the reasons for the denial shall be stated in writing in the response.

g. A continuing faculty member who has been employed with this appointment type for at least ten (10) semesters shall be given serious consideration for conversion to a contract faculty appointment. In this circumstance, the faculty member may submit a formal request in writing to the department head for such a conversion. Such a formal request shall be responded to in writing by the department head with an approval or denial of the request. In the case of a denial of the request, the reasons for the denial shall be stated in writing in the response.

E.2.1.5 Temporary Adjunct Faculty Appointments *(last revised May 6, 2016 May 3, 2018)*

~~Temporary Adjunct faculty appointments may be either full-time, or part-time, or less than half-time, and are distinguished from other types of appointments by the expectation that the appointment is for a specified period of time, at the end of which, it is anticipated that employment at the University may not be renewed or that the member will transition to a different appointment type (see d. below). Part time is defined as any fraction less than one hundred (100) percent of full time. Conditions applicable to temporary appointments are:~~

Adjunct faculty appointments are intended for situations where the previous types of appointment are not appropriate. These include the following situations:

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- i. Employment at less than half-time.
- ii. Employment on an occasional basis, rather than being for every (Fall and Spring) semester. An approved leave without full-time or part-time service (such as Family Medical Leave) shall not constitute employment on an occasional basis.
- iii. Employment for only one(1) or two (2) semesters (Fall and Spring).

This appointment type may not be used for a faculty member employed full-time or part-time every semester (Fall and Spring) for more than two (2) semesters.

The following conditions apply to an adjunct faculty appointment:

~~a. Temporary appointments are “at will” and are subject to termination by either party at any time (the process set forth in Section D.5.6 regarding the termination of “at will” appointments shall apply to temporary faculty appointments). Temporary appointments need not carry specified ending dates, but an ending date indicating the point in the future when the funding and/or appointment is expected to terminate should be included when known. The inclusion of a specified ending date on an appointment form or other such documentation is for administrative convenience only and does not create a minimum or fixed duration of appointment.~~

~~ba. Temporary appointees are not eligible for tenure. There may or may not be a specified ending date.~~

~~b. The appointment is “at will” and is subject to termination by either party at any time. Section D.5.6 regarding the termination of “at will” appointments shall apply to “at will” faculty appointments.~~

~~e. The faculty member shall participate in annual reviews and the annual salary exercise in the same manner as tenured faculty.~~

~~d. Department and college codes shall specify the voting rights of adjunct faculty and their eligibility to participate on departmental and college committees.~~

~~e. Temporary appointees are required to enroll. Enrollment in the retirement program is mandatory. If the faculty member is full-time or part-time, and if half time or greater are then he or she is eligible to participate in for other fringe benefits and privileges offered by the University as described (see Sections F and G and the *Academic Faculty and Administrative Professional Benefits and Privileges Handbook*), published annually by Human Resources and in Sections F and G of the *Manual*. Eligibility for sick leave is defined in~~

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~~Section F.3.2. Temporary appointees are eligible for faculty privileges described in Sections G.1—G.3. Temporary appointees are not eligible but not for sabbatical leave (see Section F.3.4.4).~~

~~d. The University recognizes that the nature of a temporary appointment is incompatible with recurring consecutive appointments over a long period of time with an assignment of 50% or more. Therefore, after the second consecutive semester for a 9-month assignment at 50% or more time (excluding summer session) or after the first year for a 12-month assignment at 50% or more time, the faculty member's appointment shall be required to convert to a special appointment and cannot be renewed as a temporary appointment.~~

E.2.1.6 Transitional Appointments (last revised ~~June 21, 2011~~ May 3, 2018)

The University provides the opportunity for transitional appointment to its tenured faculty members who have retired and terminated employment in consideration of a subsequent reappointment on a part-time tenured basis for a limited period of time. The transitional appointment requires that the faculty member participate in the teaching, advising, service, and research activities of the department, subject to the part-time provisions of his or her appointment. Administrators who also hold a tenured faculty appointment are eligible to request a transitional appointment within the context of their faculty roles. Administrative professionals and non-tenured faculty members are not eligible for transitional appointments due to the legal conflict between the statutory “at will” status of such appointments and the appointment term guarantees embodied in a transitional appointment.

Faculty members covered under the federal retirement system are not eligible for transitional appointment due to prohibitive provisions of that retirement system. However, post-retirement employment in a position other than the one requiring a federal appointment is not prohibited. Interested faculty members and/or departments should contact the Director of Human Resource Services for further information.

Conditions regarding transitional appointments are as follows:

a. Only tenured faculty members on ~~regular~~ full-time or part-time tenured appointments who are currently eligible for retirement under the University's definition of retirement (see “Definition of Retirement” under “Benefits” at www.hrs.colostate.edu) have the opportunity of requesting transitional appointments. Note that the University's definition of retirement may differ from those of the retirement plans. For more information, or to confirm eligibility for retirement, contact the University Benefits Office.

b. Ordinarily, a request for a transitional appointment should be submitted in writing to the department head one (1) full academic year before the requested

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commencement of the transitional appointment. A time period of less than one (1) year may be accepted in those cases where such appointments with lesser notice are considered to be in the interest of the University. Such an exception requires the approval of the department head, the dean, and the Provost. A transitional appointment shall be evaluated on the basis of both the needs of the department and college and the desires of the faculty member.

c. A transitional appointment is for a specified term of at least one (1) year and not more than four (4) years, and it concludes with the termination of this part-time tenured appointment. However, this does not preclude subsequent full-time or part-time employment in a non-tenured position subject to the needs and resources of the department and the interests and desires of the faculty member. During the transitional period, a transitional appointment may not be modified to a regular appointment. A faculty member may elect to terminate the part-time transitional appointment prior to the end of the specified term.

d. A transitional appointment shall begin no earlier than the first business day after the effective date of termination of employment as a ~~regular tenured~~ faculty member.

e. A faculty member shall be tenured on a part-time basis as a condition of the transitional appointment.

f. Faculty with transitional appointments have full voting rights at departmental and college faculty meetings and are eligible to serve on departmental and college committees.

g. Any uncompensated leave balances at the time of retirement shall be reinstated and available for use during the transitional appointment. However, at the end of the transitional appointment, there shall be no compensation for unused leave balances.

h. The salary and workload for a transitional appointment shall normally be fifty (50) percent of what they were at the time of retirement. However, when it is to the benefit of both the University and the faculty member, variations from this fifty (50) percent standard, including brief periods of full-time employment, may be proposed by the department head and the dean for review and approval by the Provost.

i. The percentage of salary and the percentage of effort during the transitional appointment are subject to negotiation between the department and the faculty member and shall be spelled out in the transitional appointment agreement. Such changes in salary and/or effort shall not affect the percentage level of the

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appointment (e.g., part-time versus full-time) specified in the transitional appointment agreement. The terms under which the appointment is undertaken or subsequently modified shall be negotiated to be mutually beneficial to both the faculty member and the University, and the terms of the agreement shall be specified in writing, subject to the review and approval of the dean and the Provost. Final approval authority resides with the President.

j. A faculty member on a transitional appointment who is a PERA annuitant may be subject to that retirement system's annuity penalty for "post retirement" work for PERA affiliated employers, including the University, in excess of one hundred and ten (110) days in any calendar year or for work during the first month of retirement. A faculty member who is receiving a PERA annuity should check with PERA directly to determine what effects, if any, a transitional appointment may have on their his or her annuity amounts.

k. A faculty member on a transitional appointment participates in the University's Defined Contribution Plan for Retirement ("DCP") and is eligible for the same benefits as a faculty member with a ~~regular~~tenured appointment within the DCP. Leave policies, as described in Section F of the *Manual*, shall be in effect, except that a faculty member on a transitional appointment is not eligible for a sabbatical leave nor for payment for unused sick leave and/or annual leave at the conclusion of the transitional appointment.

l. A faculty member on a transitional appointment is considered for any pay and benefit increases on the same basis as a faculty member holding a ~~regular~~tenured appointment, proportionate to the extent of the appointment.

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Approved

MATTER FOR ACTION:

Approval of the revised Colorado State University Student Conduct Code

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the revised to Colorado State University Student Conduct Code.

EXPLANATION:

Presented by Dr. Tony Frank, President, Colorado State University; Rick Miranda, CSU Provost and Executive Vice President, and Chief Academic Officer of the CSU System

The Student Conduct Code sets forth the specific expectations that Colorado State University has for student behavior and the rights and responsibilities that accompany being a student and participating in student organizations. The Student Conduct Code (“Code”) defines University intervention, resolution options, and possible disciplinary action related to the behavior of both individual students and student organizations.

The Code is reviewed every three years under the direction of the Vice President for Student Affairs, in consultation with the Office of the General Counsel, and subject to the approval of the University President and Board of Governors. The Code was last updated and approved by the Board of Governors on May 8, 2015. In the summer of 2017, the Student Conduct Services staff, along with the Office of General Counsel and Department of Policy, Risk and Environmental Programs began a review and edit of the Student Conduct Code. The attached revised Code was the result of these efforts. The current proposed updates have been vetted by campus stakeholders, including: ASCSU, Student Legal Services, CSUPD, Women’s Gender Advocacy Center, Support and Safety Assessment, Fraternity & Sorority Life, and have been endorsed by Blanche Hughes, the Vice President for Student Affairs.

The proposed revisions to the Code provide important clarifications and reorganization. Substantive changes have generally been limited to providing greater flexibility to the University to resolve lower level cases more quickly with less negative impact on the student or student organization, as well as changes to conform the language of the Code

to relevant statutory and regulatory requirements. The section on academic misconduct, as it applies to faculty and the classroom, has not changed as a result of this update.

The revised Code includes the following changes:

- Create a Code that is easily understood for students and hearing officers, primarily through the use of clear and concise language describing prohibited behaviors;
- Add and codify opportunities for alternative resolution processes outside of a traditional disciplinary process;
- Include more conflict resolution and restorative practice options;
- Align sexual misconduct language with University policy;
- Inform students about the conduct process/hearing procedures by making those provisions easier to find, understand, and navigate;
- Amend sections of the Appeals Process to mitigate the appearance of and potential for bias;
- Provide more discretion for hearing officers to assign educational sanctions without imposing a discipline standing and associated discipline record.
- Align the Code with FERPA, Clery Act, Title IX, VAWA and Campus SaVE Act with regard to process rights for impacted parties;
- Reduce the length and redundancy of the Code by combining sections applicable to individuals and to student organizations;
- Clarify the procedures for interim measures by including checks and balances for students to request a reevaluation of those measures, and defining various interim measures beyond interim university suspension and interim residential suspension;
- Add a “pending discipline process” notation option for transcripts instead of the current process of placing a hold on the transcript;
- Clarify “loss of privileges” for student organizations in an effort to provide more structure and transparency for sanctioning;
- Create consistency between the number of days a hearing officer has to submit an outcome and the number of days a student has to submit an appeal (10 days for each);
- Reduce the number of days (from three to two business days) required to notify a student of a hearing providing the University the option of faster intervention when necessary.
- Include prohibitions against abusive behavior toward animals in the Code.

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PHILOSOPHY

The Student Conduct Code exists to notify students, faculty, and staff of the specific expectations Colorado State University holds related to student behavior and the rights and responsibilities that accompany being a student and participating in student organizations.

Colorado State University expects students to maintain standards of personal integrity in harmony with its educational goals; to be responsible for their actions; to observe national, state, local laws, and University regulations; and to respect the rights, privileges, and property of other people.

The student conduct process is intended to be a learning experience which can yield growth, behavioral changes, and personal understanding of one's responsibilities and the consequences and impacts of one's actions. This process balances the needs and rights of students with the needs and expectations of the University and larger community. It supports and values Colorado State University's [Principles of Community](#) and offers a continuum of responses, many of which are educational and restorative in nature. Students are treated with care and respect while being afforded the opportunity to receive a fair hearing. Sanctions and interventions are designed to promote the University's educational mission.

The Student Conduct Code defines University intervention, resolution options and possible disciplinary action related to the behavior of both individual students and student organizations.

JURISDICTION

The University seeks to help students and organizations learn to become conscientious members of their community and students are expected to conduct themselves in a responsible manner at all times, whether on or off campus. Colorado State University's Student Conduct Code applies to behavior that occurs on University premises and at University-sponsored programs and activities. It also applies to off-campus behavior that adversely affects the University community's health, safety or welfare, poses a threat to persons or property, or may damage the institution's reputation or relationship with the greater community (including behavior occurring in a foreign country or in another state, and behavior at all University activities, regardless of location). Student Conduct Services staff decides whether to exercise off-campus jurisdiction on a case-by-case basis.

A student may face both the University student conduct process and criminal or civil litigation charges, since the same factual situation may allegedly violate both the Student Conduct Code and criminal or civil law. The student conduct process may happen before, during, or after criminal proceedings. Since the student conduct process is entirely separate from criminal or civil litigation, legal outcomes do not affect the student conduct process nor will pending criminal or civil litigation stop or delay the student conduct process.

DEFINITIONS

All University Hearing Board (AUHB) refers to individual members selected from the trained pool of students who represent Associated Students of Colorado State University (ASCSU) Supreme Court, Fraternity and Sorority Life, and recognized student organizations which include club sports and faith based organizations. The Director will also appoint a Hearing Officer from Student Conduct Services, to serve as a voting member of the AUHB. Each hearing conducted by the AUHB will consist of three (3)

members from the ASCSU Supreme Court, one (1) member from the specific community or area of the student organization being reviewed, and one (1) Hearing Officer from Student Conduct Services.

Appeals board refers to individual members selected from the trained pool of faculty and students authorized to hear appeals of student conduct cases.

Complainant refers to the University when a student is charged with an alleged violation of the Student Conduct Code.

Consent to sexual activity is consent that is informed, knowing and voluntary. Consent is active, not passive, and requires cooperation in act or attitude pursuant to an exercise of free will and with knowledge of the nature of the act. Silence, in and of itself, cannot be interpreted as consent. Sexual activity with someone known, or who should be known, to be mentally or physically incapacitated by alcohol or other drug use, unconscious or in a state of blackout, or otherwise unable to give consent, is not valid consent. A person is considered to be incapable of giving consent when the person lacks the cognitive ability to make an important life decision, and this measure applies even when the same persons have engaged with one another in consensual sex in the past.

Disciplinary standing is a sanction that may be applied when a student or organization is found responsible for a violation of the Student Conduct Code. A disciplinary standing alone does not require any action from the student or organization. However, some disciplinary standings may limit certain privileges otherwise afforded to students/organizations at the University. A disciplinary standing will result in a reportable student conduct record.

Discretionary outcomes are sanctions that may be assigned when a student or organization is found responsible for a violation of the Student Conduct Code or in conjunction with an alternative resolution process. These outcomes are intended to provide appropriate education, conflict management, treatment, support, and accountability for the student/organization as a result of their behavior.

Director means the Director of the Student Resolution Center to include Student Conduct Services. The Director is designated by the Vice President for Student Affairs to be responsible for the administration of the Student Conduct Code. References to the Director in the Student Conduct Code include the Director or their designee.

Impacted party means an individual or individuals directly impacted by alleged violence (including domestic violence and dating violence), sexual misconduct, or stalking. An impacted party will have the right to observe the hearing for the respondent in their case, present information and provide written statements.

Instructor means any person hired by Colorado State University to conduct classroom, research or teaching activities or who is otherwise considered by the University to be a member of its faculty.

Hearing Officer means a University official authorized by the Director of the Student Resolution Center to facilitate student conduct hearings and determine whether a student or organization has violated the Student Conduct Code and to impose sanctions when violation has been committed.

Lead team is a committee formed of members from several student-facing departments on campus who convene for the purpose of examining alleged conduct violations and viewing them through multiple

lenses. The lead team makes recommendations to the Director of the Student Resolution Center on ways to address misconduct involving student clubs and organizations.

Policy means the written rules and regulations of the University as found in, but not limited to, the Student Conduct Code; Residential Contract and Handbook; undergraduate, graduate, and professional catalogs or policies; faculty manual; athletic policies, and University web pages including the Office of Policy and Compliance. These include policies related to computer use, solicitation, sexual harassment, non-discrimination policies, athletic events, use of facilities, travel, and participation in student organizations.

Rams Taking Responsibility is an accountability process in which a student organization conducts its own investigation to identify areas of concern, growth opportunities, and required educational programming to mitigate these concerns. By participating in Rams Taking Responsibility, the organization must comply with all requirements of that process and its resolution which are binding and not subject to appeal.

Reportable student conduct record means any record maintained by Student Conduct Services when a student or organization has been sanctioned to a disciplinary standing. These records are maintained for seven years from the end of the academic year of the last decision that includes a finding of responsibility.

Respondent means any student/organization alleged to have violated the Student Conduct Code.

Student includes all persons taking courses at the University, either full-time or part-time, pursuing undergraduate, graduate, professional, or continuing education; those who withdraw after allegedly violating the Student Conduct Code; those who are not officially enrolled for a particular term but who have a continuing relationship with the University; those who have been notified of their acceptance for admission; and persons who are living in University owned or operated housing though not enrolled. The Student Conduct Code applies to all Colorado State University students enrolled online or through University programs who are studying abroad or at other remote locations, including the Denver campuses.

Student organization means any number of persons who have associated as a group and complied with the formal registration requirements for recognition as a University student organization including club sports.

Student organization activity means any activity on or off campus which is group sponsored, initiated, financed, advertised, or attended by a significant portion of the members.

University official includes any person employed by the University performing assigned administrative or professional responsibilities. University officials may be full or part-time, or may be student staff members.

University premises includes all land, buildings, facilities, and other property in the possession of or owned, used, leased, operated, controlled, or supervised by Colorado State University whether on the main Fort Collins campus or other locations.

PROHIBITED CONDUCT/BEHAVIOR

The list of behaviors which follows is not exhaustive and the University maintains the right to amend its rules and policies. The following actions and/or behaviors are expressly prohibited:

Academic Misconduct:

- **Cheating:** Cheating includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the instructor in the course syllabus or class presentation.
- **Plagiarism:** Plagiarism includes the copying of language, structure, images, ideas, or thoughts of another, and representing them as one's own without proper acknowledgment, and is related only to work submitted for credit. Disciplinary action will not be taken for academic work in draft form.
- **Unauthorized possession or disposition of Academic Materials:** Unauthorized possession or disposition of academic materials includes the unauthorized selling or purchasing of examinations, class notes, term papers, or other academic work; stealing another student's work; and using information from or possessing exams that an instructor did not authorize for release to students.
- **Falsification:** Falsification encompasses any untruth, either verbal or written, in one's academic work.
- **Facilitation of any act of Academic Misconduct:** Facilitation of any act of academic misconduct includes knowingly assisting another to commit an act of misconduct.

Abusive Behavior:

- **Physical abuse,** including (but not limited to) inflicting or threatening bodily harm upon any person or animal, or acting in a manner that creates a risk of bodily harm to any person, including oneself, or an animal.
- **Verbal abuse, threats, coercion, or other conduct,** through any method of communication, which threatens or endangers the physical or psychological health, safety, or welfare of any person.
- **Any form of abusive behavior (as listed above) specific to current or former intimate partners.**
- **Hazing,** which includes any action that endangers the mental, physical, or emotional health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or student organization, or participating in, condoning, encouraging, requiring, or allowing an opportunity for hazing. A hazing violation may occur even when the victim expressed or implied consent.

Damage:

Any threatened, attempted or actual damage or destruction of University property or the property of others.

Discriminatory Harassment:

Harassment, in any form, through any means of communication on the basis of sex, gender identity or expression, veteran status, genetic information, race, creed, color, national origin or ancestry,

sexual orientation, age, religion, pregnancy, or disability, including but not limited to any violation of federal or state laws, or University policy, prohibiting harassment.

Disruptive Behavior:

- Engaging in conduct that disrupts or interferes with teaching, classroom, or other educational interactions, residential communities, research, administration, governmental functions, or disciplinary proceedings.
- Leading, inciting, or participating in any on-campus or off-campus demonstration, riot, or activity that disrupts the normal operations of the university, freedom of movement or safe passage and/or infringes on the rights of other members of the university community.
- Engaging in behavior that disrupts or obstructs the right of free speech or expression of any person on campus (for more information, refer to the CSU policy on Free Speech and Peaceful Assembly).
- Conduct that is considered lewd by a reasonable person including (but not limited to) voyeurism, public urination/defecation, and public exposure of intimate body parts.

False Information:

- Knowingly furnishing false information to any University official, instructor, office or organization, or on any applications.
- Intentionally initiating or causing to be initiated any false report.
- Use or possession of false identification.

Misuse of Alcohol:

- Use or possession of alcohol as prohibited by law or University policy.
- Manufacturing or distribution of alcohol as prohibited by law or University policy.
- Operating any vehicle while under the influence of alcohol or while impaired by the use of any intoxicating substance.
- Excessive use of alcohol resulting in a state of intoxication that endangers oneself or others.

Misuse of Drugs:

- Use or possession of illegal drugs (under federal or state law) including but not limited to marijuana, methamphetamine, cocaine, opiates, LSD, mushrooms, heroin, designer drugs such as Ecstasy and GHB, or other controlled substances or any substance used for an intoxicating effect.
- Use or possession of prescription drugs other than by the person prescribed or for use other than the prescribed purpose and/or dosage.
- Manufacturing or distribution of illegal or prescription drugs.
- Possession or use of drug paraphernalia including but not limited to equipment, products, and materials used to cultivate, manufacture, distribute, or use marijuana or other illegal drugs.
- Operating any vehicle under the influence of drugs or while impaired by the use of any intoxicating substance.
- Use of drugs resulting in a state that endangers oneself or others.

Non-Compliance:

- Failure to comply with the verbal or written directions of any University officials or law enforcement officers acting in the performance of their duties and in the scope of their employment, or resisting or obstructing police officers while acting in the performance of their duties, including failure to identify oneself to these persons when requested to do so.
- Violating the terms of any interim measure, no contact directive, or exclusionary order imposed by the University.

Retaliation:

Any form of abuse, threat, intimidation, bullying, coercion, harassment, or attempt to influence or interfere with another individual or group who submits a report, cooperates with any investigation or acts as a witness in relation to an alleged violation of the Student Conduct Code or any federal or state law or local ordinances.

Sexual Misconduct:

Any actual or attempted non-consensual behavior of a sexual nature including (but not limited to):

- Intentional and unwelcome touching, kissing or coercing, forcing, or attempting to coerce or force another to touch a person's intimate parts.
- Sexual intercourse without consent, such as penetration, no matter how slight, of the vagina or anus with any body part or object, or oral sex, without the consent of the victim.
- Taking, sharing, or posting of videos or photographs/images of a sexual nature without consent.
- Deliberate observation of others for sexual purposes without their consent.
- Exposing one's genitals in non-consensual circumstances.
- Viewing, placing, or posting pornography in public venues; possessing, distributing or viewing illegal pornography.
- Sexual harassment that creates an intimidating, offensive, or hostile environment for another.
- Any act of sexual misconduct in violation of state or federal law or university policy.

Stalking:

Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others, or suffer substantial emotional distress. Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

Theft:

Theft, attempted theft, or other unauthorized possession of University property or the property of others.

Unauthorized Use:

- Unauthorized use, entry, or occupation of another person's property or of University facilities, property, or vehicles.

- Any unauthorized possession, duplication, or use of University keys or access devices.
- Unauthorized removal or misuse of any University document, record, data, nonpublic information, identification, educational material, or property (including forgery or alteration).

Violation of Law or University Policy:

Evidence of a violation of any federal or state law, or local law or ordinance, or University policy.

Violation of University Rules or Contracts:

- Violation of any rules, contracts, or agreements governing residence in or use of University owned or controlled property, or at athletic or other authorized special events.
- Violations of any rules, contracts, or agreements governing recognized student organizations.

Weapons:

Illegal use or possession of firearms or other weapons such as blades larger than pocket knives; ammunition or explosives; dangerous chemicals, substances, or materials; bombs or incendiary devices; or simulated weapons; or any weapon prohibited by law or University policy. Use of any such item, even if legally possessed, in a manner that harms or threatens others is prohibited.

INTERIM MEASURES

In certain circumstances, interim measures may be taken upon notification to Student Conduct Services of alleged student misconduct. These interim measures do not replace the student conduct process. Interim measures may be imposed effective immediately, without prior notice, when in the judgement of the Director, the seriousness of alleged behavior threatens the safety and well-being of members of the University community, threatens University property or has potential to disrupt or interfere with normal University operations.

The student or organization will be notified in writing of the terms of the interim measures and the reason for the interim measures. Interim measures are reviewed if new information becomes available and will be adjusted accordingly. If the student or organization wishes to appeal the appropriateness of any interim measures imposed they may submit in writing reasons why the interim measures are not appropriate. The Hearing Officer will review the information and notify the student or organization in writing of their decision whether or not to adjust any interim measures.

Interim measures include but are not limited to:

Interim No Contact Order:

The student is or members of an organization are prohibited from having any contact with specifically identified individuals up to and through a student conduct hearing, if required. This may prohibit students from attending specific events, activities, or classes.

Interim Trespass Order:

The student is prohibited from being in or near specifically identified locations, events, activities, or classes up to and through a student conduct hearing, if required.

Interim Residential Relocation:

The student is prohibited from residing, dining, or being near specifically identified University housing up to and through a student conduct hearing, if required. The student will be provided temporary University housing and access to University dining.

Interim Residential Suspension:

The student is prohibited from residing, dining, or being near University housing up to and through a student conduct hearing, if required. The student may attend classes.

Interim University Suspension:

The student is denied access to campus, classes, and University activities up to and through a student conduct hearing, if required.

Interim Transcript Notation:

A notation is made on a student's official transcript indicating that there is a pending student conduct process. This notation will be removed at the conclusion of the student conduct process.

Interim Registration Hold:

A hold is placed preventing a student from registering for classes until the conclusion of a student conduct hearing, if required.

Interim Degree Hold:

The awarding of a student's degree is withheld until the conclusion of a student conduct hearing, if required or until the completion of all sanctions imposed.

Interim Restriction of Organizational Activity:

A temporary restriction of student organization activity. This may include but is not limited to meetings, practices, philanthropic endeavors, and social gatherings until the matter is resolved.

PROCEDURES

Reports

The discipline process begins when Student Conduct Services receives a written account of an incident. These reports include but are not limited to police reports, residence hall incident reports, or reports from faculty, administrative staff, students, or other members of the University community, or from outside the University community. A Hearing Officer will review the information available to decide next steps.

Review

If a Hearing Officer reviews a report and determines that misconduct did not occur, no action will be taken. If, however, it appears the student engaged in misconduct as identified in the Student Conduct Code, a Hearing Officer may assign charges. In cases where a student organization is alleged to have engaged in misconduct, the incident will first be reviewed by the Lead Team to examine the alleged violations and make a recommendation to the Director or their designee on next steps which may include but are not limited to: Rams Taking Responsibility, a hearing with the Director or their designee, or a hearing conducted with the AUHB.

Notification of Student Conduct Hearing

A student conduct hearing will be scheduled to discuss the allegations. The student or organization will have at least two (2) business days to prepare for the hearing unless the student or organization and the Hearing Officer agree in writing to waive the two (2) business day notice.

The student or organization is notified of the charges in writing, along with the date, time, and location of the hearing. Documentation of the incident may be included with the notice letter. Any information not included in the notice letter that may be considered to determine responsibility will be made available to the respondent for viewing at the Student Resolution Center upon request. Reproduction of that information is prohibited. Police reports will be made available by the responding law enforcement agency (usually for a fee). Requests to reschedule a hearing will be considered by the Hearing Officer and may be granted at the Hearing Officer's discretion. The notice letter is sent to the student's current email address on record with the University. In cases involving a student organization, the notice of hearing will be emailed to the President of the organization on record.

In cases where a Hearing Officer has identified an impacted party, the Hearing Officer may provide that impacted party with the respondent's charges, along with the date, time, and location of the hearing. Documentation of the incident may be included with the notice letter. Any information not included in the notice letter that may be considered to determine responsibility will be made available to the impacted party for viewing at the Student Resolution Center upon request. Reproduction of that information is prohibited. An impacted party will have the opportunity to participate in the hearing. Participation may include observation of a hearing, presenting information or providing written statements. The respondent will have an opportunity to address any information that may affect the findings in the case.

Notification of Alternative Resolution Process

In some cases, a Hearing Officer may offer a resolution option other than a student conduct hearing (e.g., educational workshop, conflict coaching, mediation, restorative justice). If the student or organization chooses to participate in an alternative resolution process, and complies with all requirements of that process and its resolution, that incident will not be maintained as part of a reportable student conduct record.

When offering a resolution outside of a student conduct hearing, the Hearing Officer will consider the severity of the case, the conduct record of the individual student or student organization, and the educational outcomes available. The student or organization will receive in writing the resolution opportunity available to them. If the student or organization does not wish to participate in the alternative resolution opportunity, they may request a student conduct hearing. Alternative resolution processes are binding and not subject to appeal. If the student or organization does not complete the alternative resolution process, they may face additional disciplinary action.

Alternative resolution processes include but are not limited to:

Responsible Action Exemption: The University has adopted a Responsible Action Exemption policy for students seeking medical assistance for themselves or others for emergency situations that result from alcohol and other drug abuse.

Students or organizations, both on and off campus, who seek medical attention for themselves or on behalf of another student related to the use of drugs or alcohol will not be charged with violations of the Student Conduct Code related to that incident, provided that the student completes an assessment and any recommended treatment by the Hearing Officer. If a student is under 21 years of age, parents may be notified. A student organization must also cooperate with University officials

and provide training or educational programs for its members as required by the Hearing Officer. The University reserves the right to adjudicate any case in which the violations are egregious. Students in need of medical assistance can only receive one (1) exemption, regardless of who calls for assistance.

The University may consider all prior exemptions granted to student organizations in determining whether additional exemptions should be granted. If it is determined that a student organization is engaging in repeat, similar conduct that results in alcohol or drug related incidents that negatively impact the campus or community, exemptions may be denied. No exemptions will be provided related to any activities that may constitute hazing in violation of the Student Conduct Code or Colorado law. Failure to complete an assessment and treatment may result in charges filed by Student Conduct Services.

If a student/organization believes they qualify for a responsible action exemption, the following steps must be completed:

- The student/organization must make initial contact with the appropriate resource (i.e. law enforcement, medical personnel or University staff) as a result of their actively seeking out medical assistance for themselves or on behalf of another individual.
- The student/organization seeking assistance for an intoxicated student must give their name to law enforcement or staff, remain on scene, and cooperate with medical personnel, law enforcement, or University staff.
- The student/organization seeking an exemption must meet with Student Conduct Services staff and complete an assessment, educational program, or any additional treatment requirements of the Hearing Officer. Verification of completion must be provided to the Student Conduct Services.

Option Letter: When a report of an alleged violation of the Student Conduct Code is received, a Hearing Officer may assign charges and offer a student the option to resolve the situation by forgoing a student conduct hearing. The option letter will be sent to the student's current email address on record with the University and will include the applicable Student Conduct Code charges along with a finding of responsibility. Additionally, the Hearing Officer will impose one (1) or more discretionary outcomes but will not apply a disciplinary standing. Documentation of the alleged violations may be included with the option letter. If the student agrees with the finding(s) and sanction(s) and chooses to complete all discretionary outcomes assigned by the Hearing Officer, the incident will not be maintained as part of the individual student's reportable conduct record. If the student disagrees with the finding(s) and sanction(s) they can choose to schedule a student conduct hearing and all of the procedures in the Student Conduct Hearing section of this code will apply. If the student does not contact the Student Resolution Center within ten (10) business days after the option letter is sent it will be assumed that the student accepts responsibility for the charges and will complete all of the discretionary outcomes by the assigned deadlines.

Rams Taking Responsibility: When an alleged violation of the Student Conduct Code involves a student organization, an alternative resolution process may be granted at the discretion of Student Conduct Services. Student organizations may be offered the opportunity to participate in Rams Taking Responsibility which is an accountability process where the organization conducts its own investigation to identify areas of concern, growth opportunities, and required educational programming to mitigate these concerns. By participating in Rams Taking Responsibility, the organization must comply with all requirements of that process and its resolution which are binding

and not subject to appeal. The incident will not be maintained as part of the organization's reportable discipline record though other notifications may be required. If the student organization does not complete the alternative resolution process, they may face additional disciplinary action.

Student Conduct Hearing

A student conduct hearing is facilitated by a Hearing Officer within Student Conduct Services. When the responding party is a student organization, the hearing will be conducted either by the Director (or designee) or by the All University Hearing Board (AUHB). The purpose of the student conduct hearing is to discuss alleged violations of behavioral expectations as identified in the Prohibited Conduct section of the Student Conduct Code. As part of this process, students or organizations will be asked to share their perspective of the alleged violations and discuss personal responsibility as well as community impact. Those charged with engaging in prohibited conduct will have the opportunity to receive a fair hearing. The formal rules of process, procedure and evidence used by the justice system do not apply to the student conduct process.

Standard of Proof: In order to find that a student or organization has engaged in prohibited conduct, the standard of proof required is a preponderance of the information contained in the record. The information must demonstrate that it is more likely than not that the violation occurred.

Support Persons/Advisors: The Respondent and any impacted party may bring a support person/advisor to the hearing, at their own expense. The support person/advisor may be an attorney. The support person/advisor may not speak on the student or organization's behalf or participate directly in the hearing. The support person/advisor may not serve in a dual role as a witness in the hearing. In cases involving alleged violence (including domestic violence and dating violence), sexual misconduct, or stalking a support person/advisor may not be another student except for extraordinary circumstances and approved by a Hearing Officer.

Recordings: All student conduct hearings may be recorded. If the student or organization wishes to have their hearing recorded a request must be made prior to the hearing. If the student or organization requests a copy, the recording of the hearing will be transcribed at the expense of the student/organization and prepared by a certified reporter. Alternatively, the recording may be made available to the Respondent and any impacted party for viewing at the Student Resolution Center.

Witnesses: The Respondent and any impacted party may bring or request relevant witnesses. A request for witnesses must be made at least one (1) business day prior to a scheduled hearing. Witnesses may be present only when they are giving information. Witnesses may not serve in the dual role as a support person. Only the Hearing Officer may ask questions; the Respondent or impacted party may suggest questions for each other or witnesses. The Hearing Officer has the discretion to ensure questions are relevant to the case.

Missed Hearings: If the Respondent misses the scheduled hearing, the Hearing Officer may proceed in the student's absence and will make a decision with the information available on record.

Accommodations: Student Conduct Services is committed to providing necessary accommodations to ensure a fair and safe process for participants. Accommodations will take into consideration disabilities, personal safety and language differences.

Decisions

The Hearing Officer decides the finding of responsibility for each charge based on the preponderance of information standard—whether it is more likely than not that the Respondent violated the Student Conduct Code. If found responsible for engaging in prohibited conduct as outlined in the Student Conduct Code, the Hearing Officer will determine appropriate outcomes based on the incident’s severity, impact on others, and the student’s or organization’s previous conduct record. A Hearing Officer has ten (10) business days from the date of the hearing to provide a decision to the Respondent(s). The number of days may be extended at the discretion of the Hearing Officer, who will notify all parties of any delay. The outcome will include the findings, rationale, sanctions, and information on the appeals process. In cases involving an impacted party, they will also be notified of the Hearing Officer’s decision. A copy of the decision may be shared with appropriate University offices.

Sanctions

The conduct process is based on education and assessment. The Hearing Officer will consider the totality of information in each case when determining appropriate sanctions. This includes the student/organization’s prior behavior, demonstrated understanding of the impact of their behavior, and the role that alcohol and drugs played in an incident. The Hearing Officer may impose one or more sanctions as appropriate for student development and community well-being. More than one sanction listed below may be imposed for any single violation. If the student or student organization fails to complete sanctions by the stated deadline, a “hold” will be placed on the student’s registration status. A student or organization could face additional disciplinary action for failure to comply with sanctions. The following sanctions may be applied when appropriate.

Disciplinary Standings: A Hearing Officer may apply a disciplinary standing as a sanction for violating the Student Conduct Code.

Disciplinary Probation

Disciplinary probation is for a designated period of time during which a student or organization is expected to show appropriate changes in behavior. A violation of the Student Conduct Code while a student or organization is on disciplinary probation or any subsequent misconduct, may result in further disciplinary action, including loss of good standing, suspension, or expulsion.

Loss of Good Standing

Loss of good standing is for a designated period of time during which the student or organization is expected to show appropriate changes in behavior. A student or organization who is not in good standing with the University and is prohibited from:

- representing the University through official events
- serving on a University committee
- participating in intercollegiate or sports club athletics
- holding office in a student organization

A violation of the Student Conduct Code while a student or organization is not in good standing or any subsequent misconduct, may result in further disciplinary action, including suspension, or expulsion. A student or organization may be given the option of earning back their good standing at the discretion of the Hearing Officer.

Disciplinary Suspension

Suspension is for a designated period of time during which the student may not attend classes, access any University premises, participate in University activities, or be employed by the University. In some instances, the student must fulfill specified conditions before the University will consider re-admission. Disciplinary suspension is noted on the student's official transcript during the period of suspension and/or until all conditions for re-admission have been met.

Deferred Disciplinary Suspension

Disciplinary suspension is deferred while the student participates in a designated program. The student may remain enrolled as long as the student is compliant with the designated program.

Disciplinary Expulsion

The student is permanently separated from the University and may not return. The student may not attend classes, access any University premises, participate in University activities, or be employed by the University. The expulsion is permanently noted on the student's official transcript.

Loss of Student Organization Recognition

The AUHB or Hearing Officer may recommend to the Dean of Students that a student organization lose recognition after a student conduct hearing. Approval of this action deprives the student organization of the use of campus resources, the use of the University's name, and the right to participate in campus sponsored activities or recruit Colorado State University students. This loss of recognition may be for a specific period, for an indefinite period of time, or until stated conditions are met. Should the Dean of Students approve this action, an official request will also be sent to the national office that the local student organization's charter be revoked.

Discretionary Outcomes: A Hearing Officer may require the student or organization to complete or comply with discretionary sanctions. Discretionary sanctions include but are not limited to:

Academic

- Grading penalty: Instructors may impose a "grading penalty" upon a finding that a student has, either intentionally or unintentionally, committed academic misconduct. The minimum is reduced credit on the assignment and the maximum is course failure, regardless of academic performance. The instructor may also remove the repeat/delete option for a student.
- Academic misconduct transcript notation: The "AM" notation by a course grade as a result of academic misconduct may only be added to the official transcript with agreement of both the course instructor and a Hearing Officer. That negative notation is generally permanent.

Admissions

The University may revoke a student's admission to the University for fraud, misrepresentation, or for other serious violations committed by the student prior to matriculation.

Alcohol and Other Drugs

[Drugs, Alcohol, and You \(DAY\) Programs](#) at the CSU Health Network provides a continuum of services including assessment, educational workshops, and treatment that student may be required to complete.

Conflict Resolution

- **Conflict Coaching:** Students have the opportunity to talk about conflict and gain skills to handle conflict in a supportive and confidential environment. Conflict Resolution staff assist students in identifying goals, developing clarity, and managing conflict in the future.
- **Mediation:** Mediation is a voluntary and confidential process where a neutral third-party facilitator helps two or more people in conflict have a constructive conversation about important issues. The mediator does not take sides, give advice, or tell parties what to do. The SRC staff will mediate small group disputes (i.e. roommate conflicts) and will also facilitate large-scale discussions involving multiple parties.
- **Restorative justice:** A restorative justice conference brings together those who were impacted by an offense, including those who were harmed, those who were responsible for causing the harm, and impacted community members. Through a facilitated dialogue, they discuss what happened and determine the best ways to repair harm and improve relationships.
- **Impact Circles:** Impact circles are a form of Restorative Justice that brings together small groups of students, who have been found responsible for similar types of offenses, with relevant community stakeholders. Through answering questions about their specific incidents and hearing others' stories and perspectives, students gain a better understanding of the impacts of their behaviors on the larger community.

Degree Conferral

- **Withholding degree:** The University may withhold awarding a degree otherwise earned until the completion of the student conduct process, including the completion of sanctions imposed.
- **Revocation of degree:** The University may revoke a degree for serious violations of the Student Conduct Code committed by the student prior to graduation. Only the Board of Governors may authorize the revocation of a degree.

Educational Workshops

Students may be required to participate in one or more of a variety of workshops designed to address specific knowledge or skill areas. These workshops are intended to help a student learn more about themselves and our shared communities.

Housing Modifications

- **Residential reassignment:** A student may be reassigned to another residence hall room or building for disrupting the residential community or to appropriately separate persons.
- **Residential expulsion:** The student is permanently banned from all residence halls.

Interpersonal Violence

A student may be required to complete an evaluation and recommended treatment.

Loss of Privileges

Privileges afforded to student organizations may be temporarily restricted in relation to the severity of the behavior and the relevant conduct history of the organization. These restrictions may include, but are not limited to:

- Restrictions on social events, including but not limited to restriction of the presence of alcohol at social events.
- Restrictions on recruitment of new members into the organization for a designated period of time.
- Restrictions on the organization's ability to participate in meetings or events.

Parent/Guardian Notification

The University may notify parents/guardians when a student under the age of 21 is found responsible for violations of the Student Conduct Code involving alcohol, drugs, or violence. Parental/guardian notification may also be made when a student is suspended or expelled from residence halls or the University.

Restitution

Monetary compensation for loss or damages to University property.

APPEAL PROCESSES

Appeal of a Disciplinary Decision for a Student:

A student may appeal a Hearing Officer's decision. In cases where an impacted party has been identified by a Hearing Officer, that individual also has a right to appeal the decision. An appeal must be submitted online within ten (10) business days after the Hearing Officer's decision is sent. Appeals submitted by another party on a student's behalf will only be accepted when a student acknowledges that the appeal represents their position. Once an appeal is submitted it is reviewed by the Chair of the Appeal Committee. A Hearing Officer's decision is considered final if an appeal is not submitted within the specified time. While an appeal is pending, the Respondent must comply with all sanctions and restrictions from the Hearing Officer's decision, unless otherwise specified by the Hearing Officer.

An appeal is limited to a review of the record of the hearing and supporting information that was evaluated in the decision making process. New information will only be considered if the Chair determines that the information was not available at the time of the hearing. The appeal will only be granted on one or more of the following grounds:

1. The hearing was not conducted fairly, giving the Respondent and any identified impacted party the opportunity to present relevant information. Minor deviations from designated procedures will not be a basis for supporting an appeal unless there is an adverse effect on the outcome of the hearing.

2. The information presented in the case, if believed by the Hearing Officer, was insufficient to establish that a violation of the Student Conduct Code occurred.
3. The sanction(s) imposed were not appropriate based on totality of the circumstances.
4. There is new information not available at the time of the original hearing that may be relevant to the final decision.

The Chair of the Appeal Committee will review the appeal and the record of the hearing to determine one of the following actions:

- Deny the appeal.
- Send the appeal to the Director of the Student Resolution Center (or designee) to review the record of the case, make any necessary modifications and render a final decision. When the Director served as the original Hearing Officer, the Chair of the Appeal Committee will send the appeal to the Dean of Students (or designee) to review the record of the case, make any necessary modifications and render a final decision.
- Grant the appeal and convene the Appeal Committee to review the record of the case. New information will be considered at this time.

An Appeal Committee is comprised of a faculty Chair, two additional faculty members and two students that are selected from a pool of individuals who have been appointed by the Associated Students of Colorado State University (ASCSU) and Faculty Council. When an appeal is granted, a list of Appeal Committee members is provided to the Respondent and any impacted party. If the Respondent or impacted party believes there's a conflict of interest and provides rationale to the Chair of the Appeal Committee, they may request the removal of a member. The Chair decides whether sufficient reason exists to remove a member. Members of the Appeal Committee are expected to recuse themselves if they have a conflict of interest. If the Chair of the Appeal Committee recuses themselves, has an identified conflict of interest or is unavailable within a reasonable period, the Director, or designee, will appoint another faculty member to serve in their role as Chair. When a member is removed, they will be replaced by another representative from the pool. In all cases involving sexual misconduct or sexual harassment, the Director of Equal Opportunity (or designee) will participate, as a non-voting member, in all deliberations of the Appeal Committee and may participate in other cases.

The Appeal Committee, upon conclusion of its review, will do one of the following:

- Affirm the findings of responsibility and sanctions. Decisions affirmed by the Appeal Committee are final. Written notification will be provided to the Respondent and any impacted party.
- Affirm the findings of responsibility and return the case to the original Hearing Officer or Director of the Student Resolution Center (or their designee) with recommendations to modify the sanctions. Decisions made after review of the recommendations are final and written notification will be provided to the Respondent and any impacted party.
- Recommend reversal of the findings of responsibility if the Appeal Committee disagrees with the Hearing Officer's evaluation of information in the record and does not believe sufficient

information exists to support a violation of the Student Conduct Code. If the Appeal Committee recommends a reversal, the Chair will submit a recommendation in writing, as follows:

- In all cases involving suspension or expulsion from the University (whether imposed by the original Hearing Officer or recommended by the Appeal Committee after review), the Chair of the Appeal Committee will make a recommendation in writing to the Vice Provost for Faculty Affairs and the Vice President of Student Affairs for a final decision.
- In all cases involving any form of sexual misconduct or sexual harassment, the Chair of the Appeal Committee will make a recommendation in writing to the Vice Provost for Faculty Affairs and Vice President of Student Affairs, who may also consult with the Director of Equal Opportunity for a final decision.
- In all other cases involving individual student violations of the Conduct Code, the Chair of the Appeal Committee will make a recommendation in writing to the Dean of Students (or designee) who will make a final decision.

If the Vice Provost for Faculty Affairs and Vice President of Student Affairs are unable to agree on the action to be taken, the decision will be referred to the Executive Vice President/Provost for final action.

Appeal of a Disciplinary Decision for a Student Organization:

A student organization may appeal the decisions made by the All University Hearing Board (AUHB) or a Hearing Officer. In cases where an impacted party has been identified by a Hearing Officer that individual also has a right to appeal the decision. An appeal must be submitted online within ten (10) business days after the decision is sent.

The Director of the Student Resolution Center (or designee) serves as the Appellate Officer for review of decisions made by the AUHB or a Hearing Officer. If the Director serves as the original Hearing Officer, the Vice President of Student Affairs will appoint a three person committee to consider the appeal. The committee will then make recommendations to the Vice President of Student Affairs, who will make the final decision regarding the appeal. A Hearing Officer's decision is considered final if an appeal is not submitted within the specified time. While an appeal is pending, the student organization must comply with all sanctions and restrictions from the decision unless otherwise specified by the Hearing Officer or AUHB.

An appeal is limited to a review of the record of the hearing and supporting information that was evaluated in the decision making process. New information will only be considered if the Director or committee determines that the information was not available at the time of the original hearing.

The appeal request may be granted based on one or more of the following grounds:

1. The original hearing was not conducted fairly, or did not give the respondent organization or impacted party the opportunity to present relevant information.
2. The decision was not based on substantial and sufficient information.
3. The sanction(s) imposed were not appropriate based on the totality of the circumstances.

4. There is new information not available at the time of the original hearing that may be relevant to the final decision.

After reviewing the appeal, the Director of the Student Resolution Center (or designee) or the Vice President of Student Affairs will take one of these actions:

- Deny the appeal.
- Grant the appeal to review the record of the case. New information will be considered at this time. While the case is being re-considered, the student organization must continue to abide by any stated conditions imposed by the original Hearing Officer or AUHB.

The Director of the Student Resolution Center (or designee) may make one of the following decisions:

- Affirm the decision.
- Reverse the decision.
- Amend the decision to clarify sanctions or offer additional resources to support the Respondent student organization.

The Director (or designee) will communicate the decision to the student organization in writing which will be considered the final outcome.

STUDENT CONDUCT RECORDS

Individual Student Conduct Records:

Student Conduct Services at the Student Resolution Center maintains student conduct records in keeping with the federal Family Educational Rights and Privacy Act of 1972 (FERPA), subsequent amendments, and implementation guidelines. These records are maintained for seven years from the end of the academic year of the last decision that includes a finding of responsibility. All disciplinary records are destroyed after this period, except in cases of expulsion. However, if a student is involved in litigation with the University, or the record is undergoing official review or audit, the record may be kept indefinitely while maintaining compliance with FERPA.

Information regarding a student's disciplinary record is available to University officials with a legitimate educational interest. Disclosure of disciplinary records to anyone else generally requires a written release from the student, except in the case of a court order or legal process, or as otherwise permitted or allowed under FERPA in the discretion of the University.

Notations of disciplinary action on the student's official transcript will be made only by Student Conduct Services. Disciplinary expulsion will be permanently noted on the official transcript and cannot be removed. Disciplinary suspension is noted on the official transcript during the period of suspension. If any additional sanctions are not completed, the student may submit a request to the Director or designee for removal of the notation after the designated period of suspension. If the Director denies the request for the removal of the transcript notation, a written request can be submitted to the Dean of Students for review and a final decision.

Should a student want a copy of their student conduct record, a request must be submitted in writing to Student Conduct Services. This may be done via mail, email, or in person. Once the request has been received, a copy will be made available to the student within 45 days. Alternatively, based on the totality of circumstances including the sensitive nature of the allegations or information, the request for copies may be granted or denied at the Hearing Officer's discretion. If the request for copies is denied, the information may be reviewed at the Student Resolution Center.

Student Organization Conduct Records:

Disciplinary records related to student organizations are maintained by Student Conduct Services. Personally identifiable information is considered part of a student's educational record. However, the University believes students seeking to gain membership within a student organization should have the opportunity to review the organization's conduct record. These records are maintained for four years from the academic year the decision was made for the last finding of responsibility. Student conduct cases involving a Loss of Recognition will be permanently maintained on the website.

As such, a student organization's student conduct records can be found online at:

<https://resolutioncenter.colostate.edu/discipline-record-orgs/>

NON-DISCRIMINATION POLICY STATEMENT

Colorado State University does not discriminate on the basis of race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, or pregnancy and will not discharge or in any other manner discriminate against employees or applicants because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. The University complies with Titles VI and VII of the Civil Rights Act of 1964, as amended, related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, the Age Discrimination in Employment Act of 1967, as amended, the Pregnancy Discrimination Act of 1978, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the ADA Amendments Act of 2008, the Genetic Information Nondiscrimination Act of 2008, and all civil rights laws of the State of Colorado. Accordingly, equal access and opportunity in treatment, employment, admissions, programs and activities shall be extended to all persons. The University shall promote equal opportunity and treatment in employment through a positive and continuing affirmative action program for ethnic minorities, women, persons with disabilities, and veterans. The Office of Equal Opportunity is located in 101 Student Services Building.

The Title IX Coordinator is the Executive Director of the Office of Support and Safety Assessment, 123 Student Services Building, Fort Collins, CO 80523-2026, (970) 491-7407.

The Section 504 and ADA Coordinator is the Associate Vice President for Human Capital, Office of Equal Opportunity, 101 Student Services Building, Fort Collins, CO 80523-0160, (970) 491-5836.

[Notice Pursuant to Colorado House Bill 16-1438](#) Concerning the Provision of Reasonable Accommodations by an Employer for Persons Who Have a Condition Related to Pregnancy.

INTERPRETATION AND REVISION

Under the authority of the President, any question of interpretation or application of the Student Conduct Code shall be referred to the Vice President for Student Affairs (or designee) for final determination. The Student Conduct Code shall be reviewed a minimum of every three years under the direction of the Vice President for Student Affairs, in consultation with the Office of the General Counsel and subject to the approval of the University President and Board of Governors.

Board of Governors of the Colorado State University System
Meeting Date: May 2-3, 2018
Report Item

MATTERS FOR ACTION:

Report of Colorado State University-Pueblo Accreditation Schedule for AY 2018-2019.
Report Item. No action necessary.

EXPLANATION:

Presented by Dr. Bruce Raymond, Interim Provost and Executive Vice President for Academic Affairs.

REPORT ON ACCREDITATION SCHEDULE FOR AY2018-2019

The following program-level accreditations will undergo site visits during the upcoming 2018-2019 school year:

Within the College of Education, Engineering and Professional Studies:

- The undergraduate Athletic Training program will submit their accreditation self-study by July 1st, and a site visit will subsequently be arranged for late fall or early spring.
- The School of Nursing program will undergo their site visit in spring 2019 for their Masters in Nursing program

The Hasan School of Business will host a pre-accreditation visit by the team chair on July 25-27, 2018 with the full accreditation visit occurring February 24-26, 2019.

The new academic graduate programs, previously approved by the Board, which include Master of Social Work, Doctorate in Nursing Practice and Master of Science in Athletic Training are currently undergoing HLC review for approval.

Board of Governors of the Colorado State University System
Meeting Date: May 2-3, 2018
Report Item

MATTERS FOR ACTION:

Emerita Rank Designation. Report Item. No action necessary.

EXPLANATION:

Presented by Dr. Bruce Raymond, Interim Provost and Executive Vice President for Academic Affairs.

The faculty members listed below have met the qualifications to be awarded the status of Professor Emerita as set forth in the *CSU-Pueblo Faculty Handbook*.

Conferral of the honorific Professor Emerita/Emeritus is governed by section 2.2.1.3.1.1 of the Faculty Handbook. It states in part that “The special status of ‘Professor Emeritus’ may be awarded to those persons who meet the following qualifications: a. Have completed at least ten (10) academic years of ranked faculty service to the University and held the rank of Associate Professor or Professor at retirement (in exceptional circumstances, documented by the appropriate Department Chair and Dean, candidates may be advanced who do not meet these qualifications); b. Have fulfilled the responsibilities of a faculty member with demonstrated merit; c. Have retired from regular service to the University. Recommendations for appointment to ‘Professor Emeritus’ status may be initiated by any member of the faculty member’s department or the faculty member’s Department Chair or Dean by the submission of a written request specifying the qualifications of the candidate for Emeritus title.” As outlined in 2.2.1.3.1, retired faculty are awarded certain privileges and opportunities to continue service to the university; in addition, Emeritus faculty have further privileges including attendance at University commencement exercises and participation in processions, may be awarded office or research lab space (if available and recommended by the appropriate dean), and may collaborate on research and creative activity projects with existing faculty.

College of Science and Mathematics

Dr. Janet Barnett – Professor Emerita of Mathematics

Dr. Barnett’s accomplishments are significant and voluminous and so I will only highlight some of the recognitions she has received in teaching, scholarship and service since she began at USC in 1990.

Janet has demonstrated excellence as a master teacher. She has taught over 23 unique courses during her tenure and developed many of them. She positively impacted many thousands of students at the university. She won the Deborah and Franklin Tepper Haimo Award for Distinguished University Teaching of Mathematics (2017), a national award by the Mathematical Association of America (MAA), and the Burton W. Jones Award for Distinguished Teaching by the Rocky Mountain Section of the MAA (2015). She won the University award for Excellence in Teaching, twice (2014, 2006), and was nominated a third year. She had the Outstanding Faculty Award in CSM four different times (2017, 2010, 2002, 1995) and was awarded numerous other awards over the years. Her student evaluations have been consistently among the highest, not only in the department, but in the college.

Dr. Barnett's teaching alone could justify an emeritus nomination, however she was equally as gifted and productive as a scholar and through her service. Her area of research focused primarily on using historical sources for teaching mathematics but she had many different sub-areas of interest and expertise. Janet had 32 peer-reviewed publications along with 12 other curricular-type manuscripts. She disseminated widely with over 90 presentations at local, regional, national and international venues. She supervised students in research and obtained significant grant funding including at least four different NSF grants along with numerous local and MAA grants.

Janet served the mathematics profession, the university and the community. She was a regular organizer/co-organizer/facilitator of numerous MAA regional meetings and chaired or co-chaired many sessions. She was a manuscript reviewer for many papers, was an external program evaluator and served on numerous boards and committees. Her interactions with our local K-12 community established a successful program to train future math teachers through her Noyce Scholars Grant program.

In all, Dr. Janet Barnett was an excellent teacher, scholar and colleague and her accomplishments justify the recognition, honor and status of Professor Emeritus.

College of Humanities and Social Sciences

Dr. Gayle Berardi – Professor Emerita of Political Science

Pursuant to Paragraph 2.2.1.3.1.1 of the Faculty Handbook, I hereby recommend that Dr Gayle Berardi be appointed Professor Emeritus upon her retirement. Gayle has clearly fulfilled and indeed exceeded all of the requirements of this appointment.

She has been a tenured faculty member at CSU-Pueblo (formerly the University of Southern Colorado) since 1996, holding the rank of associate professor from 1996 until 2002, then the rank of professor since that date.

She has demonstrated merit in the fulfillment of all of her responsibilities as a faculty member receiving the campus-wide Faculty Member of the Year Award from the College

of Humanities and Social Sciences in 1996-97 and again in 2011-12.

She has consistently been highly rated by her students in a wide variety of general education and upper division courses, and she has developed and introduced new courses in support of the political science major and minor.

She has maintained a highly active research agenda resulting in publications, presentations and book chapters in prestigious venues in her discipline including *Methodology and Science*, *Texas Journal*, *Borderlands Studies Journal* and *The Journal of Negro History*.

Her service to CSU-P has included committee work at the department, college, and university levels, a demonstrated commitment to shared governance, and firm leadership of the political science program within the department. In addition she has supported campus-wide student achievement as director of the University Honors Program.

In summary, Dr. Gayle Berardi has given an entire career as an excellent teacher-scholar and is worthy of the recognition, Professor Emeritus.

Co-Curricular Initiatives in Support of Student Learning



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Examples Across our Three Campuses

CSU Pueblo

CSU Global

CSU Fort Collins

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Co- Curricular

- Learning pursued “outside of the typical classroom environment” that “supports and reinforces the academic development”
- Intentional learning opportunities outside of the normal classroom
- Reciprocal learning supporting classroom learning with engaging activities that often bring applied learning opportunities
- Activities designed to “supplement and complement the curricular offerings”

CSU Pueblo

- ❑ **First Generation College Mentor Program**
- ❑ **EDGE – Second Year Experience Program**
Education, Development, Growth, and Experience
- ❑ **Search and Rescue Program – program being highlighted**

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CSU-Pueblo



First Generation College Student Mentor Program

Objective: To connect first year, first generation CSU-Pueblo students with a faculty or staff mentor. Mentors will serve as a resource to help guide first generation students through their first year at CSU-Pueblo.

Learning Outcomes: By Participating in the CSU-Pueblo First Generation College Student Mentor Program, students will:

- Build relationships with faculty and staff who can help facilitate students' academic, professional and personal development.
- Be able to locate resources within the university that can aid transition into college.
- Create connections to other first generation college students on campus.

Participant Numbers: 55 students and 31 Faculty/Staff Mentors



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CSU-Pueblo

EDGE – Second Year Experience Program

- Education, Development, Growth, and Experience
- Interest-Based Community in Greenhorn Residence Hall
- Started in Fall 2017 with 17 Participants

Curriculum:

Education	Development	Growth	Experience
Create a plan to achieve graduation and learn from faculty outside the classroom.	Develop career goals and leadership skills	Participate in community service and learn cultural competency.	Connect with campus life and learn university traditions



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CSU-Pueblo

Search & Rescue Team - **Established 2015**

CSU-Pueblo Search and Rescue is a team of **student** volunteers dedicated to providing professional:

- wilderness search and rescue
- urban search and rescue
- educational classes & presentations

Serving Pueblo County & Southern Colorado

**SERVICE TO OTHERS
SO OTHERS MAY LIVE!**



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CSU-Pueblo



Search & Rescue Team

- Originated in Fall of 2015 - 35 students at first meeting
1st year - core group of students established the team
- Official MOU with **Pueblo County Sheriff's Office**
- Officially recognized as a deployable team in
State of Colorado - **Colorado Search and Rescue Board**
- **1 of 2** University Based teams in Colorado & **1 of 10** University Based teams in the nation
- **Developed and Implemented** Academic SAR Class - Rec 120L - 2 credits - Taught 4 semesters



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CSU-Pueblo

Search & Rescue Team

- Total student contact 125+ students
- 10 Current Members, 10 Team Alumni
 - 3 Alumni - Pueblo County SAR Team
 - 1 Alumni - US Coast Guard
- Total Combined Training Hours
625+ over 4 semesters
- Hosted Trainings:
 - Swiftwater Rescue Technician (7 Students & 7 Community)
 - Rope Rescue Technician (2 Students & 9 Community)
 - Wide Area Search certification classes (6 students & 9 Community)



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CSU-Pueblo

Search & Rescue Team

- 7 Mission Callouts: **2016-Present**
 - Searches: 4
 - Evidence
 - 2 Lost Person
 - Missing Child
 - Rescues/Recoveries: 3
 - River - Swift Water Rescue
 - Drowning
 - Injured Hiker
- Student Developed - Promotional Video
- Crowdfunding Raised \$450.00 as of Spring '18
- SAR Equipment Donation - Larimer County = \$2500+



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CSU-Pueblo

Search & Rescue Team

Future Development:

- Develop Emergency Response Certificate
- Collaborate with On-Campus Academic Partnerships (Political Science, Recreation, Extended Studies)
- Expand the Team (25 deployable students)
- Host Regional Trainings
- Develop a SAR/Emergency Response Conference
- Create a SAR Academy for Youth (SAR KIDS)
- Intentional Recruiting
 - Local programs – Pueblo Explorers
 - High schools – Arapahoe Rescue Patrol



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Additional Co-Curricular Programs & Initiatives at CSU-Pueblo

❑ 6th Annual Student Symposium: A Celebration of Research, Scholarship and Creative Activity

Students from across campus gather to provide oral and poster presentations on a wide variety of research and creative topics. Creative works are also highlighted. This year's event included approximately 140 presentations by more than 160 presenters. The keynote address was provided by Pueblo Native and CSU-Pueblo Alum, Dr. Audry Lundahl, who earned her Ph.D. in Multicultural Women's and Gender Studies at Texas Women's University

<https://www.csupueblo.edu/news/2018/04-02-student-work-april-6-symposium.html>

❑ 5th Annual Southern Colorado Entrepreneurship Competition

Students from a variety of majors work with adults and youth who have submitted business plans for evaluation. The CSU-Pueblo student group provides mentorship and training to both middle school and high school students regarding marketing, organization, financing and implementation of the business idea. Finalists present to a panel of expert judges in the student division and venture "sharks" in the adult competition. The competition is sponsored by more than 30 local and regional businesses. This year's student judges included Jake Jabs from American Lifestyle Furniture (American Furniture Warehouse) as well as Mike Zavislan, from Southwest Motors, Pueblo's largest used car dealership.

https://www.chieftain.com/news/pueblo/pueblo-entrepreneurs-hope-to-find-support-funding/article_b8df6850-b53c-5420-adc5-15b60fecb0a0.html

❑ 2nd Year of Smithsonian Institute Internships

The internship is designed for students who may not have the opportunity to complete a 15 week internship at the Smithsonian to complete a four week Internship. The relationship, made possible by the Hispanic Association of Colleges and University's (HACU), allows students from CSU-Pueblo to experience hands on learning opportunities in fields specifically associated with their majors. Students have interned at a number of locations including the National Museum of American History- Lemelson Center for the Study of Innovation and Invention, the Archives of American Art, The National Postal Museum, Office of Protection Services, Smithsonian Facilities Digital Archives Management, Freer Gallery of Art and Arthur M. Sackler Gallery (FSGA) and the National Museum of African American History and Culture.

<https://www.csupueblo.edu/center-for-teaching-and-learning/student-programs/smithsonian-internship.html>

❑ CSU-Pueblo Residential Initiatives – Residential Interest-based communities

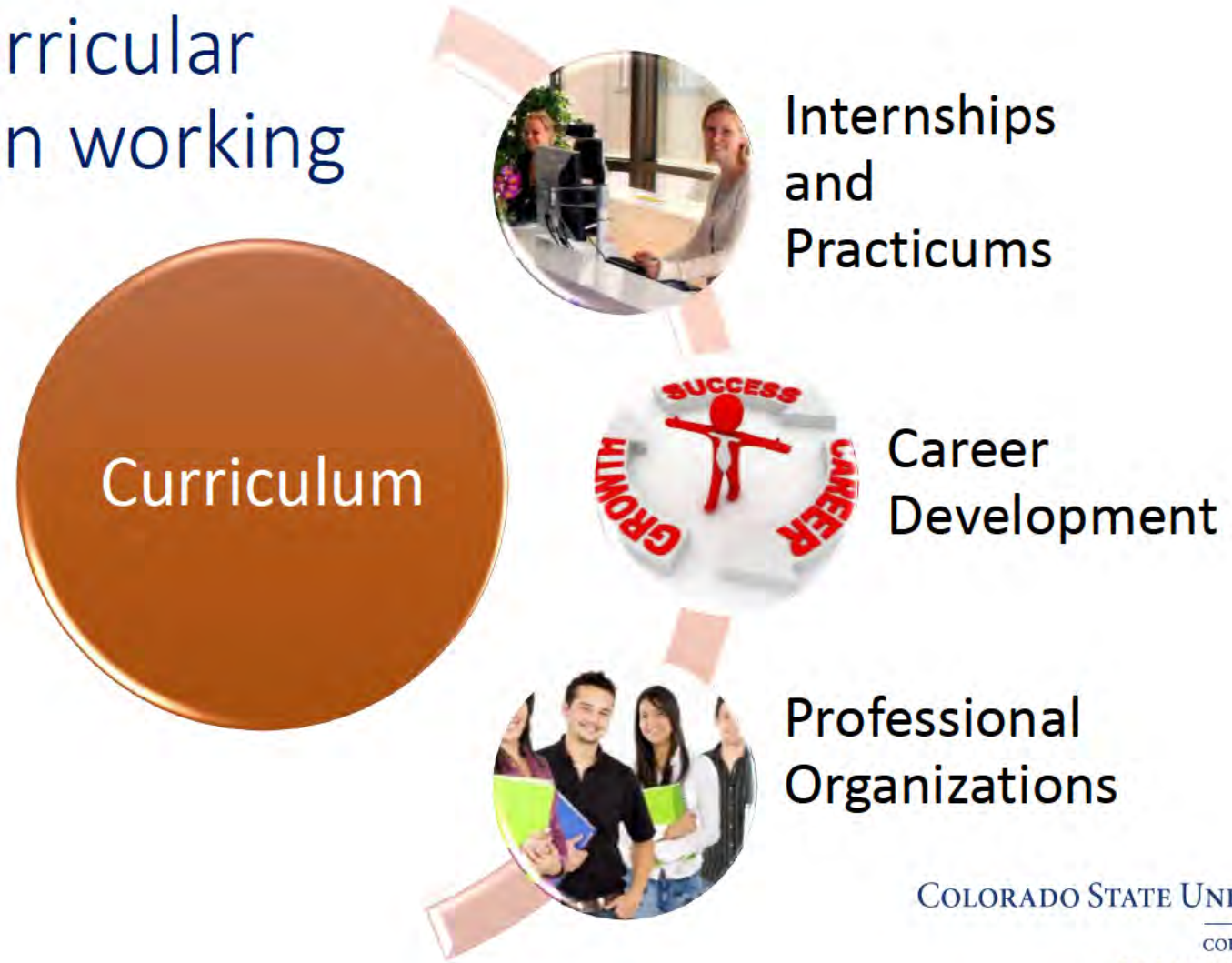
This is residential living opportunity for students living in the residence halls to live in community on floors with others who have similar interests. Communities include: Music majors, Outdoor Pursuits, STEM majors, Health Professionals, Social Work, and Honors. CSU-Pueblo has had these programs since 2015.

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CSU-Global Co-Curricular Model: Focused on working adults



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CSU-Global Internships and Practicums

Valuable co-curricular experience

Human Services: Spectrum

Marketing: Regional Transportation District

Communications: ABC Wide Bay Radio (radio station) in Queensland, Australia

Healthcare Administration: Hospital Administration

Student evaluations

Students assess the internship/practicum experience (3.75) and the faculty (3.76) on a 4.0 scale.

“My practicum experience led me to some new insights concerning a career in marketing and the impact of organizational culture in a business. My practicum was productive and I would like the opportunity for another one!” –

Undergraduate marketing student interning at RTD Denver

“Regarding my practicum, it has been a very good learning experience. I have enjoyed it very much! Even from interning here for a short time, there are many things I did not realize that are required for other positions. It's been a great experience!”

Undergraduate, Human Services, Interning at Foster Care Facility



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CSU-Global Career Development

Career Navigation Services empowers students and alumni with the knowledge, skills, and resources to help them succeed in their career path.

- Career Development Criteria in Academic Programs
- Comparative job data: Job Pulse
- Resume and Cover Letter Review
- Career Coaching
- Internships and Practicums



Career Navigation Services Dashboard

Participation in Career Facilitation Services



- March
- Career Coaching Sessions: 83
 - Resume & Cover Letter Reviews: 137
 - Spring & Internship Registration: 4

March Resume Review & Career Coaching Survey Scores



Career Coaching: 3.6/4.0
Resume Review: 3.5/4.0
Goal: 3.7/4.0

"Dr. Adams was very helpful and encouraging. She helped me with directions that pertained to my interest. I felt confident and prepared to take the next step in my professional career. I appreciated her help and guidance very much!"
- Student testimonial for Career Coaching

Quality Assurance: March 2018

Career Coaching Quality Reviews

Average Review Score:
96.5%

Goal:
92%

YTD Participation in Career Facilitation Services



Resume Review & Cover Letter
Submissions



Career Coaching
Sessions



Practicum & Internship
Registration

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY
COLORADO STATE UNIVERSITY - PUEBLO
CSU - GLOBAL CAMPUS

CSU-Global Professional Organizations

- Society for Human Resource Management (SHRM)
- International Leadership Association (ILA)
- American Marketing Association (AMA)
- National Communication Association Student Club (NCASC)
- National Social Science Association (NSSA)
- National Organization for Human Services (NOHS)
- Student Veterans Organization (SVO)



ASSOCIATION OF
SHRM
SOCIETY FOR HUMAN RESOURCE MANAGEMENT
www.shrm.org

Meet the CSU Global Chapter of SHRM Officers

 <p>President: Sylvia Usery Graduating: Winter 2018 Currently lives in: Wellington, CO Fun fact about me: I have never dyed my hair and I donate 10-12 inches every 2-3 years. This year will be the 5th time.</p>	 <p>Vice President: Kristin Arney Graduating: Winter 2018 Currently lives in: Englewood, CO Fun fact about me: I worked for the Walt Disney Company in Florida for 2 years and I am a huge Disney fan.</p>
 <p>Secretary: Robin Peterson Graduating: Winter 2020 Currently lives in: Austin, TX Fun fact about me: Three of my favorite things are travel, hiking, and food, and I try to combine the three whenever possible!</p>	 <p>Social Media/Awards: Samantha Husted Graduating: Fall 2019 Currently lives in: Fort Collins, CO Fun fact about me: One of my hobbies is flipping and renovating houses!</p>

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY
COLORADO STATE UNIVERSITY - PUEBLO
CSU - GLOBAL CAMPUS



CSU-Global

Honor and Service Societies

- Kappa Delta Pi (KDP)
 - International Honor Society in Education with more than 50 members.
- Delta Mu Delta
 - ACBSB associated honor society with 114 current members who initiated and distributed two new \$600 student scholarships
- Sigma Beta Delta
 - Sigma Beta Delta has 803 members, with growing membership
- Golden Key
 - University-wide honor society chartered with 1,634 total members.



Kappa Delta Pi


Kappa Delta Pi, International Honor Society in Education, was founded by William Biggley, Truman Kelly, and Thomas Edgar Musselman in 1913 at the University of Illinois to foster excellence in education and promote fellowship among those dedicated to teaching. The founders chose the name from the Greek words knowledge, duty, and power. Kappa Delta Pi grew from the local chapter to the international organization it is today.

Kappa Delta Pi members keep good company. Albert Einstein, George Washington Carver, Elsie Roosevelt, and Margaret Mead are just a few of the historically known members. To this day the honor society is composed of more than 45,000 members.

Mission
The mission of Kappa Delta Pi is to sustain an honored community of diverse educators by promoting excellence and advancing scholarship, leadership, and service.


Vision
The vision of Kappa Delta Pi is to help committed educators be leaders in improving education for global citizenship.

Upcoming Events
Please join us on Facebook.com to stay informed of our upcoming events: <https://www.facebook.com/groups/ksdp>
Also stay informed to be a part of our *Literary Alive!* campaign as we look forward to our fall meeting schedule.



Kappa Delta Pi
INTERNATIONAL HONOR SOCIETY IN EDUCATION

Virtual Chartering
Installation of the Alpha
Theta Iota Chapter
May 26, 2016



COLORADO STATE UNIVERSITY SYSTEM

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CSU - GLOBAL CAMPUS



CSU-Global

Approach co-curricular experiences

Student Centered
Holistic
Embedded



COLORADO STATE UNIVERSITY SYSTEM

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COLORADO STATE UNIVERSITY - PUEBLO
CSU - GLOBAL CAMPUS



CSU Fort Collins

- Community for Excellence – C4E
- MURALS – Multicultural Undergraduate Research Art and Leadership Symposium
- Other Co-Curricular Initiatives that Support Student Learning

COLORADO STATE UNIVERSITY SYSTEM

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COLORADO STATE UNIVERSITY - PUEBLO
CSU - GLOBAL CAMPUS



Community for Excellence

Created to strengthen
& scale up
partnership programs
dedicated to low-
income, 1st
generation students



COMMUNITY FOR EXCELLENCE

C4E MODEL FOR STUDENT SUCCESS



1484
 Full-time Community for Excellence students are enrolled in Fall 2017

73.3%
 1088 identify as first generation college student

69%
 1024 identify as Pell Eligible

78%
 1158 identify as students of color

12.5%
 185 ASSET students



COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY
 COLORADO STATE UNIVERSITY - PUEBLO
 CSU - GLOBAL CAMPUS

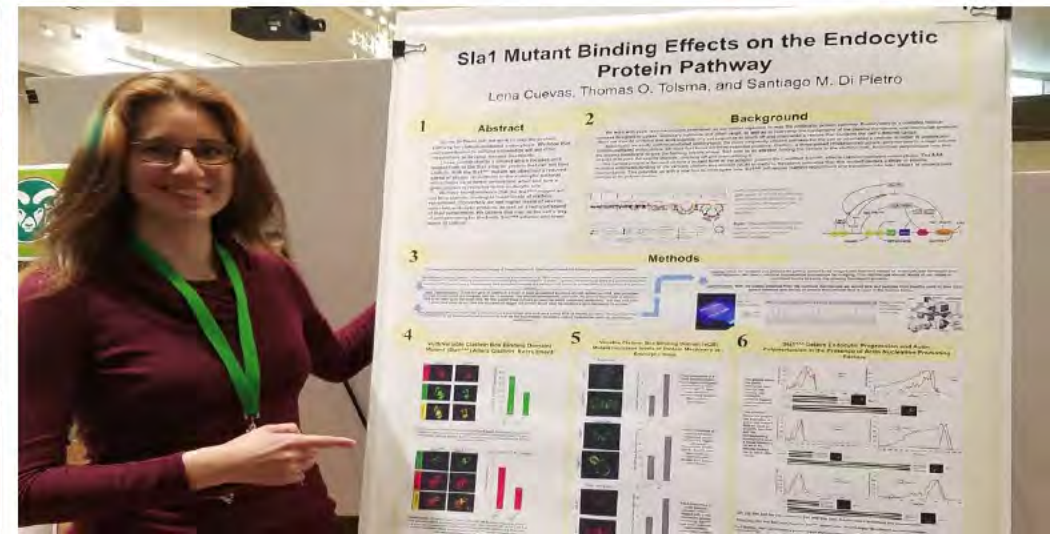


Multicultural Undergraduate Research Art and Leadership Symposium



Collaboration is Essential

- Division of Student Affairs
 - Cultural Centers
- Colleges (8)
- Office of Vice President for Research
- Libraries



Retention



385

SPRING 2017 cohort	Headcount	Average Index	First Generation (%)	Average GPA ²	Female%	Persistence to FA17 ²
Participants	75	113.0	61.5%	3.12	78.8%	97%
Comparison Group ¹	94	118.1	54.3%	2.79	-	78.7%

¹FA16 students who did not participate in MURALS Spring 2017

²Persistence is the % of student who enrolled of graduated by census Fall 2017

Additional Highlighted Programs

DACA & ASSET & Undocumented Student Support: Campus network of support

Elevate: Adult learner & veteran student math & English pre-collegiate “boot camp”

Fostering Success: Network for students from foster care, kinship care, group homes, ward of court, orphan status and other independent backgrounds

Global Access: Education Abroad Support for 1st Gen, limited income students

Rams Against Hunger: Addressing students’ food insecurity

Residential Curriculum: On-campus housing co-curricular living & learning approach

SEED Peer Education: Peer Educators leading intergroup dialogue for diversity & inclusion

Student Athlete Internship Program: Career exploration & work experience program

Suit-up with JCPenney & CSU/Career Industry Tours: Career support program

You@CSU: Online interactive holistic wellbeing student success platform

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY

COLORADO STATE UNIVERSITY - PUEBLO

CSU - GLOBAL CAMPUS



Benefits to Co-Curricular Learning Opportunities

Avenues for students to apply learning

Intentionality to maximize learning around specific student populations

Meet Students where they are with intentional learning development

Applied, hands on

Moving from spectator to participant to learning

COLORADO STATE UNIVERSITY SYSTEM

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COLORADO STATE UNIVERSITY - PUEBLO
CSU - GLOBAL CAMPUS



Questions?

Thank you!

COLORADO STATE UNIVERSITY SYSTEM

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CSU - GLOBAL CAMPUS



CSU-Pueblo Search & Rescue Team

Student Reflections:

I've learned so much in my time with CSU-Pueblo SAR. Rescue skills, people skills, marketing skills... you name it. I love this team.

Jennifer de Groot (President; Mass Communications)

I joined the team with an interest in building on my technical skills and hanging with friends; however i found that with every training my interest grew into a passion and I love that I can learn these skills while helping my community. **Kyla Huntley (Communications Manager; Wildlife Biology)**

I am so proud of the work the team is doing. We are strengthening the community by bringing together a variety of students, supplementing their academic learning, exposing them to unique volunteer and career opportunities, and encouraging collaboration among professional disciplines. **Isabel Taylor (Vice President; Nursing)**

Search and Rescue has provided me the opportunity to obtain, share, and teach specialized, professional training that my team and I can utilize to save others' lives. I cannot think of a more rewarding opportunity. **Reese Irwin (Training Manager; MBA)**



Colorado State University – Fort Collins

Co-curricular Initiatives to Support Student Learning

Elevate – Adult Learner & Veteran Services

- Academic co-curricular program to assist in the transition of adult learners/student-veterans- specifically focused on gateway courses in math and English that were identified as student success barriers (<https://alvs.colostate.edu>)

Fostering Success Program – Collaborative for Student Achievement

- A network of students, staff, and faculty who connect to form a support system for CSU students who have experienced foster care, kinship care, group homes, care of court, orphan status or other independent backgrounds (<http://oas.casa.colostate.edu/fostering-success-program>)

Global Access – Office of International Programs

- Created to open doors for first generation to college students in the Community for Excellence with limited incomes to engage in a High Impact Educational Abroad experience. (https://myedabroad.colostate.edu/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=11683)

Rams Against Hunger – Student Leadership Involvement and Community Engagement

- The goal of Rams Against Hunger is to serve CSU students/faculty/staff experiencing food insecurity. (<https://lsc.colostate.edu/slice/slice-engagement/rams-against-hunger/>)

Residential Curriculum – Housing & Dining Services

- A curricular approach to the living & learning experience answering the question: *What do we want students to learn by living with us?* (<https://housing.colostate.edu/>)

SEED – Student Diversity Programs & Services

- SEED provides peer-led workshops to engage and further knowledge around topics of identity, inclusion, bias and social justice. (<http://studentdiversity.colostate.edu/>)

Student Athlete Intern Program – Student Athlete Support Services

- Career exploration and preparation program for student athletes. (<https://sass.colostate.edu/>)

Student Support Services for Undocumented, DACA & ASSET Students – VP for Diversity, VP for Student Affairs, VP for Enrollment & Access, Faculty, Student Diversity Programs & Services

- Comprehensive approach to support Undocumented, DACA & ASSET Students (<https://undocumented.colostate.edu/>)

Suit-Up Event –Career Center & JCPenney – Career Center

- Our mission was to provide better access to professional clothing for students who might not otherwise be able to afford such items.

Colorado Industry Tours

- The Colorado Industry Tour series serves to expose students to the world of work and organizational culture by visiting organizations within a variety of targeted industries. (<https://career.colostate.edu/>)

You@CSU – CSU Health Network

- Online, interactive wellbeing platform with resources for Academics (Succeed), Meaning & Purpose (Thrive), and Belonging (Matter) (<https://you.colostate.edu/>)

Co-curricular Initiatives to Support Student Learning on the Fort Collins Campus

Elevate

Adult Learner & Veteran Services

Academic co-curricular program to assist in the transition of adult learners/student-veterans- specifically focused on gateway courses in math and English that were identified as student success barriers
alvs.colostate.edu

Fostering Success

Collaborative for Student Achievement

A network of students, staff, and faculty who connect to form a support system for CSU students who have experienced foster care, kinship care, group homes, card of court, orphan status or other independent backgrounds
oas.casa.colostate.edu/fostering-success-program

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Office of International Programs

Created to open doors for first generation to college students in the Community for Excellence with limited incomes to engage in a High Impact Educational Abroad experience.
myedabroad.colostate.edu/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=11683

Rams Against Hunger

Student Leadership Involvement and Community Engagement

The goal of Rams Against Hunger is to serve CSU students/faculty/staff experiencing food insecurity.
lsc.colostate.edu/slice/slice-engagement/rams-against-hunger

Residential Curriculum

Housing & Dining Services

A curricular approach to the living & learning experience answering the question: What do we want students to learn by living with us?
housing.colostate.edu

SEED

Student Diversity Programs & Services

Students Engaging and Empowering Dialogue (SEED) provides peer-led workshops to engage and further knowledge around topics of identity, inclusion, bias and social justice.
studentdiversity.colostate.edu

Student Athlete Intern Program

Student Athlete Support Services

Career exploration and preparation program for student athletes.
sass.colostate.edu

Student Support Services for Undocumented, DACA & ASSET Students

VP for Diversity, VP for Student Affairs, VP for Enrollment & Access, Faculty, Student Diversity Programs & Services

Comprehensive approach to support undocumented, DACA & ASSET students
undocumented.colostate.edu

Suit-Up Event

Career Center & JCPenney

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career.colostate.edu

You@CSU

CSU Health Network

Online, interactive wellbeing platform with resources for Academics (Succeed), Meaning & Purpose (Thrive), and Belonging (Matter)
you.colostate.edu



**VICE PRESIDENT FOR
STUDENT AFFAIRS**
COLORADO STATE UNIVERSITY

Section 7

Real Estate and Facilities Committee

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
REAL ESTATE/FACILITIES COMMITTEE MEETING AGENDA
May 2-3, 2018 – Fort Collins**

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

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

EXECUTIVE SESSION

- | | | |
|---|----------------|------------|
| 1. Prospect and I-25 Development Plan | (Tony Frank) | Discussion |
| 2. CSU/CSURF Land Exchange, Shields and Lake Street | (Lynn Johnson) | Discussion |
| 3. Land Acquisition: 3 Parcels Prospect/Lake | (Lynn Johnson) | Discussion |

OPEN SESSION

- | | | |
|--|----------------|-------------|
| 1. Program Plan Approvals –
National Western Center Animal Health | (Amy Parsons) | Action Item |
| 2. CSU/CSURF Land Exchange
Shields & Lake Street | (Lynn Johnson) | Action Item |
| 3. Land Acquisition 3 Parcels Prospect/Lake | (Lynn Johnson) | Action Item |
| 4. Grant Right-of-Way to City of Fort Collins
Prospect and Whitcomb | (Lynn Johnson) | Action Item |

**Board of Governors of the
Colorado State University System
Meeting Date: May 2-3, 2018
Action Item**

MATTER FOR ACTION:

Approval of the updated Colorado State University Program Plan for the Animal Health Building at the National Western Center for \$55-60M.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approves the Program Plan for the Animal Health Building at the National Western Center.

EXPLANATION:

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

Colorado State University is requesting approval of the program plan for CSU's Animal Health Building at the National Western Center (NWC). The Animal Health building will bring together university experts, veterinarians from around the region, clinical and therapeutic service providers, and non-profit organizations to create a space focused on various aspects of animal health. The facility will provide a home for veterinarians to treat equine athletes, a space for equine assisted therapies and activities, a clinic for companion animal care, educational facilities that inspire visitors of all ages and showcase the connection between people and animals, and short-term living spaces to support student education and other visitors to the site.

The project is envisioned as an approximately 108,000 gsf building that will incorporate indoor and outdoor arenas, horse barns, clinical treatment space for small animals and horses, offices, classrooms, and a mix of residential living spaces. The estimated cost is \$55-\$60M, funded from state-issued certificates of participation (COPs) for the National Western Center redevelopment, as approved in HB 15-1344.

A more detailed project description can be found in the attached Summary of the 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: May 2-3, 2018
Action Item**

SUMMARY OF PROGRAM PLAN FOR THE CSU ANIMAL HEALTH BUILDING AT THE NATIONAL WESTERN CENTER

CSU's involvement at the National Western Center is a critical component for continued growth in food systems, water, health, and environmental innovation, creating research and development opportunities, showcasing Colorado's innovation economy on both the national and international stages, and creating partnerships with institutions and industries to advance STEM disciplines. Colorado State University has been a partner of the National Western Stock Show since its inception, and has been a key player in the National Western Center redevelopment process. As Colorado's Land Grant University, a substantial part of CSU's educational mission is to provide agricultural research, education and outreach, and the activities at the National Western Center, including those proposed for the Animal Health Building, are in alignment with this mission.

The Animal Health building will bring together university experts, veterinarians from around the region, clinical and therapeutic service providers, and non-profit organizations to create a space focused on various aspects of animal health, including the connection between people and animals. The facility will provide: a home for veterinarians to treat equine athletes; a space for equine assisted therapies and activities; a clinic for companion animal care; educational facilities that inspire visitors of all ages and showcase the connection between people and animals; and short-term living spaces to support student education and other visitors to the site.

This facility is a one-of-a-kind collaboration, bringing together service providers with educational opportunities, connecting rural and urban audiences, elevating conversations around animal and human health, and showcasing the expertise of our partners as well as CSU veterinarians. The project is envisioned as an approximately 108,000 gsf building that will incorporate indoor and outdoor arenas, horse barns, clinical treatment space for small animals and horses, offices, classrooms and a mix of residential living spaces (studio, one- and two-bedroom units with up to 35 beds). Its location will be on the main thoroughfare through the National Western Center, across from the CSU Water Resources Center, resulting in a compelling CSU footprint on the NWC campus.

The Animal Health building will marry veterinary and other animal-related services together with educational programs for learners of all ages. Services and offerings will include:

- Equine sports medicine and other basic care provided on-site by veterinarians and staff at individual equestrian shows
- Basic veterinary care as needed to support other animals at shows hosted at the NWC
- Equine Assisted Activities and Therapies, and associated research, education, and training, provided by CSU's Temple Grandin Equine Center
- Stabling space for the Temple Grandin Equine Center horses
- A companion animal clinic run by an institutional partner or partners (e.g., PetAid and Denver Dumb Friends League) and intended to provide low-cost spay/neuter and general veterinary care

CSU Animal Health Building at the National Western Center

**Board of Governors of the
Colorado State University System
Meeting Date: May 2-3, 2018
Action Item**

- Office space for the programs at the Animal Health building, likely including the Colorado Veterinary Medical Association offices and the Professional Association of Therapeutic Horseman International offices.
- Public educational opportunities which allows school groups and the general public to be immersed in a vibrant, state of the art animal hospital complex. This will include the ability to observe veterinary procedures and interact with animal health professionals as they work to diagnose and treat dogs, cats and horses. This facility will also utilize new technologies to help the public better understand animals and how we can all work to keep them healthy. This set of animal health clinics will broadly provide a center for health outreach efforts including our strong interest in attracting first generation and underrepresented minorities to careers in health and science.
- Educational facilities that feature STEM content, particularly related to animal health, and connections between humans and animals (e.g., translational medicine, human-animal bond, etc.); these programs may be offered in collaboration with other NWC partners like the Western Stock Show Association, Denver Museum of Nature & Science, and History Colorado as well as PetAid and Denver Dumb Friends League, with other collaborations to be identified over time.
- Temporary living space for students and others who need to stay on-site (e.g., CSU students on two-week rotations with the small-animal clinic, researchers-in-residence working on Equine Assisted Activities and Therapies research, etc.)

The estimated cost is \$55-\$60M, funded from state-issued certificates of participation (COPs) for the National Western Center redevelopment, as approved in HB 15-1344.

This project is on the 5-year state funding list for approval by the Board of Governors at this meeting. It is identified on the National Western Center Master Plan and is anticipated to be one of the first buildings constructed on the site, beginning in early 2020.

With Board of Governors approval, the program plan for this project will be submitted to the Colorado Commission on Higher Education. Once land acquisition, necessary approvals and financing are in place, the project is estimated to break ground in early 2020 and take 20 months to complete.

Approved

Denied

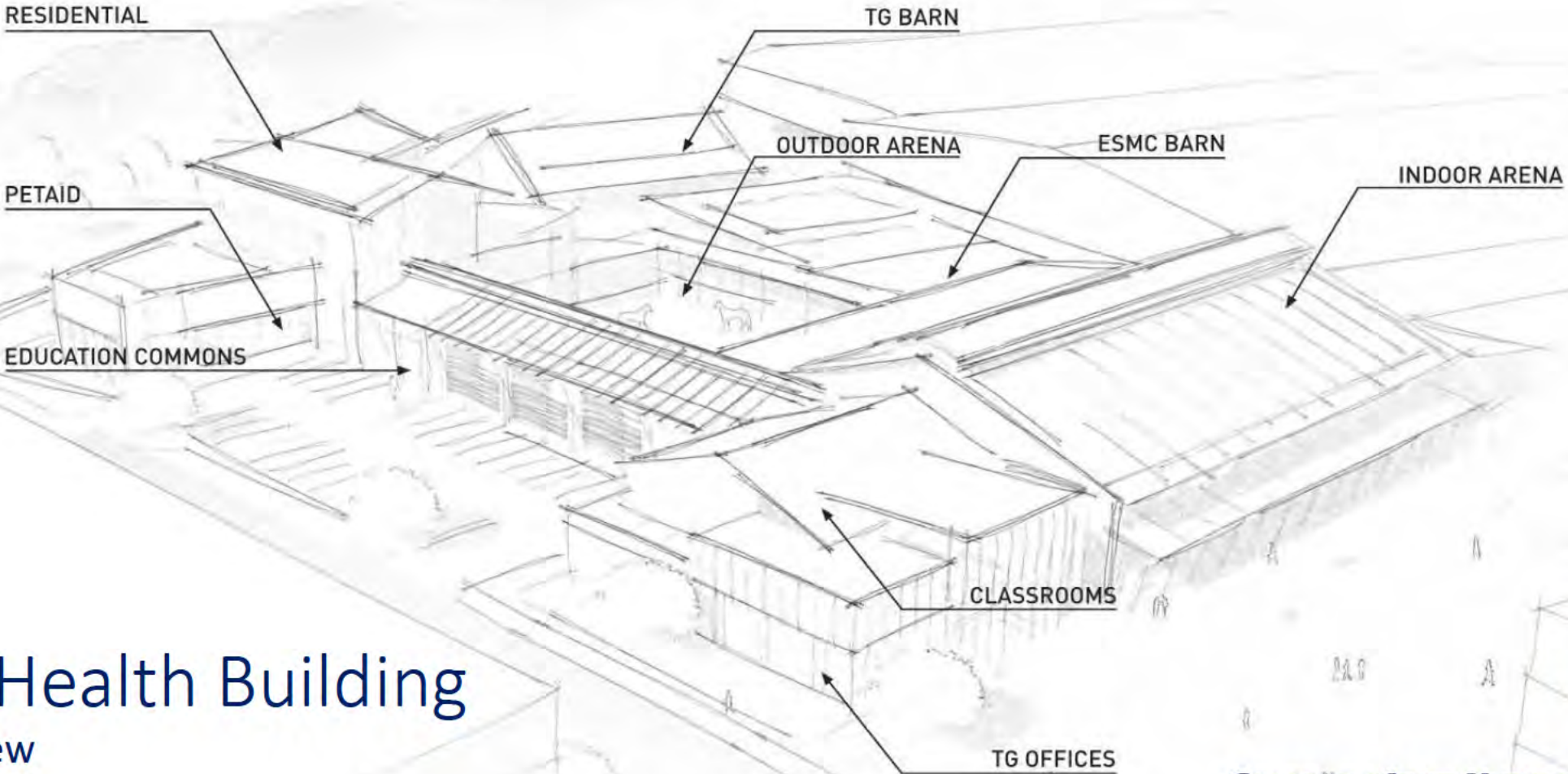
Board Secretary

Date

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY
COLORADO STATE UNIVERSITY - PUEBLO
CSU - GLOBAL CAMPUS





Animal Health Building

Plan Overview



COLORADO STATE UNIVERSITY SYSTEM
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 CSU - GLOBAL CAMPUS



Animal Health Building

Plaza Perspective



COLORADO STATE UNIVERSITY SYSTEM

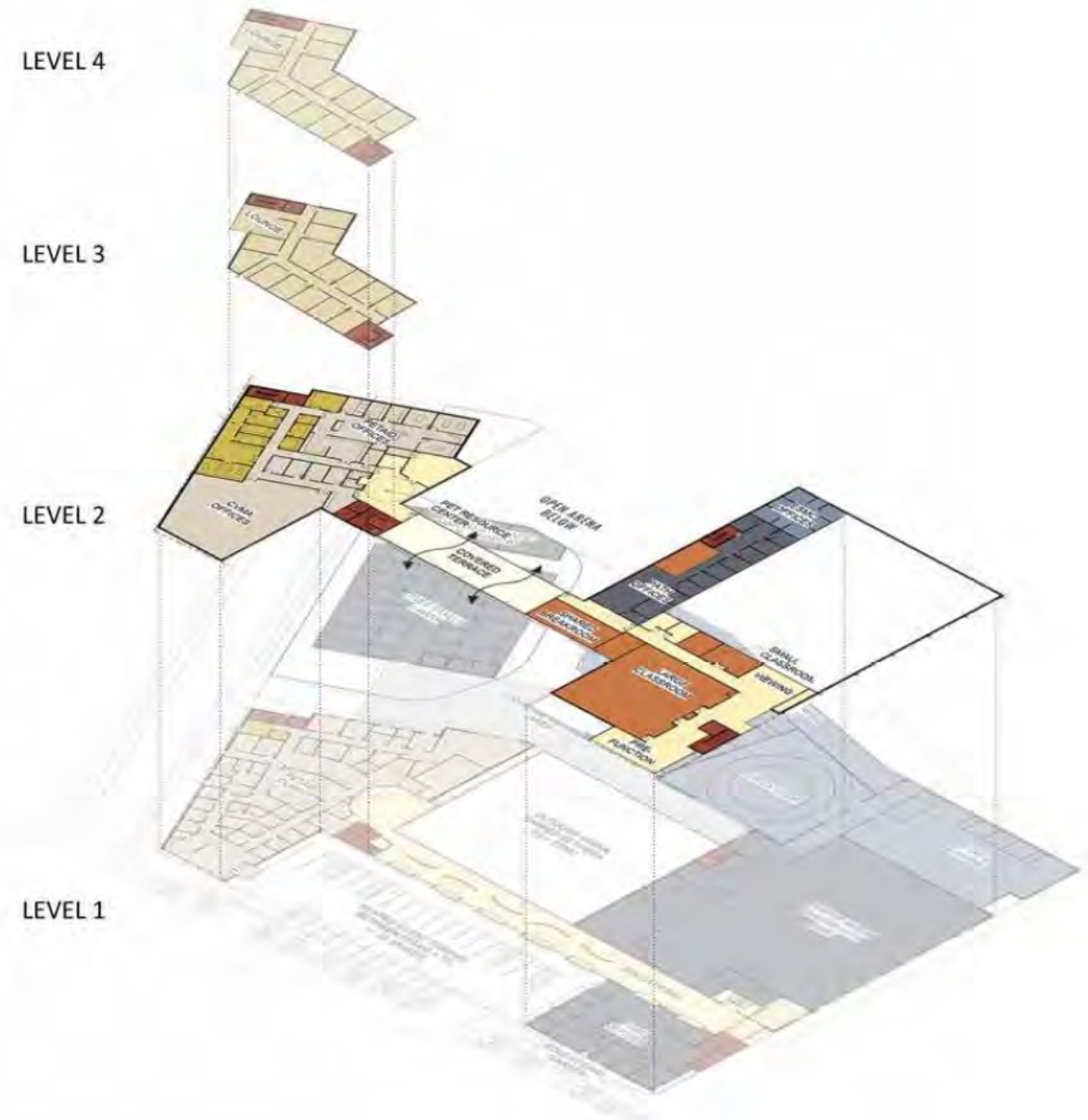
COLORADO STATE UNIVERSITY

COLORADO STATE UNIVERSITY - PUEBLO

CSU - GLOBAL CAMPUS



Animal Health Building Floor Plan Diagram

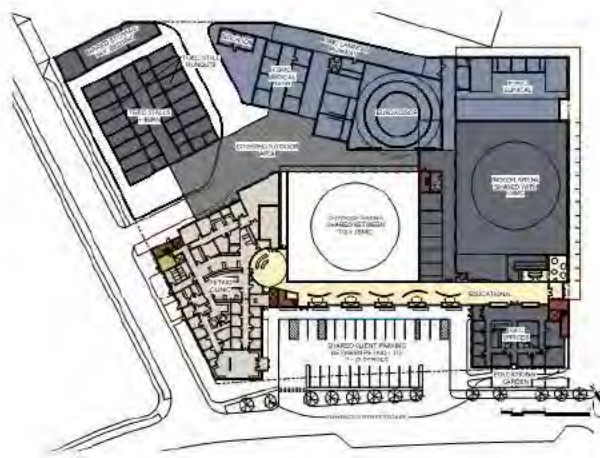


- EQUINE SPORTS MEDICINE CENTER
- TEMPLE GRANDIN EQUINE CENTER
- COMMUNITY SMALL ANIMAL VETERINARY CLINIC (PetAid)
- EDUCATIONAL / OUTREACH PROGRAM, INCLUDES PetAid RESOURCES PROGRAM
- VERTICAL CIRCULATION
- COMMUNITY SPAY / NEUTER CLINIC PROGRAM (SOLUTIONS & CAT CLINIC)

Animal Health Building

Floor Plans

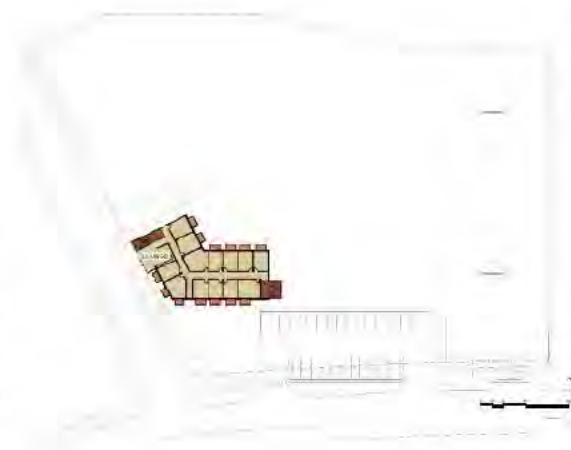
- EQUINE SPORTS MEDICINE CENTER
- TEMPLE GRANDIN EQUINE CENTER
- COMMUNITY SMALL ANIMAL VETERINARY CLINIC (PetAid)
- EDUCATIONAL / OUTREACH PROGRAM, INCLUDES PetAid RESOURCES PROGRAM
- VERTICAL CIRCULATION
- COMMUNITY SPAY / NEUTER CLINIC PROGRAM (SOLUTIONS CAT CLINIC)



Level 1



Level 2



Level 3



Level 4

**Board of Governors of the Colorado State University
System Meeting Date: May 2-3, 2018
Action Item**

MATTERS FOR ACTION:

Land: Exchange of approximately 15,000 sf of land owned by the Board of Governors of the Colorado State University System for approximately 15,000 sf of land owned by the Colorado State University Research Foundation.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the exchange of approximately 15,000 sf of land along Shields Street owned by the Board of Governors, for the 15,000 sf of land along Lake Street owned by the Colorado State University Research Foundation, as generally shown on Exhibit A, 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 Lynn Johnson, Vice President for University Operations, Colorado State University

This action item requests authorization to exchange the parcels of land shown in Exhibit A with Colorado State University Research Foundation for the purpose of consolidating the parcels owned by each party along Shields Street and Lake Street in Fort Collins, Colorado. The Board of Governors' parcel is located on Shields Street and covers approximately 15,000 square feet. The CSURF parcel is located on Lake Street and is also approximately 15,000 square feet.

The exchange of property allows the Board to acquire parcels necessary for current operations and future expansion. In addition, the parcel exchanged to CSURF will enhance eventual development. The exchanged properties will be of approximately equal value.

Approved

Denied

Board Secretary

Date

Exhibit A



CSU –Exchange of Land SW Corner Main Campus, Fort Collins, CO

Board of Governors of the Colorado State University System
Meeting Date: May 2-3, 2018
Action Item

MATTERS FOR ACTION:

Land: Acquisition of three parcels on the 600 Block W Prospect Road and 600 Block W Lake Street, Fort Collins, CO.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the acquisition of three parcels of real property located at 626 and 634 West Prospect Road and 615 West Lake Street, Fort Collins, CO from the Colorado State University Research Foundation on the terms discussed by the Board in its executive session and in accordance with the parameters outlined in such discussion to support the purchase and costs of the acquisition using a mix of funds from the Land Endowment Income Account and the Real Estate Investment Fund.

FURTHER MOVED, that the President or the 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 Lynn Johnson, Vice President for University Operations

The Colorado State University Research Foundation (CSURF) owns three parcels between Prospect Road and Lake Street, immediately across from the on-campus stadium. Specific address numbers are 626 and 634 West Prospect Road and 615 West Lake Street as shown on the attached **Exhibit A**.

The properties were acquired for eventual expansion of the main campus. The acquisitions are consistent with the long-term plans to accommodate campus growth.

CSU Land: Acquisition of Parcels in 600 Block W Prospect Road, Fort Collins, CO

Board of Governors of the Colorado State University System
Meeting Date: May 2-3, 2018
Action Item

Approved

Denied

Board Secretary

Date

EXHIBIT A



CSU Land: Acquisition of Parcels in 600 Block W Prospect Road, Fort Collins, CO

Board of Governors of the Colorado State University
System Meeting Date: May 2-3, 2018
Action Item

MATTERS FOR ACTION:

Land: Grant of right of way of approximately 1,570 sf (0.036 acres) of land at the northeast corner of Prospect Avenue and Whitcomb Street to the City of Fort Collins

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the grant of a right of way of approximately 0.036 acres of land at the northeast corner of Prospect Avenue and Whitcomb Street, as generally shown on Exhibit A, for \$21,800 to the City of Fort Collins for the creation of a right turn lane onto Whitcomb Street.

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

EXPLANATION:

Presented by Lynn Johnson, Vice President for University Operations, Colorado State University

This action item requests authorization for the University to grant a right of way to the City of Fort Collins consisting of approximately 0.036 acres of land at the northeast corner of Prospect Avenue and Whitcomb Street, as shown on Exhibit A, for the creation of a right turn lane onto Whitcomb Street for \$21,800.

The land is located at the northeast corner of Whitcomb Street and adjacent to the Aggie Village west parking lot landscape area. Colorado State University purchased the land in 2016 from Colorado State University Research Foundation for use as a parking lot for the new Aggie Village development.

The City of Fort Collins requested the right of way to create a right turn lane from Prospect Avenue (westbound) onto Whitcomb Street (northbound). The right turn lane will improve the intersection and benefit the students, employees and faculty of Colorado State University with increased traffic flow onto campus.

Approved

Denied

Board Secretary

Date

Exhibit A



CSU – Grant of Right of Way to City of Fort Collins Whitcomb Turn Lane Main Campus, Fort Collins, CO

Section 8

Executive Session

This section intentionally left blank

Section 9

Chancellor's Report



COLORADO STATE UNIVERSITY SYSTEM

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

COLORADO STATE UNIVERSITY SYSTEM CHANCELLOR'S REPORT

May 3, 2018

CSU-System Wide

- Launched the CSU System Student Information System (SIS) Strategic Directions Ad Hoc Committee, which is charged with exploring strategic recommendations for the implementation of a systemwide student information system.
- Commenced meetings of the systemwide Industry Partnerships Council to explore opportunities for strategic partnerships through procurement.
- President Frank and President Mottet participated on a panel of presidents April 13 to discuss how universities are managing free speech issues on their campuses. The panel was part of a Free Speech Summit hosted by Colorado State University in conjunction with the annual meeting of the Colorado Association of Campus Diversity Officers in Higher Education. Chancellor Dorothy Horrell of University of Colorado-Denver also served on the panel.
- Planning and development of the new CSU System magazine is underway, with the first issue scheduled for release in December.
- Continued collaboration between CSU in Fort Collins and CSU-Pueblo related to IT.
- Continue to make progress on systemwide academic integration opportunities in relation to admissions and transfers, through the efforts of Dr. Cheryl Lovell.

Campus Updates

- Executive Vice Chancellor Parsons and National Western Center Strategic Advisor Tom Vilsack visited CSU-Pueblo, where Vilsack delivered a community lecture and they attended a VIP lunch.

CSU System Government Affairs – Federal

- Chancellor Frank attended the Universities Research Association Board of Trustees meeting in Washington, D.C.
- Communicated with the Colorado congressional delegation on the impact of the proposed House and Senate Tax Bills.
- 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.

CSU System Government Affairs – State

- Chancellor Frank and Exec. Vice Chancellor Parsons met with the Governor's new chief of staff, Patrick Myers in February.
- Chancellor Frank, President Takeda-Tinker, and President Mottet participated in CSU Founders Day activities at the State Capitol.
- Chancellor Frank participated in discussions with the Department of Higher Education about the state's higher education budget request.

- President Takeda-Tinker and Executive Vice Chancellor Parsons attended the Governor's signing ceremony for the CSU-Global bill allowing true freshman enrollment.
- Meetings with key members of the legislature and local delegations continue.

Statewide Partnerships:

- The inaugural Water in the West Symposium took place April 26-27, 2018, showcasing the types of programming that will be coming from CSU at the National Western Center.
- Chancellor Frank was keynote for a Denver Athletic Club and CSU Alumni Event February 13, 2018.
- Executive Vice Chancellor Parsons attended the first National Western Authority Board meeting and orientation February 22-23, 2018
- Executive Vice Chancellor joined the City of Denver at the National P3 conference in Dallas to present on the National Western Center Redevelopment.
- Executive Vice Chancellor presented at the Colorado Association of School Boards conference March 1, 2018.
- Executive Vice Chancellor Parsons met with Butterfly Pavilion leadership to discuss potential partnership opportunities March 23, 2018.
- Chancellor Frank, President Takeda-Tinker, and Governors Tuor and Robbe Rhodes attended the Colorado Women's Hall of Fame March 28, 2018, when former Governor and Chair of the Board Dorothy Horrell was inducted.
- Chancellor Frank attended the National Western Authority Board March 29, 2018.
- Executive Vice Chancellor Parsons met with Colorado Symphony leadership to discuss partnership opportunities April 2, 2018.
- Chancellor Frank spoke at a Colorado Forum meeting with CU-Anschutz Chancellor Don Elliman and University of Denver Chancellor Rebecca Chopp April 4, 2018
- Chancellor Frank spoke at Colorado Business Roundtable State of Higher Education Luncheon along with DU Chancellor Rebecca Chopp, Metropolitan State President Janine Davidson and CU-Boulder Chancellor Phil DiStefano.
- Executive Vice Chancellor Parsons served on the judging panel of Trout Tank H2O April 19, 2018.
- Executive Vice Chancellor Parsons attended the annual AGB conference on Trusteeship with Governor Robbe Rhodes April 22-24, 2018. President Takeda-Tinker was a featured panelist.

Section 10

CSU-Pueblo Reports

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



Colorado State University-Pueblo Student Representative's Report

Associated Students' Government President Jake Harmon

General Statement

Associated Students Government has concluded the semester on a high note, pushing through the obstacles that naturally arise during the later portions of the spring semester. ASG leadership will now begin to transition into effectively training next year's ASG leadership so that they can best serve the students, faculty and staff of Colorado State University-Pueblo.

Campus and Student Initiative Projects

To conclude the semester, our senator of the Hassan School of Business, Annica Roberts, organized the annual *Fiesta with the Faculty* event where students presented a free taco/nacho bar to the students and faculty allowing them take a minute during the middle of the day to enjoy good food and weather.

Vice President Daniella Trujillo concluded the final edits the Student Emergency Fund initiative—a project that partnered with the CSU-Pueblo Foundation office that was created for students that have been identified as being in crisis or in extreme need.

External Initiative Projects

Throughout this semester, ASG has represented our university on many different platforms through various committees and focus groups. Furthermore, our students have finalized their decisions in reference to some of these committees, such as: Student Fee Governing Board, Facility Fee Committee, etc. This process has been challenging, in that coming to a collective decision amongst a diverse population of students is not always the easiest feat to achieve. Although, through steady persistence and respectful discourse, we were able to collectively come to our final decisions in this process.

Internal Initiative Projects

Internally, ASG has actively focused throughout the year to cultivate a positive environment, founded through civil discourse; our mindset being *how we can best serve our university*. I would like to challenge next year's student representation to have a similar purpose taking on their positions. My goal for the month of May is to ensure that we collectively reach understanding that closely parallels this mindset for next year's ASG.

Closing Statement

In closing I would like to thank the strong student leaders that excelled in their positions representing ASG this year. This position has been one of the most challenging and rewarding positions that I've pursued. The growth that I have acquired through this position will allow me to confidently take my next step in life; either in serving our country or pursuing more education. Thank you for being so receptive to the concerns of the students within the Colorado State University System. For this we are truly grateful.

**Colorado State University System
Board of Governors**

**CSU-Pueblo Faculty Representative Report
submitted by David Volk
April 19, 2018**

Recent Faculty Senate actions and other campus initiatives:

- Large group meetings on both Pueblo Community College and CSU-Pueblo campus to revise/establish transfer articulations agreements in most majors between the two colleges. Academic chairs and/or other representatives have had continuing conversations to complete these agreements.
- Campus has revised position descriptions for all administrative/professional staff and faculty to revisit address salary equity concerns.
- Faculty is being surveyed regarding our current LMS (Blackboard). Campus is considering new learning management systems.
- Faculty Senate approved new 3+2 BA/MA program in English as well as graduate certificate program in English which will provide area teachers in English appropriate credential (18 graduate hours) to teach Senior-to-Sophomore courses at their high schools.
- Faculty Senate approved revised catalog language regarding repeated course grades earned in 3+2 programs (both grades will be averaged in the cumulative GPA).
- Faculty Senate is considering transcript language to identify repeated cases of academic dishonesty.
- Have begun using Quali Student software for curricular/program/catalog management
- Program Reviews in Exercise Science and Health Promotion, Automotive Industry Management, Political Science, Civil Engineering Technology and Construction Management completed.

Spring 2018 Convocation: Council of Chairs 'Faculty Talking to Faculty' Open Forum – Issues Raised

- Connecting faculty mentors to underserved students
- Efforts to recruit and retain minority faculty
- IT infrastructure – opportunities to restructure processes/staff to improve efficiency
- Addressing the needs of our students as they enter CSU-Pueblo in terms of their academic preparedness
- Instituting a Fall Break?
- Examining 12-12 load and opportunities for faculty course releases for research and service
- Opportunities to increase scholarship offerings for students (balancing academic and athletic scholarships)

Fall 2017 Convocation: 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

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. Abdelrahman Named Provost, VP for Academic Affairs

A results-driven and innovative academic leader and award-winning professor has been hired as the provost and executive vice president of academic affairs at Colorado State University-Pueblo. CSU-Pueblo President Timothy Mottet has announced that Dr. Mohamed Abdelrahman, vice president for academic affairs at Arkansas Tech University since 2016, will become the University's top academic official beginning June 1. Mottet thanked Interim Provost Bruce Raymond for impacting academics at CSU-Pueblo in meaningful and significant ways during the past five months. On June 1, Raymond will return to his duties as the Dean of the Hasan School of Business, where he has served since 2012. A 10-member search committee recommended Abdelrahman from a national pool of more than 60 applications. As provost, he will serve as chief learning officer, responsible for the University's academic quality and student learning. President Mottet described Abdelrahman as an experienced academic leader who has a proven track record of designing and implementing learning and support systems that map to students' needs and enhance student success. Mottet said the provost works with faculty to develop processes that continuously elevate the academic quality and reputation of an institution while also attracting, hiring, and developing faculty who can teach, conduct research, and serve the community in an impactful manner. The provost is responsible for ensuring a relevant and vibrant curriculum and continuously assessing student learning outcomes to ensure that students graduate with competencies that will allow them to transition into a professional career.

B. Online RN to BSN Beginning April 30

Beginning April 30, Colorado State University-Pueblo will offer a program for working Registered Nurses (RN) to obtain their Bachelor of Science in Nursing (BSN) degree in just one year through a fully online format. Students enrolled in a community college or Compact State may concurrently enroll within their program. This will allow students to move seamlessly from their associate degree program to CSU-Pueblo's online RN to BSN program. Courses will be offered in eight-week sessions. Interested students must confer with the RN-BSN advisor to develop a program of study. The RN-BSN option will include 33 credit hours of credit through the articulation agreement, 57 credit hours of prerequisite or co-requisite courses, and 30 credit hours of nursing courses for a total of 120 credit hours. Students must pass all nursing courses with a B or better and maintain a nursing 3.00 GPA. RNs transferring from community colleges can transfer in 57 prerequisite credits along with 33 RN credits for a total of 90 credit hours. This applies only to the students in the RN to BSN program.

C. Maestro Summer Program

For the third straight year, students can experience an innovative model of instruction during a summer residential program for which they can earn up to 12 credit hours from Colorado State University-Pueblo. CSU-Pueblo will offer the “MAESTRO” Summer Program from July 9-August 10 for a maximum of 40 students who are interested in earning college credit while participating in a unique, hands-on curriculum and exploring the Southwest during day-long Saturday excursions. The cost of the 35-day program is \$2900 per person, which covers room, board, tuition, books, and all off-campus trips to historical and industrial sites in Southern Colorado. Students may earn General Education credits in English and Science (including a lab) plus elective credits in University Studies and Outdoor Pursuits as part of the program.

D. Plinske to lead Department of Athletics

A respected leader in NCAA Division II and III athletics with more than 15 years of experience managing collegiate athletic programs has been named the University’s next Athletic Director. President Timothy Mottet has announced that Dr. Paul Plinske, current Director of Athletics at the University of Nebraska-Kearney, will oversee the athletics program beginning May 20. A search committee of nine individuals including faculty, staff, coaches, student athletes, and two community members vetted more than 100 applications from across the country. Since 2013, Plinske has been the Director of Athletics at the University of Nebraska-Kearney, a 17-sport NCAA Division II program with 55 coaches and staff and 435 student athletes. From 2004-2013, he led the Department of Athletics at the University of Wisconsin-Whitewater, an NCAA Division III program serving 650 student athletes. He also served as Associate Director of Athletics at the University of Wisconsin-La Crosse for five years.

E. Matousek to present Commencement Address

An award-winning 2005 mass communications graduate of Colorado State University-Pueblo who has been involved in numerous Star Wars films and Disney franchise efforts will share her insights with graduates in May. Megan Matousek will present the Commencement Address during the spring ceremony beginning at 10 a.m. on Saturday, May 5 at the Colorado State Fair Southwest Motors Events Center. A Highlands Ranch native, Matousek currently serves as Associate VFX Producer for Industrial Light & Magic in the San Francisco Bay Area. She’s produced more than 100 digital projects for the Walt Disney Company and oversees post-production support teams of VFX artists, support staff, and supervisors for the Star Wars franchise. She has received credits for her work on Coraline, Star Wars The Force Awakens, Star Wars Rogue One, and Star Wars

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The Last Jedi. Currently, she is working on the upcoming release of SOLO, A Star Wars Story, which is set to release May 25, 2018.

F. Rev89 Ranks 9th Nationally Among Non-commercial Stations

Colorado State University-Pueblo's student-operated radio station, KTSC 89.5 FM, Rev 89 is ranked ninth in the nation among all non-commercial stations, according to Nielsen Media. Rev 89 also has placed as the third most listened to radio station in the Pueblo market. According to Nielsen Media, the standard for measuring radio ratings in the United States, Rev 89 has a total of 24,300 listeners in Pueblo. The station's national ranking is based on the percentage of the Pueblo market that Rev 89 reaches (listener potential). Rev 89 penetrates (listener potential) nearly (17.1) 17 percent of the Pueblo market – the 9th best public radio market penetration in the U.S. On average, 800 people tune into the radio station during any 15-minute period, between 6 a.m. to midnight, Monday through Sunday. The average Rev listener spends nearly five hours with the station every week. The Rev 89 is part of the electronic media curriculum in the mass communications department and is staffed by students majoring or minoring in the department. It is funded primarily from station underwriting. CSU-Pueblo is the only University in the state that offers on-campus, hands-on experiences at a public television and public radio station, as well as with print and on-line publications.

G. Student "Fake News" Researchers to present in France, Indiana

Chianna Schoenthaler, Strasburg, Colo., and Michele Bedard, Paris, Texas, both senior mass communications majors at Colorado State University-Pueblo, have been selected to present their original research on fake news at two conferences in April -- The Web Conference 2018 in Lyon, France, and at the DePauw University Honors Research Conference in Indiana. Schoenthaler and Bedard were members of Dr. Samuel Ebersole's Spring 2017 Audience Research and Methodologies course, which focused on fake news as a central topic for multiple research projects. Six teams of students conducted primary research (surveys, focus groups, experiments) with participants that ranged from students at CSU-Pueblo to social media contacts and members of professional communications organizations.

H. First graduates from Construction Management online program

Two Colorado State University-Pueblo students graduated in December as the first to complete the University's new online Construction Management (CM) program with four more students expected to graduate in Spring of 2018. Enrollment in the program has increased 28 percent since its first full program year in 2016-2017. Tim Williams of Colorado Springs and Jeff Woodbury of Discovery Bay, Calif., completed their degrees last fall and will be eligible to walk in May, 2018 Commencement Ceremonies,

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scheduled for Saturday, May 5 at the Southwest Motors Events Center at the Colorado State Fairgrounds. The online CM program was developed for students seeking to advance their careers in the construction industry without having to quit their full-time jobs. A construction manager transforms the design of a project from paper to reality. Program graduates acquire the skills necessary to plan, organize, and direct the coordination of resources to achieve construction project objectives.

I. U.S. News and World Report Ranking of Graduate Nursing Program

The CSU-Pueblo Master of Science in Nursing (MSN) was ranked #167 by the *U.S. News and World Report* as one of the top 220 graduate programs in 2017/2018. The CSU-Pueblo program tied at #167 with California State University Long Beach and two other schools in NJ and NY. The CSU-Pueblo nursing program was not among the top 220 programs in previous year's rankings. There were 553 programs reviewed and U.S. News reported the ranking of the top 220 programs based on a weighted average of 14 indicators, seven of which include (a) four research activity indicators, (b) faculty credentials, (c) the percentage of faculty members with important achievements, and (d) faculty participation in nursing practice. The other seven indicators in each ranking use measures that are specific to each degree type.

J. Williams is Elite 90 Winner

CSU-Pueblo senior Derrick Williams (Columbia Falls, Mont.) was recognized as the 2018 NCAA Division II Men's Indoor Track and Field Elite 90 Award winner prior to the NCAA Division II Indoor Championships. Williams is just the second three-time winner of the award at the Division II level since the program began in 2009-10. Williams was also the recipient of the honor at last year's indoor championships and at the 2016 NCAA Division II Outdoor Track and Field Championships. Billy Brickmueller of University of Sioux Falls, also a cross country and track and field student-athlete, is the only other three-time winner, male or female, at the DII level. The senior owns a 3.99 GPA, while majoring in biology (biomedical sciences) and EXHPR (general exercise science).

II. STUDENT ACCESS AND SUPPORT

A. Foundation Announces 2018 Class of Kane Scholars

Colorado State University-Pueblo has announced the names of six local students who will receive prominent, full-ride scholarships through the CSU-Pueblo Foundation. These high-achieving students will receive the Kane Family Foundation Scholarship, beginning in Fall, 2018. Students were selected based on their high school academic record, written record, written essays, and a competitive two-tier interview process. The Kane Scholarship covers the recipients' tuition, book expenses, and mandatory fees in pursuit

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of a four-year bachelor's degree. The 2018 CSU-Pueblo Kane Family Foundation Scholars are: Kylie Baudino (Rye High School), Katelin DeVency (Pueblo County), Mia Gilbertson (Pueblo Centennial), Ryan Madic (Pueblo South), Samuel Moore (Pueblo Central), and Isaac Sloan (Pueblo West).

B. Bass Fishing Team wins state title, qualifies for nationals

The Colorado State University-Pueblo Bass Fishing Team qualified for the 2018 Carhartt Bassmaster College Series National Championship presented by Bass Pro Shops for the first time since the team's inception in 2015. The championship will be held on Lake Tenkiller in Tahlequah, Oklahoma from July 19-21. Team President Austin Miles, senior exercise science major from Durango, and Cooper Brown, club vice president and freshman business major from Pueblo West, secured the team's top ranking in the 2018 Colorado B.A.S.S. Nation College tournament held on Pueblo Reservoir on March 17-18.

C. Summer School Opportunities

New opportunities this summer at Colorado State University-Pueblo will allow recent high school graduates and current or transfer students to increase their GPAs or fast track their completion to a degree. Among the new opportunities this summer are more online general education classes, discounts for out-of-state students and residence hall lodging, and additional Pell Grants and work study funds.

D. CyberWolf Engineering Students Earn Scholarships

Two CSU-Pueblo Cyber Security May graduates, Joshua (Josh) Greer and Steven Ullman from the Hasan School of Business, have been offered graduate Fellowships to the University of Arizona's NSF-funded SFS (Scholarship for Service) AZCyber Secure Master's program in Cyber Security. The SFS-funded AZCyber Secure Fellowship program is an integral part of the #5th nationally ranked M.I.S. (Management Information Systems) program at the University of Arizona. The University of Arizona's M.I.S. has been ranked as one of the top 5 I.S. (Information Systems) programs in the U.S. for the past 25 years according to *U.S. News and World Report*. Greer was offered the SFS Fellowship into the Government Service track and Steve Ullman was offered the SFS Fellowship into the Industry Employment track. Both University of Arizona SFS Program tracks offer 100% out-of-state tuition (valued at approx. \$35,000 per year) for the two-year SFS program and full individual Student Health Insurance coverage in addition to numerous other educational benefits. A key part of the SFS program includes a summer obligatory Internship at one of several U.S. Intelligence Agencies or any federal, state, local or tribal agency or U.S government installation offering positions in Cyber Security. NSF-funded SFS graduates are then expected to secure full-time Cyber

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Security positions (fully-salaried) for two years following the completion of their SFS-funded Master's degree in Cyber Security.

E. Men, Women's Teams Win National Racquetball Titles

The Colorado State University-Pueblo club racquetball men and women's team won the Intercollegiate National Championships at University of Minnesota in Minneapolis on March 17. Erick Garcia earned his first national championship and Carla Munoz finished with her third consecutive title. The team edged Oregon State for the overall team title and also beat them by 400 points for the men's title.

F. Staines wins National Championship

Sophomore Thomas Staines (Colorado Springs, Colo.) ran to the second fastest 800m time in NCAA Division II history and broke the indoor national championships meet record to claim the first indoor track and field national championship in CSU-Pueblo program history on the final day of the national meet. Staines ran to a time of 1:47.23 to claim the title by more than a second. He was in fifth at 200m and moved his way up to second at the 500m mark, then turned on the burners for the final lap and left no doubt in his victory. He claims just the third national title, indoor or outdoor, in program history with two national championships being claimed at the outdoor championships in 1967 in the mile and the 4x400m relay.

III. DIVERSITY

A. Successful Teacher Recruitment Initiative

The Teacher Education Program (TEP) at CSU-Pueblo held a very successful teacher recruitment event during the week of March 26, 2018. In conjunction with the Santa Fe Trails Board of Cooperative Educational Services (SC BOCES) and Generation Schools Network (GSN), CSU-Pueblo coordinated an immersion experience in East Otero School District (RE-1) to orient possible future teachers in rural schools. Approximately 25 people participated in a three-day orientation in La Junta, CO to expose participants to what it is like to teach in a rural school. The immersion experience included a session on the field of education, tours of the community and local schools, meetings with school administrators, co-teaching students during a regular school day, community outreach activities, and a "next steps" planning session with the TEP Director of Student Teaching & Experiential Programming. The feedback at the end of the event was positive, with all 25 participants indicating that they are likely to pursue teaching, and the majority of them likely to pursue teaching in rural schools.

B. Veteran's Career Fair April 24

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Colorado State University-Pueblo hosted 16+ local, regional, state, and national employers that are specifically hiring veterans at the first Colorado State University-Pueblo Veteran's Career Fair on Tuesday, April 24 in the Occhiato Student Center. Dana Rocha, director of CSU-Pueblo Veteran's Success Center partnered with the Career Center, Pikes Peak and Pueblo Workforce Centers on the event. This is the first such Veteran's Career Fair held in Southern Colorado. The event was open to veteran students, their families, students, alumni, students from CSU Fort Collins, CSU-Global, employees of the University, and the Pueblo Community.

IV. COMMUNITY OUTREACH

A. Let's Move April 21

Students and faculty in the Exercise Science, Health Promotion, and Recreation Department at Colorado State University-Pueblo hosted a day dedicated to promoting active, healthy lifestyles for children in kindergarten through 8th grade. As part of the national "Let's Move" campaign, CSU-Pueblo conducted a day of free activities, demonstrations, and access to health-related vendors on Saturday, April 21 at Massari Arena on the CSU-Pueblo campus. A full range of activities and demonstrations included rock wall climbing, bouncy house, yoga, and other sport activities, as well as booths by several health-related vendors.

B. Former US Secretary of Agriculture, Governor of Iowa Tom Vilsack Visits Campus

Former United States Secretary of Agriculture and Governor of Iowa Tom Vilsack spent the day at Colorado State University-Pueblo on Wednesday, April 25. Vilsack presented a classroom lecture on rural poverty and economic development in the General Classroom Building 111 followed by a public lecture, "The Rural Economy in the Age of Acceleration," in the Occhiato Student Center Ballroom. Since April of 2017, Vilsack and his wife, Christie, have teamed up with the Colorado State University System and Denver Water to advise efforts surrounding the planned National Western Center, a project that will establish Colorado as a nexus for food innovation and Western Heritage. He serves as a strategic adviser of food & water initiatives at the National Western Center and as Global Chair for the International Board of Counselors on Food & Water Initiatives. He served two terms as the Governor of Iowa, in the Iowa State Senate, and as the mayor of Mt. Pleasant, Iowa. Vilsack received his bachelor's degree from Hamilton College and his law degree from Albany Law School in New York. Vilsack has been honored for his public service and work to advance American agriculture by various organizations.

C. PCCLD, PuebloPlex, and CSU-Pueblo co-host exhibit on women at Pueblo Depot

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The exhibit, She's a WOW: Women Ordnance Workers in Pueblo, CO 1942-1945, was on display March 29 to April 25 in the InfoZone lobby-4th floor of the Robert Hoag Rawlings Public Library, 100 E. Abriendo Ave. The exhibit focused on the need for women at the Pueblo Ordnance Depot, and the work they performed there during World War II. The exhibit is co-sponsored by Colorado State University-Pueblo Honors Program, PuebloPlex, and the InfoZone News Museum. The exhibit, designed in collaboration with students in the CSU-Pueblo's Honors Program, began in the spring of 2017 when Pueblo Plex and the CSU-Pueblo History Department met to discuss opportunities to share the history of the Depot with the community of Pueblo. The Scholarly and Activities Board provided Dr. Fawn-Amber Montoya, director of the University's Honor Program, with a SEED grant in the summer of 2017 to support research for the exhibit.

D. 10th Annual Festival of Winds

Colorado State University-Pueblo's Department of Music hosted more than 350 high school musicians and faculty representing 42 Colorado high schools as part of the 10th annual Festival of Winds event in February. CSU-Pueblo brought part of the festival into the community with evening concerts at the Sangre de Cristo Arts Center, Pueblo West High School, and Memorial Hall. The three-day event featured four high school honor bands as well as world premiere performances written by Adam Gorb and performed by the CSU-Pueblo Wind Ensemble. In addition to music director-recommended High School Honor Bands, the festival also featured master classes, graduate credit for participating directors, and exhibition concerts by the Denver School for the Arts Wind Ensemble, the U.S. Air Force Falconaires Jazz Band, and the Pikes Peak Jazz Band. Students were selected through a recommendation by their high school band teachers. This year's event brought in nearly 500 director recommendations from across the State of Colorado.

E. Faculty member to advocate for health/physical education funding in D.C.

In response to serious threats of cuts to the federal funding of the bi-partisan Every Student Succeeds Act (ESSA), Colorado State University-Pueblo Health and Physical educator Karen Marley joined more than 150 fellow health and physical educators representing 42 states on Capitol Hill to take part in the SHAPE America – Society of Health and Physical Educators 11th annual member advocacy day, SPEAK Out! Day, on February 13-14. Marley and the group of educators asked lawmakers to fully fund the federal education program Title IV, Part A, Student Support and Academic Enrichment Grants, under ESSA. In addition, advocates also asked Congress to support continued funding for Title II, Part A, which supports professional development for all school employees, including for health and physical education programs.

F. CSU-Pueblo hosted 800+ students for Science Olympiad February 17

Colorado State University-Pueblo hosted more than 800 students from across Colorado and approximately 150 students, faculty, staff, and community professionals for a science tournament on February 17, featuring 33 separate competitions ranging from Hovercraft to Disease Detectives and Crime Busters. According to contest organizer Abby Davidson, director of the Colorado Southern Regional Science Olympiad, 53 teams of up to 15 student competitors from middle schools and high schools throughout Colorado took part in the Southern Regional Science Olympiad with winners advancing to the state competition in Denver in April.

V. RESOURCE MANAGEMENT

A. General Classroom Building Earns LEED Platinum Rating

Colorado State University-Pueblo (CSU-Pueblo) and Hord Coplan Macht (HCM) have announced that the General Classroom Building on the CSU-Pueblo campus has received LEED Platinum certification from the U.S. Green Building Council (USGBC). LEED Platinum certification is a globally recognized symbol of the highest achievement in sustainability. State-funded higher education buildings are required to be designed and built to LEED Gold standard. The General Classroom Building at CSU-Pueblo exceeded that minimum standard with its LEED Platinum certification.

B. CBASE grant brings three postdoctoral researchers

As part of a five-year, \$6 million grant from the U.S. Department of Education to increase the number of Hispanic and first generation, low-income students earning degrees in STEM (science, technology, engineering, mathematics), Colorado State University-Pueblo has hired three postdoctoral researchers, Dr. Trung Duong, Dr. Indrani Bhowmick, and Dr. Elizabeth Peterson, who have proven to be not just exceptional researchers, but role models and mentors as well. The first part of the grant included the hiring of postdoctoral researchers, who all joined CSU-Pueblo in late spring of 2017. In 2016, CSU-Pueblo was awarded a \$6 million grant over the next five years to establish its Communities to Build Active STEM Engagement (CBASE) Program. CBASE integrates curricular, co-curricular, and programmatic initiatives to increase enrollment, retention, and graduation rates in STEM fields among Hispanic, low-income, and first generation undergraduate students. CSU-Pueblo was one of only two Colorado schools, and the only four-year institution, to be awarded funds from the H-S-I STEM and Articulation Program. Community College of Denver was the other Colorado recipient.

DATE: April 18, 2018
TO: Colorado State University System Board of Governors
FROM: Timothy Mottet, President
SUBJECT: CSU-Pueblo President's BOG May 2018 Report

My report is organized around the below six university priorities.

University Priorities

1. Enhance workplace experience for all employees
2. Design differentiated vision
3. Maximize organizational efficiencies in all work processes
4. Market and position university
5. Improve university performance metrics
6. Enhance financial sustainability

Introducing New Senior Leaders (Priorities 1-6)

Executive Vice President of Academic Affairs and Provost. Dr. Mohamed Abdelrahman, vice president for academic affairs at Arkansas Tech University since 2016, will become the University's top academic official beginning June 1. From 1997-2010, Dr. Abdelrahman moved through the ranks to obtain tenure as a professor in the Electrical and Chemical Engineering (ECE) Department at Tennessee Tech University. During part of 2007, he was a Fulbright Scholar at Qatar University, where he researched applications of intelligent systems in the gas industry. At Tennessee Tech, Abdelrahman earned both the Sissom Creativity Award and the Caplenor Research Award as well as the student-nominated 2009 Most Outstanding Teaching Faculty Award. He serves as a Higher Learning Commission and Department of Education peer reviewer. Abdelrahman earned a bachelor's degree in electronics and telecommunications engineering from Cairo University, master's degrees in engineering physics from Cairo University and measurements and controls engineering from Idaho State University, and a doctoral degree in nuclear science and engineering from Idaho State University. His doctoral research focused on advanced control strategies for nuclear reactors.

Athletic Director. Dr. Paul Plinske, current Director of Athletics at the University of Nebraska-Kearney, will oversee the athletics program at CSU-Pueblo beginning May 20. Since 2013, Plinske has been the Director of Athletics at the University of Nebraska-Kearney, a 17-sport NCAA Division II program with 55 coaches and staff and 435 student athletes. From 2004-2013, he led the Department of Athletics at the University of Wisconsin-Whitewater, an NCAA Division III program serving 650 student athletes. He also served as Associate Director of Athletics at the University of Wisconsin-La Crosse for five years. In his 15 years managing collegiate athletics, Plinske has a record of enhancing student athletes' academic success through increased GPAs and improved graduation rates as well as attracting, developing, and retaining award-winning coaches. As athletic director, he has experienced nine national championships, nine national runner-up finishes, 13 national coach of the year honors, and 36 conference coach of the year honors. In addition, Plinske has shown the ability to increase corporate sponsorships and partnerships, as well as increase attendance by enhancing spectator engagement and the fan experience. At both Nebraska-Kearney and Wisconsin-Whitewater, he raised more than \$20 million in private donations and corporate sponsorship support and managed major athletic facility renovations.

Enrollment and Retention Update (Priority 5)

Enrollment. Our Fall 2018 headcount goal is 4,075, a .5% increase from Fall 2017. Internal goals were set for key student populations, as well as residency status. It is still early in our enrollment cycle, but trends are positive for new students. The enrollment team set target checkpoints throughout the enrollment cycle. As of April 9, new freshman enrollments were trending ahead of last year, as well as this year's checkpoint target. Total new student enrollment was also trending ahead of target. However, continuing student enrollment was trending lower than target. Interventions, including academic department outreach to non-enrolled students, advisement reminder contacts and enrollment activities in the residence halls, are underway.

Retention. The retention goal is to have 67% of the Fall 2017 freshman class return for Fall 2018, up from 63% in 2017. While it is too early in the cycle to accurately predict fall retention, the percent of Fall 2017 cohort freshmen who returned for spring was higher than it had been the previous two years. The focus now is on promoting summer school and fall re-enrollment. CSU-Pueblo launched a significant summer school effort this year, which is yielding strong enrollments. As of April 9, summer enrollments were trending about 12% higher compared with the same date last year.

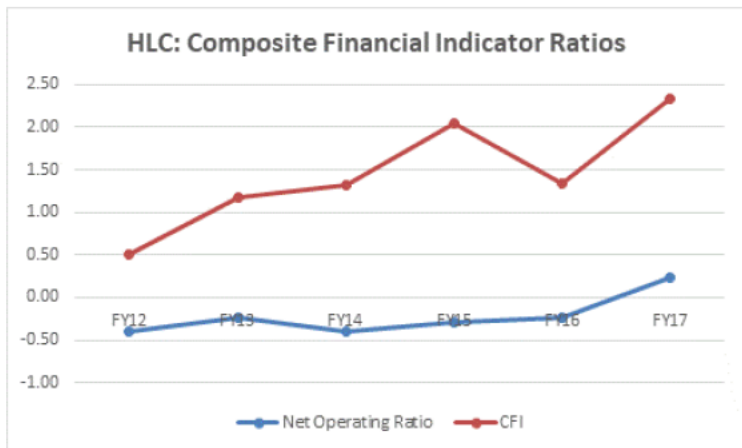
International Enrollment. The Fall 2018 goal is total international student enrollment of 110, which would be a slight increase over last year, and early indicators are positive, though international confirmation activity generally increases significantly in the summer. We developed a new freshman international merit program that accepts country-specific college entrance tests and tailored that initiative to markets from which we have transfer enrollment but limited freshmen enrollment, due to previous requirements for ACT/SAT scores to earn scholarships. Our Center for International Programs is also actively formalizing partnerships with additional international universities to foster additional transfer opportunities. My recent trip to China supported both of these efforts, as did a significant enhancement of social media use to recruit international students, including platforms that are specific to each country.

Budget and Finance Update (Priority 6)

The FY 2017-18 enrollment decline is estimated to reduce CSU-Pueblo's fall and spring tuition revenue in the current year by approximately \$1.1 million. One-time funds, campus E & G reserves, and promising 2018 summer tuition revenues are expected to enable CSU-Pueblo to finish the year with a positive E & G fund balance for the second year in a row. With the additional support in state funds, CSU-Pueblo's E & G incremental budget is balanced for FY 2018-19.

CSU-Pueblo's financial status in recent years has been cited by the Higher Learning Commission (HLC) as an area of concern. In 2012, the Composite Financial Index dropped below 1.0, which is the threshold for public institutions. In 2017, the HLC's Accreditation report indicated that the net operating ratio needs to be positive; this ratio had been negative in recent years. The 2017 HLC financial indicators have shown improvement, which is promising. The following table summarizes the four components of the CFI for the past six years. The chart depicts the CFI and the Net Operating Ratio, which had been highlighted as areas of concern.

	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>
Primary Reserve Ratio	0.96	1.03	1.15	1.08	0.97	1.22
Net Operating Ratio	-0.40	-0.24	-0.40	-0.30	-0.24	0.23
Return on Net Asset	-0.40	0.01	0.28	1.01	0.34	0.59
Viability Ratio	0.35	0.38	0.29	0.27	0.25	0.29
CFI	0.50	1.18	1.32	2.05	1.33	2.33



In an effort to establish stable revenue streams for academic programs, CSU-Pueblo's University Budget Board (UBB) has been tasked to identify a systematic way of establishing program fees, course fees, and tuition differential. This work will begin this summer and may continue through Fall 2018.

Enrollment Marketing Campaign and University Visioning Updates (*Priorities 2 and 4*).

Ms. Chrissy Holliday, Vice President for Enrollment Management and Student Affairs, and Dr. Donna Souder Hodge, Special Assistant to the President for Visioning, will provide oral updates on both initiatives during my report.

New Programming Update (Priority 5)

Status of Approved New Programs.

- BS in Early Childhood Education has begun enrolling students and with anticipated fall 2018 enrollment of 10 students.
- The BS in Wildlife and Natural Resources was deployed in Fall 2017 and currently has 48 students enrolled.
- The Master of Athletic Training will launch in Summer 2019 with anticipated enrollments of 10-15 students.
- Nursing is concurrently enrolling students in the Master of Nursing Practice, which currently has 42 students
- Doctor of Nursing Practice, which appears on track for 10-15 students for fall.
- The Master of Social Work program demonstrated strong initial student interest (25 students) but we did not meet the Council on Social Work Education deadline in March and will have to wait until 2019.

Additional New Programming. In 2017 we introduced two new online degree programs, MBA online which currently has a cohort of 30+ new students (50% growth) along with Construction Management Online with current enrollments approaching 100 new students (200% growth). The new Sports Industry Management emphasis was also introduced in Fall 2017 with current enrollments of 20 students; The new Ag Business emphasis will begin in Fall 2018 as well. We are also currently rolling out the online RN to BSN with prospects of healthy demand.

New Programs Under Development. Arapahoe Community College approached CSU-Pueblo to request our participation in the Collaboration Campus in Castlerock, Colorado as the provider of a 2+2 degree program in CIS-Cyber-security. We are hoping for a Fall 2019 opening.

Maximizing Organizational Efficiencies and Enhancing Financial Sustainability (*Priorities 3 and 4*).

Mr. Brett Anderson visited our campus on March 14 and spent considerable time with the Vice Presidents assessing our staffing levels and organizational structures. We are currently working a number of restructurings that will require investments, but will also provide a return on the investments. Our first recommendation under development will highlight staffing deficiencies in our Enrollment Management Division and will be validated through benchmarking of our peer group and endorsed through enrollment management consultants.

Developing our Human Resource (Priority 1).

Training Initiatives Underway.

1. *Development high performing teams.* 120 out of 150 supervisors (those who lead 5 or more employees) have completed this training program designed to enhance the development of high performing teams. The remaining 30 will complete their training by end of semester.
2. *Developing high performing leaders.* This program is designed for members of the cabinet (n=10) and includes a 360 assessment as well as individual coaching sessions with a certified leadership coach.
3. *Coaching for improved performance.* This program is designed for members of the University's Leadership Team (n=30) and includes skill development in delegating, holding others accountable, and facilitating difficult conversations on how to enhance employee performance.

Employee Satisfaction Survey. The employee satisfaction survey was implemented from early December 2017 to early January 2018 with 418 participants. Our university scorecard will track two measures of employee satisfaction. Item A is a single indicator. Item B is a five-item indicator, which has greater internal consistency.

Item A. Overall, I am satisfied with my employment at CSU-Pueblo.

	Strongly Agree and Agree	Disagree and Strongly Disagree
2013/14	70%	15.3%
2017/18	64.3%	16.8%

Item B. Composite satisfaction score of the following items – means are

- I feel good about the work I do.
- I am treated with respect by my supervisor.
- I am treated with respect by my colleagues.
- CSU-Pueblo is committed to creating a work environment that supports a healthy work/life balance.
- I feel isolated at CSU-Pueblo overall. (reverse scored)

	Strongly Agree and Agree	Disagree and Strongly Disagree
2013/14	69.2%	13%
2017/18	72.8%	11.7%

In 2017 the items with the highest correlation to Employee Satisfaction item "Overall I am satisfied with my employment at CSU-Pueblo":

- I feel that CSU-Pueblo cares about its employees. 60%
- I look forward to coming to work every day. 55%
- I enjoy the challenge my work offers. 47%
- I feel good about the work I do. 45 %
- My contributions are recognized by the administration. 46%
- Teamwork is valued in my department. 44%
- CSU-Pueblo is committed to creating a work environment that supports a healthy work/life balance. 43%
- Overall I trust the leadership at CSU-Pueblo. 43%

#

Year in Brief

June 2017-June 2018



Current State Future State



Current State: **Actions**

Driving results; holding people accountable
Taking care of our people
Developing continuity
Engaging community
Using strategy
Building team



University Leadership Team Expectations

Develop a Growth Mindset

(rather than fixed)

- Learn to hear your fixed mindset
- Recognize that you have a choice
- Demonstrate courage

Hold People Accountable; Drive Results

- Set clear expectations
- Delegate work
- Support and coach

Add Value and Capacity to People and Units

- Innovate and drive change
- Align work to goals and priorities
- Develop others to their fullest potential

Use Strategy

- Develop and execute purposeful plans
- Implement best practices
- Use cross-functional groups of stakeholders

Inspire and Take Care of Those You Lead

- Believe in others
- Listen to others
- Recognize others

Invest in Your Own Learning

- Take on additional assignments
- Obtain a certificate or an additional credential
- Make yourself available for a cross-functional team

Current State: **Decisions**

Developed 6 university priorities

Communicated gap analysis





Established 4 performance goals

Developed 20 jumpstart initiatives

Launched 15 of 20 jumpstart initiatives



FY 2018-19 Performance Goals

- 
Enrollment: Fall 2018 enrollment from 4,053 to **4,075** students
- 
Retention: Freshmen retention rate from 63% to **67%**
- 
Graduation: Maintain six-year graduation rate at or above **34%**
- 
Placement: Graduates who are employed in their field or accepted to an advanced degree program at six months after graduation to **82%**

20 jumpstart initiatives

- Expand **nursing** program
- Increase **on-line** enrollments
- Create four-year **college going culture** in Pueblo
- Increase **financial aid**
- Implement **local marketing campaign**
- Develop "**First-Stop**" concept
- Implement **waitlists**
- Implement **advising month**
- **Connect all students to another person**
- Implement **STARFISH**
- Implement **GPA alert** program
- Implement **professional advisors**
- Study **summer school** offerings
- Develop task force to examine **course scheduling**
- Implement **career advising council**
- Increase **internship participation**
- Address **employee compensation**
- Implement **supervisory training**
- Research CSU-Pueblo "**Academy**" concept
- Develop task force to examine **Psychology building**

6 University Priorities

- 1.** Enhance workplace for all employees
- 2.** Design differentiated vision
- 3.** Maximize organizational efficiencies
- 4.** Market & position the university
- 5.** Improve university performance
- 6.** Enhance financial sustainability



Future State



Developing, operationalizing, and funding
vision

Leading through scorecard and “4-up” process

Investing in systems, processes, and people

Launching comprehensive campaign

Elevating academic quality

Restructuring



Thank you

June 2017-June 2018



University Visioning

Board of Governors Meeting: 2-3 May 2018



The vision team



Special Assistant to the President Dr. Donna Souder Hodge

Associate Professor, Rhetoric
Department of English & World Languages

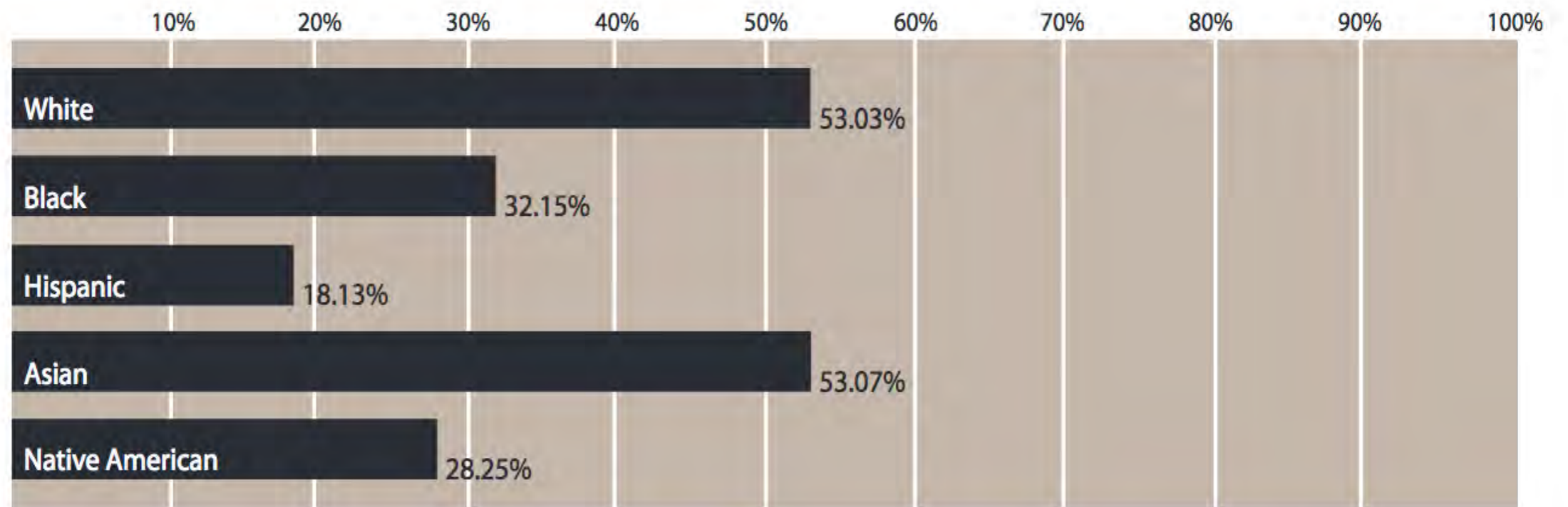
Director, Center for Teaching & Learning
Project Director, \$2.7 Million Developing HSI Grant



Why the need for visioning?



Credential attainment rates among Colorado adults (ages 25-64), by population group



SOURCE: U.S. Census Bureau, 2008-10. American Community Survey PUMS File



Colorado's Challenges

Workforce needs
Education pipeline
Completion gaps
Shifting financial burden



Vision, Mission, Values

CSU-Pueblo's Bold Vision



Visioning Overview: Methodology

Research Report
Needs Assessment
Draft Concepts: Vision and Mission
Feedback from BoG, October 2018
External Feedback Process
Operationalization



Deliverables: May-Oct 2018

PHASE ONE: Research and Validation

Describe current and future students and their needs, including various options for addressing needs via research and needs assessment

Review, share, and adapt (as necessary) the methodology we use to craft the vision, mission, and values

Articulate an aspirational and inspiring vision, an authentic mission, and set of values, including rationale behind plans for “next step” in visioning

Create slide deck and collateral piece that we will use at Board of Governors presentation in October and for internal communications with various and diverse stakeholder groups



System Feedback: October 2018

New, validated vision and mission to Board of
Governors Meeting

Outline next steps and timeline for proposed
operationalization, including possible learning and
support systems necessary for implementation and
investment opportunities



External Feedback: Oct-Nov 2018

Validate findings and seek external counsel on next steps in process. This stage will include feedback on trends, opportunities for new learning & support systems necessary, and the ways in which big ideas can be operationalized

Turning vision and mission into ACTION



Deliverables: Oct-Dec 2018

PHASE TWO: Development & Implementation

Discuss development of learning and support systems necessary to differentiate CSU-Pueblo — more fully articulated at December Board of Governors meeting

Create implementation plan for differentiation and learning and support systems necessary to sustain campus — presented at December Board of Governors meeting

Establish set of investments required for vision and a strategy for procuring support — presented at December Board of Governors meeting



Spring of 2019: Possibilities

Center for Innovation in Higher Education
New Community Partnerships
Honors College/Center for SW Culture
Campuswide Reorganization
University Academy
Todos Santos Partnership
Maker Spaces
...so much more



Anticipated Investment/Funding



- System-Level
- Comprehensive Campaign
- External Monies
- Internal Reallocation
- CSU-Pueblo E&G
- Other

Opportunities: Return on Investment

Enhanced reputation
Increased enrollment
Increased retention
Increased completion of under-represented students
Increased Composite Financial Index (CFI)
Increase employee satisfaction
Increase organizational efficiencies



Discussion/Questions?



Thank you

donna.souder@csupueblo.edu





SUCCESS COMES BEFORE WORK
ONLY IN DICTIONARIES



Go get it at
[CSUPUEBLO.EDU](https://www.csupueblo.edu)



**I CARRY
BOOKS,
BACKPACKS,
AND GRIT**

Go get it at
CSUPUEBLO.EDU

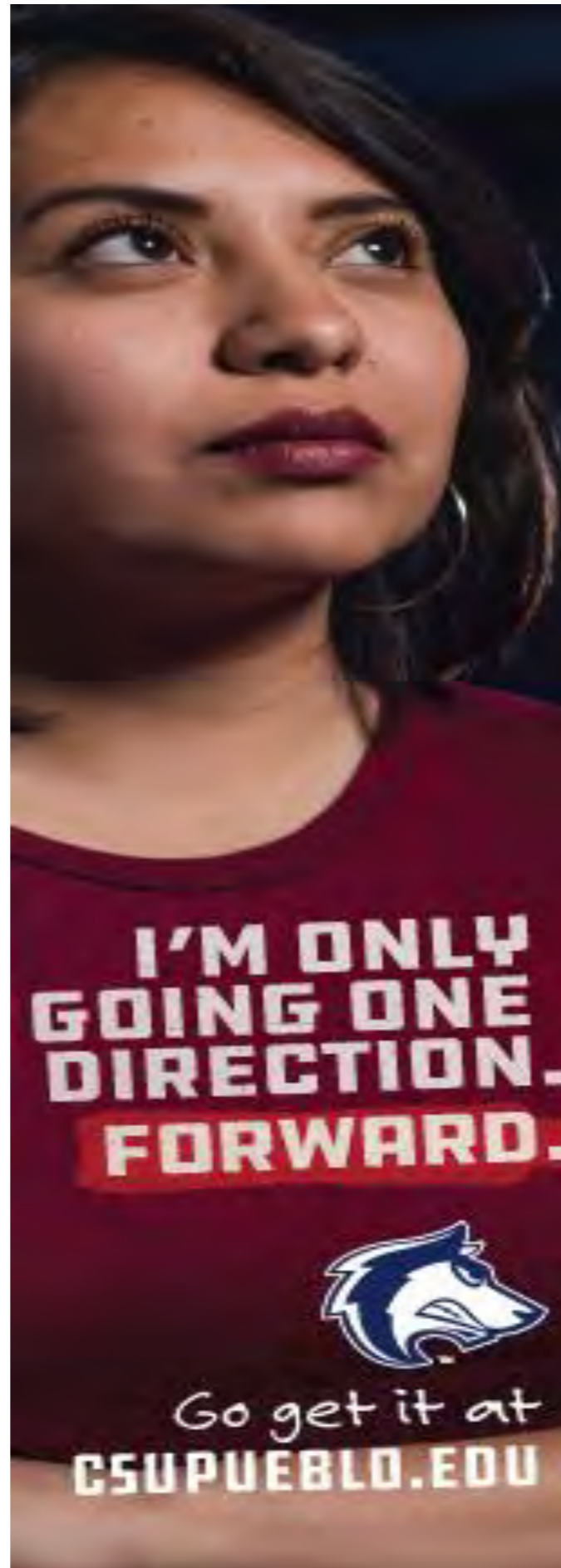
The image features a young woman with short, curly hair and glasses, looking slightly to the right. She is wearing a dark-colored t-shirt with a white logo of a panther's head on the left chest. The background is dark with a blue light flare on the left. The text 'I CARRY BOOKS, BACKPACKS, AND GRIT' is written in a bold, white, sans-serif font, with 'AND GRIT' highlighted in red. Below this, the text 'Go get it at CSUPUEBLO.EDU' is written in a smaller, white, sans-serif font.

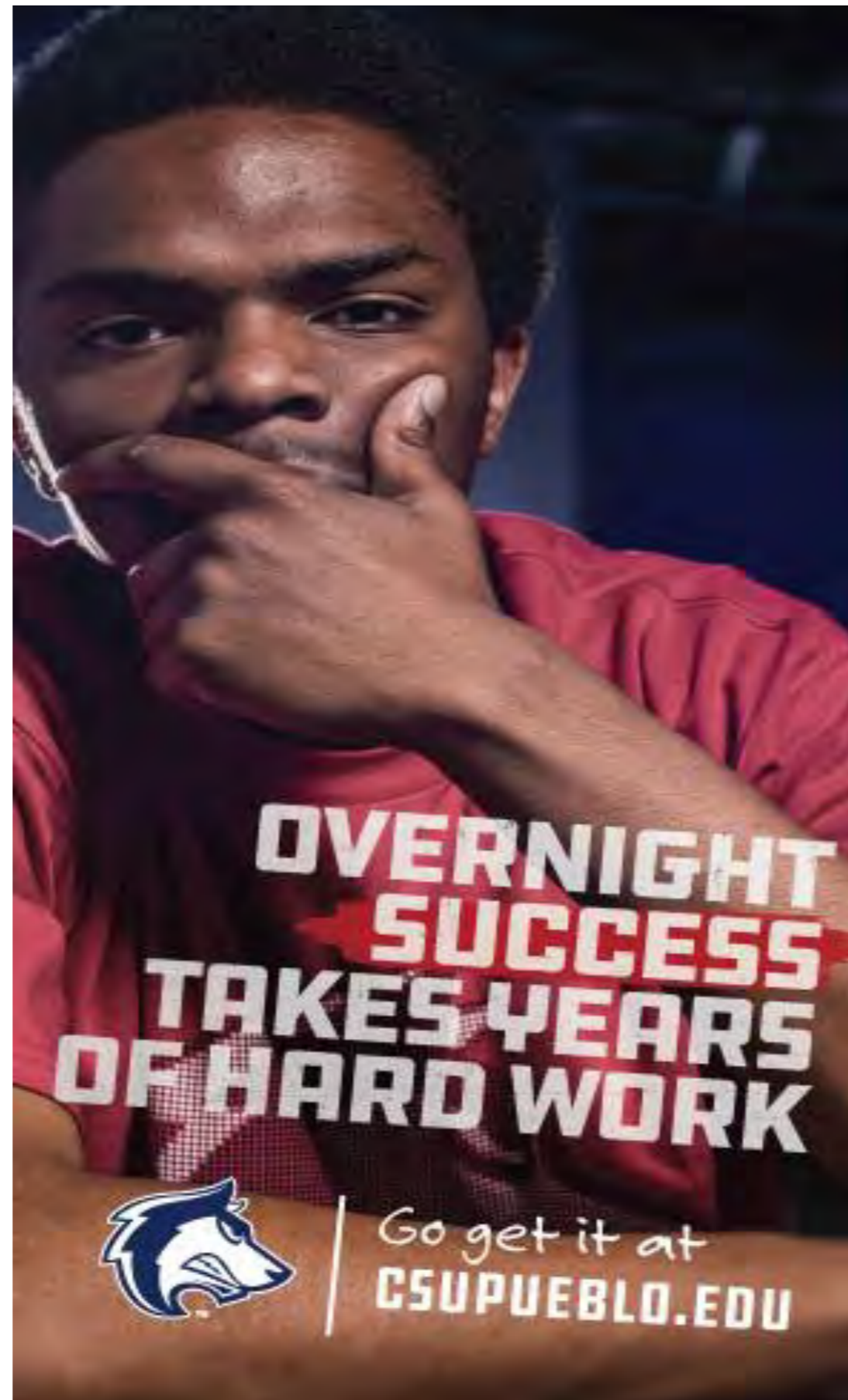


**I DIG
DEEPER
SO I CAN
RISE
HIGHER**


Go get it at
CSUPUEBLO.EDU







**OVERNIGHT
SUCCESS
TAKES YEARS
OF HARD WORK**



Go get it at
CSUPUEBLO.EDU



**SUCCESS COMES
BEFORE WORK
ONLY IN
DICTIONARIES**



Go get it at
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Section 11

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
May 3-4, 2018
CSU-Global Student Representative's Report

Reflections

It has been nearly one year since I began my assignment as the CSU-Global Student Representative to the CSU System Board of Governors. I was honored to be selected to represent my university, but a little nervous at the same time. I intended to represent my university well, but I wondered a little about what an undergraduate could offer to some of the best and brightest in business and academia. Any concerns I had were quickly put aside. Everyone I encountered was genuinely interested in CSU-Global and what it is like to be a non-traditional learner. To say that I felt welcomed would be an understatement. I cherish the friendships that I have developed over the past year.

I had some goals as I set out one year ago. One of those goals was to complete my degree. I am proud to say that on March 11, 2018, I completed my Bachelor's degree with a 4.0 GPA. I am grateful for the support of the staff and professors at CSU-Global who helped me along the way and made suggestions about what to report for each meeting. I have fond memories of each of you! In each of my reports, I have been able to share a little of my story and to relate it the experience of non-traditional students. I claim that as another success. One of the goals I had for myself was to be more communicative with the student body. I was ambitious and hoped to incorporate social media or blog posts to reach out to my fellow students. Unfortunately, I did not do as well at that goal as I had hoped. Looking back, though, I am pleased overall with my accomplishments in the past year.

I am thankful for the many opportunities that CSU-Global has provided me, including the opportunity to be member of the Board of Governors. This was my first experience serving on a board, and I complete my assignment confident that I could serve again. Perhaps the greatest opportunity was being able to complete a bachelor's degree while working and raising a family. I have been able to be a role model for my children by demonstrating a strong work ethic, a drive

to succeed, and an appreciation for higher education. My university experienced has shaped me, even at this point in my life. For this and many other reasons, I am truly grateful.

One of my recent opportunities deserves a special mention. I recently had the opportunity to represent CSU-Global before the Colorado House Education Committee. It was clear that there was already strong support for the bill, so the sponsors only asked for one testimony. One of my fellow students shared a compelling story of how she is taking advantage of tuition reimbursement to complete a degree with the help of CSU-Global. Dr. Becky handled all questions from the committee with a smile. The committee made quick work and unanimously approved the bill. On March 22, 2018, Governor Hickenlooper signed Senate Bill 18-101 into law. The bill opens the door for CSU-Global to serve Colorado students, regardless of their age or previous college experience.

As I complete my assignment as a Governor and a student representative, I leave with a respect for and admiration of the Board of Governors. From my first day through the last, every representative and employee of the CSU System and Board of Governors has been supportive and welcoming. I appreciate the manner in which the board handles difficult decisions, giving consideration to all sides and bravely making decisions that benefit the University System and its constituents.

Thank you for the opportunity to learn and to serve.

Sincerely,



Keith Andrew Knies
Student Representative
Colorado State University-Global Campus

Board of Governors of the Colorado State University System

Meeting Date: May 2-3 2018

Report item

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 CSU-Global's faculty related updates over the past few months.

All Faculty Meeting March 19, 2018

Almost 200 faculty attended the hour long virtual meeting, topics included:

- Focus on Success
 - Assessment 93% Grad, 89% Undergrad (Goal 85%)
 - Engaging curriculum
 - Project based
 - Personalized
 - Purposeful
 - Participatory
- Career Services
 - Offering career assessment tool, mock interviews, resume review and tips on how to network on social platforms such as LinkedIn, Indeed, etc.
- Writing Center
 - Support for students and faculty referrals
- New Gateway program for faculty that have not taught online
- Updates from each school:
 - School of Management
 - New Hospitality & Tourism Specialization
 - Business Services and Technology
 - New MS in Data Analytics – great start with 30 students already!

Faculty Development Opportunities

Faculty Training has been offered in 1 to 3-week formats and various topics focusing on faculty engagement, learning preferences and student writing. Webinars and discussions within the Center for Teaching Excellence portal are offered. In April we offered a new live one-hour professional development webinar on “*Plagiarism: Practical Faculty Approaches to Leverage Turnitin Tools.*”

Connect

A new social platform for student groups which enhances student connection, communication and collaboration in the form of discussions, publishing events, mentoring, etc. Current club/honor society pages include:

Golden Key

SHRM Virtual Student Chapter

Kappa Delta Pi

Student Veteran's Organization

Sigma Beta Delta

Alumni Association

Delta Mu Delta

Faculty Affairs and Military Late Policy

The faculty affairs committee recommended a new extension/late policy for military students that are unable to complete an assignment or initial discussion. Taking into consideration deployment, military training or other military duties, extensions may be granted by the instructor for up to 14 days, though cannot exceed the end date of the course.

Welcome Incoming CSU-Global Faculty Representative

Dr. Barry Smith started with CSU-Global in May, 2010. He has a Master of Science in Applied Mathematics and a Master of Science in Analytical Chemistry from Pittsburg State University and a PhD in Analytical Chemistry from the University of Wyoming. He is a veteran of the United States Marine Corps Reserve and a member of the American Chemical Society and the American Mathematical Association of Two Year Colleges. He received the Board of Governors Excellence in Undergraduate Teaching Award in 2017 and is currently the Program Chair for General Education – serving in that position since July of 2017.

Farewell Thanks from Dr. Tony Vrba

Thanks for the privilege to represent the faculty of CSU-Global on the CSU System Board of Governors. I am thrilled to have been a part of the accomplishments at CSU-Global over the last year and a half where we have grown to almost 20,000 students with focus on innovation, student and faculty engagement, and quality curriculum that will help students gain their educational goals and industry find the professionals they need. I thank you for the opportunity to have a greater understanding of the CSU-System, engage with the passionate people that are a part of and involved with the board, and for the true friendships that were made during this time.

Board of Governors of the
Colorado State University System
May 2-3, 2018
President's Report Item



CSU System Goals: Expand Statewide Presence

CSU-Global Transformation Plan Goal: Develop Innovative Stakeholder Engagement

- On August 13th CSU-Global will be allowed to accept all Colorado freshmen now that Governor Hickenlooper has signed Senate Bill 18-101 into law. With the passage of this bill, which received unanimous bipartisan support in both chambers of the General Assembly, CSU-Global gained the ability to serve all Colorado students, regardless of age or previous college experience.
- CSU-Global's academic department hosted three sessions of Enlightening Talks, with the February event focused on General Education, the March event on Data Analytics, and the April event on Teaching & Learning. The Talks feature a virtual guest speaker and provide information on industry trends and career pathways. These events are intended for the CSU-Global family of students, alumni, faculty and staff as well as those in the CSU System Passport Program and prospective students.
- The university partnered with the Rocky Mountain Raptor Program on an "adopted" golden eagle campaign. Launched in honor of CSU-Global's mascot, Goldie, the sponsorship helps support golden eagles and further connects the university to the broader Colorado community.
- The university re-launched its Outreach Advocates Program, which invites all current and previous students, alumni, faculty and staff to talk about how their CSU-Global experience impacted their lives.

CSU System Strategic Goals: Student Success and Satisfaction

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

- CSU-Global launched two degree programs:
 - The Master in Data Analytics teaches students how to use industry recognized data platforms to process and analyze large data sets, communicate the results, and shape decision-making across a range of industries.
 - The Bachelor of Science in Interdisciplinary Professional Studies is a program pathway for students and their advisors to develop customized educational plans that match individual student interests and specific career goals.

- CSU-Global launched its *Gateway Project*, an 8-week course to support the recruiting of underrepresented minority faculty and highly qualified faculty who do not currently meet the qualifications for online teaching experience.
- The Library initiated a new Interlibrary Loan/Document Delivery service which allows students, faculty and staff to submit material requests from within select library databases or via a document delivery user portal, view and track all submitted requests, and receive immediate email and/or SMS notifications when materials are available. It also enables library staff to create more efficient interlibrary loan workflows and manage associated copyright compliance from a centralized services platform.
- The first Quality Assurance Report has been submitted to the Accreditation Council for Business Schools and Programs (ACBSP) reporting on CSU-Global's four currently accredited ACBSP programs (Bachelor of Science in Business Management, Bachelor of Science in Accounting, Master in Management, and Master in International Management). The report also included the application for accrediting six additional programs (Bachelor of Science in Human Resources Management, Master of Human Resources Management, Master of Professional Accounting, Bachelor of Science in Marketing, and Bachelor of Science in Management Information Systems).
- The university launched a new student engagement platform, *CSU-Global Connect*. The Student Experience Department coordinated this effort based on student feedback which indicated a need for increased non-academic engagement between students. The system also creates a virtual Student Center where student facing departments can engage with students and provide information and resources.
- Through April 9, 2018, 1,515 students have graduated from CSU-Global with bachelor's degrees (82% of FY'18 goal) and 855 students with master's degrees (94% of FY'18 goal). Overall, the university is 87% of the way to its fiscal year goal of graduating 2,700 students.

CSU System Goals: Transform Colorado's Future

CSU-Global Transformation Plan Goal: Sharing for Global Good

- CSU-Global participated in a panel presentation at the UPCEA Annual Conference providing insights on how to respond to challenges associated with the changing landscape in online higher education. The university also took part in panel discussions at the American Legion's Washington Conference, the HLC Annual Conference, the Association of Governing Boards National Conference, the American Council of Healthcare Executives Congress, and the ASU + GSV Summit.

- CSU-Global held a large in-person event for participants at its office headquarters as part of a sponsorship with Andrew Hudson’s Job List. The event was focused on job seekers and career development.
- CSU-Global hosted a South Metro Denver Chamber of Commerce *Women in Business* speaker series event sharing insights on future leadership success for Chamber and community stakeholders.

President's Report



May 3, 2018





Follow Up from February Board Meeting



CO & U.S. Economic Impact and Student Return-on-Investment

CSU-GLOBAL'S ECONOMIC IMPACT



RETURN ON INVESTMENT (ROI)
FOR A CSU-GLOBAL DEGREE

ROI OVER 10 YEARS



VALUE OF REDUCTION IN DEMAND FOR
GOVERNMENT FUNDED SERVICES:
\$131.2 MILLION



CSU-GLOBAL GRADUATES WILL GENERATE **\$467.8 MILLION** IN PRESENT VALUE SOCIAL SAVINGS RELATED TO REDUCED CRIME, LOWER UNEMPLOYMENT, AND INCREASED HEALTH AND WELL-BEING ACROSS THE NATION.



CSU-Global / CSU System ROI on Each Student

	Each	100
Cost of Per Student Acquisition (FY16 data)	\$ 2,100	\$ 210,000
First 2 Years of Tuition Revenue (FY16 & FY17 data – 74% into 2 nd year)	\$ 10,207	\$ 1,020,700
Cost Per Credit Hour for the on-average 26 CH/student (FY16 & FY17)	\$ 3,744	\$ 374,400
Net Income for New Student First 2 Years Only	\$ 4,363	\$ 436,300
ROI	175%	



Active UG Students in FY17: Alternative Credits

589 Students saved \$ through alternative credit sources as Active Students

- Alternative Credits Saved CSU-Global Students \$1,271,214**
 (Average cost UG credit in FY17 = \$342)
- CSU-Global/CSU System Contribution towards that student savings = \$422,808**
 (Net Operating Income FY17 = 32.5%; with the addition of Alt Credit Revenue & Net Contribution FY17 = 33% to a 34% FY17 Goal)

Alt Credit Type	FY 17				
	Students	Courses	Courses/Stu	Credits	Credits/Stu
ACE	9	28	3.1	77	8.6
CSU-GLOBAL CBE	245	474	1.9	1370	5.6
CLEP	96	182	1.9	582	6.1
DANTES	21	38	1.8	108	5.1
PEARSON LEARNING SOLUTIONS	2	4	2.0	12	6.0
CSU-GLOBAL PLA	84	163	1.9	582	6.9
SAYLOR ACADEMY	2	4	2.0	13	6.5
SOPHIA	10	26	2.6	73	7.3
STRAIGHTHERLINE	120	319	2.7	900	7.5
	589	1238	2.1	3717	6.3



Update on Colorado Freshmen Initiative



CSU-Global's Mission Expansion Bill SB18-101 is Signed

For service to all Coloradans who seek a higher education towards workplace success.

Thank you CSU System Board of Governors & Dr. Tony Frank!



'Freshmen' as Defined for the State of Colorado

- Fewer than 12 Transferable Credits
 - Effective July 1, 2019, students will need 24 or more credits to not be considered a Freshman
- Under 23 years of age

Prior to the approval of SB18-101, CSU-Global was allowed to accept non-Colorado resident Freshmen, but could not enroll Colorado-resident Freshmen.





CSU-Global Freshmen Student Management



- Admissions
 - Colorado's Moderately Selective Standards Requirement
 - State-mandated requirement – ACT or SAT or in Fall 2019 the use of Accuplacer and CompassScores
 - OK to accept Provisional Admits – will use Personalized Learning Paths built into CSUGC 2.0 courses as the qualifier
 - CSU-Global Application Requirements
 - Resume with 2 years or more of work experience
 - Assessment of technical skills and life factors that could impede student success
 - An official high school transcript; or GED, HiSET or TASC transcript
 - A Statement of Purpose – why higher ed/college, why CSU-Global
- Freshmen Program
 - 3 credits per Term during first Trimester, and then 12 credits thereafter. No restrictions after 24 credits
 - Freshmen Course Sequence (ORG100, ENG101, HUM101, ENG102) & no access to 300-400 level courses
 - Freshmen can start in A & B Terms given course-load restrictions and impact on Title IV requirements
 - Nov. 12, Dec. 11 in 2018
 - Mar. 18, April 15, and then July, August in 2019 – monthly starts thereafter based on cohort data



Questions and Comments

Section 12

Consent Agenda

Colorado State University System

- Minutes of the February 7-9, 2018 Retreat, Board and Committee Meetings
- Minutes of the April 18, 2018 Special Board Meeting

Colorado State University

- Faculty Manual – Section C.2.1.3.2
- Faculty Manual – Section C.2.1.9.3
- Faculty Manual – Section C.2.1.9.6
- Faculty Manual – Section E.1
- Faculty Manual – Section E.2
- Student Code of Conduct Revision

CSU-Pueblo

- CSU-Pueblo: BS in Criminology

CSU-Global Campus

- CSU-Global: Undergraduate Certificate in Fundraising
- CSU-Global: Undergraduate Certificate in Web Application Development
- CSU-Global: Undergraduate Certificate in Digital Marketing
- CSU-Global: Graduate Certificate in Strategic Digital Information Marketing

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM RETREAT
Occhiato Student Center, Colorado State University-Pueblo, Pueblo, Colorado
February 7, 2018**

CALL TO ORDER

Dr. Frank called the retreat to order at 1:35 p.m.

ROLL

Governors present: D. Rico Munn, Chair (via telephone); Nancy Tuor, Vice Chair (via telephone); Jane Robbe Rhodes, Treasurer; Dennis Flores; Kim Jordan; Dean Singleton; Jake Harmon, Student Representative, CSU-Pueblo; Keith Knies, Student Representative, CSU-Global Campus; Margarita Lenk, Faculty Representative, CSU; David Volk, Faculty Representative, CSU-Pueblo; Tony Vrba, Faculty Representative, CSU-Global Campus; Michael Wells, Student Representative, CSU

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: Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Nancy Hurt, Managing Director, REO, CSURF; Rick Kreminski, Executive Director, Research and Sponsored Programs and Director, Institute of Cannabis Research, CSU-Pueblo; Cheryl Lovell, CSU System; Tom Milligan, Vice President for External Relations, CSU.

Dr. Frank explained the retreat would focus on university partnerships, both international and domestic, and examine the trends and issues for potential partnerships within the state of Colorado.

INTERNATIONAL PARTNERSHIPS

Colorado State University: Dr. Miranda provided an overview of the Office of International Programs; the number of international student enrollments; the growth of education abroad by U.S. students; location and relationships with international partners that have often grown out of research opportunities; the international co-curricular and academic programs available; campus partners that include the Semester at Sea, INTO and Todos Santos; and the national recognition of CSU's internationalization programs. There are extensive collaborations with China and other options are under consideration, such as a potential joint college with Qingdao University that would provide academic and research opportunities as well as expanding connections and raising CSU's global profile. The initial due diligence will be undertaken and the project will be thoroughly vetted before agreements are executed. Governor Lenk shared positive comments on the potential Qingdao University partnership based upon a site visit.

CSU-Pueblo/Taiwan Partnership: Dr. Mottet commented on the Office of International Programs at CSU-Pueblo; the university's history of exchange programs; and the composition of the university's current 110 international students, of which 27 are Chinese. The goal is to add an additional 20 for fall 2018 and,

as part of this initiative, he will visit Tith Tunghai University in Taichung to continue discussions on a potential partnership that has not yet been formalized.

CSU-Global Campus/Saudi Electronic University (SEU): Dr. Frank commented on the strong relationship CSU has with Saudi Arabia that has created a steady pipeline of students and good connections.

Dr. Takeda-Tinker described how the CSU-Global Campus and SEU partnership evolved; the program growth that has occurred through a hybrid approach of online courses with on-ground facilitation; and the leadership structure. CSU-Global Campus' responsibilities include curriculum, academic and tech support; faculty management and training; mentoring of facilitators; and reports on learning outcomes, grades and plagiarism. The SEU account is managed through a hierarchical structure with leadership visits. Billing and payment processes have been outsourced to Beyond Campus Innovations (BCI) for the actual execution on instruction and curriculum development. There are currently over 1,000 students for \$2.5 million in total billing. Dr. Takeda-Tinker commented on the challenges for an outsource provider to meet client demands and expectations.

Partnerships with Mexico: Dr. Frank remarked on how CSU's partnerships with Mexico have evolved from a series of scientific projects and reflected on the challenges with establishing the relationships that are often dependent upon existing U.S.-Mexican relationships and available funding. The development of the CSU Todos Santos Center has evolved differently through academic collaborations.

Ms. Parsons reported the CSU Todos Santos project is the university's only physical campus outside of the U.S. She reviewed the existing academic Baja California Sur (BCS) partnerships that have helped established CSU's credibility and expanded the mission of outreach and extension. Details were provided on the most comprehensive partnership with UABCS that includes exchange students, program collaboration, and the new CSU-Pueblo Institute for EcoTourism with coursework planned for CSU-Pueblo, CSU and UABCS students. CSU also has over 20 other BCS partnerships with K-12 schools, non-profits and governmental agencies.

Dr. Frank provided an historical context on the overall vision built upon investments for faculty research, student exchanges and international partnerships, beginning in 2007 with China, India and Mexico. The international partnerships for the CSU System have expanded over the past decade and now include all three campuses. Discussion followed on resources, capacity and expansion at Todos Santos; the positive feedback from faculty on the international collaborations; the opportunities for first-time, authentic international experiences for students; and the decline in new international applications at CSU with a fairly constant overall international student population.

The retreat recessed for a break at 2:38 p.m. and reconvened at 2:57 p.m.

DOMESTIC PARTNERSHIPS

Dr. Frank reflected on the paradox of how it is often easier for universities to acquire international partnerships than domestic partnerships, particularly due to accreditation requirements for dual academic degrees.

Unizin Consortium: Dr. Miranda reported CSU was one of the four original founding members of the consortium that was created to share and co-design learning objects and management systems, and to create cost savings. He provided an overview of the integrated software platform, the repository for resources, and the learning analytics available. The CSU bookstore and faculty are looking at both installing and retrieving content. A list of the current consortium members was provided.

Beyond Campus Innovations (BCI): Dr. Takeda-Tinker reviewed the reasons BCI was created and the relationship to CSU-Global Campus; the BCI corporate structure; the BCI and CSU System Foundation board membership; the leadership and staff organizational structure; the mission and core values; BCI's unique market position; and the revenues and distribution schedule. An overview was provided on size and scope of the eLearning Industry; the educational services process through CSU-Global Campus and BCI work teams; and the FY17 BCI accomplishments with completion of multiple course development projects, such as the SEU work that was contracted through CSU-Global Campus described earlier in the retreat.

Dr. Takeda-Tinker presented statistics for the applicant-to-student application process that is coordinated between CSU-Global Campus and BCI applicant advisor teams that begins with the initial outreach to develop leads and culminates with CSU-Global Campus class registrations and readiness. Goals in the BCI FY17-19 strategic plan include expanding the client base; creating educational opportunities focused on market-demand; building the marketing infrastructure and capacity for scalability; and hiring a new President/CEO.

Dr. Frank commented on the challenges in setting up an independent CSU System Foundation as a 501(c)3 non-profit and the for-profit BCI entity. When asked about marketing and raising additional capital, Dr. Takeda-Tinker explained BCI does not have the financial capital for large marketing campaigns. Dr. Frank noted there were various options to add capital and commented on the need to retain the independent firewall from the foundation.

Other Consortiums: Dr. Miranda provided examples of other consortiums that included the Great Plains Idea Consortium for land grants in the western part of the U.S. that share agricultural curriculum; and the Consortium of Academic Reach Back to Subject Matter Expertise under the direction of the Dept. of Defense (CARBS) and composed of CSU and seven other institutions. Dr. Frank noted there were also several academic consortiums such as those based upon athletic conferences.

COLORADO PARTNERSHIPS

Dr. Frank provided an historical perspective of higher education in the state of Colorado and the structure and membership of the CSU System (CSUS). He then delineated several issues that would need to be considered should the CSUS be asked to consider adding another institution, i.e., role and mission alignment, financial considerations, mutual benefits of scale, cultural fit, and system membership versus consortia.

Following general discussion on the issues and challenges, Dr. Frank indicated that legal advice on specific questions could be addressed by General Counsel Johnson during the executive session.

Motion/Action: Governor Flores made the motion to convene in executive session; Governor Jordan seconded; and the motion carried unanimously. General Counsel Johnson read the meeting into executive session for the purpose of receiving legal advice, confidential pursuant to the meeting notice. The retreat convened in executive session at 4:06 p.m. and concluded at 5:02 p.m.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM MEETING
Occhiato Student Center, Colorado State University-Pueblo, Pueblo, Colorado
February 8, 2018**

CALL TO ORDER

Chair Munn called the meeting to order at 9:04 a.m.

ROLL

Governors present: D. Rico Munn, Chair; Nancy Tuor, Vice Chair; Jane Robbe Rhodes, Treasurer; Kim Jordan, Secretary; Dennis Flores; Steven Gabel; Mark Gustafson; Dean Singleton; Jake Harmon, Student Representative, CSU-Pueblo; Keith Knies, Student Representative, CSU-Global Campus; Margarita Lenk, Faculty Representative, CSU; David Volk, Faculty Representative, CSU-Pueblo; Tony Vrba, Faculty Representative, CSU-Global Campus; Michael Wells, Student Representative, CSU

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: Brett Anderson, Special Assistant to the President, CSU; Jon Bellum, Provost and Executive Vice President, CSU-Global Campus; Helen Caprioglio, Assistant Provost, CSU-Pueblo; Erin Douglas, Editor, *The Rocky Mountain Collegian*; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Chris Fendrich, Director, Auxiliary Services, CSU-Pueblo; Jane Fraser, President, CSU-Pueblo AAUP; Ryan Garbars, Student, CyberWolves, CSU-Pueblo; Gabriela Garcia, Student, CyberWolves, CSU-Pueblo; David Giordano, Student, CyberWolves, CSU-Pueblo; Mark Gill, Chief of Staff, CSU; Rick Gonzalez; Joshua Greer, Student/Alumni, CyberWolves, CSU-Pueblo; Rhonda Gonzales, Dean of Library Services, CSU-Pueblo; Lisa Hain, Senior Manager, BKD, LLP; 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; Sylvester Kalevela, Dean, CEEPS, CSU-Pueblo; Rick Kreminski, Executive Director, Research and Sponsored Programs and Director, Institute of Cannabis Research, CSU-Pueblo; Derek Lopez, Director of the Center for Academic Excellence; Cheryl Lovell, CSU System; Kelly Lyell, Reporter, *The Coloradoan*, Fort Collins; Rob MaCoy, Partner, BKD, LLP; Alex Marck, Student, CyberWolves, CSU-Pueblo; Robert Mejias, Computer Information Professor, Hasan School of Business, CSU-Pueblo; Tom Milligan, Vice President for External Relations, CSU; Fawn-Amber Montoya, Director, Honors Programs, CSU-Pueblo; Kristy Proctor, Chemistry Professor, CSU-Pueblo; Claire Ramos, Assistant Professor of Biology, CSU-Pueblo; Bruce Raymond, Interim Provost, CSU-Pueblo; Tracy Samora, Director, Alumni Relations, CSU-Pueblo; Karl Spiecker, Vice President for Finance and Administration, CSU-Pueblo; Hunter Stephens, Student, CyberWolves, CSU-Pueblo, Austin Tapia, Student, CyberWolves, CSU-Pueblo; Steve Ullman, Student, CyberWolves, CSU-Pueblo; Jason Warr, Associate Vice President of Finance and Compliance, CSU-Global Campus; Niki Whitaker, Executive Assistant to the President, CSU-Pueblo; Cora Zaletel, Executive Director of External Affairs, CSU-Pueblo; Mario Zemora, Student, CyberWolves, CSU-Pueblo

During breakfast, Dr. Kreminski provided an overview of the mission, history, steering committee and structure, annual conference, research projects and partnerships of the Institute of Cannabis Research.

Chair Munn then convened the regular meeting and reviewed the work of the previous day's retreat. General Counsel Johnson administered the oath of office to Governor Gabel.

Chair Munn asked for a motion to appoint Governor Jordan as the Board Secretary to replace Governor Johnson whose term ended December 31, 2017. **Motion/Action:** Governor Gustafson made the motion; Vice Chair Tuor seconded; and the motion carried unanimously.

PUBLIC COMMENT

Chair Munn confirmed that no one signed up for public comment.

BOARD CHAIR'S AGENDA

Chair Munn explained the purpose of the Board of Governors' Excellence in Undergraduate Teaching Award. Dr. Raymond introduced Dr. Ramos, the 2017-18 recipient for CSU-Pueblo, and Chair Munn presented the award.

AUDIT AND FINANCE COMMITTEE

Committee Chair Robbe Rhodes convened the committee meeting and indicated there was one action item. She then asked Ms. Johnson for the finance report.

State Budget Update: Ms. Johnson reported the December revenue forecast indicates the state's economy continues to grow and, with passage of the federal tax cut legislation, an additional \$81.9 million is forecasted for the FY19 General Fund revenues. The Governor has recommended using the additional revenues to increase the state's reserves to 8% with any remaining funds for transportation. The Joint Budget Committee will begin the figure setting process in February and the campuses are preparing revenue calculations based on tuition and fees, COF and fee for service resources.

FY18 2nd Quarterly Financial Statements: Ms. Johnson provided a synopsis of how the schedules are prepared with a combined Colorado State University System (CSUS) overall schedule and separate schedules for the three campuses and the Board of Governors (Board). She explained the impact of the variances on the bottom line and noted the schedules are prepared utilizing Governmental Accounting Standards that align with the year-end audited financial statements. Due to timing related to grants and contracts revenue, there is a net \$900,000 variance for CSU which is a relatively small number compared to the entire campus budget. The Board schedule includes an additional line to segregate the Board-approved reserves transfers. CSU-Global Campus has reduced expenses to adjust for a decline in tuition revenue. CSU-Pueblo has performed better than initially projected with the reduction in enrollment. Overall, the CSUS is on-track with the current fiscal year budget.

Approval of CSU Summer Session 2018 Tuition Rate Change for Nonresident Students: Ms. Johnson explained the proposed modification for the first three residential instruction online credits for nonresident undergraduate and graduate students. **Motion/Action:** Vice Chair Tuor moved to approve; Governor Flores seconded; and the motion carried unanimously.

FY19 Incremental Campus Budgets: Ms. Johnson reported two schedules would be presented for each campus. The first schedule would be an updated draft budget based on the Governor's proposed budget with three scenarios presented for CSU and CSU-Pueblo in order to plan for any changes that may occur

in the legislative session. The second schedule provides a FY19 comparison to the current year's approved budget.

Dr. Frank commented on how the Governor's budget is based largely on the DHE's formula that utilizes calculations from universities' projected expenses to determine allowable tuition rates and does not consider other factors, i.e., access, success outcomes and research, necessary to meet the diverse role and mission of higher education. He noted the Board has the ability to essentially petition the CCHE for higher tuition rates, if necessary, to keep the institutions financially healthy.

Colorado State University: Ms. Johnson reviewed the projected revenues and expenses for the three scenarios in the draft FY19 budget, noting the impact of financial aid, changes in the PVM program basically related to enrollment, and adjustments for persistence rates. Dr. Frank explained how the budgets are conservative and enrollment growth is not budgeted. Any revenues from unbudgeted enrollment growth are set aside in two reserves for enrollment and controlled or deferred maintenance of which the latter has augmented the Facilities' budget to help maintain the campus' physical plant.

Ms. Johnson explained how every five years negotiations are held with the federal government on cost recovery related to research grants. She also noted that 20% of any tuition increase is directed to financial aid to have adequate resources to meet the commitments to students. A majority of recent enrollment increases have been nonresident students with an attractive Triple Crown scholarship program available for qualified applicants. As reflected at the bottom of the budget schedule, CSU will be changing the reporting structure related to certain programs, including the Yellow Ribbon, the Native American, and the 2+2 PVM Alaska programs. Compensation assumptions include a 3% salary increase for state classified; 2.5% for faculty/administrative professional employees; and resources to move forward with the living wage initiative for employees earning less than \$30,000 and the salary equity initiative. Internal reallocation plans will also be developed to meet budget objectives.

The second schedule provides a comparison of the proposed FY19 budget to the current approved budget for FY18 by dollar amounts and percentage. Variances from FY18 include the FY19 proposed 3% tuition increase compared to 5%; 100 new FTE students in FY19 compared to the 500 new FTE in FY18; the related changes in financial aid; and the amounts for faculty and staff salary increases, quality enhancements, and faculty commitments associated with large philanthropic gifts.

Dr. Frank asked for feedback on the new schedule. Discussion followed on developing conservative incremental budgets with base budget expenditures; consistency in budget preparation; underlying annual changes through reallocations; planning for enrollment decreases due to declining high school student demographics; balancing employee salaries and retention with increasing costs of living; and the autonomy of each campus to develop budgets. The suggestion was made to change the parenthesis and colors used for the variances.

CSU-Pueblo: Mr. Spiecker commented on the continuing enrollment challenges and recapped the prior negative E&G fund balance two years ago. A reduction in revenue is anticipated for the current year and adjustments including transfers from Extended Studies have been implemented. Base assumptions for the conservative FY19 budget include a 3% tuition increase; 3% increase in staff and faculty compensation; and a minor reduction in the amount for faculty promotions. The energy performance contract initiated 1.5 years ago appears to have been timely given there may be an unanticipated utility increase. The two alternative budget scenarios could create challenges for the campus and options to address those challenges include reducing expenses and internal reallocations.

In response to questions, Mr. Spiecker replied that a salary equity study finalized in 2016 indicated \$3.6 million was needed to make faculty and administrative professional employee salaries competitive with peer institutions, and \$50,000 and \$100,000 have been directed to the effort in the previous and current

fiscal years, respectively. At the direction of President Mottet, the faculty and administrative professional compensation committees will develop recommendations to present to the campus leadership. The budget presented is based on flat enrollment and numerous initiatives are being undertaken to improve enrollment.

Mr. Spiecker reviewed the variances in the second schedule for the current year compared to the proposed FY19 budget that include a 6% tuition increase versus the proposed 3% increase; the transfer of Extended Studies funds; and adjustments in compensation and fringe rates that are largely driven by health care costs. He provided an overview of the analysis used to evaluate risks associated with the Extended Studies transfers and described the composition of the Extended Studies programs. Dr. Mottet added that a new director of Extended Studies has been hired and the department will be moved to a more visible location on campus.

CSU-Global Campus: Mr. Warr reported the proposed FY19 E&G budget presented in December has not been modified and he recapped how the institution made adjustments in the forecast after the first quarter based on growth and retention. CSU-Global Campus has been trending at 10% annual growth and, based on realistic projections, the proposed budget represents a 5% incremental growth. Expenses for student support and outreach, and instruction and academic support are based on enrollment. New strategic initiatives have been adopted and the budget assumptions remain constant with no tuition increase and an undergraduate to graduate ratio of 71%-29%.

There is a 24% incremental variance in existing student credit hour growth reflected in the second schedule comparing the proposed FY19 and FY18 budgets. While first to third term retention of students has actually increased to 84-86%, there has been a slight decrease in the average number of credit hours that existing students are taking. Analyses are being conducted; full employment may be a factor; and enrollment will continue to be monitored. CSU-Global Campus is committed to offering affordable education and offers numerous opportunities for alternative credits which may be a secondary impact. Suggestions were made to provide additional lines to further explain the variances and potential future impacts that may be achieved through shared CSUS resources.

When asked about freshmen enrollment should legislative changes be made, Dr. Takeda-Tinker responded that the FY19 budget is being recast to understand the impact of exceeding a 25% growth in enrollment. Costs per credit hour and the net income margin and contribution have remained constant at between 32% and 33%. More leads would need to be developed for deeper penetration into markets which will be more expensive and could impact the net contribution margin. The institution's focus has been largely on retention and completion for workplace success, and various factors including increasing competition will need to be considered in expanding the enrollment pipeline. The intent is to bring forward options for the Board's consideration. Dr. Takeda-Tinker explained how there are monthly starts for eight-week courses and, based on student enrollment, a proactive approach has been undertaken in advising and re-engaging students for each term to optimize the speed and quantity of credit hours that students are taking towards their degree and certificate completions.

Series 2017 CDEF Refunding: Ms. Johnson explained that the new federal tax package basically eliminated the ability to do advance refunding after December 31st. The Board had authorized up to \$325 million in refunding bonds and, with a favorable market, two separate issuances were completed in December for \$260 million resulting in \$13.6 million or 5.5% net present value savings. The all-true cost approximated a 3.5% interest rate and the CSUS Moody's and Standard & Poor's ratings were used except for the state intercept-backed bonds that necessitated utilization of the state's ratings. A breakdown on the debt service savings by project was provided.

Interest Rate Exchange Contract: The Board had approved entering into an interest rate exchange contract for the outstanding \$66 million variable rate debt on the CSU multi-purpose on-campus stadium.

The 1.91% rate was below the approved amount of up to 2.1% and there is no call feature that would have cost basis points.

CSUS Treasury Update: There were ten respondents to an RFP for an investment consultant and Callan was selected from the four candidates that were interviewed. Since the contract with Callan had not yet been finalized, Callan representatives attended the January 23rd CSUS Investment Advisory Committee as guests to begin developing a work plan that includes a liquidity study to analyze cash flow. The intent is to bring forward a proposed investment policy at the May Board meeting.

NWC Site Lease and Sub-Lease Update: Ms. Johnson recalled how a list of CSU properties was submitted to be used as collateral for the NWC COPs. CSU will receive \$50 million of the \$140 million in the initial COP issuance scheduled for March 2018 with the remaining funds supporting the National Western Center activities in Denver. The list of CSU properties in the site lease and sub-lease will be modified over time to include the specific CSU properties that will benefit from the COPs. The Board does not need to reauthorize the site lease and sub-lease.

Status of FY 2018 Audit Plan: Ms. Serrano reported there currently are eight audits in process and reviewed the status of the CSU Data Security and Advancement; CSU Management of Financial Commitments; CSU-Pueblo Human Resources; CSU Automatic Journal Entries; and the CSU Veterinary Teaching Hospital audits. The self-assessment for the CSUS Internal Audit quality assurance review has been completed; an external validation will be conducted in March or April and will include interviews with the Audit Chair and other individuals. The review should result in recommendations that can be incorporated into the CSUS Internal Audit strategic plan. Progress is also being made in the CSU-Global Campus Conflict of Interest and the CSU Continuous Auditing special projects.

Review of Audit Reports: Executive summaries for the two reports issued since the last meeting were included in the meeting materials. A corrective action plan has been developed and is being implemented by the CSU-Pueblo Office of International Programs to address the eleven recommendations to improve internal controls. Three recommendations were made for the CSU Center for IT Disaster Preparedness audit and several steps have been made to reduce the impact of an adverse event.

Past Due Recommendations: Satisfactory progress is being made on the four overdue recommendations for CSU.

FY 2017 Audit Results: Ms. Johnson introduced the BKD representatives who conducted the external financial and compliance audit of the CSUS and a financial audit of CSU-Global Campus. Mr. MaCoy explained the report was issued in December and required approval by the Legislative Audit Committee before a public presentation was made. Four separate audit projects were completed and an audit opinion was issued for the consolidated financial statements for the CSUS, the three campuses and the CSU System Office, which are the primary statements used by external users and bond rating agencies. A separate audit was completed a few years ago for CSU-Global Campus and the campus has optionally continued to request this separate audit.

Reports were also issued in accordance with Governmental Auditing Standards for internal controls for financial reporting, bond compliance, and student financial aid. There were no material findings related to the financial statements. The State Auditor's Office every year selects the universities to be tested for student financial aid and research and development grants with a report requested this year for CSU's financial aid. An explanation on the major increase in liability related to PERA was provided.

Ms. Hain reported that the previous year there were four findings related to student financial aid at CSU-Pueblo and there were no material findings for the current audit. Actions to address three of the findings have been successfully implemented and progress has been made on the remaining finding. There are

federal reporting requirements for changes in enrollment that have created challenges for numerous universities and new guidelines were issued in late 2017.

Mr. MaCoy explained there is a state rotation requirement for external auditors and this was the 10th and final year for BKD to perform the CSUS external audit. He outlined the positive changes that have occurred over the past ten years, i.e., implementation of IT controls; the CSU-Global Campus growth; CSU-Pueblo adopting the same accounting system as CSU; and adoption of new accounting standards including GASB 68 for pension plans with new rules, including OPEB liability, forthcoming. Ms. Johnson thanked Mr. MaCoy and BKD for their work during the past ten years.

STRATEGIC MAPPING UPDATE

CSU-Pueblo 2015-2020 Strategic Plan Update: Dr. Mottet explained there would be a presentation of the strategic plan followed by introduction of the faculty and staff who have been instrumental in bringing the plan to fruition. He then introduced Drs. Gonzales and Kreminski, the co-chairs of the Strategic Plan Implementation Team. Dr. Kreminski recalled that the quantitative-based strategic plan was presented in December 2014 and a request was made at that time to report back on the progress.

Dr. Gonzales reported that, through the work of an initial task force in 2013, campus forums were held with various constituent groups to develop the main goals with a focus on student success. The overarching outcomes for enrollment, retention, and graduation are connected to four goals with incorporated objectives, metrics and strategies. The strategic plan is a living document with annual refinements to ensure continued relevancy. The Cabinet's new jumpstart initiatives have been incorporated into the strategic plan. Members of the Implementation Team work with different campus groups to monitor progress and ensure continuing engagement. An example of a tracking matrix was provided.

Dr. Kreminski explained how the progress on the 35 measures for the overarching outcomes are tracked through a "traffic light" graphic. Due to declines, the enrollment targets were recalibrated and new enrollment strategies have been implemented; the retention and graduation targets remain consistent. An overview on the progress, objectives and measures, and challenges was provided for Goal 1 – excellent academics; Goal 2 – affordable education; Goal 3 –transformational opportunities; and Goal 4 – supportive student life.

Dr. Gonzales summarized the key points of the presentation and thanked the Board for the support to achieve shared success. She then recognized Ms. Holliday and Dr. Lopez who also serve on the Implementation Team.

Dr. Mottet acknowledged the work that has been accomplished to make strategic planning a part of the institution's culture. He commented on the importance of high impact instructional practices and introduced Dr. Montoya whose leadership has provided unique experiences for students across the university in all majors through a partnership with the Smithsonian Institute.

Dr. Montoya presented a video that provided an overview of the Smithsonian internship program with student testimonies on how the program has impacted their lives. She then remarked on how the Smithsonian program illustrates the distinctive partnerships that the university can develop to provide profession-based learning with quality instruction for a diverse student population. The program is an example of a collaborative effort that enhances the workplace for all employees; maximizes resources and organizational efficiencies; establishes marketable programs that positively position the university as a leader; and reflects the vision of the university to transform lives. The university pays the airfare to send six students to Washington, DC, for one month with housing and a small stipend for less than \$20,000. A success story on a specific student who has participated in the program was presented.

Governor Harmon shared comments from two students who said the program was the best experience of their lives and he asked that consideration be given to expanding the program. Dr. Mottet thanked Dr. Montoya for her work.

The meeting recessed for lunch and a tour of the Occhiato Student Center at 12:01 p.m. and then reconvened at 1:30 p.m.

CSU-PUEBLO REPORT

Student Report: Governor Harmon reported the students are pleased with the newly renovated Occhiato Student Center. As members of the Facility Fee Committee, ASG has completed several campus initiatives and would like to provide more signage for the campus. ASG is in discussions with the Black Student Union to collaborate on an event to provide an opportunity for students to discuss social, political and economic challenges. Potential collaboration for events with the ASCSU is also being considered.

Faculty Report: Governor Volk reported there have been discussions with a planned campus-wide vote to be held on a potential fall break. The Chairs Council is examining policies for release time for research and teaching loads to try to create continuity and eliminate discrepancies between the colleges. He shared anecdotes to reflect on how CSU-Pueblo, as a regional comprehensive, fulfills a unique mission that makes a daily difference in the lives of the students. Dr. Volk is working with Ms. Holliday on the Presidential Fellows Program launched by Dr. Mottet and enrollment management projects. He will be spearheading a summer event to bring the community to the campus to develop a college-bound culture.

President's Report: Referencing the six university priorities, Dr. Mottet highlighted from the written report that spring enrollment was down 4.75% or 5% FTE with a slight increase in transfer enrollments and 1% increase in freshmen retention from the fall term. The enrollment financial impact is projected to be a 5% deficit for the fiscal year-end that is being minimized through a variety of interventions that include more robust summer school programming. There is a new enrollment vendor; articulation agreements are being updated; and a new marketing campaign with targeted enrollment messages is being undertaken. A strategic enrollment management report will be provided by Ms. Holliday the next day during breakfast.

Initiatives are in process to maximize organizational efficiencies through the CSU System. Mr. Brett Anderson will be assisting the campus with financial sustainability efforts by conducting assessments in different operational areas, i.e., procurement, human resources, and business financial services. Other updates include there is a campus collaboration to assist the DACA students, and the Executive Vice President/Provost and Athletic Director searches are going well with campus visits anticipated in February and March, respectively.

Dr. Mottet recognized Dr. Mejias, a Computer Information Systems professor in the Hasan School of Business, who is ranked #12 in the nation for teaching excellence in his field. He then introduced Ms. Garcia and Messrs. Garbars, Greer, Giordano, Marck, Stephens, Tapia, Ullman and Zamora, the CyberWolves student team who attended a cybersecurity competition with Dr. Mejias where they ranked 6th. Dr. Mejias listed the other schools in the competition that included the University of Georgia and MIT, and thanked Dr. Mottet and Interim Provost Raymond for their support.

Dr. Mottet recognized Governor Harmon and a team of ASG students who spearheaded a Hurricane Harvey relief effort that included collecting \$3,200 and thousands of pounds of clothes, food and toiletries that were delivered to the impacted community by Governor Harmon and his team. Governor Robbe Rhodes added that Governor Harmon and his team will be honored at an upcoming American Red Cross event.

Dr. Mottet reported the housing occupancy rate was 90% for the fall term and 80% for the spring semester at census. The goal for fall 2018 is to stabilize enrollment and have a 90% occupancy rate; by 2020, the target is for 95-97% occupancy. He acknowledged the Board's previous \$1.3 million investment in CSU-Pueblo to address the housing shortfall and the debt service that is paid annually in December.

Governor Harmon amended his report to share that seven DACA students have been identified who did not have the financial ability to put in their applications, at the cost of \$494 per application, by the March 1st deadline to reinstate their immigration status. ASG was able to put together \$3,500 by working with the CSU-Pueblo Foundation and by utilizing funds from the ASG student emergency fund to assist these students. The next step will be to get these students to accept the funds.

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Committee Chair Flores convened the meeting and reviewed the agenda. He then asked Dr. Miranda for his report.

CSU New Degree Program – B.S. in Geography: Dr. Miranda explained the new degree program will be offered by the Anthropology Dept. that houses the geographers and currently offers a minor in geography. The intent is to expand the program to a full undergraduate major with faculty collaboration in the Warner College of Natural Resources. Faculty and graduate teaching assistants will be added to address the expected increase in enrollment. A new Ph.D. degree program with a geography focus was previously added to the department. The new undergraduate program is expected to generate more resources and the two degree programs will work well together fiscally. All of the campus approval processes have been completed and Board approval is on the consent agenda.

2016-17 Sabbatical Summaries: Descriptive summaries on the research and curricular projects undertaken during sabbaticals by CSU and CSU-Pueblo faculty the previous year were provided.

Approval of CSU Faculty Manual Revisions: The revised bullying policy in Appendix 7 provides clarification on the procedures and is a distinct policy from the university's harassment policies. Dr. Frank noted the campus climate surveys indicated a bullying policy was a high priority. Best practices and policies from other institutions were used to develop the university's initial policy that has now been modified. The request was made by faculty to include the policy in the faculty manual to ensure broad campus exposure. The policy has been reviewed by the Office of the General Counsel and approval of the faculty manual change is on the consent agenda.

STRATEGIC MAPPING (continued)

Under mission projection, Ms. Parsons highlighted the CSU-Pueblo program development and the creation of the Institute of Ecotourism Studies at Todos Santos through a grant received by Dr. Bowan, and the formation of a Todos Santos CSUS Steering Committee. On academic mission delivery, there was an opportunity for representatives from the three institutions to submit together a grant proposal to the National Association of System Heads that, while not funded, illustrated how initiatives can be scaled across the CSUS. A system-wide enrollment management task force is refining the stop-out process and identifying joint enrollment programs and an ad hoc committee will be making recommendations on student information systems by the end of the semester. Dr. Miranda noted the intent to send a CSU contingent to the upcoming Institute for Cannabis conference.

Other updates include the CSU Industry Partnership Council is being reconstituted with representation from the other two campuses that will provide more opportunities for corporate partnerships. Work

continues on numerous events including the upcoming Girls in Science Day at the Denver Museum of Nature and Science on March 3rd and the Governor's Ag Forum on February 20th.

There were several successful events at the National Western Stock Show that included Dr. Frank's recognition as the Citizen of the West and record attendance at the CSU Day. A video by Mayor Hancock that provided an overview of the National Western Center (NWC) project was shared. Ms. Parsons reviewed the NWC modified east site plan, the CSU locations approved by the steering committee, and the work to be completed in phases three through eight. CSU is working with Denver Water on the design for the CSU Water Resources Center and internally is working on the program plan for the CSU animal health building. The NWC Authority Board was confirmed by the Denver City Council and a subcommittee will be launching the national search for the NWC CEO.

Governor Hickenlooper and Mayor Hancock as well as the gubernatorial candidates have committed to attending the first annual water symposium to be held April 26-27. The Board members were invited to attend the annual AGB national conference in April.

EXECUTIVE SESSION

Chair Munn asked for a motion to convene in executive session, beginning with the confidential matters of the Real Estate/Facilities Committee. **Motion/Action:** Vice Chair Tuor made the motion; the motion was seconded and carried unanimously. General Counsel Johnson read the meeting into the executive session of the Real Estate/Facilities Committee and the general executive session for the purposes of discussions relating to the purchase or sale of property and to receive the litigation report and legal advice, all confidential as set forth in the meeting notice. The meeting recessed for a break and then convened in executive session at 3:38 p.m. The meeting reconvened in the open public session at 4:20 p.m.

REAL ESTATE/FACILITIES COMMITTEE

Vice Committee Chair Gustafson convened the committee meeting and asked for a motion to approve the action item to begin the annexation process of the Hughes Stadium property by the City of Fort Collins. **Motion/Action:** Governor Jordan made the motion; Governor Robbe Rhodes seconded; and the motion carried unanimously. The meeting then adjourned for the day.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM MEETING
Occhiato Student Center, Colorado State University-Pueblo, Pueblo, Colorado
February 9, 2018**

CALL TO ORDER

Chair Munn called the meeting to order at 9:06 a.m.

ROLL

Governors present: D. Rico Munn, Chair; Nancy Tuor, Vice Chair; Jane Robbe Rhodes, Treasurer; Kim Jordan, Secretary; Dennis Flores; Mark Gustafson; Jake Harmon, Student Representative, CSU-Pueblo; Keith Knies, Student Representative, CSU-Global Campus; Margarita Lenk, Faculty Representative, CSU; David Volk, Faculty Representative, CSU-Pueblo; Tony Vrba, Faculty Representative, CSU-Global Campus; Michael Wells, Student Representative, CSU

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: Brett Anderson, Special Assistant to the President, CSU; Jon Bellum, Provost and Executive Vice President, CSU-Global Campus; Karole Campbell, Principal, Madwoman Marketing; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Mark Gill, Chief of Staff, CSU; Rick Gonzalez; 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; Sylvester Kalevela, Dean, CEEPS, CSU-Pueblo; Rick Kreminski, Executive Director, Research and Sponsored Programs and Director, Institute of Cannabis Research, CSU-Pueblo; Cheryl Lovell, CSU System; Kelly Lyell, Reporter, *The Coloradoan*, Fort Collins; Tom Milligan, Vice President for External Relations, CSU; Bruce Raymond, Interim Provost, CSU-Pueblo; Karl Spiecker, Vice President for Finance and Administration, CSU-Pueblo; Niki Whitaker, Executive Assistant to the President, CSU-Pueblo; Cora Zaletel, Executive Director of External Affairs, CSU-Pueblo

During breakfast Dr. Mottet introduced Ms. Holliday who provided a CSU-Pueblo strategic enrollment management presentation with an overview on enrollment data, peer comparisons, the strategic enrollment management plan and oversight, initiatives, communications strategies, and marketing plan.

Chair Munn then convened the meeting and commented on the previous day's work and social event.

CHANCELLOR'S REPORT

Dr. Frank allowed the written report to stand as submitted.

Legislative Relations Report: Dr. Frank indicated there was not much to report on the federal level at this time and efforts were being made to remain on top of the DACA issue. Ms. Parsons reported several bills were being tracked at the state level and a legislative session report will be presented at the May meeting.

Founder's Day at the Capitol will be held on February 12th. Governors Robbe Rhodes and Tuor were re-confirmed for a second term and Governor Gabel was confirmed for his first term. Should anything significant develop to impact the proposed FY19 budgets, a teleconference could be scheduled with the Board. When asked about CSUS IT collaboration efforts and state funding, Ms. Parsons answered a system-wide task force has been assembled to evaluate the student information systems at the three campuses with recommendations to be presented by the end of the spring semester and no additional IT state funding is anticipated.

Approval of CSUS Board Policy 129 – Freedom of Speech and Peaceful Assembly: Dr. Frank explained that, in line with AGB best practices, the CSUS level policy essentially sets up an umbrella structure with each of the campuses required to have freedom of speech policies that describe the commitment to the First Amendment and the related safety issues.

General Counsel Johnson reported Policy 129 is a high level policy that recognizes the CSUS commitment to the First Amendment and lays out the principles that ensure the right to engage in free speech and peaceful assembly. The policy directs the campuses to have specific policies, particularly related to managing events in a content neutral time, place and manner, which address security and safety concerns and the impact on the universities' operations. Dr. Frank added that the university is committed to the open debate of ideas. The policy provides both a political and legal backstop for campus decisions and codifies that free speech is welcomed as long as that speech does not intimidate or frighten other voices nor create public safety concerns.

Governor Lenk commented on the importance of creating a campus culture through open forums to support the policies in order to create a stronger voice to impact society. **Motion/Action:** Governor Gustafson moved to approve the policy; Governor Robbe Rhodes seconded; and the motion carried unanimously.

COLORADA STATE UNIVERSITY REPORTS

Student Report: Governor Wells highlighted from the written report the spring semester internal goals to better support the students that include an accountability report to create better transparency; an updated elections code to enhance student engagement; constitutional changes with the assistance of General Counsel Johnson; and an improved website that provides a breakdown of student fees, updated records, and better support for online students. External strategies are being focused on events, event planning and student engagement. Upcoming events include an arts festival to showcase student talent and a diversity symposium which is an event that has been held for the past three years. Discussions are being held with the Motor Pool to expand the Ram Ride and improve the Ram Ride app. A student feedback initiative is also in process that could potentially include online forums.

Faculty Report: Governor Lenk remarked that discussion had already been held at the meeting on the freedom of speech and anti-bullying policies cited in the written report and she noted Dr. Frank's report includes numerous faculty accomplishments. Faculty factoids were presented on the recognition of Dr. Bimper as one of 15 Diverse emerging scholars; the Electrical and Computer Engineering Dept.'s work through an NSF grant to revolutionize engineering education and the launch of a new weather satellite; the success of the College of Business' Summit Club under the direction of Dr. Stein, the faculty advisor; and the expansion of the Human Performance Clinical Research Laboratory in the Exercise and Sports Science Dept. In response to a previous Faculty Council request, Governor Robbe Rhodes will be attending the March Faculty Council meeting and visiting programs.

President's Report: Dr. Frank highlighted from the written report the completion of an economic impact analysis completed by an independent third party; the recognition of the College of Business online MBA

program by *U.S. News and World Report*; and the success of the fall commencement with 1,900 degrees conferred.

CSU Multi-purpose On-campus Stadium Report: Dr. Frank recalled the intent to have a transparent, longitudinal reporting system to initially track the construction costs and then, after the stadium opened, the operational costs relative to the Board-approved pro forma. The operational report for the fiscal year will not be finalized until July 1; there is no expectation of any substantive or material changes from the report presented at this meeting.

Dr. Frank reviewed the FY18 forecasted income statement pro forma with 2016 and 2017 comparisons to Hughes Stadium. While ticket sales exceeded expectations, parking revenues underperformed, partially due to the efforts invested in alternative transportation to ease anticipated parking pressures; potential changes are being evaluated for next year. He explained how the CSL feasibility study was used to evaluate the viability of the project and then a refreshed analysis was used as the basis for Board authorization of the financing in February 2015.

Overall, revenues for FY18 will be up by 36% or \$4.1 million over the CSL model. After expenses, the net revenue is forecasted to be \$13.1 million, or \$3.2 million more than projected in the planning, which will more than cover the bond payment and provide a surplus. The net reserve forecasted for the philanthropic coverage includes pledge payments at various levels over the next decade and could potentially provide future opportunities, such as one-time funding for an academic need. Further discussions on the net reserve could be held after the stadium contingency numbers have been finalized.

When asked about the impact of the 80-20 rule that was eliminated with the new federal tax law, there are no concerns at this time based on discussions that have been held with donors. When asked if the reserve could be utilized for the university's base budget, Dr. Frank explained the challenges with setting the base for recurring budget items utilizing one-time funds. Chair Munn expressed appreciation on behalf of the Board for the successful fiscal management and noted the pro forma could be modified in the future to provide additional transparency.

CSU-GLOBAL CAMPUS REPORTS

Student Report: Governor Knies commented on how the global aspect of the university provided the flexibility for him to travel overseas for work and complete an education assignment to continue his progress for an anticipated March degree completion. He highlighted from the written report the recognition of CSU-Global Campus by *U.S. News and World Report* as #9 for best online bachelor's degrees; the enlightening talks in diverse career fields offered through a series of monthly webinars that can be accessed by students from all three of the CSUS campuses through the passport program; the importance of networking through memberships and participation in professional organizations, and his personal networking opportunity through CSU-Global Campus' partnership with the Society for Human Resource Management; and the revamping of the CSU-Global Campus School Store with new features and a user-friendly interface.

Faculty Report: Governor Vrba shared details from the written report on the Faculty Center for Teaching Excellence that is located in the Schoology platform and provides online resources and support for all faculty; a weekly faculty discussion forum that allows for the sharing of ideas and best practices; and the participation of approximately 200 faculty in a recent virtual all-faculty meeting that included a presentation on retirement benefits and updates on innovations with currently over 30 pilots in progress. She commented on how innovative learning technology has been incorporated into her own courses and the university's efforts to improve student engagement particularly through student demographics.

President's Report: Dr. Takeda-Tinker indicated the written report would stand as submitted. She reported SB18-101 to expand CSU-Global Campus' mission to accept resident Coloradans as freshmen received unanimous approval at the Senate Education Committee and unanimous approval at the second and third readings in the Senate; the bill will now be moving forward to the House.

The enrollment office has a new leadership structure and enrollment results are more reliable with changes that have been implemented with a more customized approach for students. 6,166 new students have been enrolled to-date in the current fiscal year with the expectation of over 9,000 new students by the fiscal year-end for a 6% increase from the previous year. Active student enrollment was slightly over 100% to projection for fall and 88% with the first two spring starts.

Expenses are under control; the net operating margin is at 33% and on-track for the FY18 projections. First to third term retention is between 84-86% with students enrolled in fewer credits for the spring trimester which may be partially due to alternative credit options that contribute to lower costs. There have been 1,671 degrees conferred as of the end of January with a fiscal year target of 2,700. The FY19 budget is being recast on the basis of 25% more new students and more expensive outreach to improve active-student re-enrollment into classes. There are anticipated expenses for a new office location and additional new data warehousing and technology support tools to increase tracking of project outcomes.

The university has received accreditation for the project management degree programs through the Global Accreditation Center and efforts are underway to receive accreditation for the technology and IT degree programs. The university has also partnered with CareerWise through a pilot program that will demonstrate how higher education and apprenticeship programs can work together for work place and academic success. CSU-Global Campus will be accepting transfers of up to 21 Colorado Community College credits; will provide three-credit courses selected by employers for apprentices based on employer needs; and will offer credits for 1,000 hours of structured work based on annual plans that have been approved by the faculty.

When asked about financial benefits through alternative credit for Colorado students, Dr. Takeda-Tinker responded the alternative credits data is being tracked with a report forthcoming at the May meeting that will factor in savings and successful degree completion. The tuition planning process provided by the student advisors includes consideration of other pathways with free access to the course learning shells that include self-assessments, prior to paying for proctored exams.

CONSENT AGENDA

Chair Munn reviewed the consent agenda items and asked for a motion to approve. **Motion/Action:** Governor Flores made the motion; Vice Chair Tuor seconded; and the motion carried unanimously.

Ms. Parsons pointed out that the May 2-3 meeting is different from the usual Thursday-Friday schedule due to adjustments for commencement activities.

Governor Wells shared an idea to utilize students for customized internal IT development that would provide experience for students and benefit the university. Chair Munn deferred the topic to Dr. Frank for follow-up discussions.

Mr. Sneesby was recognized for his 15th anniversary of providing support to the Board of Governors.

With no further business to come before the Board, the meeting adjourned at 10:36 a.m.

**THE BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
SPECIAL MEETING
CSU System Office, Denver and Via Conference Call
April 18, 2018**

CALL TO ORDER

Chair Munn called the meeting to order at 8:31 a.m.

ROLL

Governors present: D. Rico Munn, Chair; Nancy Tuor, Vice Chair; Jane Robbe Rhodes, Treasurer; Kim Jordan, Secretary; Dennis Flores; Steven Gabel; Mark Gustafson; Bill Mosher; Dean Singleton; CSU-Pueblo; Keith Knies, Student Representative, CSU-Global Campus; Margarita Lenk, Faculty Representative, CSU; David Volk, Faculty Representative, CSU-Pueblo; Tony Vrba, Faculty Representative, CSU-Global Campus; Michael Wells, Student Representative, CSU

Administrators present: Tony Frank, Chancellor, CSU System, and President, CSU; Amy Parsons, Executive Vice Chancellor, CSU System; Jason Johnson, General Counsel, CSU System

System Staff present: Melanie Geary, Executive Assistant

Guests present: None

Chair Munn convened the meeting and an oral call was conducted. He explained the special meeting had been called for a CSU naming opportunity. Chair Munn then asked for a motion to convene in executive session. **Motion/Action:** Governor Tour made the motion; Governor Flores seconded; and the motion carried unanimously. General Counsel Johnson read the meeting into executive session for the purposes of consideration of a proposal of the naming of a building at Colorado State University and to receive legal advice on specific legal questions that may arise during the discussion, confidential as set forth in the meeting notice. The meeting convened in executive session at 8:35 a.m. and reconvened in open session at 9:05 a.m.

Chair Munn asked for a motion to approve the naming opportunity for a building at Colorado State University, as discussed in executive session. **Motion/Action:** Governor Mosher made such a motion; Governor Robbe Rhodes seconded; and the motion carried unanimously. With no further business to come before the Board, the meeting was adjourned at 9:07 a.m.

Board of Governors of the Colorado State University System
Meeting Date: May 2-3, 2018
Consent Item

MATTERS FOR ACTION:

2017-18 Academic Faculty and Administrative Professional Manual Revisions:
Section C.2.1.3.2 Ex Officio Members

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to
the Colorado State University Academic Faculty and Administrative
Professional Manual, Section C.2.1.3.2 *Ex Officio* Members

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:

A long-standing aspect of the Code has invested the Chairs of the Standing Committees as voting *ex officio* members of Faculty Council. In that capacity, the Chairs of Standing Committees can speak for motions introduced by their Standing Committees followed by supporting those motions by a vote.

Specialized Standing Committees deal with issues for which there is significant variation in the interests across the Colleges and the Libraries. In those cases, the faculty representatives of specialized Standing Committees have an important responsibility to represent the interests of their respective Colleges and the Libraries. That responsibility should carry over to Faculty Council meetings, where the members should be able to speak for or against motions introduced by their specialized Standing Committee, supported by a vote for or against the motions. In that role, the faculty representatives on specialized Standing Committees can provide information about the interest, support, and opposition of their Colleges and the Libraries during Faculty Council considerations.

Board of Governors of the Colorado State University System

Meeting Date: May 3, 2018

Consent Item

The Committee on Non-Tenure Track Faculty (CoNTTF) is currently the only specialized standing committee and it has nine non-tenure track faculty members.

Board of Governors of the Colorado State University System
Meeting Date: May 2-3, 2018
Consent Item

MATTERS FOR ACTION:

2017-18 Academic Faculty and Administrative Professional Manual Revisions:
Section C.2.1.9.3 Membership and Organization

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to
the Colorado State University Academic Faculty and Administrative
Professional Manual, Section C.2.1.9.3 Membership and Organization

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2017-2018 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

Some Chairpersons of Standing Committees have been unaware that they may designate a substitute from their committee to attend Faculty Council meetings. This needs to be stated in both sections of the Code in which the chairpersons are designated as *ex officio* voting members of Faculty Council.

Board of Governors of the Colorado State University System
Meeting Date: May 3, 2018
Consent Item

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2017-2018

C.2.1.9.3 Membership and Organization (last revised ~~May 3, 2017~~ May 3, 2018)

The membership of each standing committee is specified to fit the functions of that committee. The Chair of the Committee on Non-Tenure-Track Faculty (or designee on the CoNTTF), administrators, administrative professionals, classified staff, undergraduate student members representing the Associated Students of Colorado State University (ASCSU) and graduate student members representing the University Graduate Student Council shall be authorized for certain standing committees. Faculty membership on specialized standing committees shall be limited to regular full-time, regular part-time, transitional, and non-tenure track faculty members who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above. Faculty membership on regular standing committees shall be limited to regular full-time, regular part-time, and transitional faculty members who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above. A member of a standing committee who becomes ineligible shall cease to hold this position.

Each standing committee shall have a chairperson whose term of office is twelve (12) months beginning July 1. Each standing committee chairperson shall be elected by and from the membership of that committee. After members of standing committees are elected, as specified in Section C.2.1.9.4, the continuing and newly elected members of each standing committee, other than the Executive Committee, shall meet and elect a committee chairperson for the coming term before May 15. The committee members who are being replaced may attend this meeting, and they may speak, but they shall not cast votes for the new chairperson. However, if a newly elected committee member is unable to attend the meeting, then he or she may allow the committee member that he or she is replacing to cast a vote for the chairperson in his or her place.

Standing committees are expected to consult regularly with those administrators, members of the faculty, or others who can provide

information necessary for effective deliberation. Each standing committee may name *ex officio* or associate members who are expected to attend committee meetings regularly. The appointments shall be reviewed by the standing committee annually. Each standing committee shall identify in its annual report to the Faculty Council its *ex officio* and associate members and others with whom it has regularly conferred. All *ex officio* and associate members shall be non-voting, unless otherwise specified.

Standing committees shall convene subcommittees as needed to consider specific issues or perform specific tasks. These subcommittees shall exist to serve the standing committees. A subcommittee of a standing committee shall be chaired by a member of that committee, but may draw other members from throughout the University as appropriate.

The Chairperson of Faculty Council shall be an ex officio, non-voting member of each standing committee of the Faculty Council.

Unless otherwise specified in the committee's operating procedures, for transacting business at standing committee, a quorum is defined as a simple majority of the voting members.

The elected chairperson of the standing committee shall serve as an ex officio voting member of the Faculty Council for the duration of his or her term as chairperson. The chairperson may designate a committee member to substitute as *ex officio* voting member provided prior notice is given to the Chairperson of Faculty Council.

Board of Governors of the Colorado State University System
Meeting Date: May 2-3, 2018
Consent Item

MATTERS FOR ACTION:

2017-18 Academic Faculty and Administrative Professional Manual Revisions:
Section C.2.1.9.6 Specialized Standing Committees: Membership and Function

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to
the Colorado State University Academic Faculty and Administrative
Professional Manual, Section C.2.1.9.6 Specialized Standing Committees:
Membership and Function

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:

During the intervening years since the CoNTTF was established, the numbers of non-tenure-track faculty have increased in all colleges and the Libraries. Because non-tenure-faculty issues vary significantly across the Colleges and the Libraries, each such unit needs direct representation on CoNTTF. Issues affecting non-tenure-track faculty often affect students and students should have a role in consideration of motions affecting non-tenure-faculty.

Board of Governors of the Colorado State University System
 Meeting Date: May 3, 2018
 Consent Item

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2017-2018

C.2.1.9.6 Specialized Standing Committees: Membership and Function

a. *Committee on Non-Tenure-Track Faculty* (last revised *May 3, 2018*)

~~The membership of the Committee on Non-Tenure-Track Faculty shall be comprised as follows:~~

~~1. One (1) non-tenure-track faculty member (senior teaching, special, temporary, or multi-year research appointment) shall be selected from each unit among the colleges and the Libraries for which there exists a formal committee representing non-tenure-track faculty members. Each such committee shall provide one (1) or more nominees for this position to the Committee on Faculty Governance for possible inclusion on the ballot.~~

~~2. If fewer than six (6) units from among the colleges and the Libraries have such committees, then additional non-tenure-track faculty members shall be selected to provide a total of six (6) non-tenure-track faculty members. These nominations shall be sought from the University community by the Committee on Faculty Governance.~~

~~3. Two (2) regular faculty members shall be selected from two (2) different units from among the colleges and the Libraries. The Committee on Faculty Governance shall provide nominees for these two (2) positions after calling for volunteers.~~

The Committee on Non-Tenure-Track Faculty shall consist of one (1) non-tenure-track faculty member (senior teaching, special, or multi-year research appointment) from each college and the Libraries, two (2) regular faculty members elected from the Colleges and the Libraries, one (1) undergraduate student, and one (1) graduate student.

Board of Governors of the Colorado State University System
Meeting Date: May 3, 2018
Consent Item

The duties of this specialized standing committee shall be to recommend to the Faculty Council:

1. Policies defining the general responsibilities of non-tenure-track faculty to the University, college, and department.
2. Policies related to the standing of non-tenure-track faculty.

Board of Governors of the Colorado State University System
Meeting Date: May 2-3, 2018
Consent Item

MATTERS FOR ACTION:

2017-18 Academic Faculty and Administrative Professional Manual Revisions:
Section E.1 Definition of Faculty

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to
the Colorado State University Academic Faculty and Administrative
Professional Manual, Section E.1 Definition of Faculty

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:

1. In Section E.1 it has been emphasized that all faculty should enjoy the benefits of academic freedom.
2. Additional faculty appointments have been added to be consistent with what is outlined in Section E.2.
3. C.R.S. 23-31 104 is not consistent with the faculty appointment types so has been deleted.

Board of Governors of the Colorado State University System
Meeting Date: May 3, 2018
Consent Item

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2017-2018

E.1 Definition of Faculty (*last revised ~~May 2, 2007~~ May 3, 2018*)

The faculty includes all personnel who carry academic rank (professor, associate professor, assistant professor; master instructor, senior instructor, instructor; and faculty affiliate) and ~~additional personnel as defined by C.R.S. 23-31-104~~ the University President. All faculty members shall have the academic freedom enjoyed by tenured faculty members, regardless of the type of appointment.

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MATTERS FOR ACTION:

2017-18 Academic Faculty and Administrative Professional Manual Revisions:
Section E.2 Types of Faculty Appointments

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.2 Types of Faculty Appointments. The revisions to Section E.2 regarding contract faculty apply to those contracts that are entered into or renewed after the effective date of this resolution, and do not modify existing faculty contracts.

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:

Overall, the changes identified lead to clarification of faculty appointments within Section E.2 of the *Academic Faculty and Administrative Professional*.

- (1) The term “regular faculty”, although historically tied to funding source, suggests that other faculty appointments are “irregular”. Tenured and tenure track faculty member as appointment types are currently defined in Section C.2.3.3. Combining full-time and part-time for faculty who are on the tenure-track allows consistency in the definition for all faculty appointments.
- (2) The category of “senior teaching appointment” is problematic across colleges as an appointment type and has been eliminated. Persons with this appointment type are given the option of having the rank of senior instructor or being allowed to keep their current rank.

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- (3) Formalizing a “contract faculty appointment” supports a commitment by the University to ongoing employment via readiness to offer multi-year contracts and offers greater protection for faculty. A one-year notice of the possibility of an expiration of contract is not a guarantee of non-renewal of the contract.
- (4) A continuing appointment type allows maximum flexibility for departments and colleges with uncertainty in course enrollment while providing a pathway toward contract appointment for the faculty.
- (5) The adjunct appointment is defined to better represent common use of faculty in this role – a faculty member who contributes for one or two courses or a limited number of semesters. This appointment is “at will” without a contract and further allows flexibility to departments in temporarily expanding their faculty ranks to cover critical needs.
- (6) Minor changes to transitional appointments were made for consistency within the document.
- (7) Titles (e.g., clinical professor) are not addressed in the Manual, so any current title being used can continue to be used by departments and colleges.

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

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E.2 Types of Faculty Appointments (last revised ~~June 21, 2011~~ May 3, 2018)

E.2.1 Basic Types of Faculty Appointments (last revised ~~August 2, 2013~~ May 3, 2018)

Six (6) basic types of appointments exist for members of the faculty. They are ~~regular full time, regular part time, senior teaching, special, temporary, tenured faculty, tenure-track faculty, contract faculty, continuing faculty, adjunct faculty, and faculty on and~~ transitional appointments. Only faculty members holding ~~either regular full time or regular part time~~ tenure-track appointments at the time of consideration are eligible to acquire tenure. ~~Full time is defined as the academic year or a minimum of nine (9) months. Faculty members with either senior teaching or special appointments may be eligible for multi year contracts. Faculty members who do not have multi year contracts and are not eligible for tenure are hired “at will” and are subject to termination by either party at any time. Section D.5.6 regarding the termination of “at will” appointments shall apply to “at will” faculty appointments. See Section E.3 for details of other types of faculty appointments. The major characteristics of the various basic types of appointments are as follows.~~

Full-time is defined as the academic year or a minimum of nine (9) months. Part-time is defined as any fraction of time less than one hundred (100) percent, but not less than fifty (50) percent of full-time.

The major characteristics of the various types of appointments are as follows.

E.2.1.1 ~~Regular Full Time~~ Tenured Appointments (last revised ~~June 21, 2011~~ May 3, 2018)

The usual type of academic appointment is regular full time. A tenured faculty appointment may be either full-time or part-time. If a tenured faculty member is tenured only for part-time service, additional employment may be arranged each year between the faculty member and the department. Responsibilities and salaries are scaled appropriately to the portion of time worked.

If a tenured faculty member changes to a contract, continuing, or adjunct appointment, he or she must relinquish tenure and retire from the University. A tenured faculty member who wishes to gain emeritus/emerita status must apply prior to the time he or she relinquishes tenure and retires.

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The following conditions apply to a which distinguish a regular full-time tenured faculty appointment are:

- a. ~~Regular full-time appointments are~~It is limited to the ranks of assistant professor, associate professor, and professor.
- b. There is no specified ending date ~~for a regular full-time appointment with tenure.~~
- c. ~~An individual with a regular full-time appointment who serves satisfactorily for a specified period is eligible to acquire tenure (see Section E.10).~~
- dc. ~~Faculty with regular full-time appointments~~The faculty member shall have full voting rights at departmental and college faculty meetings and ~~are is~~ eligible to serve on departmental and college committees.
- ed. ~~For this type of appointment, e~~Enrollment in a retirement program is mandatory. ~~Holders of regular full-time appointments are~~The faculty member is eligible for other fringe benefits and privileges (see Sections F and G and the *Academic Faculty and Administrative Professional Benefits and Privileges Handbook*), and for sabbatical leave (see Section F.3.4).

E.2.1.2 Regular Part-Time Tenure-Track Appointments *(last revised June 21, 2011 May 3, 2018)*

A tenure-track faculty member may be either full-time or part-time. The six (6) year time limit for acquisition of tenure applies for both full-time and part-time appointments (see Section E.10.4.c). Criteria, procedures, and regulations for promotion, tenure, and salary for part-time appointments are subject to the rules governing full-time appointments. If a contract, continuous or adjunct faculty member is given a tenure-track faculty appointment, an appropriate amount of credit may be given for this prior service.

The following conditions apply to a tenure-track faculty appointment:

~~Regular part-time appointments may be made for any fraction of time less than one hundred (100) percent, but not less than fifty (50) percent of full-time.~~

- a. ~~Regular part-time appointments are~~It is limited to the ranks of assistant professor, associate professor, and professor.
- b. There is no specified ending date ~~for regular part-time appointments with tenure.~~

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~~c. Criteria, procedures, and regulations for promotion, tenure, and salary are subject to the rules governing regular full time appointments. Responsibilities and salaries are scaled appropriately to the portion of time worked. A person holding a regular part time appointment may be tenured only for half time (0.5) service, although additional employment may be arranged each year between the faculty member and the department. The six (6) year time limit for acquisition of tenure applies to this type of appointment as well as to the regular full time appointment (see Section E.10.4.e).~~

~~db. Faculty with regular part time appointments~~The faculty member shall have full voting rights at departmental and college faculty meetings and ~~are~~ is eligible to serve on departmental and college committees.

~~ec. Enrollment in the~~a retirement program is mandatory for holders of regular part time appointments. Holders of regular part time appointments areThe faculty member is eligible for all other fringe benefits and privileges (see Sections F and G and the *Academic Faculty and Administrative Profession Benefits and Privileges Handbook*), but not for sabbatical leaves (see Section F.3.4). However, time spent on a tenure-track appointment does count towards the accumulation of service for sabbatical leave.

~~E.2.1.3 Senior Teaching Appointments~~ (new section August 2, 2013)

~~Senior teaching appointments may be either full time or part time. Part time is defined as less than full time, but at least half time (0.5). The granting of a senior teaching appointment shall follow the procedures in Section E.11. Faculty on senior teaching appointments have the following distinguishing characteristics:~~

~~a. Senior teaching appointments are “at will” and are subject to termination by either party at any time unless the faculty member has a multi-year contract, in which case the terms of the contract shall stipulate its ending date. Upon the expiration date of the contract, employment as a senior teaching appointment faculty member reverts to an ‘at will’ appointment, unless the multi-year contract is renewed by written agreement of both parties.~~

~~b. There is no specified ending date for a senior teaching appointment.~~

~~c. Faculty members on senior teaching appointments shall have effort distributions with at least fifty (50) percent of the effort being in the category of teaching and advising and at least five (5) percent of the effort being in the category of service.~~

~~d. Faculty members on senior teaching appointments shall participate in annual reviews and the annual salary exercise in the same manner as faculty~~

~~with regular full-time and regular part-time appointment.~~

~~e. Faculty members on senior teaching appointments are not eligible for tenure (see Section E.10.4).~~

~~f. Department and college codes shall specify the voting rights of faculty members with senior teaching appointments and their eligibility to participate on departmental and college committees. The standard expectation is that faculty members on senior teaching appointments shall be included fully, except with regard to personnel matters involving regular faculty members, including the department chair.~~

~~g. If a tenured faculty member changes positions to a senior teaching appointment, he or she must relinquish tenure and retire from the University. A tenured faculty member who wishes to gain emeritus/emerita status, must apply prior to the time he or she relinquishes tenure and retires.~~

~~h. Faculty members on senior teaching appointments are required to enroll in the retirement program and are eligible to participate in other benefits offered by the University as described in the *Academic Faculty and Administrative Professional Benefits and Privileges Handbook* and in Sections F and G of the *Manual*. They are not eligible for sabbatical leave.~~

E.2.1.43 Special Contract Faculty Appointments *(last revised May 8, 2015 May 3, 2018)*

~~Special Contract faculty appointments may be either full-time or part-time. Part-time is defined as any fraction less than one hundred (100) percent of full-time. The distinguishing features of this type of appointment are:~~

~~Contract faculty appointments for research may be offered only for research performed for the University. In this case, the unit or department must document that the multi-year contract or extension is necessary for the hiring or retaining of the faculty member.~~

~~The following conditions apply to a contract faculty appointment:~~

- ~~a. Special appointments are “at will” and are subject to termination by either party at any time unless the faculty member has a multi-year contract for research or teaching, in which case the terms of the contract shall stipulate its ending date. Upon the expiration date of the contract, the multi-year contract may be renewed by written agreement of both parties. If it is not renewed, one of the following outcomes occurs: 1) For special appointment faculty who were originally at will and entered into a multi-year contract, employment as a special appointment faculty member reverts to at will. 2) For special appointment faculty who were originally hired with a multi-year~~

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~~contract, the appointment may be converted to an at will appointment upon agreement of both parties. Otherwise, employment is terminated upon expiration date of the contract.~~

~~a. All special appointment multi-year contracts carries an shall have a specified ending date as specified in the contract and a term of at least two (2) years. At least one (1) year prior to the expiration of the contract, the faculty member shall either be given a new contract or informed that the current contract may be allowed to expire. Otherwise, special appointments need not carry specified ending dates, but an ending date indicating the point in the future when the funding and/or appointment is expected to terminate should be included when known. In that situation, the inclusion of a specified ending date on an appointment form or other such documentation does not create a minimum or fixed duration of appointment.~~

~~e. Faculty members on special appointment are not eligible for tenure (see Section E.10.4). If the contract is allowed to expire, the employment as a contract faculty appointment shall be converted to employment as a continuing faculty appointment, without loss of rank, unless the contract is renewed by written agreement of both parties.~~

~~db. The Ffaculty members on special appointments shall receive a salary and shall participate in annual reviews and the annual salary exercise in the same manner as tenured faculty with senior teaching, regular full time, and regular part time appointments.~~

~~ec. Department and college codes shall specify the voting rights of contract faculty and their eligibility to participate on departmental and college committees. The standard expectation is that contract faculty shall have full voting rights in the governance of their department and college with the exception of decisions relating to tenure and will be eligible to serve on departmental and college committees. The effort distributions of faculty members on special appointments shall be specified in the appointment letter. While the effort distribution in the case of special appointments may include all three (3) areas of teaching, research, and service, often it is focused in one (1) area, such as teaching or research.~~

~~f. Offer letters for special appointment faculty should be written following the format and content provided on the Provost's website.~~

~~g. Multi-year contracts for research may be offered only for research performed for the University. The unit or department must document that the multi-year contract or extension is necessary for the hiring or retaining of the faculty member.~~

~~h. If a tenured faculty member changes positions to a special appointment involving a multi-year contract, he or she must relinquish tenure and retire from the University. A tenured faculty member who wishes to gain emeritus/emerita status, must apply prior to the time he or she relinquishes tenure and retires.~~

~~i. Special appointment faculty are required to enroll. Enrollment in the retirement program is mandatory. The faculty member is and are eligible to participate in for other fringe benefits and privileges offered by the University as described (see Sections F and G in the *Academic Faculty and Administrative Professional Benefits and Privileges Handbook*), and in Section F and G of the *Administrative and Faculty Manual*. They are not eligible but not for sabbatical leave (see Section F.3.4).~~

e. A contract faculty member who has at least twelve (12) semesters of employment, or a combined twelve (12) semesters between contract or continuing appointments (or sooner at the discretion of the department) becomes eligible for funding for release time in order to pursue scholarly development. Once such funding has been granted, the faculty member becomes eligible for such funding again after another twelve (12) semesters of such employment. A request for such funding shall be submitted in writing by the faculty member to the department head. This request shall include details regarding the type of scholarly development and the amount of funding requested. The department head shall respond in writing with an approval or denial of the request. In the case of a denial of the request, the reasons for the denial shall be stated in writing in the response.

E.2.1.4 Continuing Faculty Appointments (new section xxx)

Continuing faculty appointments may be either full-time or part-time. The following conditions apply to a continuing faculty appointment:

- a. There is no specified ending date.
- b. The appointment is “at will” and is subject to termination by either party at any time. Section D.5.6 regarding the termination of “at will” appointments shall apply to “at will” faculty appointments.
- c. The faculty member shall participate in annual reviews and the annual salary exercise in the same manner as tenured faculty.
- d. Department and college codes shall specify the voting rights of contract faculty and their eligibility to participate on departmental and college committees. The standard expectation is that continuing faculty shall have full voting rights in the governance of their department and college with the

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exception of decisions relating to tenure, and will be eligible to serve on departmental and college committees.

e. Enrollment in a retirement program is mandatory. The faculty member is eligible for other fringe benefits and privileges (see Sections F and G and the *Academic Faculty and Administrative Professional Benefits and Privileges Handbook*), but not for sabbatical leave (see Section F.3.4).

f. A continuing faculty member who has at least twelve (12) semesters of employment, or a combined twelve (12) semesters between contract or continuing appointments (or sooner at the discretion of the department) becomes eligible for funding for release time in order to pursue scholarly development. Once such funding has been granted, the faculty member becomes eligible for such funding again after another twelve (12) semesters of such employment. A request for such funding shall be submitted in writing by the faculty member to the department head. This request shall include details regarding the type of scholarly development and the amount of funding requested. The department head shall respond in writing with an approval or denial of the request. In the case of a denial of the request, the reasons for the denial shall be stated in writing in the response.

g. A continuing faculty member who has been employed with this appointment type for at least ten (10) semesters shall be given serious consideration for conversion to a contract faculty appointment. In this circumstance, the faculty member may submit a formal request in writing to the department head for such a conversion. Such a formal request shall be responded to in writing by the department head with an approval or denial of the request. In the case of a denial of the request, the reasons for the denial shall be stated in writing in the response.

E.2.1.5 Temporary Adjunct Faculty Appointments *(last revised May 6, 2016 May 3, 2018)*

~~Temporary Adjunct faculty appointments may be either full-time, or part-time, or less than half-time, and are distinguished from other types of appointments by the expectation that the appointment is for a specified period of time, at the end of which, it is anticipated that employment at the University may not be renewed or that the member will transition to a different appointment type (see d. below). Part time is defined as any fraction less than one hundred (100) percent of full time. Conditions applicable to temporary appointments are:~~

Adjunct faculty appointments are intended for situations where the previous types of appointment are not appropriate. These include the following situations:

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- i. Employment at less than half-time.
- ii. Employment on an occasional basis, rather than being for every (Fall and Spring) semester. An approved leave without full-time or part-time service (such as Family Medical Leave) shall not constitute employment on an occasional basis.
- iii. Employment for only one(1) or two (2) semesters (Fall and Spring).

This appointment type may not be used for a faculty member employed full-time or part-time every semester (Fall and Spring) for more than two (2) semesters.

The following conditions apply to an adjunct faculty appointment:

~~a. Temporary appointments are “at will” and are subject to termination by either party at any time (the process set forth in Section D.5.6 regarding the termination of “at will” appointments shall apply to temporary faculty appointments). Temporary appointments need not carry specified ending dates, but an ending date indicating the point in the future when the funding and/or appointment is expected to terminate should be included when known. The inclusion of a specified ending date on an appointment form or other such documentation is for administrative convenience only and does not create a minimum or fixed duration of appointment.~~

~~ba. Temporary appointees are not eligible for tenure. There may or may not be a specified ending date.~~

~~b. The appointment is “at will” and is subject to termination by either party at any time. Section D.5.6 regarding the termination of “at will” appointments shall apply to “at will” faculty appointments.~~

~~e. The faculty member shall participate in annual reviews and the annual salary exercise in the same manner as tenured faculty.~~

~~d. Department and college codes shall specify the voting rights of adjunct faculty and their eligibility to participate on departmental and college committees.~~

~~e. Temporary appointees are required to enroll. Enrollment in the retirement program is mandatory. If the faculty member is full-time or part-time, and if half time or greater are then he or she is eligible to participate in for other fringe benefits and privileges offered by the University as described (see Sections F and G and the *Academic Faculty and Administrative Professional Benefits and Privileges Handbook*), published annually by Human Resources and in Sections F and G of the *Manual*. Eligibility for sick leave is defined in~~

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~~Section F.3.2. Temporary appointees are eligible for faculty privileges described in Sections G.1—G.3. Temporary appointees are not eligible but not for sabbatical leave (see Section F.3.4.4).~~

~~d. The University recognizes that the nature of a temporary appointment is incompatible with recurring consecutive appointments over a long period of time with an assignment of 50% or more. Therefore, after the second consecutive semester for a 9-month assignment at 50% or more time (excluding summer session) or after the first year for a 12-month assignment at 50% or more time, the faculty member's appointment shall be required to convert to a special appointment and cannot be renewed as a temporary appointment.~~

E.2.1.6 Transitional Appointments (last revised ~~June 21, 2011~~ May 3, 2018)

The University provides the opportunity for transitional appointment to its tenured faculty members who have retired and terminated employment in consideration of a subsequent reappointment on a part-time tenured basis for a limited period of time. The transitional appointment requires that the faculty member participate in the teaching, advising, service, and research activities of the department, subject to the part-time provisions of his or her appointment. Administrators who also hold a tenured faculty appointment are eligible to request a transitional appointment within the context of their faculty roles. Administrative professionals and non-tenured faculty members are not eligible for transitional appointments due to the legal conflict between the statutory “at will” status of such appointments and the appointment term guarantees embodied in a transitional appointment.

Faculty members covered under the federal retirement system are not eligible for transitional appointment due to prohibitive provisions of that retirement system. However, post-retirement employment in a position other than the one requiring a federal appointment is not prohibited. Interested faculty members and/or departments should contact the Director of Human Resource Services for further information.

Conditions regarding transitional appointments are as follows:

a. Only tenured faculty members on ~~regular~~ full-time or part-time tenured appointments who are currently eligible for retirement under the University's definition of retirement (see “Definition of Retirement” under “Benefits” at www.hrs.colostate.edu) have the opportunity of requesting transitional appointments. Note that the University's definition of retirement may differ from those of the retirement plans. For more information, or to confirm eligibility for retirement, contact the University Benefits Office.

b. Ordinarily, a request for a transitional appointment should be submitted in writing to the department head one (1) full academic year before the requested

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commencement of the transitional appointment. A time period of less than one (1) year may be accepted in those cases where such appointments with lesser notice are considered to be in the interest of the University. Such an exception requires the approval of the department head, the dean, and the Provost. A transitional appointment shall be evaluated on the basis of both the needs of the department and college and the desires of the faculty member.

c. A transitional appointment is for a specified term of at least one (1) year and not more than four (4) years, and it concludes with the termination of this part-time tenured appointment. However, this does not preclude subsequent full-time or part-time employment in a non-tenured position subject to the needs and resources of the department and the interests and desires of the faculty member. During the transitional period, a transitional appointment may not be modified to a regular appointment. A faculty member may elect to terminate the part-time transitional appointment prior to the end of the specified term.

d. A transitional appointment shall begin no earlier than the first business day after the effective date of termination of employment as a ~~regular tenured~~ faculty member.

e. A faculty member shall be tenured on a part-time basis as a condition of the transitional appointment.

f. Faculty with transitional appointments have full voting rights at departmental and college faculty meetings and are eligible to serve on departmental and college committees.

g. Any uncompensated leave balances at the time of retirement shall be reinstated and available for use during the transitional appointment. However, at the end of the transitional appointment, there shall be no compensation for unused leave balances.

h. The salary and workload for a transitional appointment shall normally be fifty (50) percent of what they were at the time of retirement. However, when it is to the benefit of both the University and the faculty member, variations from this fifty (50) percent standard, including brief periods of full-time employment, may be proposed by the department head and the dean for review and approval by the Provost.

i. The percentage of salary and the percentage of effort during the transitional appointment are subject to negotiation between the department and the faculty member and shall be spelled out in the transitional appointment agreement. Such changes in salary and/or effort shall not affect the percentage level of the

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appointment (e.g., part-time versus full-time) specified in the transitional appointment agreement. The terms under which the appointment is undertaken or subsequently modified shall be negotiated to be mutually beneficial to both the faculty member and the University, and the terms of the agreement shall be specified in writing, subject to the review and approval of the dean and the Provost. Final approval authority resides with the President.

j. A faculty member on a transitional appointment who is a PERA annuitant may be subject to that retirement system's annuity penalty for "post retirement" work for PERA affiliated employers, including the University, in excess of one hundred and ten (110) days in any calendar year or for work during the first month of retirement. A faculty member who is receiving a PERA annuity should check with PERA directly to determine what effects, if any, a transitional appointment may have on their his or her annuity amounts.

k. A faculty member on a transitional appointment participates in the University's Defined Contribution Plan for Retirement ("DCP") and is eligible for the same benefits as a faculty member with a ~~regular~~tenured appointment within the DCP. Leave policies, as described in Section F of the *Manual*, shall be in effect, except that a faculty member on a transitional appointment is not eligible for a sabbatical leave nor for payment for unused sick leave and/or annual leave at the conclusion of the transitional appointment.

l. A faculty member on a transitional appointment is considered for any pay and benefit increases on the same basis as a faculty member holding a ~~regular~~tenured appointment, proportionate to the extent of the appointment.

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Approved

MATTER FOR ACTION:

Approval of the revised Colorado State University Student Conduct Code

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the revised to Colorado State University Student Conduct Code.

EXPLANATION:

Presented by Dr. Tony Frank, President, Colorado State University; Rick Miranda, CSU Provost and Executive Vice President, and Chief Academic Officer of the CSU System

The Student Conduct Code sets forth the specific expectations that Colorado State University has for student behavior and the rights and responsibilities that accompany being a student and participating in student organizations. The Student Conduct Code (“Code”) defines University intervention, resolution options, and possible disciplinary action related to the behavior of both individual students and student organizations.

The Code is reviewed every three years under the direction of the Vice President for Student Affairs, in consultation with the Office of the General Counsel, and subject to the approval of the University President and Board of Governors. The Code was last updated and approved by the Board of Governors on May 8, 2015. In the summer of 2017, the Student Conduct Services staff, along with the Office of General Counsel and Department of Policy, Risk and Environmental Programs began a review and edit of the Student Conduct Code. The attached revised Code was the result of these efforts. The current proposed updates have been vetted by campus stakeholders, including: ASCSU, Student Legal Services, CSUPD, Women’s Gender Advocacy Center, Support and Safety Assessment, Fraternity & Sorority Life, and have been endorsed by Blanche Hughes, the Vice President for Student Affairs.

The proposed revisions to the Code provide important clarifications and reorganization. Substantive changes have generally been limited to providing greater flexibility to the University to resolve lower level cases more quickly with less negative impact on the student or student organization, as well as changes to conform the language of the Code

to relevant statutory and regulatory requirements. The section on academic misconduct, as it applies to faculty and the classroom, has not changed as a result of this update.

The revised Code includes the following changes:

- Create a Code that is easily understood for students and hearing officers, primarily through the use of clear and concise language describing prohibited behaviors;
- Add and codify opportunities for alternative resolution processes outside of a traditional disciplinary process;
- Include more conflict resolution and restorative practice options;
- Align sexual misconduct language with University policy;
- Inform students about the conduct process/hearing procedures by making those provisions easier to find, understand, and navigate;
- Amend sections of the Appeals Process to mitigate the appearance of and potential for bias;
- Provide more discretion for hearing officers to assign educational sanctions without imposing a discipline standing and associated discipline record.
- Align the Code with FERPA, Clery Act, Title IX, VAWA and Campus SaVE Act with regard to process rights for impacted parties;
- Reduce the length and redundancy of the Code by combining sections applicable to individuals and to student organizations;
- Clarify the procedures for interim measures by including checks and balances for students to request a reevaluation of those measures, and defining various interim measures beyond interim university suspension and interim residential suspension;
- Add a “pending discipline process” notation option for transcripts instead of the current process of placing a hold on the transcript;
- Clarify “loss of privileges” for student organizations in an effort to provide more structure and transparency for sanctioning;
- Create consistency between the number of days a hearing officer has to submit an outcome and the number of days a student has to submit an appeal (10 days for each);
- Reduce the number of days (from three to two business days) required to notify a student of a hearing providing the University the option of faster intervention when necessary.
- Include prohibitions against abusive behavior toward animals in the Code.

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MATTERS FOR CONSENT:

New Degree Program: BS in Criminology.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Humanities and Social Sciences to establish a new BS in Criminology. If approved, this degree will be effective in fall 2018.

EXPLANATION:

Presented by Bruce C. Raymond, Interim Provost and Executive Vice President for Academic Affairs, CSU-Pueblo.

The proposed Bachelor of Science degree in Criminology emphasizes the importance of research-based knowledge, theoretically informed practice, critical analysis and ethical decision-making. Students are strongly encouraged to engage in experiential learning through courses and in the internship program with placements in criminal justice, juvenile justice, victim advocacy, and community-based agencies.

The criminology major prepares students for careers in the adult and juvenile justice systems – including law enforcement and criminal investigation, the courts, probation and parole, corrections, non-profit community based agencies, and victim services – or for graduate and professional programs in criminology, criminal justice, sociology, law, or legal and justice studies.

1. Brief Overview of Proposed Program

- Name of Major/Program: **Criminology**
- Degree type: **BS**
- Recommended CIP code: **45.0401**
- Department/School: **Department of Sociology and Criminology**
- College: **College of Humanities and Social Sciences**
- Current number of students enrolled in program: **200**

2. Mission Appropriateness

Mission: 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.

As a regional comprehensive institution we are dedicated to serving the professional and educational needs of Southern Colorado. The proposed Major in Criminology replaces the Criminology Emphasis within the existing Sociology Major and satisfies a regional need for professionals to work in various correctional and law enforcement entities.

3. Rationale for the Criminology Major

For several years there has been a high level of student interest in the criminology emphasis in the Sociology Major. Since the criminology emphasis was created in the 1990's, approximately 3/4 of all sociology majors have completed it. At the beginning of AY 2017-2018, 200 of 266 declared sociology majors were sociology (criminology) students.

Offering a Criminology Major to replace the sociology major with a criminology emphasis, will allow the department to better align the criminology curriculum and requirements with the academic and career interests of the sociology/criminology student. Students currently in the program support the proposed major and it's expected that the majority of students in the criminology emphasis will change their major to criminology.

In recent years an increasing number of sociology departments have begun to offer majors in both sociology and criminology and is an optimal time to make this change at Colorado State University-Pueblo. With increasing numbers of students expressing interest in jobs requiring an academic background in criminology, it's important for CSU-Pueblo to provide quality programs grounded in the social sciences and liberal arts that can prepare individuals for successful careers in a range of criminal justice and community settings.

4. CSU System and State Positioning

Other schools in Colorado offer degrees in either Criminology and/or Criminal Justice. These degree programs are common and serve both regional and state-wide populations.

Criminal Justice Programs in the CSU-System: Colorado State University-Global, Colorado State University (Ft Collins)

Criminology and/or Criminal Justice Programs in Colorado: University of Northern Colorado, Colorado Mesa University, Colorado Technical University, Regis University, University of Colorado-Denver, Metropolitan State University Denver, University of Colorado-Boulder, University of Colorado-Colorado Springs

5. Special Undergraduate Admissions standards

None

6. Curriculum and Program Outcomes

Criminology examines the making of laws, the nature and extent of crime and criminality, and efforts to control crime. The criminology program provides students with a strong foundation in sociological theory and research to foster a comprehensive and contextual understanding of crime and justice in society and the capacity to think critically and creatively about what does and doesn't work in current crime control efforts. The organizations and institutions developed to respond to crime, in particular the criminal justice system, will be examined along with the related concepts of law and justice. Courses focus on the social construction or definitions of crime, the causes of crime and delinquency, and on the origin, nature, and consequences of societal reactions to criminal offending, including practices in both public and private justice agencies. Students pursuing careers in traditional criminal justice fields, such as policing, probation & parole, corrections and reintegration, will develop a strong foundation to work and effect social change in these fields. Criminology majors interested in careers in legal advocacy, community activism and social research will have the skills and knowledge enabling them to become transformational leaders in their profession.

The criminology curriculum emphasizes the importance of research-based knowledge, theoretically informed practice, critical analysis and ethical decision-making. Students are strongly encouraged to engage in experiential learning through courses and in the internship program with placements in criminal justice, juvenile justice, victim advocacy, and community-based agencies.

The criminology major prepares students for careers in the adult and juvenile justice systems – including law enforcement and criminal investigation, the courts, probation and parole, corrections, non-profit community based agencies, and victim services – or for graduate and professional programs in criminology, criminal justice, sociology, law, or legal and justice studies.

Student Learning Outcomes

Upon completion of a BA or BS degree in Criminology:

- Students will be able to comprehend and criticize the major theoretical perspectives that inform modern criminological thought. Specifically, students will be able to (a) show what these perspectives have in common and how they differ and (b) critique these different perspectives in terms of their explanatory strengths and weaknesses for purposes of understanding what each reveals and obscures about the subjects of criminological inquiry.
- Students will learn to apply a range of research methods in conjunction with criminological theory in order to explain and analyze complex social relations and organization, including crime, victimization, social control, law enforcement, courts, corrections, and victim services. Specifically, students will be able to demonstrate that they can: (a) identify, define, and give examples of various methods used in criminological research on issues related to crime, law and justice, and (b) recognize and interpret research methodologies used in criminological literature.

- Students will learn to apply social analysis to substantive criminal justice issues and diverse social concerns relevant to law, crime, and justice in contemporary society, including such areas as race, gender, power, inequality, and globalization. Specifically, they will be able to apply criminological theories and methods in these substantive areas in order to understand social problems impacting crime and to inform relevant policy and practice decisions, including crime-specific policy.
- Students will be able to engage in critical thinking about various aspects of social life and organization, with emphasis on deviance, crime, social control, and community and government organizations and institutions that respond to criminal victimization and offending behavior.

Curriculum

Students must complete all the major degree requirements. In addition, students must complete the foreign language requirement as specified in the Academic Policies section of the University Catalog. This requirement includes completion of the second level of a foreign language or completion of FL 100 and ANTHR/ENG 106, or completion of the first and second level of American Sign Language.

Social Science General Education Requirement for a BA or BS Criminology major

SOC 101 Introduction to Sociology

General Requirements

*Completion of 36 credit hours of criminology coursework is required for the major. All criminology majors will work with a faculty advisor who will assist in the selection of courses to complete academic requirements.

*A minimum grade of C is required in all courses counting toward the criminology major.

Core Requirements

CRIM Courses	Titles	Credits
CRIM 101	Introduction to Criminology	3
CRIM 205	Research Methods	3
CRIM 310	Social & Cultural Theory	3
TOTAL CORE		9

A total of 27 credit hours of criminology electives are required for the major, including a minimum of 18 credit hours of upper-division electives. Electives accepted toward the major can include a maximum of 6.0 credit hours of anthropology and/or sociology. These courses must be approved by a sociology faculty advisor.

CRIM Electives

CRIM Courses	Titles	Credits
CRIM 203	Criminal Justice System	3
CRIM 212	The Forensics of Bones	3
CRIM 261	Cannabis and Society	3
CRIM 291	Special Topics	VAR
CRIM 303	Crime and Deviance	3
CRIM 304	Race and Crime	3
CRIM 305	Women and Crime	3
CRIM 306	Delinquency & Juvenile Justice	3
CRIM 321	Cross-Cultural Perspective on Crime	3
CRIM 353	Penology	3
CRIM 354	Urban Sociology	3
CRIM 357	Immigration	3
CRIM 359	Community Corrections	3
CRIM 361	Cannabis Policy	3
CRIM 374	Crime in Film	3
CRIM 405	Law and Society	3
CRIM 407	Family Violence	3
CRIM 409	Victimology	3
CRIM 410	Structural and Elite Crime	3
CRIM 411	Police and Society	3
CRIM 413	Patterns of Homicide	3
CRIM 414	Serial Murder	3
CRIM 415	Forensic Criminology	3
CRIM 417	Forensics & Homicide Investigations	3
CRIM 418	Crime, Drugs and Social Policy	3
CRIM 422	Terrorism and Mass Murder	3
CRIM 424	Organized Crime	3
CRIM 425	Gangs in Contemporary America	3
CRIM 426	Violence and Rioting	3
CRIM 453	Inside-Out Prisoner Exchange	3
CRIM 455	Hate Crime	3
CRIM 491	Special Topics	VAR
CRIM 492	Independent Research	VAR
CRIM 494	Field Experience	VAR
CRIM 495	Independent Study	VAR
TOTAL ELECTIVES		36

7A. Potential Collaborations CSU-System

Not at present

7B. Potential Collaborations Non-CSU-System

Our students have access to a variety of learning opportunities in connection to our location in Southern Colorado, Within 50 miles of campus, students have access to large numbers of correctional facilities giving learning opportunities such as internships and access to professionals.

8-10. Faculty resources, Library resources; Facilities, equipment, and technology

No additional resources beyond those currently available are necessary for the change from an Emphasis in Criminology with in the Sociology Major to a stand-alone Major in Criminology.

11. Potential Collaborations

See above (7A and 7B)

12. Budget

No additional resources beyond those currently available are necessary for the change from an Emphasis in Criminology with in the Sociology Major to a stand-alone Major in Criminology.

Board of Governors of the Colorado State University System
Meeting Date: May 2, 2018
Consent Item

MATTERS FOR ACTION:

Undergraduate Certificate in Fundraising

RECOMMENDED ACTION:

Moved that the Board of Governors approve the request from Colorado State University- Global Campus to approve the Undergraduate Certificate in Fundraising.

EXPLANATION:

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

In this undergraduate, standalone certificate (18 credits), students will develop the ability to lead fundraising efforts in nonprofit organizations, maximizing the ability of the organization's leaders to obtain private, corporate, and government funding. Students will develop strategies to oversee fundraising campaigns and events, and develop skills to solicit donations for nonprofit organizations. Coursework will prepare students to solicit funding from a variety of sources, design promotional materials, and promote awareness of an organization's strategic goals and financial needs. In addition, students will be prepared to use 21st century technology skills to leverage nonprofit-organization financial growth. Finally, students will develop communication and organizational skills, public relations skills, and general business-management skills. CSU-Global graduates with this certificate would work in nonprofit organizations, research and healthcare companies, social services organizations, and government and political positions.

CIP Code: 44.0000

CSU-Global Campus
Undergraduate Certificate in Fundraising

Board of Governors of the Colorado State University System
Meeting Date: May 2, 2018
Consent Item

MATTERS FOR ACTION:

Undergraduate Certificate in Web Application Development

RECOMMENDED ACTION:

Moved that the Board of Governors approve the request from Colorado State University- Global Campus to approve the Undergraduate Certificate in Web Application Development.

EXPLANATION:

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

The undergraduate, standalone certificate (18 credits) in Web Application Development will provide a comprehensive stackable certificate in coding providing students with relevant industry coding principles and skills tied to professional careers. Coding using MySQL, JavaScript and PHP are included. Through this certificate CSU-Global looks to fill the rising need for web application developers as consumer demand continues to trend upward. Students enrolled in this certificate will be prepared to apply problem-solving solutions in the design and development of front-end and back-end web applications using JavaScript and PHP languages and become proficient in Python. Students will acquire a working knowledge of HTML programming and JavaScript through their development of web applications.

CIP Code: 11.0801

CSU-Global Campus
Undergraduate Certificate in Web Application Development

Board of Governors of the Colorado State University System
Meeting Date: May 2, 2018
Consent Item

MATTERS FOR ACTION:

Undergraduate Certificate in Digital Marketing

RECOMMENDED ACTION:

Moved that the Board of Governors approve the request from Colorado State University- Global Campus to approve the Undergraduate Certificate in Digital Marketing.

EXPLANATION:

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

The undergraduate, standalone Certificate (21 credits) in Digital Marketing is designed for undergraduate students who would like to broaden their academic background in digital marketing and develop the knowledge and skills associated with creating a successful and effective digital marketing strategy. In this certificate program, students will embrace the contribution of digital marketing in the overall marketing campaign using email, websites, social media, mobile marketing, video marketing and display advertising that works to further enhance an organization's competitive advantage. Students will gain an improved understanding of the application of digital metrics through SEM, SEO, and PPC, as well as the measurement and predictive analysis techniques for marketers.

CIP Code: 52.1401

CSU-Global Campus
Undergraduate Certificate in Digital Marketing

Board of Governors of the Colorado State University System
Meeting Date: May 2, 2018
Consent Item

MATTERS FOR ACTION:

Graduate Certificate in Strategic Digital Information in Marketing

RECOMMENDED ACTION:

Moved that the Board of Governors approve the request from Colorado State University- Global Campus to approve the Graduate Certificate in Strategic Digital Information in Marketing.

EXPLANATION:

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

The graduate, standalone certificate (21 credits) in Strategic Digital Information in Marketing is aimed at graduate students who would like to acquire the necessary strategic digital marketing knowledge resulting from the significant changes in marketing techniques. The focus will be on current advances in marketing including digital, internet, mobile and e-commerce strategies as they integrate with traditional marketing practices. The certificate will also provide knowledge in the methodologies involved with the effective use of the data analytics in marketing. Providing the mid-level manager with this knowledge will increase their leadership effectiveness and assist in achieving their goal of reaching global audiences.

CIP Code: 52.1303

Section 13

Board Chair's Agenda

Section 14

Meeting Evaluation






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APPENDICES




- Appendix I: Construction Reports
- Appendix II: Correspondence
- Appendix III: Higher Ed Readings

APPENDIX I

Construction Status Reports

COLORADO STATE UNIVERSITY - PUEBLO					
CONSTRUCTION PROJECT STATUS REPORT					
Project	Total Budget & Funding Source	Construction Start	Scheduled Completion	STATUS as of 04/18/2018	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 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) 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 99% overall complete to date Phase 2 Renovation Occupied 2Jan18, grand opening 23Jan18 Phase 3 Ballroom retrofit completed 03/02/18 Entire Project Substantially Complete, on time, on budget	Design 
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	

Project	Bonds/Funding		Occupancy	Status as of April 1, 2018
<p>C. Wayne McIlwraith Translational Medicine Institute and Research Horse Barn</p> <p>Total Budget: \$78,000,000</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. Glazing, drywall, interior walls underway. Equine Barn foundation underway. Project is approximately 67% complete.</p>
<p>Michael Smith Natural Resources Addition</p> <p>Total Budget: \$21,000,000</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. Curtain wall, storefront and stone installation on exterior with drywall and elevator installation continuing on interior. Project is approximately 80% complete.</p>

Project	Bonds/Funding		Occupancy	Status as of April 1, 2018
<p>Richardson Design Center</p> <p>Total Budget: \$19,100,000</p>	<p>\$12,000,000-bond funds</p> <p>General fund</p> <p>Remaining funding from donations and Student Facility Fee.</p>		<p>January 2019</p>	<p>This project will construct an approximately 47,000 gsf building to house interdisciplinary design programs.</p> <p>Project budget recently increased to include tenant finish for core and shell space. Project is approximately 49% complete and is on schedule.</p>
<p>JBS Global Food Innovation Center in Honor of Gary & Kay Smith</p> <p>Total Budget: \$20,000,000</p>	<p>\$5,000,000-bond funds</p> <p>Remaining 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>Project is in budget and on schedule. Exterior steel topping off ceremony on 4/4/18. MEP rough-in underway. Project is approximately 48% complete.</p>
<p>Health Education and Outreach Center</p> <p>Total Budget: \$23,300,000</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>Project is in budget and on schedule. Utility tie-ins and framing underway. Project is approximately 48% complete.</p>

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>
February 9, 2018	Email	Michael Kimbal	Hughes	February 12, 2018
February 9, 2018	Email	Mike Pruz	Annex Hughes	February 14, 2018
February 12, 2018	Email	Fishful Thinker	Hughes Stadium Property	February 12, 2018
February 27, 2018	Email	Diane Burton	Eustachy	March 1, 2018
April 5, 2018	Email/Letter	Robin Vandyke	Student Abroad Insurance Waiver	April 24, 2018
April 18, 2018	Email	Jerry Gavaldon	Dog Treatment	April 18, 2018

Geary, Melanie

From: Hooker, Mike
Sent: Monday, February 12, 2018 8:37 PM
To: Geary, Melanie
Subject: FW: Hughes Stadium Property

FYI

From: "Hooker, Mike" <Mike.Hooker@colostate.edu>
Date: Monday, February 12, 2018 at 8:37 PM
To: "Michael.Kimball@unco.edu" <Michael.Kimball@unco.edu>
Cc: Kelly Lyell <kellylyell@coloradoan.com>, Eric Larsen <ericlarsen@coloradoan.com>
Subject: RE: Hughes Stadium Property

Mr. Kimball,

Thank you for taking the time to reach out to Chancellor Frank and the CSU System Board of Governors to express your concerns regarding development of the Hughes property. CSU has been and continues to be committed to a process that considers community and public input. This is why we went through the process of soliciting feedback through community meetings and other outreach in advance of selecting a developer. It is our understanding we are the only owner of a potential development parcel in the City to seek public input before any development plans are in place or a developer selected. All public input collected was, in fact, included in the RFQ documents for developer review and will be, likewise, included with the RFP. We also have laid out the expectation that any future developer selected would take into account the feedback we have collected as well as ensure all City standards (assuming annexation) are met, and that includes adhering to the City's public input process.

The CSU System Board of Governors is factoring in the hundreds of points of feedback provided by those living in neighborhoods surrounding Hughes and the greater Fort Collins community, and this certainly has influenced how the Board constructs and reviews the RFQ/RFP for potential developers. Collectively, the feedback we have received reflects a diversity of ideas and opinions about what should be done with the Hughes property, and represents competing community values including the desire for affordable housing, an art center, a performance venue and certainly a strong desire to preserve open space either in whole or as part of a mixed-use development of the property. However, we've tried to be clear from the very beginning that the Board has a fiduciary responsibility to Colorado taxpayers in the future of Hughes, and this means developing Hughes while taking into account the character and needs of our community. Additionally, the Board has made it clear the land will be sold or leased.

Having said that, there has been room, and room remains, within the RFQ/RFP process to consider using some aspect of the property for open space and trails. The action by the Board to approve submission of a petition to have the City of Fort Collins annex the property means that whatever eventually happens at the Hughes site will be subject to the City's robust community planning process. Again, this will ensure continuing opportunities for residents to provide input and eventually see a project that best serves the collective interests of CSU, Larimer County, and the City of Fort Collins.

Until a developer has been selected, we will continue to solicit and receive community feedback through an online form on the Hughes website: <https://hughes.colostate.edu/>.

Again, thank you for expressing your concerns.

Thanks,

Mike

Mike Hooker

Director, Public Affairs and Communications
Colorado State University
(970) 491-1545

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From: Kimball, Michael
Sent: Friday, February 9, 2018 4:39:40 PM (UTC-07:00) Mountain Time (US & Canada)
To: chancellor
Cc: CSUS Board; kellylyell@coloradoan.com; ericlarsen@coloradoan.com
Subject: Hughes Stadium Property

Dear Dr. Frank,

As a resident of the Quail Hollow neighborhood, which is very close to Hughes Stadium, and one who, like many of my neighbors, highly values Fort Collins's open spaces and natural areas, I took umbrage at Mark Gustafson's statement, quoted in the Coloradoan, that "One thing that we have to do is make sure we get the most value for the property because we're stewards of the taxpayer dollars ... *so we don't have somebody come in and say we want to turn it into a nice park and open space.*"

I belong to a 6,000-member online social network used by the neighborhoods near Hughes Stadium, where there has been an animated discussion today about the Coloradoan's report on the Board's meeting in general and Mr. Gustafson's statement in specific, with many expressing their cynicism about and frustration with the public comment process and outcome.

While I appreciate Mr. Gustafson's concern for taxpayers, I am not alone in being offended by his apparent disdain for residents who care about the wellbeing of our city's natural environment and public health. I am writing to request clarification on the Board's position with regard to Mr. Gustafson's statement.

I have cc'd into this email the CSU Board, the Coloradoan journalist who published the piece that quoted Mr. Gustafson, and the Coloradoan news director.

Best regards,
Mike Kimball
2922 Zendt Drive
Fort Collins, CO 80526

Geary, Melanie

From: Geary, Melanie
Sent: Wednesday, February 14, 2018 8:38 AM
To: 'mikepruz@gmail.com'
Cc: 'cityleaders@fcgov.com'; 'davidmay@fcchamber.org'
Subject: RE: Annex Hughes, Use TIF to Demolish

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: mikepruz@gmail.com [mailto:mikepruz@gmail.com]
Sent: Friday, February 9, 2018 1:08 PM
To: CSUS Board <csus_board@Mail.Colostate.edu>; cityleaders@fcgov.com; David May <davidmay@fcchamber.org>
Subject: Annex Hughes, Use TIF to Demolish

BOG, City Leaders, Chamber,

Don't dismantle Hughes, yet. Annex land in the city so CSU can get a better price. Then let the developer use TIF funds to dismantle the stadium as it clearly meets the legal definition of blight. This is the type of project that TIF was designed for, the case where no one can re-use Hughes, where the cost of demolishing Hughes is a show stopper. Why use CSU limited budget when the wealth created by development can pay for it. In this model, CSU, developers, the city, and the people all win.

Michael Pruznick

On Feb 12, 2018, at 9:12 PM, Hooker, Mike <Mike.Hooker@colostate.edu> wrote:

Hello,

Thank you for taking the time to reach out to Chancellor Frank and the CSU System Board of Governors to express your concerns regarding development of the Hughes property. CSU has been and continues to be committed to a process that considers community and public input. This is why we went through the process of soliciting feedback through community meetings and other outreach in advance of selecting a developer. It is our understanding we are the only owner of a potential development parcel in the City to seek public input before any development plans are in place or a developer selected. All public input collected was, in fact, included in the RFQ documents for developer review and will be, likewise, included with the RFP. We also have laid out the expectation that any future developer selected would take into account the feedback we have collected as well as ensure all City standards (assuming annexation) are met, and that includes adhering to the City's public input process.

The CSU System Board of Governors is factoring in the hundreds of points of feedback provided by those living in neighborhoods surrounding Hughes and the greater Fort Collins community, and this certainly has influenced how the Board constructs and reviews the RFQ/RFP for potential developers. Collectively, the feedback we have received reflects a diversity of ideas and opinions about what should be done with the Hughes property, and represents competing community values including the desire for affordable housing, an art center, a performance venue and certainly a strong desire to preserve open space either in whole or as part of a mixed-use development of the property. However, we've tried to be clear from the very beginning that the Board has a fiduciary responsibility to Colorado taxpayers in the future of Hughes, and this means developing Hughes while taking into account the character and needs of our community. Additionally, the Board has made it clear the land will be sold or leased.

Having said that, there has been room, and room remains, within the RFQ/RFP process to consider using some aspect of the property for open space and trails. The action by the Board to approve submission of a petition to have the City of Fort Collins annex the property means that whatever eventually happens at the Hughes site will be subject to the City's robust community planning process. Again, this will ensure continuing opportunities for residents to provide input and eventually see a project that best serves the collective interests of CSU, Larimer County, and the City of Fort Collins.

Until a developer has been selected, we will continue to solicit and receive community feedback through an online form on the Hughes website: <https://hughes.colostate.edu/>.

Again, thank you for expressing your concerns.

Thanks,

Mike

Mike Hooker

Director, Public Affairs and Communications
Colorado State University
(970) 491-1545

-----Original Message-----

From: Fishful Thinker [<mailto:fishfulthinker1@gmail.com>] On Behalf Of Fishful Thinker

Sent: Monday, February 12, 2018 1:46 PM

To: CSUS Board <csus_board@Mail.Colostate.edu>

Cc: cgloss@fcgov.com

Subject: Hughes Stadium property

Mr Gustafson's comments in the Coloradoan regarding redevelopment of Hughes Stadium are completely wrong. His comments stating majority public opinion favoring affordable housing as reported in the newspaper are completely false. The public comments very clearly favored some form of open space. Perhaps Gustafson was listening from his home Windsor because what he claims to have heard and what was actually stated by the public that attended are two different things. The only people favoring affordable housing were affiliated with CSU...not area residents. It's shameful and makes me embarrassed to say I'm a CSU grad when board members are so flagrant with their agenda and allowed to speak publicly, stating a false position of residents of a town they don't even live in. CL

Geary, Melanie

From: Geary, Melanie
Sent: Thursday, March 1, 2018 1:28 PM
To: Burton, Diane
Subject: RE: The Eustachy "resignation"

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: Burton, Diane
Sent: Tuesday, February 27, 2018 10:42 AM
To: CSUS Board <csus_board@Mail.Colostate.edu>
Subject: The Eustachy "resignation"

Dear Board,

I would like to express my profound disappointment at the way the situation involving CSU Basketball Coach Larry Eustachy has been handled by our administration. I am sure you are familiar with the details of this case, and I am equally sure there is a lot I am not aware of but here's how it seems to an impartial observer like me (and about 100% of the people I've heard from about this, not to mention our local paper).

CSU hires a guy whose unprofessional conduct toward his players was first mentioned by our former athletic director, Jack Graham, who recommended that he be fired. Instead, he was given a reprieve, and all indications are that the intimidation and abuse of his players has not diminished, and in fact, has probably worsened. This behavior is inexcusable and everybody here, including our administration, knows it. He should be fired. Fired immediately. With cause and no pay.

Instead of being fired, as he should be, he is currently being paid over \$80,000 each month from February through May or June (not sure how this "leave with pay" situation will last) and THEN another \$250,000 per year for three more years.

I am the assistant director of the University Honors Program here. Among my many duties are to serve as the primary advisor for 1518 honors students, to read and review applications from prospective freshmen (2000 this year so far, and counting), to monitor and track progress toward degree for all of my students, teach a prethesis class, serve as the primary liaison for the rest of campus, give an honors presentation at every single Admission special visit day event, and give an honors presentation and register honors students every single day of the 6-week summer orientation period. I have read honors applications at home every evening and on every weekend for the past four months. I have spent numerous Saturdays and weekends on campus for Admission recruitment events. I make \$62,693/year.

It is an insult to me and every other hardworking faculty member and employee on this campus that this CSU is paying this person more in one month for doing nothing than I make in an entire year. How does this look to people like me? I'm not swearing at students, throwing things around my office in a temper tantrum, causing morale problems

on my team and behaving like a child. Who does this sort of thing and gets away with it? If I had a bad day and made one rude inappropriate comment to a student, I'd be worried that I'd be getting escorted out the door. How does this happen? This man is a total jerk. Yet CSU allows him to resign and then heaps praise on him for leaving ("I am grateful for the contributions coach Eustachy has made to the Colorado State men's basketball program and for the time we have worked together" —Director Joe Parker). How is that fair?

Shame on all of you who will have to live with this decision. This sets a horrible example for our students and for those of us who come to campus every day and do their jobs to the very best of their ability.

With respect,

Diane Burton
Assistant Director, University Honors Program
(970) 491-2225

Geary, Melanie

From: Nelson-Vandyke, Robin D. <robin.vandyke@ou.edu>
Sent: Thursday, April 5, 2018 3:57 PM
To: CSUS Board
Subject: Attn: D. Rico Munn
Attachments: Letter to Governor Munn.pdf

Dear Governor Munn,
I have attached a letter detailing a matter I respectfully ask the Board to address.
Sincerely,
Robin

Robin VanDyke
970.556.2846

Robin VanDyke
330 Walnut Ave
Eaton, CO 80615

COLORADO STATE UNIVERSITY SYSTEM
475 17th Street, Suite 1550
Denver, CO 80202
Attn: D. Rico Munn

Dear Governor Munn:

I would like to address with you a CSU policy that I find very concerning. My daughter, Ashley, has been awarded a CLS scholarship. From the website (<http://www.clscholarship.org/>), "CLS is part of a wider government initiative to expand the number of Americans studying and mastering foreign languages that are critical to national security and economic prosperity. CLS plays an important role in preparing students for the 21st century's globalized workforce and increasing national competitiveness. The Critical Language Scholarship Program is a program of the [United States Department of State's Bureau of Educational and Cultural Affairs](#). It is supported in its implementation by [American Councils for International Education](#)." CSU is very familiar with this program, as they have advisors registered with CLS (please see attached) and 6 previous awardees.

I have been informed by Nicole Wooten, Risk Management, "Any student going on an unaffiliated program (a non-CSU managed or affiliate program) is automatically enrolled and charged for CSU's insurance during the program registration/transfer credit process. For CSU, our goal is to have every student abroad insured on a good plan. Managing a review of insurance plans from unaffiliated programs is not possible and therefore all students on unaffiliated programs are put on our very good blanket policy. That said, CSU programs are also put on our plan and charged the fee for blanket coverage – this is the reason I set up a blanket plan – to ensure that all students on all international programs are covered, regardless of program choice." And that "**We do not have a waiver process for insurance for our unaffiliated programs.** The range of programs and insurance offerings is too wide for me to adequately ensure that all students on unaffiliated programs are well covered. Last year, we implemented this blanket policy to ensure the CSU is providing excellent insurance to all students studying abroad to protect them and their families while they are overseas. The coverage works in all countries, including China, and also offers her coverage for any international travel prior to or after the program (14 days beyond official program dates). I worked very hard to negotiate a low-cost, high coverage plan that offers students protection without a high cost."

I have asked specifically that I be provided in writing "from whence CSU's Office of Risk Management derives the authority to mandate this insurance coverage for students studying in non-CSU affiliated programs?" and the response was, "The policy for CSU is that all students traveling internationally and using CSU Education Abroad services for transfer credits from education abroad programs is that all students must comply with CSU's international insurance policies. For credit-bearing unaffiliated programs, which is to say programs without a formal relationship with CSU and which do not go through

our annual insurance review for affiliate programs, this means that participants are enrolled in CSU's blanket international travel medical policy. All credit-bearing unaffiliated programs, affiliate programs that do not have adequate insurance policies and all CSU faculty led programs are automatically enrolled in this blanket coverage and all pay a flat fee. For your student's summer program, that fee is \$75.

The Chief Risk Officer and Director of Education Abroad and I worked to set up this plan in the best interest of CSU students abroad, and this policy stands as our effort to ensure that all students abroad have sufficient international travel medical and security coverage while abroad for CSU purposes."

To clarify, students traveling with non-affiliated programs are REQUIRED to purchase CSU insurance, CSU does not have time to evaluate the insurance the student already has (including their private insurance and insurance provided by the State Department), and there is no waiver process. Thus, you WILL purchase our insurance or we WILL NOT process your transfer credits – because we said so. In fact, my daughter could participate in the CLS program and not ask to have her credits evaluated and no one would be concerned for her wellbeing. Students are allowed to waive the CSU insurance during the academic year with proof of private health insurance, of which we have provided proof. If the argument is international travel is riskier, then I offer you the CLS insurance for consideration as well as Ashley's life insurance policy.

To clarify further, any CSU student can travel, anywhere in world quite recklessly, over the Christmas break, over spring break, all summer long, etc. They can travel to Colombia, or Guatemala or Syria and it is of no concern to CSU (with good reason as we live in a free country), but if a student wants credits considered for transfer they are FORCED to purchase CSU insurance AGAINST THEIR WILL, citing the care and concern for all CSU students. And, CSU refuses to consider the insurance provided by the United States of America State Department? The insurance provided by a program for which they have registered advisors?

My question stands: From whence does CSU's Office of Risk Management derive the authority to mandate this insurance coverage for students studying in non-CSU affiliated programs? And, I question the legality of policy that mandates a student purchase insurance against their will, with no waiver provision, during travel not affiliated with CSU. Since CSU refuses to answer my questions directly, I bring my questions to you.

Sincerely,

Robin VanDyke

enclosures

Colorado State University- Fort Collins

Colorado State University-Fort Collins Campus Advisors

Mary Swanson

Associate Director, Office for Undergraduate Research and Artistry.

<http://tilt.colostate.edu/scholarships/>

Mary.Swanson@colostate.edu

Phone: 970-491-2185

Hosam Ahmad

Adjunct Faculty, Foreign Languages and Literatures

Campus Address

Clark C-104, 1774 Campus Delivery, Fort Collins, CO 80523

hosam.ahmad@colostate.edu

Natalie Cartwright

Global Opportunities Coordinator

Campus Address

110K Rockwell Hall West Fort Collins, CO 800523-1260

natalie.cartwright@colostate.edu

Phone: 970-491-6039

6 former CLS Program participants from Colorado State University-
Fort Collins:

Year	Name	Language	Site
2016	Elizabeth Hale	Arabic	Amman, Jordan
2016	Jenna Hamilton	Russian	Nizhny Novgorod, Russia
2016	Kelli Wick	Swahili	Arusha, Tanzania
2015	Nadia Marrakchi	Arabic	Madaba, Jordan
2009	Christopher Hay	Russian	Kazan, Russia
2006	Mary Wheatley	Arabic	Tunis, Tunisia

Showing 1 to 6 of 6 entries

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Information for Advisors

Are you a fellowships or study abroad advisor looking for more information about CLS?

[Information for Advisors](#)



Robin VanDyke <robin.vandyke@gmail.com>

Fwd: RE: Health Insurance

12 me age

Ashley VanDyke <ashley.vandyke@hotmail.com>
To: Robin VanDyke <robin.vandyke@gmail.com>

Mon, Apr 2, 2018 at 7:52 PM

Get [Outlook for Android](#)

From: O'Donnell, Sarah <Sarah.ODonnell@colostate.edu>
Sent: Monday, April 2, 2018 3:38:51 PM
To: Ashley VanDyke
Subject: RE: Health Insurance

Hi Ashley,

I spoke with our Risk Manager in our office (who manages our insurance and insurance requirements). She is not able to consider a waiver and therefore you will be registered in the CSU required insurance, CHUBB. The cost will be \$75 for the two months you are in China. Information on the insurance is on our website: <http://educationabroad.colostate.edu/international-insurance/>.

Sorry for the inconvenience,

Sarah

Sarah O'Donnell

Education Abroad Senior Coordinator
International Programs

Laurel Hall | 1024 Campus Delivery | Fort Collins, CO 80523
(970) 491-2829 | educationabroad.colostate.edu

By Appointment: (970) 491-6342
Financial Aid Advising in LSC 338: Tuesday & Wednesday, 1 – 4pm



From: Ashley VanDyke <anvandyk@rams.colostate.edu>
Sent: Sunday, April 01, 2018 11:34 AM
To: O'Donnell,Sarah <Sarah.ODonnell@colostate.edu>
Subject: Health Insurance

Hi Sarah,

In regards to health insurance coverage, here is an excerpt from the CLS Program Terms & Conditions of Award that states my coverage for the duration of the program. I also have private insurance that I will be insured under for the duration of the program. I can provide proof of that as well.

Page 3 Part 5

Limited Health Benefits – CLS participants are strongly encouraged to maintain their current healthcare coverage during their overseas program. Participants' primary medical insurance coverage will be supplemented by a limited emergency and accident medical benefits plan from the Accident and Sickness Program for Exchanges (ASPE). ASPE covers CLS participants only during the in-country portion of the CLS Program, beginning upon arrival in the host country, and ending on the final day of the CLS Program, or upon a participant's departure from the host country in the case of an early withdrawal. If a participant withdraws from the program or their award is terminated, all ASPE benefits cease. Please note that ASPE health benefits are not provided during the Washington, D.C. pre-departure orientation. In the event that an accident or illness sustained while on the CLS Program overseas requires a return to the United States, continued treatment in the United States may not be covered by the ASPE benefits. Participants will receive information about ASPE benefits prior to the start of the CLS Program.

The CLS Program, American Councils, local CLS Institutes, the U.S. Department of State and its employees and their representatives, and host families are not responsible for any medical bills not covered by personal insurance or the health benefits provided by the program incurred by a participant regardless of who signs a medical form. Neither American Councils nor the U.S. Department of State bears any responsibility for any complications and/or negative results associated with medical treatment.

Thank you,

Ashley VanDyke

830717336

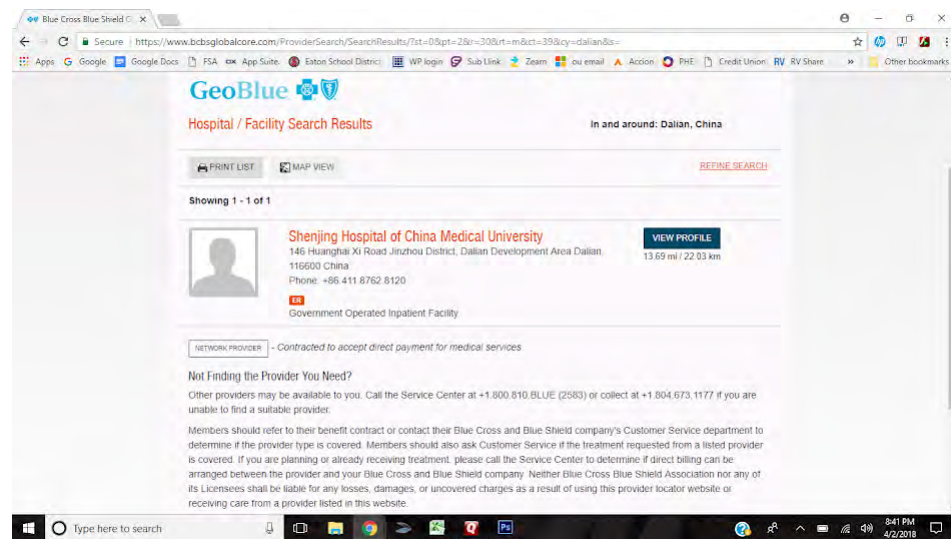
Hi Sarah,

I'm going to need a little justification for why Ashley, who is traveling with a State Department funded program (not in any way affiliated with CSU) and insured by the State Department - in addition to our private insurance (who contracts with doctors in China, please see below) requires some sort of health insurance coverage through CSU. The State Department, who is funding her program, seems sufficiently satisfied with the coverages so I'm unclear on why CSU has any vested interest at all, or any standing to require health coverage for credits that are going to be transfer credits.

Thanks,

Robin

970.556.2846



[Quoted text hidden]

O'Donnell,Sarah <Sarah.ODonnell@colostate.edu>
 To: Robin VanDyke <robin.vandyke@gmail.com>
 Cc: "Wooton,Nicole" <nicole.wooton@colostate.edu>

Tue, Apr 3, 2018 at 2:09 PM

Hi Robin,

I have shared your email with our Risk Manager, Nicole Wooton who can give you more informaon about the CSU internaonal insur ance requirements.

Thanks,

Sarah

Sarah O'Donnell

Education Abroad Senior Coordinator
 International Programs

Laurel Hall | 1024 Campus Delivery | Fort Collins, CO 80523
(970) 491-2829 | educationabroad.colostate.edu

By Appointment: (970) 491-6342
Financial Aid Advising in LSC 338: Tuesday & Wednesday, 1 – 4pm



INTERNATIONAL PROGRAMS
COLORADO STATE UNIVERSITY

From: Robin VanDyke <robin.vandyke@gmail.com>
Sent: Monday, April 02, 2018 8:48 PM
To: O'Donnell,Sarah <Sarah.ODonnell@colostate.edu>
Subject: Re: RE: Health Insurance

[Quoted text hidden]

Wooton,Nicole <nicole.wooton@colostate.edu> Tue, Apr 3, 2018 at 2:55 PM
To: "O'Donnell,Sarah" <Sarah.ODonnell@colostate.edu>, Robin VanDyke <robin.vandyke@gmail.com>

Hi Robin-

Any student going on an unaffiliated program (a non-CSU managed or affiliate program) is automatically enrolled and charged for CSU's insurance during the program registration/transfer credit process. For CSU, our goal is to have every student abroad insured on a good plan. Managing a review of insurance plans from unaffiliated programs is not possible and therefore all students on unaffiliated programs are put on our very good blanket policy.

That said, CSU programs are also put on our plan and charged the fee for blanket coverage – this is the reason I set up a blanket plan – to ensure that all students on all international programs are covered, regardless of program choice.

Please feel free to give me a call if you would like to discuss insurance or anything else.

Nicole Wooton

International Risk Manager

Colorado State University
Laurel Hall, 1024 Campus Delivery
Fort Collins, CO 80523

PHONE: 970-491-4334
 FAX: 970-491-5501
Nicole.Wooton@colostate.edu
www.educationabroad.colostate.edu

From: O'Donnell,Sarah
 Sent: Tuesday, April 03, 2018 2:10 PM
 To: Robin VanDyke <robin.vandyke@gmail.com>
 Cc: Wooton,Nicole <nicole.wooton@colostate.edu>
 Subject: RE: RE: Health Insurance

[Quoted text hidden]

Robin VanDyke <robin.vandyke@gmail.com>
 To: "Wooton,Nicole" <nicole.wooton@colostate.edu>
 Cc: "O'Donnell,Sarah" <Sarah.ODonnell@colostate.edu>

Tue, Apr 3, 2018 at 3:12 PM

So, it is your position that CSU, one has the right to charge a student for CSU insurance on non CSU affiliated trips, and two that you can provide better health coverage for them in China, while they are in the care of the US government? Exactly how do you plan to provide coverage in China? And, what is waiver process as we don't feel we need your unnecessary, mandated, blanket coverage?

Robin

[Quoted text hidden]

3 attachments



INTERNATIONAL PROGRAMS
 COLORADO STATE UNIVERSITY

image001.jpg
 19K



image002.png
 100K



INTERNATIONAL PROGRAMS
 COLORADO STATE UNIVERSITY

image001.jpg
 19K

Wooton,Nicole <nicole.wooton@colostate.edu>
 To: Robin VanDyke <robin.vandyke@gmail.com>
 Cc: "O'Donnell,Sarah" <Sarah.ODonnell@colostate.edu>

Wed, Apr 4, 2018 at 9:25 AM

Dear Robin,

I do appreciate your concern as a parent advocang f or her student. She is enrolled in a very good program and you should be proud of her.

We do not have a waiver process for insurance for our unaffiliated programs. The range of programs and insurance offerings is too wide for me to adequately ensure that all students on unaffiliated programs are well covered. Last year, we implemented this blanket policy to ensure the CSU is providing excellent insurance to all students studying abroad to protect them and their families while they are overseas. The coverage works in all countries, including China, and also offers her coverage for any international travel prior to or after the program (14 days beyond official program dates). I worked very hard to negotiate a low-cost, high coverage plan that offers students protection without a high cost.

I am sorry that there is not a solution for your student for this matter, but do hope that she has an excellent experience abroad and that she doesn't encounter any need for any of her insurances. CSU is here to help if she does and she will be well taken care of by CLS and our office if necessary.

Please give me a call if you have any additional questions.

Nicole Wooton

International Risk Manager

Colorado State University
Laurel Hall, 1024 Campus Delivery
Fort Collins, CO 80523
PHONE: 970-491-4334
FAX: 970-491-5501
Nicole.Wooton@colostate.edu
www.educationabroad.colostate.edu

From: Robin VanDyke <robin.vandyke@gmail.com>
Sent: Tuesday, April 03, 2018 3:13 PM
To: Wooton, Nicole <nicole.wooton@colostate.edu>
Cc: O'Donnell, Sarah <Sarah.ODonnell@colostate.edu>

[Quoted text hidden]

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Robin VanDyke <robin.vandyke@gmail.com>
To: "Wooton, Nicole" <nicole.wooton@colostate.edu>

Wed, Apr 4, 2018 at 9:29 AM

Nicole,

Please provide me, in writing, from whence CSU's Office of Risk Management derives the authority to mandate this insurance coverage for students studying in non-CSU affiliated programs.

Thank you,

Robin

[Quoted text hidden]

Wooton, Nicole <nicole.wooton@colostate.edu>

Wed, Apr 4, 2018 at 10:02 AM

To: Robin VanDyke <robin.vandyke@gmail.com>

562

Cc: "Thornes,Laura" <Laura.Thornes@colostate.edu>, "Alexander,Sally" <Sally.Alexander@colostate.edu>

Dear Robin,

The policy for CSU is that all students traveling internationally and using CSU Education Abroad services for transfer credits from education abroad programs is that all students must comply with CSU's international insurance policies. For credit-bearing unaffiliated programs, which is to say programs without a formal relationship with CSU and which do not go through our annual insurance review for affiliate programs, this means that participants are enrolled in CSU's blanket international travel medical policy. All credit-bearing unaffiliated programs, affiliate programs that do not have adequate insurance policies and all CSU faculty led programs are automatically enrolled in this blanket coverage and all pay a flat fee. For your student's summer program, that fee is \$75.

The Chief Risk Officer and Director of Education Abroad and I worked to set up this plan in the best interest of CSU students abroad, and this policy stands as our effort to ensure that all students abroad have sufficient international travel medical and security coverage while abroad for CSU purposes.

Nicole Wooton

International Risk Manager

Colorado State University
Laurel Hall, 1024 Campus Delivery
Fort Collins, CO 80523
PHONE: 970-491-4334
FAX: 970-491-5501
Nicole.Wooton@colostate.edu
www.educationabroad.colostate.edu

From: Robin VanDyke <robin.vandyke@gmail.com>

Sent: Wednesday, April 04, 2018 9:29 AM

To: Wooton,Nicole <nicole.wooton@colostate.edu>

[Quoted text hidden]

[Quoted text hidden]

[Quoted text hidden]

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[Quoted text hidden]

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[Quoted text hidden]

From: Robin VanDyke <robin.vandyke@gmail.com>

Sent: Monday, April 02, 2018 8:48 PM

To: O'Donnell,Sarah <Sarah.ODonnell@colostate.edu>

Subject: Re: RE: Health Insurance

Hi Sarah,

I'm going to need a little justification for why Ashley, who is traveling with a State Department funded program (not in any way affiliated with CSU) and insured by the State Department - in addition to our private insurance (who contract with doctor in China, please see below) require some sort of health insurance coverage through CSU. The State Department, who is funding her program, seems sufficiently satisfied with the coverages so I'm unclear on why CSU has any vested interest at all, or any standing to require health coverage for credits that are going to be transfer credits.

Thanks,

Robin

970.556.2846

On Mon, Apr 2, 2018 at 7:52 PM, Ashley VanDyke <ahleyvandyke@hotmail.com> wrote

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From: O'Donnell, Sarah <Sarah.ODonnell@colostate.edu>

Sent: Monday, April 2, 2018 3:38:51 PM

To: Ashley VanDyke

Subject: RE: Health Insurance

Hi Ashley,

I spoke with our Risk Manager in our office (who manages our insurance and insurance requirements). She is not able to consider a waiver and therefore you will be registered in the CSU required insurance, CHUBB. The cost will be \$75 for the two months you are in China. Information on the insurance is on our website: <http://educationabroad.colostate.edu/international/insurance/>

Sorry for the inconvenience,

Sarah

Sarah O'Donnell

Education Abroad Senior Coordinator
International Programs

Laurel Hall | 1024 Campus Delivery | Fort Collins, CO 80523
(970) 491-2829 | educationabroad.colostate.edu

By Appointment: (970) 491-6342
Financial Aid Advising in LSC 338: Tuesday & Wednesday, 1 – 4pm

From: Ashley VanDyke <anvandyk@rams.colostate.edu>
Sent: Sunday, April 01, 2018 11:34 AM
To: O'Donnell,Sarah <Sarah.ODonnell@colostate.edu>
Subject: Health Insurance

Hi Sarah,

In regards to health insurance coverage, here is an excerpt from the CLS Program Terms & Conditions of Award that states my coverage for the duration of the program. I also have private insurance that I will be insured under for the duration of the program. I can provide proof of that as well.

Page 3 Part 5

Limited Health Benefits – CLS participants are strongly encouraged to maintain their current healthcare coverage during their overseas program. Participants' primary medical insurance coverage will be supplemented by a limited emergency and accident medical benefits plan from the Accident and Sickness Program for Exchanges (ASPE). ASPE covers CLS participants only during the in-country portion of the CLS Program, beginning upon arrival in the host country, and ending on the final day of the CLS Program, or upon a participant's departure from the host country in the case of an early withdrawal. If a participant withdraws from the program or their award is terminated, all ASPE benefits cease. Please note that ASPE health benefits are not provided during the Washington, D.C. pre-departure orientation. In the event that an accident or illness sustained while on the CLS Program overseas requires a return to the United States, continued treatment in the United States may not be covered by the ASPE benefits. Participants will receive information about ASPE benefits prior to the start of the CLS Program.

The CLS Program, American Councils, local CLS Institutes, the U.S. Department of State and its employees and their representatives, and host families are not responsible for any medical bills not covered by personal insurance or the health benefits provided by the program incurred by a participant regardless of who signs a medical form. Neither American Councils nor the U.S. Department of State bears any responsibility for any complications and/or negative results associated with medical treatment.

Thank you,

Ashley VanDyke

830717336

Robin VanDyke <robin.vandyke@gmail.com>

Wed, Apr 4, 2018 at 10:07 AM ⁵⁶⁵

To: "Wooton,Nicole" <nicole.wooton@colostate.edu>

Cc: "Thornes,Laura" <Laura.Thornes@colostate.edu>, "Alexander,Sally" <Sally.Alexander@colostate.edu>

Nicole,

This is your policy, this does not provide any evidence that you have the authority to mandate the coverage. You are essentially saying "because we said so". In addition, you are refusing to evaluate the dual coverage she already has, could you even provide me evidence of a single instance when a student studying abroad needed triple coverage?

Robin

[Quoted text hidden]

Wooton,Nicole <nicole.wooton@colostate.edu>

Wed, Apr 4, 2018 at 11:46 AM

To: Robin VanDyke <robin.vandyke@gmail.com>

Cc: "Thornes,Laura" <Laura.Thornes@colostate.edu>, "Alexander,Sally" <Sally.Alexander@colostate.edu>

Dear Robin,

We make our policies to reflect our care and consideration for the student population we serve, CSU international travelers. Students working with our office – and there are many advantages to doing so – must abide by our policies. We have had numerous instances where students or faculty have not had adequate insurance abroad or were surprised by the exclusions or large deductible/ copay on their plan – even when on programs stating that they offered insurance. CSU implemented a plan to insure that all students are covered with strong insurance that we design and manage with a company we have a relationship with... so we are able to advocate for students when necessary.

Nicole Wooton

International Risk Manager

Colorado State University

Laurel Hall, 1024 Campus Delivery

Fort Collins, CO 80523

PHONE: 970-491-4334

FAX: 970-491-5501

Nicole.Wooton@colostate.edu

www.educationabroad.colostate.edu

From: Robin VanDyke <robin.vandyke@gmail.com>

Sent: Wednesday, April 04, 2018 10:08 AM

To: Wooton,Nicole <nicole.wooton@colostate.edu>

Cc: Thornes,Laura <Laura.Thornes@colostate.edu>; Alexander,Sally <Sally.Alexander@colostate.edu>

[Quoted text hidden]

[Quoted text hidden]

Robin VanDyke <robin.vandyke@gmail.com>

Wed, Apr 4, 2018 at 1:07 PM

To: "Wooton,Nicole" <nicole.wooton@colostate.edu>

Nicole,

The website says to contact you for a complete copy of the plan. May I please have a detailed copy of the policy?⁵⁶⁶

Thanks,
Robin

[Quoted text hidden]

Wooton, Nicole <nicole.wooton@colostate.edu>
To: Robin VanDyke <robin.vandyke@gmail.com>

Wed, Apr 4, 2018 at 1:57 PM

Here is a copy of our internaonal tr avel medical and evacuaon insur ance with Chubb/AXA. This is the study abroad insurance for students and the faculty/staff internaonal tr avel plan for CSU.

Nicole Wooton


Internaonal Risk Manag er

Colorado State University
Laurel Hall, 1024 Campus Delivery
Fort Collins, CO 80523
PHONE: 970-491-4334
FAX: 970-491-5501
Nicole.Wooton@colostate.edu
www.educationabroad.colostate.edu

From: Robin VanDyke <robin.vandyke@gmail.com>
Sent: Wednesday, April 04, 2018 1:08 PM

[Quoted text hidden]

[Quoted text hidden]

 Full Chubb Plan 2017-2018 - for emailing out.pdf
707K

April 23, 2018

Ms. Robin VanDyke
330 Walnut Ave.
Eaton, CO 80615

Office of the President
102 Administration Building
0100 Campus Delivery
Fort Collins, Colorado 80523-0100
(970) 491-6211
FAX: (970) 491-0501
www.colostate.edu

Dear Ms. VanDyke

The Board of Governors of the CSU System forwarded your concerns to our office, and I am responding on their behalf.

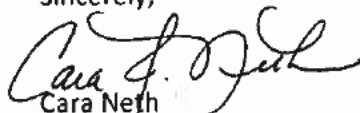
I believe Ms. Wooten has already replied directly to most of your concerns about the \$75 insurance charge, so my response focuses specifically on your question: "From whence (does) CSU's Office of Risk Management derive the authority to mandate this insurance coverage for students studying in non-CSU affiliated programs?"

That authority derives from CSU's role as the credit-granting institution. That relationship means that your student's travel is, in fact, affiliated with CSU, even though the CLS program is operated by the Institute for International Education. All students on Colorado State University-supported experiences abroad -- which includes any experience for which our University is granting credit -- are required to have travel medical and evacuation coverage equivalent to the plan CSU offers. While we will review policies provided by partner institutions to determine if they are equivalent to what CSU requires, we cannot review individual policies for waiver consideration. Our obligation is to protect our students and their families from the impact of emergency medical claims, which can easily range in the tens and hundreds of thousands for serious medical incidents or evacuations, as well as to protect the university from situations in which students have insufficient coverage in the event of an emergency overseas. We believe the \$75 policy is a fair and reasonable insurance charge and in keeping with best practices at universities around the country.

By requiring a plan that reduces limitations on claims and ensures every student has insurance that CSU has vetted, the CSU Risk Management and Office of International Programs are upholding safety standards typical of large universities across the nation.

Thank you for sharing your concerns and the opportunity to reply.

Sincerely,



Cara Neth

Office of the President

Geary, Melanie

From: jjg1973@aol.com
Sent: Wednesday, April 18, 2018 2:21 PM
To: Neth,Cara; Stetter,Mark
Cc: Hadley,Thomas; Haase,Christine; Olsen,Nik; CSUS Board; JJG1973@aol.com
Subject: Re: Meeting with Dean Stetter

Dear Cara,

Thank you for your email and understanding. I do appreciate your efforts here. I would be open to a meeting with Dean Stetter as I have said that the door is open in my previous email to him. However, I would like this to be an open unbiased meeting with no predetermined decision made.

Provided that the prejudice, biased etc, is removed, then there can be some honor in the meeting. Also, if you read the last email and string, there is some information that I was not aware of in the documents. This is very hurtful to know later and a decision is based on. Where is the fairness dignity and equability here? I feel that there is some degree of prejudice from his department and hospital. I hope to put this to closure with honor and dignity. Have a good week.

Most Kind Regards,

Jerry

Jerry Gavaldon
 Class of 78, BA, Class of 95, MBA

Cell: 970-222-4673
 Fax: 970-484-2034
 Email: jjg1973@aol.com

-----Original Message-----

From: Neth,Cara <Cara.Neth@ColoState.EDU>
To: jjg1973 <jjg1973@aol.com>; Stetter,Mark <Mark.Stetter@colostate.edu>
Cc: Hadley,Thomas <Thomas.Hadley@ColoState.EDU>; Haase,Christine <Christine.Haase@ColoState.EDU>; Olsen,Nik <Nik.Olsen@ColoState.EDU>; CSUS Board <csus_board@Mail.Colostate.edu>
Sent: Wed, Apr 18, 2018 1:36 pm
Subject: RE: Meeting with Dean Stetter

Dear Mr. Gavaldon,

I have been asked to respond on behalf of the Board of Governors to your concerns related to billing at the Veterinary Teaching Hospital. I also recall talking to you about this issue when you called the Office of the President the first time, and I appreciate your longstanding relationship with Colorado State University. While the Board will not get involved in billing issues at the hospital, we want to confirm that your complaint has been received and acknowledged. We believe the Veterinary Teaching Hospital and our College of Veterinary Medicine place high priority on customer service and accountability, and we recognize there is a difference of opinion as to the circumstances of your case. Dr. Stetter has indicated that he is hoping to schedule a meeting with you, and we strongly encourage you to accept that meeting, as any resolution will come at the discretion of Dr. Stetter and he is open to having this conversation.

Best wishes,

Cara

Cara J. Neth

Geary, Melanie

From: jjg1973@aol.com
Sent: Wednesday, April 18, 2018 11:29 AM
To: Stetter, Mark
Cc: Hadley, Thomas; Haase, Christine; Neth, Cara; Olsen, Nik; JJG1973@aol.com; CSUS Board
Subject: Re: Meeting with Dean Stetter

Dear Mark,

Thank you for the email and your thoughts. However, the foot note from your admin pretty much soured the opportunity to meet and discuss. As she said that you are siding with the decision says that a face to face discussion is fruitless with no opportunity swaying the outcome in fair and equitable manner.

Aside, I would like to comment that there was no mistreatment of staff when my Pomeranian was dying that night. There was no empathy from staff that night on my dog's situation. I am taken back from the comment that was not shared with me, but based on the decision. Why is that? By the way, there are 2 sides to a story. Can I have a copy of the documentation that Hadley has? I wish we that could resolve this in a fair and equitable manner. The door is open.

"Just FYI that CVMBS is standing firm on the bill and Jerry is standing firm on his position. He did ask to just pay half, and the Vet hospital declined based on how he treated staff that day. Do you want documentation from Hadley on this one?"

Kind Regards,

Jerry

Jerry Gavaldon

Cell: 970-222-4673
 Fax: 970-484-2034
 Email: jjg1973@aol.com

-----Original Message-----

From: Stetter, Mark <Mark.Stetter@colostate.edu>
To: jjg1973 <jjg1973@aol.com>
Cc: Hadley, Thomas <Thomas.Hadley@ColoState.EDU>; Haase, Christine <Christine.Haase@ColoState.EDU>;
 Neth, Cara <Cara.Neth@ColoState.EDU>; Olsen, Nik <Nik.Olsen@ColoState.EDU>
Sent: Wed, Apr 18, 2018 10:50 am
Subject: FW: Meeting with Dean Stetter

Hello Mr. Gavaldon,

I was looking forward to meeting with you and I am disappointed that you are interested in going another direction. I always welcome feedback on our performance and how we can better serve our community. Certainly having time with the Board is always an option, but I would like to think that I am more familiar with veterinary medicine and our college operations.

All my best,
 Mark

Mark Stetter, DVM, Dipl. ACZM

Dean & Professor
Office (970) 491-7051
mark.stetter@colostate.edu



**COLLEGE OF VETERINARY MEDICINE
AND BIOMEDICAL SCIENCES**
COLORADO STATE UNIVERSITY

Helping animals, people, and the planet

From: Olsen, Nik
Sent: Tuesday, April 17, 2018 4:41 PM
To: Neth, Cara <Cara.Neth@ColoState.EDU>
Subject: FW: Recall: Meeting with Dean Stetter

Just FYI that CVMBS is standing firm on the bill and Jerry is standing firm on his position. He did ask to just pay half, and the Vet hospital declined based on how he treated staff that day. Do you want documentation from Hadley on this one?

Nik Olsen
Assistant Director for Administrative Communications
Office of the President
Colorado State University

From: jig1973@aol.com <jig1973@aol.com>
Sent: Tuesday, April 17, 2018 4:30 PM
To: Haase, Christine <Christine.Haase@ColoState.EDU>
Cc: Stetter, Mark <Mark.Stetter@colostate.edu>; Olsen, Nik <Nik.Olsen@ColoState.EDU>; CSUS Board <csus_board@Mail.Colostate.edu>; JJG1973@aol.com
Subject: Re: Recall: Meeting with Dean Stetter

Dear Christine,

Thank you for the email and information. I am sorry that Dean Stetter has made his decision with out having the opportunity to visit with me to hear my side of the story. This is so unfortunate as he has demonstrate his bias, prejudice and exercising his discrimination towards me. I was hoping for a reasonable discussion with the dean. There is no need to have a face to face discussion as he has made his decision. The meeting would be a waste of time and effort. It appears that there is no honor.

Oh well, I have to move on to the next level. I would like to take this to the Board Of Governors so I can appeal the decision and share my concerns. I have cc the presidents office and CSU Board. The issue is not the money, but the principle of honor and dignity here. I did lose my pet. I have been talking with folks from my vast network about how to share this concern on social media, 9 News etc. I hope that I don't have escalate to social media. Again, thank you for your efforts.

Kind Regards,

Jerry

Jerry Gavaldon

Cell: 970-222-4673
Fax: 970-484-2034
Email: jjg1973@aol.com

-----Original Message-----

From: Haase,Christine <Christine.Haase@ColoState.EDU>
To: jjg1973 <jjg1973@aol.com>
Sent: Tue, Apr 17, 2018 4:05 pm
Subject: RE: Recall: Meeting with Dean Stetter

Sorry for the confusion, I needed to amend the times Dean Stetter was available to meet. The correct email is copied below and also attached.

Greetings Mr. Gavaldon,

Dean Stetter asked that I reach out to you to set up a meeting at his office (W102 Anatomy Building) in the upcoming weeks. Dr. Stetter's current availability is:
April 19th 3:00-3:30,
April 23rd 3:30-4:00,
April 25th ~~11:00-11:30~~, 3:30-4:00, 4:00-4:30.

Please note, Dean Stetter also requested that I share with you in advance of scheduling this meeting that he has reviewed the case file and is in support of decisions made.

Kindest regards,
Chris

Christine Haase
Assistant to the Dean
W102 Anatomy
970 491-6344
<image003.png>

From: jjg1973@aol.com <jjg1973@aol.com>
Sent: Tuesday, April 17, 2018 4:03 PM
To: Haase,Christine <Christine.Haase@ColoState.EDU>
Subject: Re: Recall: Meeting with Dean Stetter

Hello,

I have received a number of emails and some noted recall. I am a bit confused.

Jerry Gavaldon

Cell: 970-222-4673
Fax: 970-484-2034
Email: jjg1973@aol.com

-----Original Message-----

From: Haase,Christine <Christine.Haase@ColoState.EDU>
 To: jjg1973 <jjg1973@aol.com>
 Sent: Tue, Apr 17, 2018 11:52 am
 Subject: Recall: Meeting with Dean Stetter

Haase,Christine would like to recall the message, "Meeting with Dean Stetter".

Attached Message

From	Haase,Christine < Christine.Haase@ColoState.EDU >
To	jjg1973@aol.com < jjg1973@aol.com >
Subject	Amended times: Meeting with Dean Stetter
Date	Tue, 17 Apr 2018 17:24:26 +0000

Greetings Mr. Gavaldon,

Dean Stetter asked that I reach out to you to set up a meeting at his office (W102 Anatomy Building) in the upcoming weeks. Dr. Stetter's current availability is:
 April 19th 3:00-3:30,
 April 23rd 3:30-4:00,
 April 25th ~~11:00-11:30~~, 3:30-4:00, 4:00-4:30.

Please note, Dean Stetter also requested that I share with you in advance of scheduling this meeting that he has reviewed the case file and is in support of decisions made.

Kindest regards,
 Chris

Christine Haase
 Assistant to the Dean
 W102 Anatomy
 970 491-6344
 <image004.png>

From: jjg1973@aol.com
Sent: Tuesday, April 10, 2018 6:12:29 PM (UTC-07:00) Mountain Time (US & Canada)
To: mark.setter@colostate.edu
Cc: CSUS Board; Olsen,Nik; JJG1973@aol.com
Subject: Fwd: Contact information

Dear Dr. Setter,

I would like to know if we can visit in a face to face meeting to share concerns from my dog treatment death on Dec 21st. Please let me know when I can come by to meet and discuss. We can discuss over coffee

Kind Regards,

Jerry

Jerry Gavaldon

Cell: 970-222-4673

Fax: 970-484-2034
Email: jjg1973@aol.com

-----Original Message-----

From: Olsen,Nik <Nik.Olsen@ColoState.EDU>
To: jjg1973 <jjg1973@aol.com>
Sent: Tue, Apr 10, 2018 1:19 pm
Subject: Contact information

Hi Jerry,

I'm glad you are feeling better. As you requested, the email address for Dr. Mark Stetter, the Dean of Vet Med, is mark.setter@colostate.edu. Also, the email for the Board of Governors is csus_board@mail.colostate.edu.

Best regards,
Nik Olsen

Nik Olsen
Assistant Director for Administrative Communications
Office of the President
Colorado State University

APPENDIX III

Higher Ed Readings

How Maine became a laboratory for the future of public higher ed

The Chronicle of Higher Education; 2/25/2018

Nowhere have the challenges higher education faces been more on display than in Maine. The state's population is aging and moving away, and low fertility and immigration rates cannot help to bolster. The number of high school graduates is falling and will likely continue to fall, while 60 percent of future jobs will require postsecondary education. The University of Maine system, which comprises all seven of its public four-year campuses, found itself facing a projected \$75M per year structural deficit in 2012. In response, the system has been looking to the One University concept – an idea somewhere between the old, traditional model with competition for students and resources and limited collaboration, and the model of a single, merged institution with one administration and multiple locations. The One University model is multi-institution, highly collaborative, and integrated, on both the administrative side and the academic side. Navigating this new path has been a work in progress, and accreditation requirements, slower centralized decision-making, and a history based on competition rather than collaboration remain substantial pitfalls. But change is necessary, given limited resources, and inroads have been made, with a statewide GIS program an example of a bright spot.

Can a signature program save your college?

The Chronicle of Higher Education; 3/11/2018

Some smaller colleges, facing declining enrollments and financial difficulties, are experimenting with “signature programs” – distinct, high-impact learning experiences like seminars, personalized advising, internships, and off-campus opportunities that these colleges hope will help them stand out in the saturated admissions market. Most are still too new to determine long-term payoff, but some administrators are not buying the hype, choosing to focus instead on more traditional approaches, like keeping costs down and growing net tuition revenue.

College students support free speech - unless it offends them

The Washington Post; 3/12/2018

A recent survey from Gallup and the John S. and James L. Knight Foundation of 3,000 U.S. college students suggests a tenuous endorsement of the First Amendment: only 53 percent said that passing out controversial literature was “always acceptable”; 37 percent gave the ok to shouting down speakers; and 10 percent thought that violence was “sometimes acceptable” to prevent someone from speaking. The survey followed up on one taken in 2016 and shows shifting attitudes, with support for campuses that promote a variety of views falling. Perhaps it is no coincidence that 58 percent of Republicans and right-leaning independents think colleges negatively impact the country. And perhaps not surprising that, with Republicans in charge of the federal government and many state governments, funding for higher education is being slashed and taxes on endowments are being considered in Congress.

Should college education be free?

The Wall Street Journal; 3/20/2018

Dr. Sara Goldrick-Rab, a professor of higher education policy and sociology at Temple University, makes the argument that college should be free, based on the benefit to society, opportunity for social mobility, and an end to exclusion and spiraling debt. Dr. Neal McCluskey, Director of the Cato Institute's Center for Educational Freedom, provides the counter-argument, based on the cost to taxpayers, the falling value (in terms of earnings) of a college degree, and the threat to the excellence of premier U.S. universities and colleges.

[In many states, students at public universities foot biggest part of the bill](#)

The Wall Street Journal; 3/29/2018

In 2017, students in 28 states paid more than half the cost of their education at public schools, a result of funding levels that still have not fully recovered from the 2008 recession. As of last year, states still allotted approximately \$2K less per student than they did in 2001 and \$1K less per student than they did in 2007. Only six states have reached or surpassed prerecession levels; 19 remain at least 20 percent below. Taken as a whole, however, the amount states pay per student nationwide remains above the average student's tuition costs.

[How to level the college playing field](#)

The New York Times; 4/7/2018

In lieu of radical changes to nationwide housing policies and the tax code (neither of which seem likely to come to pass in the near future), Harold Levy, former chancellor of the New York City public schools, lays out some steps that individuals and universities can take to make a difference for middle and low income families on the ever-narrowing path to higher education. These include: asking questions of your alma mater related to student demographics; ending legacy admissions; ending "demonstrated interest" favorability in admissions; developing "microcolleges" that offer associates degrees in libraries and community centers; hiring more high school guidance counselors; using tax deduction money from 529 savings programs to donate to college access programs; and earmarking donations to your alma mater for need-based financial aid (if you must give at all).

[Todos Santos Center February newsletter](#)

Check out the latest news from the Todos Santos Center

[National Western Center April newsletter](#)

Check out the latest news from the National Western Center!

How Maine Became a Laboratory for the Future of Public Higher Ed

By Lee Gardner FEBRUARY 25, 2018 PREMIUM

PORTLAND, ME.



Heather Perry for The Chronicle

Enrollment at the U. of Southern Maine dropped a dizzying 24 percent from 2007 to 2016.

Long, harsh winters are a fact of life in Maine, but the state's public colleges have never seen anything like what's coming. A demographic winter, a relentless drop in the number of high-school graduates, extends into the foreseeable future. Many states in the Midwest and Northeast are facing shortfalls, but Maine's promises to be especially brutal.

Every statistic about the state is more worrying than the next, and together they spell looming trouble. Maine's population of 1.3 million is the oldest in the nation, with a median age of 44.2; the national median is 37.7. It ranks 47th among states in fertility and immigrant population; just 3 percent of residents are foreign-born. Enrollment has already been faltering at most of the state's four-year public universities for the past

decade, and the number of high-school graduates in the state is projected to continue to fall, by about 14 percent through 2032.

Maine is the nation's most rural state, with most of its population clustered in the southern half, as are most of its seven public four-year campuses, which were organized as a system in 1968. But even its population centers are sparse compared with nearby states. Portland, its largest city and home of the University of Southern Maine, has only about 66,000 residents. The system's flagship campus, in Orono, a town near Bangor, enrolls about 11,000 students. That's about a third the size of the University of Massachusetts at Amherst. Capping the state's northern end is Aroostook County, an enormous rural expanse nearly the size of Connecticut and Rhode Island combined. The county is served by two institutions 60 miles apart, the Universities of Maine at Presque Isle and at Fort Kent. Aroostook has lost almost a quarter of its population over the last 30 years and now has fewer than 70,000 residents. Census data indicate those residents are trending older, not younger. As Raymond J. Rice, president of the Presque Isle campus, puts it, "we're in the worst corner of the worst corner of the country for demographics" for traditional college students.

These factors make the Maine system the canary in the coal mine for the challenges that public colleges face in many states. But these same factors have also compelled the state system and its institutions to embark on a bold and, in some respects, inchoate strategy to adapt. As a result, Maine has become a de facto laboratory for the future of sustainable public higher education.

The Maine system is the canary in the coal mine for the challenges that public colleges face in many states.

At the campus level, institutions are experimenting with ways to build enrollment and serve the state's education needs — providing scholarships to out-of-state students, beefing up retention strategies, and reaching out to new types of students with early-college programs and competency-based education.

Meanwhile, the system is trying to make itself and its campuses more efficient through an initiative called One University. Many back-office operations and decisions have already been consolidated at the system level. The system office, and administrators and professors across the campuses, are now wrestling with how to make the most of the academic resources the system has while still serving students effectively.

If these efforts are to succeed, they must contend with other challenges that are as intractable as declining enrollment. Public university systems are made up of

individual institutions designed to work in parallel, not in tandem. Any attempt to encourage collaboration across those traditional institutional boundaries will run up against history, ingrained culture, and simple turf issues.

The challenge Maine's system faces is, in some respects, the same one it always has, says Aims C. McGuinness Jr., a senior fellow at the National Center for Higher Education Management Systems, or Nchems, a nonprofit that gives policy advice to colleges. He has deep knowledge of the Maine system, having served as executive assistant to its first chancellor. "This has been the story back to 1968," McGuinness says. "What you really need to have is Fort Kent being able to ensure services to the St. John River Valley, but to draw on the course content and capability of the other institutions, rather than having to develop its own thing."

The Great Recession dealt a blow to almost all colleges, one from which many have started to recover. But Maine has found itself facing a sobering new reality. When James H. Page became chancellor of the University of Maine system in 2012, it faced a structural deficit that was projected to balloon past \$75 million a year. "There had been red ink before," Page says. "But there was always a sense that there was some cycle to it, and then you'd come back and make it up. And it became clear that wasn't going to happen."

Past levels of state support weren't likely to come back, and, more worrisome, neither were past levels of enrollment. Fall undergraduate enrollment at Southern Maine, for example, fell from 8,133 in 2007 to 6,189 in 2016, a drop of about 24 percent. At the University of Maine at Machias, it dropped from 1,093 in 2007 to 746 in 2016, a 32-percent decrease. That struggling campus was merged with the flagship last year.

The state's economy was changing too. While about 87 percent of Maine's students graduate from high school, fewer than 30 percent of Mainers have a bachelor's degree. A couple of generations ago, a high-school diploma was enough to land a job in manufacturing or the timber industry. But in the future, 60 percent of new jobs in Maine will require postsecondary education.

“New England is looking at a steady trickle downward for the next five or so years, and then they hit a cliff.”

And the recession will have one last blow to land. The number of high-school graduates in Maine is already projected to decline by 9 percent through 2025, according to data from the Western Interstate Commission for Higher Education. But the financial crisis in 2008 also caused a 13-percent drop in the birth rate nationwide that will hit higher education in 2026, according to Nathan D. Grawe, a professor of

economics at Carleton College and the author of a new book, *Demographics and the Demand for Higher Education*. Grawe's research indicates that Maine, New Hampshire, and Vermont could lose as much as 23 percent of their likely collegegoers by 2029.

"New England is looking at a steady trickle downward for the next five or so years, and then they hit a cliff," Grawe says. "Whatever problems Maine perceives right now in terms of the number of students they have and the institutional resources they have, it looks like it's just going to get harder."

The Maine system tackled its most immediate problem first, cutting back on expenses to bring its deficit under control. The cuts went deep: The campus at Southern Maine, for example, lost 51 faculty members and 119 staff members in one year, out of about 1,000 full-time employees.

The system and its individual institutions also began developing the One University idea. Some of those early conversations focused on ways that the universities could embrace mission differentiation, which in turn encouraged them to try different tactics. That helped seed a range of approaches to try to bolster enrollments and serve the state's educational needs.

Southern Maine has focused, in part, on bettering its retention. Under Glenn A. Cummings, who became president in 2015, the university requires all new students to undergo a 90-minute one-on-one personalized orientation to manage their expectations and connect them with resources for when things get challenging. The university also identified its 18 most difficult courses — introduction to organic chemistry, for example — and hires upperclassmen to provide academic support to struggling students.

Presque Isle has taken a different tack: building a competency-based education program to appeal to the nearly 200,000 Mainers — about 14 percent of the population — who have some college credit but no degree. In the two semesters the program has been offered so far, about 150 students have signed up to pay a flat fee of \$2,000 a semester to demonstrate competencies through an online platform to earn a degree in business administration. Two students completed degrees their very first semester, wrapping up about 30 equivalent credit hours each.

Fort Kent, on the Canadian border near the northernmost tip of the state, has built a substantial dual-enrollment program, first with its local high school (located on the grounds of the university), and now with about 100 other schools throughout the state.



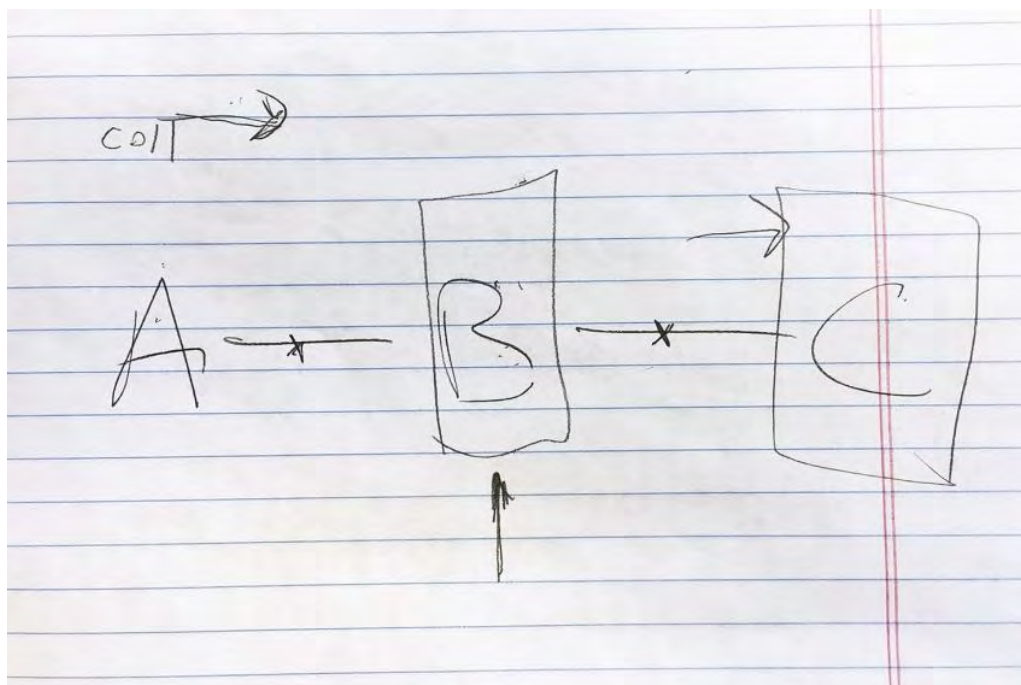
U. of Maine

In 2015, the U. of Maine at Orono began offering scholarships to qualified students from other states.

Even the flagship has made unprecedented moves to bring in new students. Three years ago it began offering scholarships to qualified students from other states with the promise that they could attend UMaine for whatever it cost to attend the flagship in their own state. (Since the Maine system had frozen tuition for six years, this added up to substantial savings for students in some neighboring states, though they still pay more than Mainers do.) The scholarship — and a highway-billboard campaign in Massachusetts, Connecticut, New Jersey, and Rhode Island advertising it — has nearly doubled the percentage of out-of-state students at the Orono campus. Five years ago, the number of out-of-state students fluctuated between 15 and 20 percent. This year it's 36 percent.

Finding ways to bring in more students is part of any solution to the challenges Maine faces. But simply bringing more students into a traditional ecosystem of individual state universities that duplicate the same sorts of programs and resources isn't going to fix the state's problems, or the system's.

Many people misunderstand the idea behind One University, says Page, the system chancellor. Sitting in a cafe in the State House complex in Augusta, he asks to borrow a sheet of paper. He starts by sketching a horizontal line, marked from left to right by points A, B, and C. The line represents the spectrum of collaboration, he says.



James Page, chancellor of the U. of Maine, sketched out three possible models for his university system: (A) a decentralized confederation, (C) a highly centralized system, and, in the middle, (B) a sustainable system that is "multi-institution, highly collaborative, and integrated."

"Model A, this is the old confederated model that the system had for many, many years," he says. There was very little collaboration among individual institutions competing against one another for students and resources. "Most people, when they hear 'One university,' they jump over here," he says, pointing to C. That model is of a single indivisible institution with one president, one provost, and multiple locations. "The difficult place to be is here," he adds, pointing at B, in the middle. "That's multi-institution, highly collaborative, and integrated." That's where he thinks the Maine system needs to be to survive the punishing demographics and fulfill its mission.

Page, and the system, face a number of challenges in steering this course. For one thing, no proven map or model exists for this kind of shift. "It wouldn't work for me to sit in my office and say, Here are the 20 ways to realize One University. Now each of you go do the relevant subset of those," he says.

Building collaboration requires communication and trust, and the structures that enable it take time and effort. Consolidating administrative functions is simpler than collaborating across academic departments. Page says that the system now sits in the middle between B and C on back-office collaboration. Academically, the system is still somewhere between A and B. "Numbers are easy," he adds. "People are hard."

Maine faculty received an early lesson in how difficult, and frustrating, building academic collaboration can be. In 2014 the system formed 17 "academic program integration" teams, each with professors from each institution, to study how to

combine and strengthen the efforts of different disciplines across campuses. When Robert Neely arrived at the system office in 2016 to take over the new post of vice chancellor for academic affairs, he discovered two problems with the teams. First, professors felt like they'd been entered into a forced marriage. Second, there hadn't been many tangible outcomes in terms of more collaborative programs. "Faculty were a little cynical about continuing a conversation that seemed to be going nowhere," he says.

Meanwhile, another team had identified more than 50 barriers to the kind of collaboration that all of the teams were trying to foster. For example, every campus in the system used the same software to manage their student databases, but they had all implemented it differently, making it difficult to share data. Faculty committees are not positioned to fix complications with registration, financial aid, and revenue sharing.



Heather Perry for The Chronicle

Matthew Bampton, a professor of geography at the U. of Southern Maine, teaches a course in geographic information systems. GIS courses from a shared curriculum are cross-listed at campuses across the Maine system.

Over the past two years, the system has worked to knock down such barriers, making it easier to cross-list courses, transfer credit, and budget across institutions. It has also seen some promising signs that academic collaboration across campuses can work. Matthew Bampton came to Southern Maine in 1993 as an assistant professor of geography, the only person on campus who specialized in the then-emerging field of

geographic information systems, or GIS. "It was pretty near impossible to run a one-person shop," he says. "I realized I would make more progress if I could join a community of other people who were working on similar projects."

He started by reaching out to GIS experts on the other regional campuses of the Maine system. They consulted with one another, referred to their colleagues' queries from students that went beyond their own specialities, and went in together to get a good price on mapping software. In many ways, they began to function as a sort of virtual department, spread out across the system's regional campuses.

When the system office put out a call for proposals for a round of program integration grants, Bampton and his GIS colleagues at the other Maine regional campuses submitted one — as did a separate group of GIS faculty at the flagship. The system office suggested that the two groups talk. The idea of a true systemwide GIS collaboration had appeal, bringing a much broader range of skills together, but it also presented some tensions. "It can be an effort to find the common ground," Bampton says. "We had to sit down and hash out some details and make sure that everybody's voice was heard."

In many ways, the GIS program's spread among Maine's regional colleges had already been fostering the kind of academic collaboration that the system would like to see happen more broadly — GIS courses from a shared curriculum have been cross-listed across the institution for years. But there are still impediments. When one of Bampton's students takes a course at another Maine institution, "That may be advantageous for my student, and it may ultimately be advantageous for me," he says. "For my institution, it's just lost revenue."

The truth is that public universities, even those within a system, have traditionally been set up to compete as much as cooperate. Up in Aroostook County, the campuses at Presque Isle and Fort Kent had, for decades, collaborated very little, according to Rice, who taught and served in administrative posts at the university for 20 years before being named president last year. "Somebody would start a psych program, so then the other campus would start a psych program," he says, "even if it didn't really have the resources to do so, just because we were sticking our fingers in each other's eyes." Now, he says, "we're way past that point."

In fact, Rice says, in any other state, the two campuses probably would have been merged by now. Presque Isle enrolls about 1,300 students, and Fort Kent about 1,900, roughly 60 percent of them part time. But as small and close as they are, the campuses serve very different parts of the state — Fort Kent has a strong Francophone culture thanks to its proximity to Quebec.

“If we continue to operate independently, these programs are going to go away.”

Like many rural public colleges, Presque Isle and Fort Kent have programs that have struggled to attract students in recent years. Though it was founded in 1878 as a teacher’s college, Fort Kent’s education department has lost all of its professors. Its English department is down to three full-time faculty members. The two institutions are now in discussions about how they can collaborate so that the resources of both campuses can serve the students at each.

In the past year, Steven D. Gammon, provost at Fort Kent, has taken on a new title: executive director for collaboration and strategic alliances. He is, effectively, the person in charge of brokering academic partnerships with Presque Isle, and he serves in the cabinet of both campuses. It will be his responsibility to ease the way for academic collaborations, especially in struggling programs. "Otherwise," he says, "if we continue to operate independently, these programs are going to go away."

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Undersubscribed programs and underused academic resources are not endemic to Aroostook County alone. It’s not that there’s no demand for certain English courses, says Joseph E. Becker, a professor of English at Fort Kent, but there may not be enough demand at a single institution. "We’re not getting enough people enrolled, because there are five at this campus and four at this campus and three at this campus," he says.

Geraldine C. Becker, a professor of English and creative writing at Fort Kent, is part of a statewide group of faculty who have just begun meeting to try to figure out how to share creative-writing resources for courses that may be offered statewide. "The biggest challenge is going to be trying to coordinate who’s going to teach what," she says. "I don’t think anyone’s going to want to give up anything."

Despite the grim trends and forecast, Maine’s efforts to build enrollment have produced some encouraging signs. Southern Maine’s tactics to keep students enrolled contributed to a 6-percent increase in retention between the fall and spring semesters this year. Since the university had budgeted at its former retention rate, that leaves it 3 percent ahead of its current budget. "That has made an enormous difference for us," Cummings, the president, says. "That means you can give more scholarships. You could add some advisers, do more training."

At Presque Isle, Rice has seen interest in the competency-based program rise. He hopes for 175 students this fall. "If we market that correctly and are competitive," he says, "that's a demographic that won't run out for a long time in this state."

Some strategies being carried out by one institution may help others. Students in dual-enrollment programs like the one at Fort Kent often scatter to other institutions. Only about 15 percent of Fort Kent's early-college students enroll there after they graduate. But in a state without a strong college-going culture, says Scott A. Voisine, dean of community education there, "if we encourage a student who is on the cusp of potentially going to college or not, and they are successful in their first class and they move on, that's a win for the entire state."

The idea of One University remains a work in progress, academically and administratively. Accreditation is a potential handicap for Page's multi-institution, highly collaborative, integrated university system. Mostly because of the constraints surrounding financial aid, accreditation for academic programs is strongly tied to individual colleges in physical locations. The policies of the New England Association of Schools and Colleges, the system's accreditor, mean that the virtual GIS program must remain virtual for now. Page says that as the system moves forward with its plans, it remains "in continual contact" with its accreditor.

While combining much of the decision-making at the system level may have increased efficiency, it has also raised some complications of its own. Southern Maine, for example, has been eager to purchase new software that will allow it to better track its students for signs of potential academic trouble. In the past, Cummings, its president, could have simply cut a check. Though he supports the idea of cross-institutional collaboration, decisions like this are ones he can no longer make alone. "We'd like to move forward, but that requires a systemwide conversation," Cummings says. "So you get a slowdown."

There may be serious pitfalls for systems considering such top-down consolidations, according to McGuinness, the senior fellow at Nchems. While he credits the chancellor and the system for "dealing with realities and bringing about change virtually more than any other state that we've worked with," he adds that taking some administrative decisions out of the hands of the president "immediately escalates to the system level things that really need to be dealt with decentralized. It also means that you really can't hold the president accountable."

Change is always daunting, especially on college campuses, but Page says he and the system leadership have worked hard to make clear that if the system had maintained its existing course, "that's the riskiest, most dangerous path. And if we stayed on it, everything would fall apart fairly soon."

One University offers a future for Maine, even if it's far from certain. "We're morphing, and I don't really know what we're going to morph into," Neely, the system's vice chancellor, says. As the son of a professor, he grew up in academe. "Frankly I'm saddened by some of the things I think we have to do," he says. "But what we have to do is try to preserve the core suite of our ideals and values, but share those in a way we haven't done in the past. We don't have the resources to do everything individually."

Can a Signature Program Save Your College?

By Lawrence Biemiller MARCH 11, 2018 PREMIUM



Ramin Rahimian for The Chronicle

Dimitrios Camacho (right) works with a research associate, Stephanie Rasmussen, on one of the student projects that have helped to double the graduation rate at Dominican U. of California.

At Dominican University of California, it's called the "Dominican Experience."

Marymount Manhattan College chose "City Edge," while Furman University went with "Advantage." Both Connecticut College and Ohio Wesleyan University emphasized connecting — "Connections" at the former and "The OWU Connection" at the latter. Queens University of Charlotte picked "Yes/And."

Marketing slogans? Yes, but. These are slogans with a particular kind of pledge attached — a commitment to make sure that all students benefit equally from data-proven, high-impact learning experiences like first-year seminars and undergraduate research; intensive, personalized academic advising; and internships and other real-world, off-campus opportunities.

A number of small-college presidents hope these pledges are their new keys to institutional sustainability, even prosperity. But others are skeptical that such efforts will succeed in saving colleges that have too few students. They argue that presidents need instead to double down on basics — like controlling costs.



Small Colleges Are Withering. Can Niches Save Them?

Leaders hope souped-up advising, international and research programs, and other ambitious offerings will keep them afloat. But can the institutions afford them, and will they work? It's too soon to tell.

- 5 Paths for Small Colleges Premium

Known as distinctive or signature programs, these have sprung up in the three years since Agnes Scott College unveiled "Summit," an effort to stand out in a crowded admissions field by promising young women a new take on a liberal-arts education. The faculty reconfigured the curriculum and their syllabi to highlight leadership and global awareness, while the administration committed to foreign travel during spring break of the first year and to giving each student an advising team including a professional mentor, a faculty adviser, a peer mentor, and an alumna.

Summit brought a lot of attention to Agnes Scott and its president, Elizabeth Kiss (who is about to leave to become head of the Rhodes Trust). It also won the college a 2017 "Transformation Award" from the American Council on Education and Fidelity Investments. Meanwhile the ideas behind it had ready appeal for some other small-college presidents eager for some prescription — any prescription — to improve their institutions' long-term health.

So when Mary B. Marcy, president of Dominican, started pulling together an informal group of colleges adopting signature programs, more than a dozen were quick to respond. They include institutions that are just now rolling out their programs, like Mills College, and others that are farther along, like Connecticut and Agnes Scott, although none of the programs has been in place long enough to have been proven a

success — or a failure. Some of the colleges are wealthier than others, some are larger than others, and for the most part they don't compete with one another for students. But they all "want to focus on having a definitive student experience regardless of major, regardless of the student's background," Marcy says.



Ramin Rahimian for The Chronicle

Mary Marcy, president of Dominican U. of California, talks with Jordan Lieser, an assistant professor of history. "Even when you get the vision," she says, "you don't change your curriculum in a semester."

"There's enough similarity that we can learn from each other, but everybody has a slightly different angle or approach to it," she says. "We're not all doing Summit with a different name." The group is "very much in its infancy," Marcy says, but members have met several times and are discussing whether to create a formal organization, most likely with help from the Association of American Colleges and Universities, that could seek grants to pay for meetings.

The challenge, however, is that many small institutions are already so strapped that it's hard to invest in the changes necessary to adopt a signature plan.

Pamela Davies, president of Queens University, in North Carolina, is an enthusiastic member of the group that Marcy has assembled. Before Queens started working on its Yes/And program, Davies says, "all those trends we talk about — the demographics, the competitive nature of discounting — were coming to bear. If we didn't do something different, we were just going to be trapped in that cycle."

Some small-college presidents hope these pledges are new keys to prosperity.

Queens competes with North Carolina's large public universities as well as with small private colleges in more rural communities. "So we said, 'What is a big idea that Queens is uniquely qualified to do that none of the others can?'"

"We've had a required internship for over 20 years, but we weren't optimizing it. We've had international study available to all students for over 20 years, but we weren't optimizing it." Out of those discussions came Yes/And, which will put a new, high-impacts-based emphasis on integrating what students learn during their internships and travels with what they learn in class — and will promise the same kinds of experiences to all students.

Now, Davies says, "I know that I have to go out and raise money to fund this plan" — about \$1 million, she says. "I think we can do that — we're fortunate in that we have a very generous community. But for a lot of schools, you can find yourself in a situation where you've refinanced your debt, you've cut your operating expenses, you've deployed more adjuncts, and you're kind of out of tricks. Then, even if you can get your faculty and everybody on the same page about what a distinctive program might actually look like, you're back on your heels financially. If you don't have the fund-raising capacity, it's really hard to redirect your resources to get after this work."

At Dominican, which has nearly 1,400 undergraduates and about 400 graduate students on a leafy, compact campus 12 miles north of the Golden Gate Bridge, the signature program has grown out of a consensus that the university needed to focus on what it does well.

Marcy, who has been president since 2011, says, "We didn't feel pushed, but we had some serious choices to make." With an endowment of \$33 million, "we don't have a lot of bandwidth financially." Dominican also needed to improve poor retention and graduation rates — the four-year graduation rate was only 34 percent five years ago, and the six-year rate was 49 percent. "The institution certainly has had some anxiety," she says.

Nicola Pitchford, vice president for academic affairs, notes that Dominican — originally a Roman Catholic women's college, but independent and co-ed since the early 1970s — now has a "very diverse student body that looks like California." It's less than a third white and nearly a third Pell-eligible, with large groups of Latinx and Asian-American students, mainly Filipino-American and Vietnamese-American. (Latinx is a designation meant to include all genders.) An increasing proportion of students at Dominican are the first in their families to attend college and have grown

up largely unaware of liberal-arts-college traditions that earlier generations of students arrived on campus already understanding.

The Dominican Experience's assurance that all students will participate equally, Marcy says, is aimed squarely at these new demographics. "We want experiences to benefit those who can make the most of them, not those who are most privileged."

“We said, 'What is a big idea that Queens is uniquely qualified to do?’”

Beyond that, she says, the program is "built on all of the research we have now about high-impact practices. We didn't have that research 15 or 20 years ago."

In fact, Dominican did more than just look at the research — it hired away Ashley Finley, who had been a senior student-success researcher at the Association of American Colleges and Universities, and made her dean of the Dominican Experience. She says the university studied the possibilities of adopting "between zero and six" high-impact practices and determined that it could promise four:

- Every student will get integrative coaching — a stepped-up version of traditional academic advising that will bring in a series of mentors plus a specially trained coach to "help put all the pieces together." Some of the coaches are adjunct faculty members who now also do some advising, and one is the assistant women's basketball coach; together, they cost about what five full-time employees would be paid.
- Every student will have some experience that involves community engagement, whether in a class project, an individual undertaking, or volunteering in a community-service role.
- Every student will complete a "signature" work — a research project, for instance, or a work of art or even choreography.
- And all students will create digital portfolios that will both help them reflect on what they've learned and serve as archives of their educational experiences.

Marcy says the university is somewhere between two-thirds and three-quarters of the way through deploying the Dominican Experience, with the community-engagement and signature-work elements farther along than the integrative advising. Digital portfolios are being tested in a few programs.

"Even when you get the vision, you don't change your curriculum in a semester," she says. Also, the university is renovating part of its library to become the Center for the Dominican Experience at a cost of \$9.5 million. After that, Marcy estimates the program will cost \$450,000 annually..

Another challenge, she says, is figuring how to make the Dominican Experience work for graduate students and for undergraduate transfer students, who have fewer semesters in which to accumulate signature work and take part in community activities. The university is still largely geared to traditional students who start as freshman, she says, so "we're building the Dominican Experience around them, and we're trying to adapt to the population of nontraditional students as appropriate."

So far, Marcy says, the results look good, particularly in the area of retention and graduation rates. The four-year rate has risen from 34 percent to 58 percent, and the six-year rate has gone from 49 percent to 71 percent. "Is it just because of the Dominican experience? Probably not. But it's probably about reorienting ourselves around those questions."

The university's not putting all its bets on the Dominican Experience, however. This year it's responding to high market demand and adding a program for physician assistants, along with a limited-residency M.F.A. in creative writing. And it has increased its revenue from credentialing, from summer programs, and from gifts. It's also phasing out an M.B.A. program in environmental sustainability that it had taken over from another institution but that was facing declining student interest.

Across San Francisco Bay, in Oakland, Mills College is also creating a signature program, but without the luxury of as much time as Dominican has taken. Mills, which has struggled with declining enrollment, declared a financial emergency last May, and said it would have to reduce its faculty and its staff. It also said it would reset its tuition — from \$44,765 to \$28,765 — and adapt a signature program that is to be in place this coming fall.

Thanks to a curriculum overhaul that was already underway, says Chinyere Oparah, the provost, Mills "didn't have to do a lot of the basic foundational work that Agnes Scott had to do." Still, she says, the college is on "a really short timeline" and has benefited significantly from conversations with faculty members at other colleges in the informal signature-programs group.



Mills College

Chinyere Oparah is provost of Mills College, where every student does some type of community-engaged learning and takes a course on race, gender, and power.

Oparah says Mills, too, is responding to demographic shifts. "It's all very well to have high-impact practices available on the campus, and that was the case for us," she says. But then Mills looked at whether all of its students experienced those high-impact practices equally. First-generation students, those with financial challenges, those holding jobs, those without families guiding their academic and extracurricular plans — they were not, Mills found.

Under the new plan, every student at Mills will have to do some type of community-engaged learning, as well as take a course centered on race, gender, and power — appropriate for a women's college which reports that 57 percent of its students are students of color and just over half identify as lesbian, gay, bisexual, transgender, or queer. There will also be an undergraduate-research component and a career-focused component involving a digital portfolio.

"What was trailblazing about Agnes Scott was they got us to think about what would happen if you got faculty, student-support staff, and marketers in the same room," Oparah says. "How do you align your mission, your commitment to academic rigor and academic success, and your savvy marketing to put something together in a language that speaks to 17-year-olds?"

The model is for small colleges that have prided themselves on being high-touch, high-engagement.

Not everyone sees signature programs as the answer for small colleges, though. Lawrence M. Schall is president of Oglethorpe University, just north of Atlanta, and while he's paying close attention to Agnes Scott, Furman, and other signature-program institutions, he's skeptical. "It's not so much can you come up with a big idea," he says. "The big idea's gotta work. And there are a limited number of big ideas."

Mr. Schall puts his faith in more-traditional approaches, like staying focused on keeping costs down and revenue up. "If you're not growing your net tuition revenue, you're not gonna make it."

Still, signature programs are appealing enough that a number of institutions outside Marcy's group have adopted the approach or something similar to it — most recently Sweet Briar College, where a curriculum revision is aimed at teaching students to be leaders and "women of consequence."

For her part, Marcy says the signature-program model "is a kind of natural next step for small colleges that have prided themselves on being high-touch, high-engagement with students." But she also says that the higher-education landscape is "rocky," and that "it's not like there is a silver-bullet answer" for small colleges.

Indeed, even Agnes Scott has seen mixed results in undergraduate enrollment, with a couple of years of solid increases followed, in 2017, by a year without growth.

Any college can have a year in which circumstances conspire against it, of course, and Agnes Scott's consultants had warned all along that Summit would not really pay off until it had been in place long enough that current students could become its advocates — in other words, until about now. It's too early to know what next fall's first-year class will look like.

That won't deter other colleges from trying signature programs, though, hoping they will prove to be silver bullets. Maybe. But even when one works, as Marcy puts it, it's "an extremely slow-moving silver bullet."

Correction (3/13/2018, 3 p.m.): This article originally misstated the name of Ohio Wesleyan University's signature program. It is "The OWU Connection," not "Advantage." The article has been corrected.

Lawrence Biemiller writes about a variety of usual and unusual higher-education topics. Reach him at lawrence.biemiller@chronicle.com.

This article is part of:
Small Colleges Are Withering. Can Niches Save Them?

A version of this article appeared in the [March 15, 2018 issue.](#)

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College students support free speech – unless it offends them

The Washington Post

When I was a sophomore in college, the College Republicans invited Phyllis Schlafly, the conservative political activist best known for her campaign against ratification of the Equal Rights Amendment, to give a speech on campus. There were no barricades around the building where she spoke. Beyond a few campus police officers, there were no state police in riot gear. Bags weren't checked at the entrance. And most of all, no one shouted her down on one of the most liberal college campuses in the country.

Compare that with the scenes that have played out on campuses over the past year at the [University of Virginia](#), the [College of William & Mary](#) and the [University of California at Berkeley](#), among others, where appearances by controversial speakers resulted in protests with armed police officers reminiscent of a war zone, with students doing their best to interrupt speakers — all at a great cost to some cash-strapped universities. The University of California at Berkeley said a visit last fall by the conservative writer Ben Shapiro cost more than \$600,000 in preparations and security. (The university system agreed to [cover half that bill](#).) By the way, the university ended the fiscal year with [a \\$77 million deficit](#).

If incidents like these seem more common nowadays on college campuses, chalk it up partly to student attitudes toward the First Amendment and free speech. [A new survey released Monday](#) from Gallup and the John S. and James L. Knight Foundation reveals that students have a tenuous relationship with the First Amendment.

The poll of 3,000 U.S. college students found that they generally endorse the ideals of free speech and campuses that encourage the discussion of a variety of ideas. But once that speech begins to infringe on their values, they're likely to support policies that place limits on speech. Those include free-speech zones, speech codes and prohibitions on hate speech. Only a slight majority (53 percent) think that handing out literature on controversial issues is "always acceptable."

The Supreme Court has consistently ruled that the First Amendment means public institutions, including state colleges and universities, cannot exclude speakers or punish speech just because it is hateful or offensive. Yet 37 percent of college students in the poll said that shouting down speakers was acceptable, at least sometimes. Another 10 percent said it was acceptable sometimes to use violence to prevent someone from speaking.

It is notable that some of the biggest debates about free speech in the past year occurred at Berkeley, home of the Free Speech movement in the 1960s. Back then, however, the students were the ones who wanted to speak out and the administrators were the ones who tried to stop them. Now the roles are reversed.

In November, when I moderated a panel of campus leaders on this subject, including Carol Christ, the University of California at Berkeley's chancellor, and Rebecca Blank, the University

of Wisconsin at Madison chancellor, they were the biggest defenders of free expression on campus.

The new Gallup survey is a follow-up to a similar one taken in 2016, and pollsters noted how opinions have shifted in just a few years. Support for campuses that promote a variety of views has dropped.

Some scholars have noted that one reason current college students are ambivalent, sometimes even hostile, to the idea of free speech is that they were a generation raised to recognize that bullying is wrong. They equate hurtful speech to bullying, said Erwin Chemerinsky, dean of the University of California at Berkeley's law school and co-author of a book released last year called "Free Speech on Campus."

Another reason is social media. The Gallup survey found that social media is a critical part of the lives of college students, and it has shaped their opinions on free speech.

"There's a strong suggestion from this study that college students are souring on social media," Brandon Busteed, executive director of education and workforce development at Gallup, told me. "Students are much more likely to report having discussions of political and social issues on social media rather than in public areas of campus. This is a huge challenge and opportunity for both students and higher education leaders to bring this dialogue back to campus."

More than 6 in 10 students in the poll said the dialogue on social media usually isn't civil, and increasingly students think that social media can stifle expression because of a fear of being attacked or because people block those they disagree with.

Whatever the reason for students' ambivalence on the First Amendment, the free speech battles on campus playing out in the public arena — and sometimes promoted just for that reason — seem to be having a larger impact on higher education. In the past few years, several national surveys have found an erosion of support for colleges and universities. One survey in particular last summer from the Pew Research Center showed that 58 percent of Republicans and right-leaning independents think colleges have a negative impact on the country.

The skepticism about higher education is stronger on the right, but it comes from both sides of the political spectrum. No wonder that public funding of state universities is being slashed in many states or that last year Congress agreed to tax the earnings on the endowments of some universities.

College students, of course, are only passing through campus for a few years, so they don't usually think about the larger consequences of their actions and how they might be perceived by external audiences.

And to be fair, most of the free speech protests have occurred at a small number of relatively affluent, elite colleges, a Brookings Institution study concluded last year.

Unfortunately, not enough college students on enough campuses are protesting with as much passion about the things that directly affect them: cuts to state budgets, taxes on endowments and proposals before Congress right now to revise federal student loans.

THE WALL STREET JOURNAL.

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<https://www.wsj.com/articles/should-college-education-be-free-1521558856>

JOURNAL REPORTS: WEALTH MANAGEMENT

Should College Education Be Free?

Supporters of tuition-free higher education say it is an investment that benefits all Americans. But opponents say expecting taxpayers to shoulder the cost is unfair.



The idea of free college tuition beckons as student debt reaches \$1.4 trillion. ILLUSTRATION: KEVIN VAN AELST FOR THE WALL STREET JOURNAL

March 20, 2018 11:14 a.m. ET

Rising tuition prices at colleges and universities and the relentless growth in student debt in the U.S. have fueled calls for tuition-free college education.

Student debt stood at \$1.4 trillion nationwide as of the fourth quarter of 2017, according to the Federal Reserve Bank of New York. Federal Reserve data show that more students are taking out loans and the average size of those loans is growing—and repayment rates have slowed.

Many states and cities offer students some help in covering college costs, notably New York state, which last year initiated a program allowing students in lower and middle class families who live in the state to enroll in its two year and four year public colleges tuition free.

Advocates of a nationwide program of free colleges say that giving everyone access to higher education not only would help individuals succeed and contribute to society but also would

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evolving economy. But critics of the idea point to the burden it would place on taxpayers and question whether the goal of graduating more people from college is worth the investment.

Sara Goldrick-Rab, a professor of higher-education policy and sociology at Temple University, argues in favor of free college education. Neal McCluskey, director of the Cato Institute's Center for Educational Freedom, opposes the idea.

YES: Such an investment pays off in

growth and innovation

I By Sara Goldrick-Rab

Millions of Americans, from the poorest all the way to the upper middle class, struggle to pay for college.

Parents go into debt, their children go into debt, everyone works harder and longer. And yet a growing number don't make it.

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PHOTO: PAT ROBINSON

Even students from middle-class families are leaving college without a degree, often with loans they cannot repay. Some are experiencing hunger, even homelessness, and many are giving up on their ambitions and career plans because they simply can't afford the education to get them there.

This is unnecessary, expensive and inefficient. America has a comprehensive infrastructure of colleges and universities. These institutions aren't perfect, but they are capable of preparing people for success in a rapidly changing economy. The problem is America's antiquated financial-aid system, which hasn't been significantly changed in the past half-century.

It's time for a new approach. America became great in part because it decided to offer elementary and secondary school to the masses, propelling innovation and economic growth. It simply needs to remember and reinvest in that smart decision, this time including public higher education.

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programs to ensure that all students have access to food, housing and the transportation they need to succeed. But states can't do this on their own. We need a commitment from the federal government to provide whatever additional funding is necessary to make this work.

Of course the cost of tuition-free higher education will be borne by taxpayers. But this is the kind of investment Americans are familiar with—we all understand that public libraries are free, as are public roads and fire departments, and K-12 schools, and we share the cost of those public services. Higher education, like those, is an investment that would benefit us all. When people cannot afford education, we all suffer, as they are far less likely to be employed, paying taxes, sending their children to school and contributing to our communities in other ways.

Giving more people the opportunity to earn a college degree won't produce an army of overqualified workers, as some argue. Employers today are demanding a college education because the nature of work has changed. They want workers with up-to-date technical expertise; habits of mind that include analytical thinking, problem solving and cooperative behavior; a strong work ethic and a commitment to lifelong learning.

This is a lot to ask, and it makes sense that while many 20th-century workers could acquire everything they needed in 12 years, these days it takes 13 years or more to learn all of this.

The idea that degrees are becoming less valuable is also mistaken. The breadth of people obtaining degrees has expanded—more people from low-income families, people of color and women are getting them. These people aren't treated the same in the labor market as white men are—their wages tend to be lower. That doesn't mean education is any less valuable. In fact, it means higher education is becoming less about exclusion and more about social mobility than ever before.

As for the threat that some people see to the excellence of U.S. higher education: "Excellent" institutions that are inaccessible are nothing but elitist.

It is perfectly possible to be both accessible and excellent. But if the goal is to greatly reduce the stock of educated labor in the U.S. and turn back the clock to a time when only the privileged got ahead in life, eliminating all government aid for higher education—as some suggest would be ideal—seems like a fine way to do that, but it wouldn't be good for the country's economic future.

Dr. Goldrick-Rab is a professor of higher-education policy and sociology at Temple University and author of "Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream." She can be reached at reports@wsj.com.

NO: 'Free' comes with a high cost for students and the economy

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PHOTO: CATO INSTITUTE

It's always nice to get something for nothing, and given astronomical college prices and the seemingly self-evident value of education, free college sounds unimpeachable. But nothing is truly free—indeed, the unintended costs can be crippling—and just because something is called “education” doesn't mean you are learning very much.

“Free” would have to be paid for with tax dollars, and looking at colleges' current tuition and fee revenue, and income directly from government, gives a rough sense of how much it would cost. Using the most recent federal data, it comes to roughly \$339 billion annually, or about \$1,360 for every adult in the United States. If you live to age 75, and

pay that annually in taxes starting at age 18, that's \$77,500—not free at all.

And not fair. Why should people who want to go to college get it paid for in part by people who pursue on-the-job training or other forms of noncollege education? Indeed, why should anyone get a degree to increase their lifetime earnings on the backs of taxpayers?

This is not to defend the current pricing model. Government “aid” to make college more affordable has actually fueled the tuition skyrocket.

In the 2015-16 academic year, Washington delivered about \$139.6 billion to students, up from \$53.1 billion, adjusted for inflation, 20 years earlier. That has enabled colleges to raise their prices at breakneck rates, ironically creating hyperinflated prices most hurtful to the low-income people aid was supposed to help.

Perhaps more damaging than the financial cost, however, has been the upcredentialing created by massive subsidies, forcing many Americans to earn degrees just to stay in one

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employers to demand degrees even for jobs that haven't changed, forcing more people to go to college, and so on. Free college through even greater government intervention would almost certainly intensify this vicious cycle.

This might be tolerable if additional credentials carried commensurate increases in useful knowledge and skills. They do not.

According to the National Assessment of Adult Literacy, literacy rates for people with bachelor's and advanced degrees plummeted between 1992 and 2003 (the only years studied). Among those whose highest attainment was a bachelor's degree, the share who hit prose proficiency dropped from 40% to 31%; for people with graduate studies, it fell from 51% to 41%. Little wonder: As reported in the book "Academically Adrift," the hours full-time students spent studying or in class dropped from about 40 a week in the early 1960s to about 27 today.

The dearth of useful learning may be one reason that earnings for bachelor's and advanced degree holders ages 25 to 34 dropped between 2000 and 2015.

There may be another major cost to "free." Our long tradition of paying customers, private funding and autonomous institutions has made ours the premier college system. The United States is home to the majority of the world's Nobel laureates, is the top destination for students studying outside of their home countries, and U.S. institutions predominate at the top of international rankings.

"Free" higher education would stultify this—eliminating the need for schools to compete for students to bring in revenue, and inevitably transferring decision-making from institutions to the government bureaucrats paying the bills.

A college education seems financially daunting, but making it free is not the answer. The key to quality, affordable education is to subsidize neither students nor schools, but have people pay with their own money, or money they are voluntarily given or lent, while leaving institutions free to establish their own prices, aid systems and rules. Then astronomical pricing and credentialism will wilt, without killing the dynamism that sets U.S. higher education apart.

Dr. McCluskey is the director of the Cato Institute's Center for Educational Freedom. He can be reached at reports@wsj.com.

Corrections & Amplifications

In the graphic accompanying this article, the fourth category of schools is private four-year, nonprofit. Some earlier versions of the graphic incorrectly labeled the category as public four-year, nonprofit. (March 20, 2018)

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EDUCATION

In Many States, Students at Public Universities Foot Biggest Part of the Bill

State funding cuts mean students in a majority of states are paying more in tuition than the government does



A view of the Mitchell Memorial Library on the Mississippi State University campus in Starkville, Miss., in 2017, students in Mississippi paid more than half of the cost of their education at public school. PHOTO: ROGELIO V. SOLIS/ASSOCIATED PRESS

By Douglas Belkin

March 29, 2018 5:30 a.m. ET

For the first time, students in more than half of all U.S. states are paying more in tuition to attend public colleges or universities than the government contributes.

The privatization of public education has been under way for decades but this inflection point was hastened by deep cuts states made to their higher-education appropriations after the 2008 recession. Funding levels since then have only tepidly recovered, according to a report released Thursday by the State Higher Education Executive Officers Association.

The recovery has been hampered by increased demands states face to fund Medicaid, the state federal health insurance program for the poor and disabled, and rising public employee health

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608

The average tuition for a four-year public college or university was \$6,572 in 2017, up from \$4,784 in 2008, adjusted for inflation in 2017 dollars.

Public spending per student declined 24% between 2008 and 2012. Appropriations began ticking back up in 2012, but their recovery has been uneven across the country.

“After the Great Recession, appropriations increased around 4% but that percentage is going down now and it seems now we’re coming to the end of the recovery,” said Sophia Laderman, co-author of the report.

In 2016, students in 24 states paid more than half of the cost of their education at public schools. In 2017, through a combination of budget cuts and tuition hikes, students in Kentucky, Louisiana, Oklahoma and Mississippi also passed that mark, according to the report. The average amount states pay per student nationwide, however, remains above a student’s tuition costs.

During economic downturns, public universities traditionally have been hit harder than other sectors because state funding cuts can be offset by tuition increases. As of last year, states still allotted nearly \$2,000 less a student than they did in 2001 and \$1,000 less than they did in 2007, according to the report.

RELATED COVERAGE

- The Wall Street Journal College Rankings
- The Decision That Hurts Your Chances of Getting Into Harvard
- Some Elite Colleges Review an Application in 8 Minutes (or Less)
- How to Find College Aid—by Yourself or With Help

“It’s really been a double whammy,” said Andrew Carlson, the report’s co-author. “We had two recessions back to back.”

Only six states have reached or surpassed their prerecession crests in 2008; 19 states remain at least 20%

below their prerecession level.

The amount of money states spend on higher education varies dramatically. Vermont appropriates the least, at \$2,695 a student—down 20% since the recession; Wyoming spends the most, \$18,237, up 4%.

Because tuition has increased, the average amount of revenue public universities received per student across the country increased to \$14,151 in 2017, up from \$13,375 in 2008.

Higher education is the third-largest budget outlay in state spending from state and local tax sources, behind K-12 and Medicaid appropriations, according to the report. In fiscal 2017, 9.9% of state general funds were allocated to higher education, down from 12.9% in 1995.

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How to level the college playing field

The New York Times

This time of year, there's a lot of optimism in the air about college. As acceptance notices come in, it seems like the smartest, hardest-working young people with the greatest potential are being matched to institutions of higher learning that will prepare them for success and promote a free and open society. We might conclude that colleges are greasing the gears of social mobility, which have slowed as of late.

It's painful to think otherwise, especially for someone like me for whom access to a selective college was a boon and a blessing. The son of a hardware store owner, I attended New York City public schools and got both an undergraduate and a law degree from Cornell. With the support of my loving family, I prospered. In 2000, I was appointed chancellor of the New York City public schools; after that I made investments in classroom technology before being tapped to run a foundation that paves the way for high-performing, low-income students to attend college.

Last year, though, the good luck that has characterized my life ran out. My doctor informed me that I am dying of A.L.S. In my remaining days, I feel a great urgency to speak boldly about a troubling fact: Despite the best efforts of many, the gap between the numbers of rich and poor college graduates continues to grow.

It's true that access programs take some academically talented children from poor and working-poor families to selective colleges, but that pipeline remains frustratingly narrow. And some colleges and universities have adopted aggressive policies to create economic diversity on campus. But others are lagging. Too many academically talented children who come from families where household income hovers at the American median of \$59,000 or below are shut out of college or shunted away from selective universities.

There is no easy fix. Creating economically diverse campuses is complicated and costly. Higher education did not cause and will not cure economic inequity. But as colleges struggle to come up with the right formula, the odds against children who come from families earning the median income or less actually graduating from college seem to grow more formidable.

The wealthy spend tens of thousands each year on private school tuition or property taxes to ensure that their children attend schools that provide a rich, deep college preparatory curriculum. On top of that, many of them spend thousands more on application coaches, test-prep tutors and essay editors. They take their children on elaborate college tours so that their children can "find the right fit" at schools with good names and high graduation rates. Enrollment strategists at these same schools seek applicants from areas where [the data they buy](#) confirms that income levels and homeownership are high.

The colleges make efforts to open up access to low-income students while at the same time culling applications in ways that give an advantage to the very wealthy — from the persistence of legacy admissions to the back door reserved for young athletes who excel in sports that flourish in rarefied communities like lacrosse, squash, rowing and fencing. Admissions officers

don't talk much about "development" admissions, students whose applications are favored in hopes their parents will eventually endow a new stadium or dorm. Increasing numbers of prospective freshmen apply for early decision, which can give the applicant a stronger chance of getting in but closes doors for middle-income students, who often need to make their college choice by comparing financial aid packages. No wonder, then, that in a group of 38 selective colleges, including five in the Ivy League, [more students came from families in the top 1 percent](#) of the income scale than from the entire bottom 60 percent.

Creating a true meritocracy in higher education would require serious, politically daring changes to our housing policies and the tax code, neither of which seems likely in the current climate. Yet people of means (and I include myself here) are complicit in a system that seems unable to stop itself from extending privileges to the privileged. If your late-model car boasts the sticker of a prestigious college in the back window, you are participating in a system that may be good for your child but bad for our country.

Because my body is failing, I have enlisted the aid of a colleague, the education journalist Peg Tyre, who has long shared my views. Together, we will lay out some fundamental steps that people of good conscience might take to make sure higher education is aligned with the democratic values we share.

Let's start with alumni. It is common to harbor fond feelings toward your alma mater. But to be a responsible, forward-looking member of your college's extended community, look a little deeper. Make it your business to figure out exactly whom your college serves. What is the economic breakdown of the current student body? Some colleges trumpet data about underrepresented minorities and first-generation students. But many don't. And either way, there are follow-up questions to ask. How has that mix changed over the past 10 years? What policies are in place to increase those numbers? You may not get a direct answer. No matter. When they call you as part of the annual fund-raising drive, press the issue.

But you need to go further. Legacy admission must end. By some counts, children of alumni, almost all of them from the top economic quartile, account for 10 percent to 25 percent of the students at the top 100 universities. In 2011, an analysis of 30 elite schools found that legacy candidates saw a 23 percentage point increase in their chances of getting in compared with otherwise similar candidates. Among the Harvard class of 2021, [29 percent](#) had a parent, grandparent or close family relation who attended the school.

Colleges say they need legacy admissions to encourage donations. But a 2010 study by Chad Coffman, Tara O'Neil and Brian Starr looked at alumni donations at the top 100 universities and found [no discernible impact](#) of legacy admission on giving. Leading universities, including [M.I.T.](#), Caltech and Berkeley, don't allot extra credit to legacies. We need to press all schools to do the same. Your child is likely to have a great life even if he or she never sleeps in the same freshman dorm you did.

Next, let's shorten the college tour. College admissions officers, who opted for the Common Application to make multiple applications to college easier, subsequently tried to weed out the not-so-serious applicants by making a pre-application college visit and a tour weigh in favor of

an applicant. They call it “[demonstrated interest](#),” but what it mainly signifies is a family’s ability to pay for a trip and not much more. The college tours, which for wealthy families gobble up vacation time for most of their child’s junior year in high school, are another way to signify the means, not the seriousness, of a candidate. Princeton and Emory, to name two, do not factor demonstrated interest into their admissions decisions. The rest should follow.

Broadly speaking, more people are going to college. To help students who come from the middle and working classes, cities and states should adopt models like the City University of New York’s ASAP program, which provides intensive advising, money for textbooks and even MetroCards to smooth a student’s pathway to his or her degree.

More name-brand colleges could do what Bard College has done: Refine the first two years of their four-year liberal arts education into an accredited Bard associate degree. They work with local partners to offer the degree in “microcolleges” within libraries and community centers. Their first four students — all low-income women with children who never considered applying to elite schools — are graduating from the [pilot microcollege, in poverty-stricken Holyoke, Mass.](#) this spring. One has been admitted as a transfer student to both Smith and Mount Holyoke, an almost unimaginable leap. The others are waiting to hear whether they will get to transfer to other selective colleges in the region with enough financial aid and child care to make it a reality.

And please, let’s not act like everyone already has the road map to college plotted. The college application system has become costly and baroque. Middle- and working-class kids rely on high school guidance counselors to help them navigate college admission and financial aid. But according to the latest figures, the average national ratio of high school students to counselors runs as high as [482 to 1](#). We must make it possible for high schools to hire, train and deploy enough guidance counselors, or we will have proved that we are not taking this issue seriously.

And of course, money talks. The 529 savings programs reward wealthy people for saving for, among other things, colleges, many of which disproportionately favor ... wealthy people. President Barack Obama was [shot down](#) for trying to do away with it. And the new tax code allows parents to use those funds to pay for private and parochial elementary and secondary school as well. If you are saving money in a 529 to pay for college and live in a state that gives you a tax deduction for it, you might consider making a donation to a college access program for low-income kids. It’s a small gesture, but it can make a big difference to a child in your community and beyond.

This may seem counterintuitive, but please stop giving to your alma mater. Donors to top universities are getting hefty tax deductions to support a system that can seem calculated to ensure that the rich get richer. If you feel you must give, try earmarking your donation for financial aid for low-income, community college students who have applied to transfer to your alma mater.

While visionary leaders are pushing their college and universities to increase the numbers of first-generation college students, comprehensive reforms must come quickly and they must be more visible. Campuses that are overwhelmingly populated by wealthy students amplify the

voices that jeer at our higher education system and energize those who seek to destroy it. It would be a tragedy if they succeeded.

Harold O. Levy, a former chancellor of the New York City public schools and education technology investor, is the executive director of the Jack Kent Cooke Foundation. This article was written with Peg Tyre, the author of “The Good School: How Smart Parents Get Their Kids the Education They Deserve.”

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CSU vet student broadens skills, deepens personal connection in Todos Santos



It has been almost a year since my very first visit to Todos Santos. Although a year has passed, I still clearly remember stepping off the bus into this magical town. Upon arrival I was greeted by friendly faces and caring personalities.

As a fourth-year veterinary student at Colorado State University, I was afforded the wonderful opportunity to complete a project in the Todos Santos area working with local ranchers. This project was in conjunction with Universidad Autónoma de Baja California Sur (UABCS), the local university in the nearby city of La Paz. The project involved surveying ranchers to identify their needs regarding livestock health and collecting samples from cattle and goats, which researchers at UABCS then analyzed. The project culminated with a daylong livestock conference for

local ranchers, with expert speakers from CSU, UABCS, Universidad Autónoma de Yucatán (UADY), and Centro de Investigación Biológica del Noreste (CIBNOR).

My experience at the CSU Todos Santos Center was instrumental in my fourth-year veterinary education. I improved my veterinary skills, such as drawing blood from a goat, and improved my Spanish language skills through working with the local community. Although clinical and language skills will be valuable assets, the most important part of the trip for me was connecting with the people. This trip allowed me to recognize the significance of ranching to the Todos Santos community. Like many communities in the United States, ranching is a lifestyle in Todos Santos. The Todos Santos ranchers take pride in their livestock, and treat their animals with compassion and respect. They want to ensure they are providing the best care possible for each individual animal. The hospitality of the ranchers is what made my experience so valuable.

A year later, I continue to hold this experience close to my heart. It has changed the way I interact with farm workers who speak Spanish in the United States, as I have a better understanding of their heritage. My time in Todos Santos during my veterinary education not only made me a better veterinarian, but it also made me a more compassionate and understanding individual. For all of these reasons, I believe all veterinary students should have the experience of visiting this magical place — not only to improve their veterinary clinical skills, but also to improve their understanding of and ability to relate to such a beautiful culture.

- *Natalie Urie, DVM, MPH*

Latest Stories



[Student leaders travel to Todos Santos as part of leadership exchange](#)

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.](#)

In Profile



[Collaborative effort provides spay and neuter surgeries for Todos Santos pets](#)



Jose Alberto Erales Villamil

DVM, MSc, PhD

"I have visited the Todos Santos Center three times now.

My work is related to livestock medicine and production, and most recently, I was invited by Dr. Straatmann to participate in this program, particularly regarding livestock farmers. I spent 10 days working with a fantastic group of students.

I think the Todos Santos Center provides a great opportunity for DVM students and students pursuing other careers at CSU to get involved in the real, everyday life of a small community. Participation in programs like this can have a profound impact on one's professional life. I strongly recommend students and professors get involved with the Todos Santos Center!"



[Todos Santos Center full as semester begins](#)



[English classes begin again at the Todos Santos Center](#)



[Read more about Jose's experience at the CSU Todos Santos Center.](#)

[CSU and University of Alaska Fairbanks cohost workshops in Todos Santos](#)

[Click here for events at the Todos Santos Center](#)



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COLORADO STATE UNIVERSITY



NATIONAL WESTERN CENTER REIMAGINED

Colorado State University is proud to be one of the key partners in the re-imagining of the National Western Center (NWC). Read on for updates about CSU's activities within the NWC, as well as stories spotlighting neighbors, partners, and collaborators of this landmark project.



Project updates

- The [RFQ for the Water Resources Center](#) is currently open, and closes May 7.
- Keep up to date with all aspects of the National Western Center project [here](#).

Upcoming events

[Water in the West Symposium](#)

April 26-27

McNichols Civic Center
Building

[DMNS: Science Lounge](#)

April 19 - Mars

May 17 - Urban Homestead
6:30-9:30 p.m.

Denver Museum of Nature &
Science

News



Don't miss the inaugural Water in the West Symposium

Colorado State University will host the inaugural Water in the West Symposium April 26-27 at McNichols Civic Center Building in Denver. Speakers will include U.S. Secretary of Agriculture Sonny Perdue and Former U.S. Secretary of Agriculture Tom Vilsack. See a complete agenda and register [here](#).



CSU showcases human-horse connection at Girls & Science event

For the past three years, Colorado State University has hosted a clubhouse at the Denver Museum of Nature & Science's annual Girls & Science event, a fun-filled day focused on STEAM (science, technology, engineering, arts, and mathematics) career exploration and mentorship for students, 8-13 years old. This year, the event drew more than 8,000 attendees from across the state.

The Equine Assisted Activities and Therapies team hosted the University's booth and showed students the connection between horses and humans.

[Read more.](#)

[NWC Citizens Advisory Committee Meeting](#)

April 26

May 31

June 28

July 26

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

[Extreme Community Makeover](#)

May 5 (Swansea

Neighborhood)

June 2 (Elyria Neighborhood)

July 28 (Globeville

Neighborhood)

Work days are from 9 a.m. to 4 p.m.

[CSU Green & Gold Gala](#)

May 5

5:30-9 p.m.

Hyatt Regency at the

Colorado Convention Center

[Clínica Tepeyac Tortillas for Tepeyac](#)

May 11

11:30 a.m.-1 p.m.

National Western Complex

CSU's own Jocelyn Hittle will be a roller!

[Roots to Health Seedling Sale](#)

May 12-19

The GrowHaus

[Official Naming of Carpio-Sanguinette Park](#)

May 15

1400 53rd Ave.



Bruce Randolph School 8th graders visit campus

Eighth graders from Bruce Randolph School visited the Fort Collins campus on March 6 for a campus tour and a first generation panel.



Temple Grandin Equine Center opens doors to Denver community

The Temple Grandin Equine Center hosted a community Open House on March 16 to provide a window into the programs and activities that will continue growing as plans for the future National Western Center progress. More than 50 community members joined in celebrating the positive impact of equine-assisted activities and therapies (EAAT) on individuals with cognitive and physical disabilities.

Garden Place Spring Carnival

May 18
4-7 p.m.
Garden Place Elementary School

Denver Master Gardener Plant Sale

May 19-20
Denver Extension Office
888 Iliff Ave.

Museum After Dark

June 8
6:30 p.m.-1 a.m.
Denver Museum of Nature & Science

Family Leadership Training Institute Graduation

June 9

Rams at the Rockies

June 24
1:10 p.m. start
Coors Field

Denver County Fair

July 13-15
National Western Complex

Clínica Tepeyac ¡Adelante! 5K Run/Walk

August 5
8 a.m.-12 p.m.
Stapleton Recreation Center

Velorama Festival

August 17-19
RiNo Art District

Partner spotlight

As part of the day's lineup, two student groups from the Bruce Randolph School participated in a variety of activities, including adaptive riding, grooming, anatomy identification, and communication. Between now and the end of this school year, nearly 25 students from the school's multi-intensive program will attend weekly EAAT sessions at the Center.

[Read more.](#)



Clínica Tepeyac provides culturally competent health care and preventive health services for the medically underserved.

Articles and links of interest

Environment:

- [CSU researchers aim to help Colorado's beekeepers with new knowledge to improve pollinator health](#)
- [Consumer and industrial products - not vehicles - now dominate urban air pollution](#)

Health:

- [Biochemical networks mapped in midgut of *Aedes aegypti* mosquitos](#)
- [CSU researchers lead study on cause of disease outbreak in Flint, Michigan](#)

Sustainability and energy:

- [Energy Institute team awarded \\$1.2M to study natural gas engine efficiency](#)
- [In CSU lab, laser-heated nanowires produce micro-scale nuclear fusion with record efficiency](#)
- [How biofuels from plant fibers could combat global warming](#)
- [\\$1.8M from DOE supports innovative waste heat recovery system](#)

Water:

Project spotlight



The Placemaking Team has started work to develop design standards for the National Western Center site. A public meeting to hear feedback from the community was held at the Colorado Miners Rec Center on February 1 and at the Swansea Rec Center on April 12. Keep up to date on future meetings by visiting nationalwesterncenter.com.

- [World's largest cities depend on evaporated water from surrounding lands](#)



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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